

## **PSC 3.0 INFORMATIONAL PLAN SUMMARY**

**For: South East High School Complex**

**Proposed by: SOUTH EAST HIGH SCHOOL**

**For: South East High School**

### **MISSION AND VISION OF THE SCHOOL**

The South East High School Complex is committed to providing a multidisciplinary and interdisciplinary integrated curriculum to educate, enlighten and inspire students to explore higher education opportunities. The graduates of South East High School will be able to communicate effectively through speaking, writing, reading and listening. They will also be empowered to be responsible citizens who are self-motivated, critical thinkers, and life-long learners.

Our curriculum and instruction model is designed to ensure that all students pass A-G college preparatory course work with a “C” or better and to ensure that students are prepared to tackle college-level course work. All students will have an opportunity to complete Individual Graduation Plans (IGP) with their counselor, parent, and teacher. During the IGP, students will set goals for themselves and develop a roadmap for success. Throughout their four years at the Complex, counselors will continuously meet with student to evaluate their academic needs, using assessments results and class performance to adjust placement and course selection.

### **DESIGNING DATA DRIVEN & STUDENT CENTERED INSTRUCTIONAL PROGRAMS**

Upon reviewing student-level and school-level data, the key findings we have identified to help build a strong student-centered instructional program are:

- **Increase Literacy and Numeracy**- Increase these levels across all content areas so as to meet Adequate Yearly Progress (AYP) and Academic Performance Index (API) goals.
- **English Learners and Special Education Subgroups**- Additional support will provide equity and access. Implementation of student monitoring strategies.
- **Increase in Graduation Rate**-Increase the percentage of students who graduate in four years.
- **Decrease in Dropout Rate**-Provide additional support, including purchasing a Diploma Project Counseling position, for at-risk students.
- **Social/Emotional/Physical Health**-As identified in the Single Plan, WASC Report, and Public School Choice Plan, resources are allocated to support students in need.
- **Parent Involvement**-Increase in parental involvement so that there is additional assistance provided by parents both at home and school.
- **Intervention**-Provide resources during school and after school programs including implementation of the Response to Intervention (RTI) Model to ensure academic success.
- **Attendance**-Meet the district goals for in-seat student attendance so that students can reach the graduation and college entrance requirements.
- **Academic Engagement**-Increase in the amount of time per day/week students receives quality instruction and are engaged in the subject being taught. Effective implementation of Instructional strategies including differentiation, SDAIE, and Marzano’s strategies.

Our intervention model has a seven-step process utilizes the use of data to inform decision-making, progress monitoring, screening, and garners parental involvement in order to prepare all students to be college-prepared and career-ready:

- **Professional Development Emphasis**- Improve instruction through effective first instruction by using research-based instructional strategies, practicing 21<sup>st</sup> century skills, assessing and adjusting instruction via data analysis to meet the needs of all our students.
- **Problem-Solving School Leadership Team**- Each small school will use My Data as a tool to identify at risk students and implement an intervention plan to help them be successful.
- **Identify Target Benchmarks**- MyData “Secondary Alert System” reports will serve as a screening tool to determine students who are performing below basic academic expectations and require supplemental intervention. Data will be gathered and analyzed by teachers, department chairs,

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coordinators, small school lead teachers, and administrators to measure progress towards district goals and school-wide selected SMART Goals.

- PLC/SLCs Apply Interventions- To support students who perform moderately or significantly below grade level, intervention based on Buffman, Matos, and Webber's *Pyramid Response to Intervention: RTI, Professional Learning Communities, and how to Respond When Kids Don't Learn (2008)* will be used.
- Progress Monitoring- Will take place in the classroom concurrently with effective first instruction. Grouping, peer mentoring; entrance/exit slips are systematically utilized to address students who are not meeting the standards.
- Garner Parental Involvement- Increase parental involvement so that there is additional assistance provided by parents both at home and in school.
- Evaluation Plan- Data will be evaluated at least twice a year and modification will take place in order to ensure students' success.

## INSTRUCTIONAL PROGRAM

Good first teaching using universal access instructional strategies supplemented by differentiation, modifications, and enrichment address the needs of all learners. Specific differentiated and enriched strategies for each of these sub-groups include:

### Students with disabilities

- The Complex will provide an array of special education services for student with Individualized Education Plans (IEPs):
  - Resource Specialist Program.
  - Special Day Program
  - Adapted Physical Education
  - Language and Speech Services
  - Community Based Instruction
  - Full Inclusion Model
- Students will be provided with a case carrier who will ensure appropriate implementation of the Individualized Education Plan (IEP) or 504 plan.
- Special education teachers will meet with general education teachers once every two weeks during a conference period to plan on co-teaching planning and work collaboratively to implement the accommodations and modifications detailed in students' IEPs.
- All teachers of students in the Resource Specialist Program and the Special Day Program will scaffold rigorous, standards-aligned, multi-modal instruction to ensure access to the curriculum.
- The learning center is available for fully included students who require additional support
- An Extended School Year program (ESY) will be available to qualifying students with IEPs.

### Socio-economically disadvantaged students

- Offer opportunities for individualized assistance to students by reducing classroom size.
- A psychiatric social worker (PSW), Pupil Services and Attendance (PSA) counselor, and the Diploma Project Advisor (DPA) provide social and emotional behaviors support
- Students who are performing below standards are identified and targeted by the Intervention Coordinator and referred to other services available to them including:
  - CAHSEE Saturday School
  - CST Saturday School
  - Tutoring
  - ESL classes
  - CAHSEE Prep courses in English and Mathematics
- A community representative is available in the Parent Center from 8:00 a.m. to 12:00 p.m. daily and organizes workshops to inform parents on how to better support their child as they navigate through high school and beyond.

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### **Special needs students**

- A case carrier will be provided and will ensure appropriate implementation of their 504 plans.
- Teachers will be notified which students have 504 plans and appropriate accommodations.
- A nurse is available on school grounds on daily to make sure the physical needs of students are addressed so they can have more opportunities for success in their courses.
- Provide equal access to the core curriculum and will be held to the same rigorous standards.
- Teachers will differentiate instruction to meet the need of the students; scaffold, accountable talk, graphic organizers, Jane Schaffer Writing Program, and re-teaching.

### **Gifted students**

- The Gifted and Talented Education (GATE) program provides acceleration and enrichment through Advanced Placement and honor courses.
- All students are encouraged to take challenging courses and monitored yearly.
- Increased identification of potential GATE students will be determined by CST scores (445 or above in ELA and 450 or above in Math) and overall Grade Point Average (3.5 GPA).
- GATE teachers will partake in on-going professional development to further develop strategies and best practices that ensure a challenging curriculum for GATE students via GATE standards.

### **English Language Learners (ELs)**

- The Complex will meet all state and federal law requirements pertaining to ELs.
- Use CELDT as an indicator of English language proficiency level.
- Teachers in the Complex will continue to be trained in:
  - Specifically Designed Academic Instruction in English (SDAIE) Methodology
  - Robert Marzano's strategies(Non-Linguistic Representation via Thinking Maps®)
  - Scaffolding through the Jane Schaffer Writing Program
  - Accountable Talk
- Equal access to core curriculum according to the Access to the Core Grant training
- Instruction and assessment will be differentiated to meet the individual needs of the students.
- Professional Learning Communities (PLCs) will use the Language Acquisition Branch's strategies that support learning for English Learners.

### **Standard English Learners (SELs)**

- Students will be provided with equal access to the core curriculum in a safe learning environment with clear expectation using Culturally, Relevant and Responsive Pedagogy.
- Teachers will support SELs by providing an atmosphere that is:
  - Respectful of home language and culture
  - Provides multiple opportunities for oral presentations and responses
  - Create project-base learning opportunities
  - Model standard English in the classroom
- Ongoing refinement of the practice of Marzano's high yield strategies, with specific attention on Reinforcing and Providing Recognition, Jane Schaffer's writing program and Accountable Talk.
- Professional Learning Communities (PLCs) will use the Academic English Mastery Branch' CRRE Quality Indicators to assess whether instruction is meeting the needs of SEL students

## **SCHOOL CULTURE**

The culture of *The Complex* is driven by our core values of high expectations for all students and the expectation that they will be college and career prepared. Our sound educational program based on our

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mission, vision and core values will be the foundation for educating, enlightening and inspiring our students to explore higher education and career opportunities.

The Complex is opened at 6:30 a.m. and students start arriving at school at 7:00 a.m. to have breakfast. Breakfast is served from 7:00 a.m. to 7:20 a.m. The first warning bell rings at 7:25 a.m. and students have 5 minutes to make it to their 1<sup>st</sup> period class. Students attend their first three periods before they go to lunch. Students get a 35 minute lunch from 10:37 a.m. to 11:12 a.m. After lunch, students will have three additional periods. All periods have 59 instructional minutes and school concludes at 2:24p.m. Students follow this schedule on Monday, Tuesday, Thursday and Friday. On Wednesdays', the social and emotional needs of our students will be met through a structured advisory program. The curriculum will engage the students in activities and readings that promote mentally, healthy and active learners.

***The Complex offers the following extracurricular activities:***

- Athletics
  - Football, Basketball, Volleyball, Swimming, Soccer, Softball, Baseball, Tennis, Track and Field, and Cross-Country
- Academic and Social Clubs
  - Mathematics Engineering Science Achievement (MESA), Drama, Small School Councils, Academic Decathlon, Junior Statesman of America (Debate Club), Band, Mariachi, Future Business Leaders of SEHS, Interact Club, Wise Up!, Ephesians Society, Gay-Straight Alliance, Youth Action, Womyn's Collective, and National Honor Society
- Small school picnics and community service events
- Dance

### **PARENT ENGAGEMENT AND INVOLVEMENT**

At *The Complex* we believe that a school thrives when it is completely integrated into the community. It is imperative to successful education that all shareholders build mutual understanding and empathy, and that at school we provide effective family and community involvement. As administrators, counselors and teachers, we will continue reaching out to families and the community. South East High School has established an open door policy where all shareholders are welcome. We provide training to our staff and personnel on customer service. Using the six keys of family and community engagement outlined in Joyce Epstein's *Key to Successful School, Family and Community* (2002), we will continue developing and implementing community outreach programs.

### **STAFFING**

*The Complex* will select highly qualified teachers and hire staff with proven experience that demonstrates a willingness and ability to uphold and further our mission and vision. We will seek teachers and staff that understand the importance of positive change, teachers who bring a strong commitment to student learning and high achievement, individuals with a willingness to work with the community, and team members that contribute to the betterment of the school in an academic and social setting. The Principal along with a lead teacher, the department chair, small schoolteachers, and willing parents will interview potential teacher candidates.

### **APPLICANT TEAM CONTACT INFORMATION**

**LEAD TEAM MEMBER NAME: Maria Sotomayor**

**APPLICANT TEAM CONTACT PHONE NUMBER: (323) 568-3400**

**APPLICANT TEAM CONTACT EMAIL: msotomay@lausd.net**