

PSC 3.0 INFORMATIONAL SCHOOL PLAN SUMMARY
For: Sylmar High School
Proposed By: Sylmar High School Teachers

Mission & Vision of the School

Vision: Graduates of Sylmar High School will be active, conscientious, and principled individuals who use their talents to benefit not only themselves, but the local and global community as well. Operating from a growth mindset, our students will be intrinsically motivated to participate collaboratively and excel in their chosen professions. Prepared and eager, our students will confront the challenges of the 21st Century with confidence, perceiving these complexities as opportunities for growth.

Upon graduation from our school, students will know how to assert themselves as positive, contributing members of the community. Students of Sylmar High School will be prepared to enter college and continue into the 21st Century workforce as they will have internalized the importance of life-long learning and positive mental growth. These attributes will make our graduates adaptable to the changing needs of the local and global communities. Our students will be equipped with the knowledge and skills they need to meet the demands of the real world.

Designing Data Driven & Student Centered Instructional Programs

Our students need...

- the social, emotional, and academic support that will be provided through the personalization and daily progress monitoring within our community service program.
- to continue their improvement on standardized test scores, common assessments, and essential learnings.
- flexibility with regard to demonstrating mastery of skills and concepts.
- to see teachers as supportive role models who help make meaning from their learning.
- to explore their interests and passions.
- to connect school to the real world.
- to be ready for the 21st Century.

All instruction, student services and interventions are guided by student needs as determined from continual data analysis and provided by the intervention coordinator. Following best practices, teachers work in Professional Learning Communities and Small learning Communities to collectively gather and analyze student data. Instructional decisions, from intervention to enrichment, are based upon these findings. Some examples of the ways in which student data is used to prepare students for college and career readiness include:

- Re-teaching difficult content
- Demonstrating mastery through differentiated activities
- Implementing the Problem/Solution Response To Instruction and Intervention (RTI 2) Tiered model for student support
- Advisory period in place and functioning to help monitor student progress

- Graduation checks
- College and career counseling

Instructional Program

The instructional program at Sylmar High School is standards-based and designed to serve the diverse needs of all our students. Every student has access to all listed services and programs. Below is a brief overview of the programs and services most commonly associated with each of our subgroups.

Students with disabilities

- Specially Designed Academic Instruction in English (SDAIE)
- Differentiated instruction
- Collaboration between Special Education and General Education teachers
- Personalized learning environment
- Project-based learning
- Access to least restrictive environment
- Individualized Education Program (IEP)
- Individual Transition Plan for post high school
- All accommodations and modifications required as per IEP
- Tutoring and interventions designed for Students with Disabilities through the learning lab

Students with special needs

- Specially Designed Academic Instruction in English (SDAIE)
- Differentiated instruction
- Personalized learning environment
- Project-based learning
- 504 Plan

Socio-economically disadvantaged students

- Access and assistance with college applications and fee waivers
- College and career counseling
- Mentorship
- Social programs through community service
- Networking opportunities through Small Learning Communities
- Access to internships, job-shadowing, and scholarships
- Access to and benefits of local college articulations
- Access to Advanced Placement courses
- Mental health programs and counseling
- Personalized learning environment

Gifted Students

- Access to Advanced Placement courses
- Computer enhanced coursework
- Early-college option
- Opportunities for campus leadership, outreach, and peer modeling
- Project-based learning
- Community service learning
- Personalized learning environment

English Language Learners

- Specially Designed Academic Instruction in English (SDAIE)
- Multiple opportunities for content mastery through differentiation
- Project-based learning
- Tutoring and interventions
- Personalized learning environment
- Student discussion and interaction

Standard English Learners

- Differentiated instruction to develop interests and talents
- Project-based learning
- Opportunities for increased rigor
- Personalized learning environment
- Community Service Learning

School Culture

At Sylmar High School, our culture is one of achievement, pride, and community dedication. Students strive to achieve academically as well as socially by being active participants in their school and community and by taking ownership in their success. Students view their school as an important part of their lives, making the social climate and appearance of the campus a critical concern. Because of this, our students are involved and active in promoting a healthy, wholesome, and welcoming environment for all.

A typical day will begin with greetings and acknowledgements from staff as students enter the campus. After breakfast, students make their way to class and are greeted by teachers, eager to begin the instructional day. Classrooms are cheery, clean, and rich with literature and content related materials as well as data walls for student self-evaluation. Student work is posted along with grading guides so that parent and community visitors have access to understanding the kind of work the students are doing. Throughout the day, students will see agendas and class objectives clearly posted, making expectations clear at all times. Instruction will be student-centered, with an emphasis on student academic interaction and writing. Teachers engage students with probing questions that promote analysis and higher order thinking. In addition, teachers will continually monitor student progress, providing intervention when needed. Upper grade students will enjoy the atmosphere of their small learning communities, in which an interdisciplinary approach reflects real-life learning experiences, preparing these students for their post-high school lives. All students will receive personalized instruction and attention in their advisory periods. During lunch, students have an opportunity to receive tutoring, socialize in clubs or to simply lounge in the quad. Classes commence until the final bell allowing students to attend to extra curricular activities, homework clubs, and socializing.

Extra-curricular activities include:

- Sports
- Band
- Chorus

- Leadership
- Clubs
- Internships
- Service learning

Parent Engagement and Involvement

At Sylmar High School we have recently beautified and enhanced our Parent Center, which hosts monthly ELAC/CEAC meetings run by the Title One Coordinator and the Bilingual Coordinator. Our Parent Center is open to parents throughout the school day. We also host various workshops for parents such as “Life Beyond High School,” “Parenting the Teenager,” family math classes, and computer literacy classes. We intend to expand this program into a Parent University which will include classes generated by the ideas and needs of the community. Further, we will implement a practice in which teachers will extend invitations to parents in order to encourage participation. Much of our parent outreach will be concerned with helping parents better understand their role as their child’s academic and social advocate. We have created a Community Outreach Committee that is specifically dedicated to serving the needs of the Sylmar community. This is all in an effort to achieve transparency and integrate our mission with the needs and concerns of the community. As a community school, Sylmar High is open to parents and guardians, and we welcome the opportunity to provide campus tours and classroom visitations. Our “Welcome Center” is the starting point for visiting parents, guardians, and volunteers. Here, they are greeted, escorted to their destinations, and introduced to key personnel.

Staffing

In order to achieve the “village” that we envision the staff of Sylmar High School will operate with shared core values, all of which support the ideals of a student-centered environment.

The staff at Sylmar High School will:

- be open and amenable to evolving their individual practice by participating in a collaborative and transparent culture.
- work together to create a shared academic environment in which students are accountable to themselves as well as to their teachers and peers.
- be committed to the belief that all students can learn and that teachers must be facilitators in that process.
- be respectful toward each other and the students.
- be flexible; willing to share responsibility and leadership duties.
- be eager to serve students throughout their journey toward graduation and beyond, into post-high school life.
- be knowledgeable in our instructional strategies including SDAIE, Differentiation, and Project-Based Learning

Applicant Team Contact Information

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