PSC 2.0: CRHS#13/SCHOOL OF HISTORY AND DRAMATIC ARTS

<u>Proposal Revisions</u>

I. Curriculum and Instruction: *Revised* mathematics and science sections	File: ▪ SoHDA-RFP_ revised_ C&I.pdf
II. Professional Development: *Revised* alignment with instructional program	File: ▪ SoHDA-RFP_ revised_PD.pdf
III. Detailed plan for serving EL students	File: ▪ SoHDA-EL-Plan.pdf
IV. Budget to support plan implementation	Files: ▪ SoHDA2011-12Budget.xlsx ▪ SoHDA_Budget-Narrative.pdf
V. Service Plan for Special Education: *Response* to concern about "case carriers"	File: ▪ SoHDA_SpEd Clarification.pdf

Professional Development Revisions
04/25/11
Note:
Red-revisions
Highlighting= Instructional Strategies/Professional Development alignment

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d. Instructional Strategies: Describe the instructional strategies that will be implemented at your proposed school to support the Instructional Program. Explain why these strategies are well suited to address the needs of the student population you plan to serve.

SoHDA's primary instructional strategies are summarized in the chart that follows:

Strategy	Professional Development
1. Reciprocal Teaching	1. Action Learning Systems
2. Shared Inquiry	2. Great Books Foundation
3. Interactive Notebooks	3. Teachers Curriculum Institute
4. Interdisciplinary Writing	4. Humanitas
5. Project Based Learning	5. Buck Institute for Education

These strategies address the needs of the student population in the following ways:

1. Reciprocal Teaching
This method involves training students to use four strategies that are associated with of both improving reading comprehension and self-monitoring while reading (Palinscar and Brown 1984; Palinscar 1984, 1986). The four strategies are (1) generating questions, (2) summarizing, (3) clarifying, and (4) predicting. The method helps students with low reading skills internalize the metacognitive processes which good readers naturally perform.

RESEARCH BASE
Reciprocal Teaching has been heralded as effective in helping students improve their reading ability in pre-post trials or research studies (Pearson and Doyle 1987, Pressley et al. 1987). According to Bruer (1993), Reciprocal Teaching helps novice readers learn and internalize the strategies excellent readers employ. When engaging in Reciprocal Teaching strategies, the novices are practicing and developing the skills required to comprehend and learn. Further, trials employing Reciprocal Teaching have consistently indicated the technique promotes reading comprehension as measured on standardized reading tests.
Carter, Carolyn J. "Why Reciprocal Teaching?" Educational Leadership. March. 1997: 64-68. Print.

2. Shared Inquiry
Shared inquiry is a method of learning that inspires deeper thinking through reading and discussion. Discussion leaders learn how to ask probing questions that let students respond with their own ideas, supported by evidence from the text.

RESEARCH BASE
Great Books Foundation. *What Is Shared Inquiry.* The Great Books Foundation. Illinois. 2006.

Teachers on our design team have been trained in, and successfully used, this method. They have also

customized the program by developing their own strategy for pre-reading that is similar to text annotations that college professors sometimes require. The following is a copy of the laminated card that students receive to guide them in the process:

PROACTIVE READING

Highlight or underline important text.

Use the **symbols** to indicate its significance.

Add **commentary** in the margins or on post-its.

? This is **confusing**.

  (does not require commentary)

! This is a **main idea**.

  (does not require commentary)

* This makes me **think**…

  (any comments you would like to make)

= This **reminds** me of…

  (personal examples, academic analogies)

+ I **agree** because…

0 I **disagree** because…

Teacher Comments:

A couple of months ago, Steven Munguia (Class of 2010, Humboldt), stopped by to visit me and Ms. Ryley. I asked Ms. Ryley if she had any more copies of the Proactive Reading cards. Steve then said "check this out" and pulled a wrinkled copy of an earlier version out of his wallet. He told us that he had checked a book out of the library that we had recommended, and was reading it using the method—taking notes on separate paper because it was a library book.

During a recent visit, former student Stephanie Miranda (Class of 2010, PCC) said that at a SITE seminar she attended (a program that assists students with transferring to UCs) the professor was walking down the aisle lecturing to the class on effective reading practices. He stopped when he spotted Stephanie's article, which was marked with Proactive Reading annotations. The professor then used Stephanie's article as an example of effective reading practices.

Ricardo Martinez, Franklin High School English teacher, design team member

3. Interactive Notebooks

Interactive Student Notebooks allow students to access information in an engaging way. As students learn new ideas, they use several types of writing and innovative graphic techniques to record and process them. Students use critical-thinking skills to organize information and ponder questions that promote creative thinking. Key ideas are highlighted; diagrams show relationships; sketches show people and events; timelines illustrate chronology, etc. (from http://info.teachtci.com/forum/isn.aspx). SoHDA design team members have been using Interactive Student Notebooks successfully for years. The organizational and graphic components embody Specially Designed Academic Instruction in English (SDAIE) strategies.

4. Interdisciplinary Writing

Interdisciplinary essays serve as summative assessments for Humanitas interdisciplinary lessons. Through scaffolding, students are able to produce writing that goes beyond formulaic five paragraph

essays. There are examples of a 9th grade and a 12th grade interdisciplinary essay in Section 2.b.

5. <u>Project Based Learning</u>
Progressive educators such as John Dewey have reported the benefits of experiential, hands-on, student-directed learning for over 100 years. The roots of Project Based Learning (PBL) lie in this tradition. PBL can be defined as "a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks." (Buck Institute for Education, 2010) In standards-based PBL, students are pulled through the curriculum by a Driving Question that creates a need to learn the material. The Driving Question is tied to content standards, and the assessment is designed to evaluate mastery of that content This driving question is similar to the Big Ideas and Essential Questions that are central to Understanding by Design, our instructional planning tool. It also mirrors the Linked Learning component of real-world applications.

RESEARCH BASE
Research shows that learners not only respond by feeding back information, but they also actively use what they know to explore, negotiate, interpret, and create. They *construct* solutions, thus shifting the emphasis toward the process of learning. In addition, **cognitive research** has revealed much more about the nature of problem solving. Education has benefited from this research, as teachers have learned how to effectively scaffold content and activities to amplify and extend the skills and capabilities of students.
"Introduction to Project Based Learning." Buck Institute for Education. Web. August 2010. www.bit.org

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d. **Early Care and Education:** Discuss how you will reach out to and address the needs of young children, ages 0-5, and their families. Please refer to the Options for Including Early Care & Education (ECE) in the Operations of an Elementary School located on the Public School Choice website to view a comprehensive list of possible strategies used by school operators to integrate child development services in their program(s).

Not Applicable

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5. PROFESSIONAL DEVELOPMENT

a. Professional Culture: Describe the professional culture you envision at the proposed school. Explain how the professional culture you envision reinforces the Instructional Program outlined above. Identify activities and structures that will support the achievement of the professional culture envisioned. Discuss how you plan to introduce the activities and structures to teachers.

If we think of the knowledge that teachers bring to classrooms as the "mind" of a school and the practices of teachers within classrooms as the "body," then we can view professional development as the "central nervous system"—the link between knowledge and practice. This analogy communicates the absolutely essential role that the School of History and Dramatic Arts believes a focused, intensive, sustained professional learning system plays in delivering student and school success. We will use our autonomy to create a system that is embedded in our school's structure.

Research Base
Rigorous research suggests that sustained and intensive professional learning for teachers is related to student achievement gains. An analysis of well-designed experimental studies found that a set of programs which offered substantial contact hours of professional development (from 30 to 100 hours) spread over six to 12 months showed a positive and significant effect on student achievement gains. Intensive professional development efforts that offered an average of 49 hours in a year boosted student achievement by approximately 21 percentile points. Efforts that involved a limited amount of professional development (5 to 14 hours) showed no statistically significant effect on student learning.
Darling-Hammond, Linda, Ruth Chung-Wei, Aletha Andree, Nikole Richardson, and Stelios Orphanos. *Professional Learning in the Learning Profession: A Status Report on Teaching Development in the United States and Abroad.* National Staff Development Council and the School Redesign Network at Stanford University. Palo Alto. 2009.

The keys to creating the **professional culture we envision** are shared commitment and collaboration. Our design team members truly believe in our mission and vision and we will use our autonomy to seek staff members that share this belief. We have spent many months collaborating constructively in order to create this school plan and we look forward to expanding this positive experience through working with others and participating in extensive professional development that is geared towards translating our goals into action.

Before the beginning of each year, the staff will create a **Schoolwide Action Plan** (SAP) using processes outlined in *Schooling by Design* (Wiggins and McTighe, 2007). This plan will serve as a guide for the implementation of our vision and the evaluation of our achievement. The staffs' creation of the plan will help ensure staff buy-in. Teachers will also create **Individual Professional Development Plans** (IPDP) to aid in personalized instructional development and help ensure teacher effectiveness. Our grade-level teams and content-area teams will function as authentic Professional Learning Communities. Teachers on **grade-level teams** will share a common cohort of students. This will allow them to create interdisciplinary unit lesson plans and to address the needs of particular students as a team. Our **content-area teams** will enable us to share knowledge, provide continuity in our instruction, design common assessments, and analyze assessment results.

In order to inform and sustain our professional culture, we are compiling a notebook of all the research we have analyzed during the process of creating SoHDA's school plan. This will be distributed to our staff to help them with instructional planning, and will also serve as a guide and reference for our

professional development. Topics that we will discuss include: Best Practices, Cognitive Science Research, Common Core Curriculum, 21st Century Skills, Academic Literacy, ELs and SDAI, RTI, Socioeconomic Disadvantages, and Accountability and Choice. The Critical Friends protocol will be used for discussions.

The following chart summarizes the structure and activities that will support the achievement of the professional culture that we envision:

FRAMEWORK: *Schooling by Design: Mission, Action, and Achievement*, Wiggins and McTighe (2007)

<u>Six Pillars of Reform</u>

- A relentless focus on the long-term **mission** of school;
- A **curriculum and assessment framework** that honors the mission;
- A set of **principles of learning** that support all decisions;
- **Structures, policies, job descriptions, practices, and resource use** consistent with the mission and learning principles;
- An overall strategy that includes ongoing **feedback and adjustment**;
- A set of **tactics** linked to strategy.

Structures	Activities

1. <u>Summer Institutes</u> 5 days each
 A. *Beginning of the Year*
  formulate, revise SAPs and IPDPs
 B. *End of the Year*
  review successes and failures while still fresh, analyze data
	• Creation of Schoolwide Action Plan (SAP)
	• Creation of Individual Professional Development Plans (IPDP)
	• Advisory training and planning
	• SDAI and RTI Training

2. <u>Professional Development Wednesdays</u> 2 hours
Monthly Schedule:
Week 1 School Committee meetings
Week 2 Grade-level Teams/Horizontal Planning- interdisciplinary lesson Planning, Student Study Teams
Week 3 Grade-level Teams continued
Week 4 Content-area Teams/Vertical Planning- assessment preparation, data analysis
The first 30 minutes of each PD will address the following as necessary:
  • School Business
  • Committee Reports
	• Implementation, evaluation, modification of Schoolwide Action Plan
	• Implementation, evaluation, modification of Individual Professional Development Plans (IPDP)
	• Critical Friends Groups and Coaching
	• Advisory training and planning
	• selected Strategy training (see PD Calendar for details)
	• Interdisciplinary Unit lesson planning (Humanitas model)
	• Student Study Teams, RTI

3. <u>Instructional Leadership Team</u> comprised of elected chairs of School Committees (see below)	• Implementation, evaluation, modification of Schoolwide Action Plan • Data analysis through the Revolution K12 program
4. <u>School Committees</u> aligned with WASC Committees, all teacher must be members of at least one committee per Elect to Work Agreement A. Curriculum, Instruction and Professional Development B. Data Analysis and Accountability	• Planning professional development • Data analysis • Organizing parent engagement activities • Creating, implementing and monitoring student support services • Organizing school activities

C. Family and Community Engagement D. Student Support E. School Activities	
5. <u>Common Conference</u> for Grade-level Teams, scheduling priority	• Interdisciplinary Unit lesson planning (through Humanitas Model)

Our **activities and structures will be introduced to teachers** the **first year** through an intensive 10-day Summer Institute which will utilize *Schooling by Design* protocols. Teacher teams will also attend professional development workshops on 1) Advisories 2) Habits of Mind 3) Critical Friends Groups and 4) Project Based Learning at the Wildwood Outreach Center, and training on Linked Learning through ConnectEd, prior to the school year. They will then introduce the concepts to others in teacher-facilitated sessions during the Summer Institute. In the following years, the two weeks will be divided into a beginning of summer and an end of summer session. New teachers will attend special breakout sessions that are geared to their needs during Summer Institutes, and will also be encouraged to attend summer professional development workshops such as UCLA Mathematics Project (UCLAMP) Summer Institutes which include the Mathematics Educators Leadership Institute, the New Teacher Math Methods Institute, and Bridging the Gaps for Students with Exceptional Needs.

Our professional development will **reinforce our Instructional Program** through alignment with a select group of reform approaches and instructional strategies. (See the RESEARCH BASE boxes below, and the **School Goal/Strategy** chart in section b.) Some of these strategies will be taught by teacher coaches with experience using the strategy, and others will be developed through workshop attendance. See Attachment A-3 for reform approaches and instructional strategies that will inform curriculum development and the creation of Professional Development programs.

Too often, professional development does not generate the teacher buy-in necessary for true implementation and provides only a cursory understanding of the concepts:

Research Base: Project-Based Learning

Advocates of 21st-century skills favor student-centered methods—for example, problem-based learning and Project Based Learning—that allow students to collaborate, work on authentic problems, and engage with the community.
  Part of the 21st-century-skills movement's plan is the call for greater collaboration among teachers. Indeed, this is one of the plan's greatest strengths; we don't give teachers time to share their expertise. But where will schools find the release time for such collaboration? Will they hire more teachers or increase class size?...These challenges raise thorny questions about whether the design of today's schools is compatible with the goals of the 21st-century skills movement.
  For change to penetrate classrooms, we must understand that professional development is an undertaking that requires commitment on the part of the school to dedicate time to preparing Project Based Learning. Most teachers don't need to be persuaded that Project Based Learning is a good idea—they already believe that. What teachers need is much more robust training and support than they receive today, including specific lesson plans that deal with the high cognitive demands and potential classroom management problems of using student-centered methods.

Rotherham, Andrew J. and Daniel T. Willingham. "'21st Century' Skills Not New but a Worthy Challenge." *American Educator*. Spring. 2010: 17-20. Print.

SoHDA will use our professional development autonomy to provide the support that this excerpt laments the lack of. We will have staff attend Project Based Learning Training at the Wildwood Outreach

Center, train other staff at Summer Institute sessions, and have ongoing discussions at our weekly PD sessions.

RESEARCH BASE
• U.S. teachers participate in workshops and short-term professional development events at similar levels as teachers in other nations. But the United States is far behind in providing public school teachers with opportunities to participate in extended learning opportunities and productive collaborative communities. • Other nations that outperform the United States on international assessments invest heavily in professional learning and build time for ongoing sustained teacher development and collaboration into teacher's work hours. • American teachers spend much more time teaching students and have significantly less time to plan and learn together, and to develop high quality curriculum and instruction than teachers in other nations. • U.S. teachers have limited influence in crucial areas of school decision-making. **In many high-achieving nations where teacher collaboration is the norm, teachers have substantial influence on school-based decisions, especially in the development of curriculum and assessment, and in the design of their own professional learning.**
Darling-Hammond, et al. (2009).

We will implement these research-based recommendations through two primary means: (1) by carefully choosing what to focus on as a collaborative whole-school team—subject to review and revision each year at Summer Institutes, and (2) providing in-depth and ongoing training as outlined in the Structures and Activities chart above.

b. **Professional Development**: Describe what effective Professional Development (PD) will look like at your proposed school. Identify the school's goals and strategy for ongoing PD. Explain how the PD plan will be driven by data to build coherence and support the instructional program as well as build capacity to improve teaching and learning, school performance and student achievement. How will the PD program be differentiated to support teachers at various stages?

The goal of our professional development is to advance the goals for our students that are set forth in our vision. These are: to advance college and career preparedness, foster creative expression, and cultivate community engagement. Our strategy for sustaining ongoing PD is to use our autonomy to embed it in our school structure, as described in the professional culture section. The following chart illustrates the relationship of our school's goals to specific strategies (See **2. CURRICULUM AND INSTRUCTION: d. Instructional Strategies, pp. 19-21**):

School Goal	Strategy
"advance college and career preparedness"	• Linked Learning • Reciprocal Teaching • Shared Inquiry
"foster creative expression"	• Interactive Notebooks • Interdisciplinary Writing • Project Based Learning
"cultivate community engagement"	• Advisories • Habits of Mind

Training for these strategies is detailed in the tentative Professional Development Calendar in **5. PROFESSIONAL DEVELOPMENT: Section d**.

Data will be gathered and analyzed at multiple levels: by individual teachers, grade-level teams, content-area teams, through school committees, and school-wide. The Instructional Leadership Team and the Data Analysis and Accountability Committee will oversee this process. The immediate, detailed and extensive data reports provided by Revolution K12 programs will supply standards and assessment information. We will follow *the Schooling by Design* protocol for collecting evidence and planning action, and use the Critical Friends Group protocols to examine student work and teacher practice. The information described in Section 4e, Data Collection and Monitoring, will inform our Schoolwide Action Plan. This information will also inform our weekly professional development.

Our professional development will be **differentiated** in various ways. During Summer Institutes, new teachers will attend special breakout sessions geared to their needs. Their attendance at summer professional development workshops will also be supported. In addition, teachers with less than three years experience will be provided with one observation day per month in which to observe their colleagues classroom management and instructional techniques. They will be provided with coverage by administration and teachers on a rotating basis.

Grade-level teams and content-area teams will provide the primary means through which we will **support teachers at various stages**. Teachers with varying levels of experience will be grouped together on these teams. This will allow them to provide support for new teachers. For instance, grade-level teams will provide classroom management support, as they will be sharing a common cohort of students. Content-area teams will provide curriculum and assessment support for new teachers. In addition, teacher will be trained as coaches using the Critical Friends Group (CRG) approach. This training draws from the National School Reform Faculty and the School Reform Initiative to provide educators with research based tools to:

- create collaborative cultures and sustain effective Professional Learning Communities
- learn processes for engaging colleagues in inquiry about their work
- establish protocols for examining student work as a way to improve practice

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c.   Teacher Orientation: Describe the induction program for new and existing teachers. Discuss how this program will prepare teachers to deliver the proposed curriculum, utilize the instructional strategies and differentiate instruction.

Our school planning would begin upon notification of acceptance of our proposal. We will follow PSC 2.0 timelines and recommendations during the planning phase. Our regular **induction program** will include our Summer Institutes, as described in Section 5a During this period, staff will finalize our Schoolwide Learning Plan. They will also share training they received at summer professional development workshops in order for all staff to be able to **utilize the instructional strategies** we have selected.

In order for staff to be prepared to **deliver the proposed curriculum**, teachers will attend three-day Humanitas Teacher Center trainings as grade-level teams. Teacher collaboration is the foundation of the Humanitas instructional model. The effects of the Humanitas program on student achievement in Los Angeles public schools have been documented (Attachment 1-A). During Humanitas training, grade-level teams will create thematic, interdisciplinary units utilizing the backwards-planning framework. During the process the teams will do the following:

- Identify team members' different content standards and determine where they can connect.

- Develop overarching themes that generate common big ideas, and plan intersecting lessons around them, utilizing Linked Learning premises.
- Create interdisciplinary essay prompts that will incorporate high-level writing skills and function as summative assessments.
- Plan each semester's common three to four week grade level interdisciplinary unit that explores an ethical dilemma and culminates in a multimedia presentation.

SoHDA teachers will receive training and support in addressing the needs of all learners through differentiating instruction sessions during our Summer Institutes. Understanding by Design provides a sound basis for structuring differentiation. All our interdisciplinary lesson planning will follow the framework recommended in *Integrating Differentiated Instruction and Understanding by Design*. Teachers will learn how to differentiate the content, the process and the product, or differentiate by manipulating the environment. Continued support for implementing differentiated instruction will also be explicitly provided every other month during one of our scheduled grade-level team meetings.

Research Base
McTighe, Jay and Carol Ann Tomlinson. *Integrating Differentiated Instruction and Understanding by Design.* Association for Supervision and Curriculum Development. Alexandria. 2007.

d. **PD Calendar:** Provide a tentative PD calendar/schedule that illustrates your allocation of time for PD activities throughout the year, including summer and collaboration time during the school day (if applicable). The calendar should include the areas of focus in support of the instructional program and the format of the PD. Additionally, discuss how the school calendar, daily schedule, interim assessment process, and staffing plans align with this calendar.

The following chart illustrates SoHDA's **calendar/schedule for the year, format, and area of focus**:

TENATIVE PROFESSIONAL DEVELOPMENT CALENDAR		
Month	**Format**	**Area of Focus**
July and August	<u>Summer Institutes</u> 10 days • First Year-10 days • Next Years-5 days in July, 5 days in August <u>Summer PD Workshops</u> According to teachers' Individual Professional Development Plans	• Schoolwide Action Plan (SAP) Development • Teacher Individual Professional Development Plan (IPDP) Development • Advisory Bootcamp • Teacher-facilitated sessions on key reform approaches and instructional strategies (see chart in Section 5.a.) and differentiated instruction • Special new teacher sessions • Teacher attendance at summer PD workshops
September	<u>Weekly Wednesday PD</u> 2 hours • **Grade-level teams** meet twice a month • **Content-area teams** meet once a month • **School Committees** meet once a month	<u>Reform Approach/Instructional Strategy Focus</u> *Advisories* • **Grade-level teams** design and implement interdisciplinary unit lesson plans and • Every other month, one **grade-level team** meeting will focus on differentiated instruction and RTI • **Content-area teams** meet work on vertical

		planning and common assessments • **School Committees** meet focus on assigned topics
October	Weekly Wednesday PD 2 hours See September for breakdown	Reform Approach/<mark>Instructional Strategy Focus</mark> *<mark>Linked Learning</mark>* See September for other details
November	Weekly Wednesday PD 2 hours See September for breakdown	Reform Approach/<mark>Instructional Strategy Focus</mark> *<mark>Project Based Learning</mark>* See September for other details
December	Weekly Wednesday PD 2 hours See September for breakdown	Reform Approach/<mark>Instructional Strategy Focus</mark> *<mark>Critical Friends Groups (CFG)</mark>* See September for other details
January	Weekly Wednesday PD 2 hours See September for breakdown Humanitas Teacher Center 3 days **Grade-level teams** will attend if 2 interdisciplinary unit lesson plans per semester are not completed	Reform Approach/<mark>Instructional Strategy Focus</mark> *<mark>Interdisciplinary Writing</mark>* See September for other details
February	Weekly Wednesday PD 2 hours See September for breakdown	Reform Approach/<mark>Instructional Strategy Focus</mark> *<mark>Interactive Notebooks</mark>* See September for other details
March	Weekly Wednesday PD 2 hours See September for breakdown	Reform Approach/<mark>Instructional Strategy Focus</mark> *<mark>Reciprocal Teaching</mark>* See September for other details
April	Weekly Wednesday PD 2 hours See September for breakdown	Reform Approach/<mark>Instructional Strategy Focus</mark> *<mark>Shared Inquiry</mark>* See September for other details
May	Weekly Wednesday PD 2 hours See September for breakdown	Reform Approach/<mark>Instructional Strategy Focus</mark> *<mark>Habits of Mind</mark>* See September for other details
June	Weekly Wednesday PD 2 hours See September for breakdown Humanitas Teacher Center 3 days **Grade-level teams** will attend if 2 interdisciplinary unit lesson plans per semester are not completed	• **School Committee**, **Grade-level team** and **content-area team** year-end debriefing and goal-setting • Data gathering for July Summer Institute

This calendar is aligned with SoHDA's school calendar, daily schedule, assessment processes, and staffing plans.

e. Program Evaluation: Describe how the PD program will be evaluated to assess it success and effectiveness on an ongoing basis. Discuss how the program will be modified to address areas of need that are identified.

Our professional development will be **evaluated** and **modified** according to the model created by Thomas R. Guskey, professor at the University of Kentucky, who has twice won the National Staff Development Council's (NSDC) prestigious Book of the Year Award and three times won the Article of the Year Award. Guskey developed the Standards for Staff Development published by NSDC. Guskey (2005/2006) states that the standards "describe the importance of extended time for professional development and the need to ensure that activities are ongoing and job-embedded." He goes on to say that "Researchers have shown, however, that simply adding more time for job-embedded activities is insufficient…we must ensure that the extended time provided for professional development is structured carefully and used wisely, engaging educators in activities shown to yield improved results." In order to help ensure that our professional development meets this criteria, SoHDA will utilize Guskey's protocol for evaluation:

FIVE LEVELS OF PROFESSIONAL DEVELOPMENT EVALUATION			
Evaluation Level	**How will information be gathered?**	**What is measured or assessed?**	**How will information be used?**
1. Participants' reactions	Questionnaires administered at the end of the session	Initial satisfaction with the experience	To improve program design and delivery
2. Participants' learning	• Paper & pencil instruments • Simulations • Demonstrations • Participant reflections • Participant portfolios	New knowledge and skills of participants	To improve program content, format, and organization
3. Organization support and change	• District and school records • Minutes from meetings • Questionnaires • Interviews with participants • Participant portfolios	The organization's advocacy, support, accommodation, facilitation, and recognition	• To document and improve organizational support • To inform future change efforts
4. Participants' use of new knowledge and skills	• Questionnaires • Structured interviews • Participant reflections • Participant portfolios • Direct observations • Video or audio tapes	Degree and quality of implementation	To document and improve the implementation of program content
5. Student learning outcomes	• Student records • School records • Questionnaires • Structured interviews • Participant portfolios	Student learning outcomes: cognitive, affective, psychomotor	• To focus and improve all aspects of program design, implementation, and follow-up. • To demonstrate the overall impact of professional development
Guskey, Thomas R. "A Conversation with Thomas R. Guskey." *The Evaluation Exchange*, *Harvard Graduate School of Education*. Winter. 2006/2006: 12-14. Print.			

e. Autonomy: Describe how the school will use professional development autonomy to create a professional learning community in which faculty have time to collaborate to improve

Autonomy is key to creating the focused, intensive, sustained professional learning system that we have described. The School of History and Dramatic Arts will use our autonomy to create a system that is embedded in our school's structure. We will select staff members that share our vision and goals. They will demonstrate this commitment by agreeing to supplementary contractual requirements that that include additional professional development time. (See Attachment I, Election to Work Agreement.) Staff will participate in formulating these requirements each year, thus minimizing resistance. SoHDA will follow a school calendar that includes our Summer Institutes and a schedule that incorporates significant time for collaboration every week. Autonomy also allows us to create an Election to Work Agreement that requires membership on school committees and the creation of Personal Professional Development Plans. These requirements go beyond that of a standard contract, but our design team faculty members already voluntarily invest time and effort way beyond that required by our contracts, as do many other teachers. We feel that a Pilot School is a wonderful way to provide structures that support this commitment, and validates the value of staff members' work.

SCHOOL OF HISTORY AND DRAMATIC ARTS
SUMMARY OF INSTRUCTIONAL PROGRAM, APPROACHES, STRATEGIES, AND RESEARCH

REFORM APPROACHES	
Approach	Professional Development
1. Linked Learning (Multiple Pathways)	ConnectEd; Los Angeles Small Schools Center
2. Advisories 3. Habits of Mind 4. Critical Friends Groups	Los Angeles Small Schools Center, Wildwood Outreach Center, Civitas School of Leadership
5. Historical Framework Elective- 9th Grade	World History for Us All-SDSU and NCHS@UCLA

INSTRUCTIONAL STRATEGIES	
Strategy	Professional Development
1. Reciprocal Teaching 2. Shared Inquiry 3. Interactive Notebooks 4. Interdisciplinary Writing 5. Project Based Learning	1. Action Learning Systems 2. Great Books Foundation 3. Teachers Curriculum Institute 4. Humanitas 5. Buck Institute for Education

INSTRUCTIONAL PLANNING	
Framework: Understanding By Design	Central Tenet: Teaching for Understanding and Backward Design

INSTRUCTIONAL MODEL	
Organization: LAEP/Humanitas	Model: Interdisciplinary, thematic, teams

ORGANIZATIONAL PRINCIPLES	
Organization	Principles
Coalition of Essential Schools (CES)- Theodore Sizer	1. Learning to use one's mind well 2. Less is more, depth over coverage 3. Goals apply to all students 4. Personalization 5. Student-as-worker, teacher-as-coach 6. Demonstration of mastery 7. A tone of decency of trust 8. Commitment to the entire school 9. Resources dedicated to teaching and learning 10. Democracy and equity

School Redesign Network-
   Linda Darling Hammond
	1. Personalization
	2. Continuous relationships
	3. High standards and performance-based
	    assessment
	4. Authentic curriculum
	5. Adaptive pedagogy
	6. Multicultural and anti-racist teaching
	7 Knowledgeable and skilled teachers
	8. Collaborative planning and professional
	    development
	9. Family and community connections
	10. Democratic decision-making

INSTRUCTIONAL PHILOSOPHY: Progressive Education
Key Theorists: John Dewey, Jerome Bruner, Alfie Kohn

Research Base: Cognitive Science
Key Theorists: Daniel Willingham, Judy Willis, M.D.

ENGLISH LEARNERS

Underlying Theory

According to a 5-year evaluation of the educational environment for ELLs in California that was contracted by the California Department of Education, the following practices appear to be more important contributors to success with ELLs than using a specific instructional model:

- **Practice 1**: Implementing a well-defined, rigorously structured plan of instruction for ELLS
- **Practice 2**: Ensuring that teachers are skilled in addressing the needs of ELLS
- **Practice 3**: Systematically using data to assess teaching and learning
- **Practice 4**: Regularly adjusting instructional planning based on student performance

These practices are woven throughout our plan. (retrieved from the National High School Center: http://www.betterhighschools.org/docs/EducatingELLsattheHSLevel_042209.pdf)

Assessment and Placement

All students, upon enrollment in the School of History and Dramatic Arts (SoHDA) will be given diagnostic assessments in English and Math. These assessments, as well as individual standardized test scores, will determine proper programming and support. Further, this process will help ensure that English Learners receive appropriate placement and intervention. The Revolution K12 program (revolutionk12.com), approved by LAUSD and the California Department of Education, will be used for diagnostic and ongoing assessment.

Instructional Program (**Practice 1**)

SoHDA's matrix and instructional program will provide English Learners access to the core curriculum. Data will be used to structure the matrix and prioritize the instructional needs of specialized populations, including English Learners. For example, based on students' needs, we may schedule double blocks of Math and English, which will include shadow classes called Strategic Labs. ESL classes will utilize the California Department of Education approved High Point program, to ensure that newcomers achieve English proficiency. Budget decisions will also support the instructional plan for English Learners. For example, categorical funds will be allocated towards purchasing highly qualified, bilingual paraprofessionals who under the supervision of a teacher will provide primary language support.

In "Teaching English Language Learners: What the Research Does—and Does Not—Say" (American Educator. Summer 2008), Claude Goldenberg summarizes the major findings of two recent reviews of the research on educating ELs. Two of his primary conclusions are as follows:

- What we know about good instruction and curriculum in general holds true for ELLs.
- When instructing English learners in English, teachers must modify instruction to take into account student's language limitations.

Goldengerg states that "Both the CREDE and NLP reports conclude that ELLs learn much in the same way as non-ELLs (although instructional modifications and enhancements are most certainly necessary…)" SoHDA's strategies are research-based and have been carefully chosen to provide "good" instruction. Instructional modifications and enhancements will be implemented through SDAIE methodology and intervention.

English Learners will also be programmed in sheltered classes, where a CLAD/BCLAD credentialed teacher will utilize SDAIE methodology to ensure that the curriculum is accessible to these students. **SoHDA's primary instructional strategies also embed SDAIE methods**. Each strategy contains elements of all the SDAIE methods, but their strongest elements are highlighted in the following table:

INSTRUCTIONAL STRATEGY	KEY SDAIE METHOD
Shared Inquiry Interdisciplinary Essays	1. CONTENT: The course content is derived from the State Frameworks and curriculum guidelines for each subject. Language fluency develops when students discuss and process the content.
Reciprocal Teaching	2. CONNECTIONS: Meaning is occurs when students are actively engaged in an activity and when a connection is made between what they know and the curriculum.
Interactive Notebooks	3. COMPREHENSIBILITY: Use of extra-linguistic clues and lesson modifications ensure understanding.
Project Based Learning	4. INTERACTION: The interactive classroom facilitates learning as students are encouraged to talk with the teacher and with other students about key concepts.

Professional Development (**Practice 2**)

Our professional development plan includes training teachers and paraprofessionals in differentiated instruction. This will include SDAIE methodology in general, as well as training on research-based instructional strategies that support ELL learners (listed in the table above). In addition, we will pursue training in the graphical representation strategy "Thinking Maps." It will be made clear to staff that addressing the needs of special populations, such as EL students, is a priority.

Monitoring and Intervention (**Practice 3** and **Practice 4**)

SoHDA's Categorical Program Advisor will monitor the implementation of the Master Plan program and the overall progress of English Learners. Part of the monitoring process is to determine what intervention steps will be taken to address the academic needs of English Learners. This intervention process may include Language Acquisition Team (LAT) meetings. An LAT team will be made up of the coordinator, a counselor, and classroom teacher. This team would address the academic concerns of the English Learner (other concerns would be addressed by the Student Success Team and the itinerant staff members). Based on the data and parent and student conferences, the team would then create an individual intervention plan. The Revolution K12 program will provide online intervention through their "Mentoring Sessions" and detailed reports to use in data analysis.

Proficiency and Reclassification

SoHDA is committed to implementing LAUSD's Master Plan for English Learners and complying with English Learner state and federal mandates. Our primary goals are for English Learners to achieve proficiency in English and access the core curriculum. The proficiency of English Learners will be demonstrated through the reclassification process. This process includes the following three criteria: 1) receiving an overall score of 4 or 5 on the CELDT exam, 2) receiving a C or above in English/ESL 3/ 4, and 3) receiving a Basic score on the ELA portion of the CST. SoHDA intends to reclassify at least fifteen percent (15%) of its English Learners on a yearly basis.   As suggested by the Master Plan, RFEP students will continue to be monitored for two years to ensure academic success in A-G courses and growth in CST scores.

Summary

SoHDA believes that addressing the needs of English Learners is imperative not only for the future success of these individuals, but also for the well-being of our school, state, and country. SoHDA is committed to implementing a school-wide, comprehensive plan to meet this challenge. This plan begins at enrollment with the analysis of data and ends with individualized intervention steps that will continue until the needs are met.

PSC 2.0: CRHS#13/SCHOOL OF HISTORY AND DRAMATIC ARTS

BUDGET NARRATIVE

<u>General Fund</u>

The School of History and Dramatic Arts (SoHDA) has created a budget that both reflects our inaugural year low enrollment numbers (grades 9-11) and what we deem as the school's highest priorities. As such, our foremost priority is procuring as many Registered Carrying Teachers as possible from the General Fund. Our ideal matrix for SoHDA would allow for the procurement of eleven teachers. However, due to budget constraints, only nine Registered Carrying Teachers are included in the General Fund budget at a normed cost of $87,258. The General Fund budget also includes a principal, day-to-day sub costs, salary step increases, instructional materials, a building and grounds person, campus aide, SAA and Office Technician. Special Education teacher and assistants are not included in the General Fund budget since it is our expectation that the district will cover their costs.

SoHDA will be sharing a campus with four other small schools. Under this model, each school has agreed to share costs for shared personnel. To this end, each school will contribute .32% of the costs of a Counselor, an Assistant Plant Manager, an Operations Manager, Senior Financial Manager, custodial supplies and a Nurse. In addition, half of a day will be funded for a school psychologist.

<u>Categorical Funds</u>

Pursuant to district policy, our school will receive only initially receive eight five percent (85%) of our Categorical Funds. Under this partial allocation, our intent is to fund a Categorical Program Advisor, Bilingual Teacher's Assistant, a part-time PSA (one day a week), the maintenance of a copy machine, and instructional materials. Since these supplemental funds are subject to the approval of staff and parent advisory councils, our Categorical Funds budget is preliminary until it is authorized in the Single Plan. As advisory councils are established through elections in the fall, the advisory councils will then evaluate student data and develop the Single Plan. The authorization of these supplemental funds will assist SoHDA in meeting the academic needs of English Learners and socio-economically disadvantaged students. Once our school is authorized by the state as a Targeted Assistance School (TAS), the additional fifteen percent (15%) of the Categorical Funds will be released by late fall.

TOTAL ALLOCATION
$ 1,482,314.00

Position	FTE	13027 $ 1,319,517.00 Cost	FTE	7S046 $ 115,038.00 Cost	FTE	7S536 $ 25,305.00 Cost	FTE	7S539 $ 1,842.00 Cost	FTE	7N539 $ 5,024.00 Cost
Principal	1	$ 126,916.00								
Coordinator	-		1	$ 96,500.00						
SAA	1	$ 60,510.00								
Office Technician	1	$ 52,910.00								
Teachers	9	$ 785,322.00								
Substitutes	-	$ 12,735.00								
Differentials/Longevity	-	$ 4,800.00								
IMA	-	$ 1,856.00		$ 14,588.00		$ 1,266.00		$ 1,824.00		$ 4,974.00
Funding Variance	-	$ 13,195.00		$ 1,150.00		$ 253.00		$ 18.00		$ 50.00
Salary Step Increase	-	$ 6,402.00								
Copier Maintenance	-			$ 2,800.00						
Clerical Overtime	-					$ 256.00				
Conference Attendance	-					$ 1,266.00				
PSA Counselor						$ 20,857.00				
Shared Costs										
Psychologist	0.1	$ 10,200.00								
Sr Financial Manager	0.32	$ 25,966.00								
Plant Manager 3	0.32	$ 26,267.00								
Operations Manager	0.32	$ 33,717.00								
Nurse	0.32	$ 31,214.00								
Counselor	0.5	$ 48,000.00								
Asst Plant Manager 1	0.32	$ 18,360.00								
B&G Worker	1	$ 57,372.00								
Custodial Supplies	-	$ 3,775.00								
		$ 1,319,517.00		$ 115,038.00		$ 23,898.00		$ 1,842.00		$ 5,024.00

7N536		71N78		7S176		7EO46	
$	3,505.00	$	6,860.00	$	1,874.00	$	3,349.00
FTE	**Cost**	**FTE**	**Cost**	**FTE**	**Cost**	**FTE**	**Cost**
$	3,470.00	$	6,860.00	$	1,874.00	$	3,349.00
$	35.00						
$	3,505.00	$	6,860.00	$	1,874.00	$	3,349.00

TOTAL ALLOCATION
$ 1,482,314.00

Position	13027 FTE	13027 Cost	7S046 FTE	7S046 Cost	7S536 FTE	7S536 Cost	7S539 FTE	7S539 Cost	7N539 FTE	7N539 Cost	7N536 FTE	7N536 Cost	71N78 FTE	71N78 Cost	7S176 FTE	7S176 Cost	7EO46 FTE	7EO46 Cost
		$ 1,319,517.00		$ 115,038.00		$ 25,305.00		$ 1,842.00		$ 5,024.00		$ 3,505.00		$ 6,860.00		$ 1,874.00		$ 3,349.00
Principal	1	$ 126,916.00																
Coordinator	-		1	$ 96,500.00														
Sr Office Technician	1	$ 55,096.00																
Teachers	9.6	$ 837,677.00	0.16	$ 14,510.00	0.24	$ 21,766.00												
Substitutes	-	$ 12,576.00		$ 227.00		$ 340.00												
Differentials/Longevity	-	$ 4,800.00																
IMA	-	$ 2,167.00				$ 1,266.00										$ 1,874.00		
Funding Variance	-	$ 13,584.00		$ 1,150.00		$ 253.00		$ 18.00		$ 50.00		$ 35.00						
Salary Step Increase	-	$ 6,402.00																
Copier Maintenance	-			$ 2,651.00														
Clerical Overtime	-	$ 3,000.00				$ 414.00												
Conference Attendance	-					$ 1,266.00												
PSA Counselor								$ 1,824.00		$ 4,974.00		$ 3,470.00		$ 6,860.00				$ 3,349.00
Shared Costs																		
Psychologist	0.1	$ 10,200.00																
Asst Plant Manager	0.32	$ 18,360.00																
Counselor	0.5	$ 48,000.00																
Nurse	0.32	$ 31,214.00																
Office Technician	0.32	$ 16,932.00																
SAA	0.32	$ 19,213.00																
Plant Manager 3	0.32	$ 26,267.00																
Sr Financial Manager	0.32	$ 25,966.00																
B&G Worker	1	$ 57,372.00																
Custodial Supplies	-	$ 3,775.00																
		$ 1,319,517.00		$ 115,038.00		$ 25,305.00		$ 1,842.00		$ 5,024.00		$ 3,505.00		$ 6,860.00		$ 1,874.00		$ 3,349.00

PSC 2.0: CRHS#13/SCHOOL OF HISTORY AND DRAMATIC ARTS

SPECIAL EDUCATION

<u>Clarification of case carriers and administrator duties with regard to students with special needs</u>

The case carrier specified in the SoHDA's plan is the SESCAC carrier—either the RSP teacher or the SDC SLD teacher. The RSP teacher and the SDC SLD teacher will be required to provide the services outlined in the student's IEP. The Principal and the Coordinator will share responsibilities for the monitoring of services, administering IEP meetings, and handling concerns over the implementation of special education services. The Principal will be the designated administrator responsible for students in the Special Day Program, and the Coordinator will be the designated administrator responsible for overseeing services for students in the RSP program, including Welligent RSP service logs. The assigned designated administrator will facilitate IEP meetings, monitor records and services, and handle parental or staff concerns regarding the students in their programs.

<u>Protocol for concerns regarding services</u>

Concerns about the provision of Special Education services will be submitted to the Coordinator, who will conduct an investigation and meet with special education service providers in order to resolve the issue. Should the Coordinator be unable to resolve the issue, the concern will be brought to the Principal for immediate attention and resolution.