



PSC 3.0: A Stronger Dorsey

Los Angeles Unified School District
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SECTION A: SUMMARY ANALYSIS

Susan Miller Dorsey High School recognizes the urgency to demonstrate academic achievement and to institute school-wide reform. A historically underperforming inner-city school, Dorsey has been plagued by low California Standards Test results and marginal improvement. It is the intent of this transformational plan to provide a framework for building a stronger *Dorsey*.

A.1: Mission and Vision

MISSION: Providing a Whole Child approach to education, A *Stronger Dorsey* will cultivate the Habits of Mind¹, character, and academic skills necessary to produce engaged citizens of the 21st century. Grounded in rigorous and relevant standards based education, Dorsey Scholars will thrive in an environment where they are held to high expectations and prepared to:

- **Effectively communicate, orally and in writing**, for a variety of audiences and disciplines.
- **Problem solve and construct meaning** by applying critical thinking skills.
- **Demonstrate responsibility and respect** for themselves and others by working collaboratively in a culturally diverse community.
- **Transition to college, career, and engaged citizenship.**

VISION: Dorsey seeks to be an ever-evolving school of strength that adapts to the needs of its students. Dorsey will empower students to take ownership of their college and career paths, by developing students who are focused on their personal goals. Teachers will create relevance by tapping into prior knowledge, history, culture, strengths, interest, and aspirations of students through lessons and school experiences. Using backwards planning, teachers will develop student's Habits of Mind and provide students with the tools to face the challenges that lay ahead. College and career planning are seen as vital pathways for future success.

CORE BELIEFS AND VALUES:

Dorsey believes:

- Every student is unique and valuable.
- Curriculum must be engaging, challenging, relevant and rigorous.
- A shared vision fosters collaboration and commitment.
- Courageous school leadership promotes educational reform, ongoing assessments, and reciprocal accountabilities.
- Parents and the community are partners, and when actively involved; they play an integral role in students' academic success.

Preparing students to meet the challenges of a competitive global society, Dorsey commits to:

- Continuous improvement of academic instruction and achievement, school safety, and attendance.
- Reciprocal accountabilities for all stakeholders.
- Effective learning experiences in which students construct meaning and link learning "to the broader world of career, community, and engaged citizenship."

A.2: School Data Analysis

Over the past six years, Dorsey High School has experienced numerous gains and celebrated several successes. Its API has increased from 501 to 593 – an increase of 92 points in six years. Hispanic/Latino students have met API

¹ Costa and Gallick's Habits of Mind framework (2008) includes 16 Habits of Mind critical to student success, including, but not limited to, developing persistence as a learner, building meta-cognitive awareness, and learning to think interdependently. Each grade level will select 4 essential habits to infuse into unit plans. Students will incorporate them into their I-AP semester goals, and will use them to reflect on their own strengths and weaknesses.

targets five out of six years, increasing from 510 to 610 over the period. Socioeconomically disadvantaged students have met API Targets over the same period, increasing from 496 to 600, and English Language Learners have met API Targets, increasing from 486 to 580. Over the same period, the percent of students passing the California High School Exit Exam (CAHSEE) English Language Arts (ELA) for the first time has increased from 55% to 60% and the CAHSEE Math from 52% to 62%, with mean scores in English increasing from 353 to 360 and Mathematics increasing from 351 to 362. The Science Department has become a light that shines brighter each year with CST scores nearly meeting or exceeding LAUSD's mean scores in several subjects. The Magnet students outperformed LAUSD's first time CAHSEE pass rate average by 10% or more across all three programs. In the 2010 graduating class, approximately 75% of Magnet students entered four-year universities. The percentage of staff with 96% attendance in the 2010-11 school-year exceeded LAUSD's target by 6 percentage points (75% vs. 69%).

In spite of these gains and successes; however, Dorsey's performance meters have consistently fallen short of District, State, and Federal targets. African American students' API growth has been slow, increasing only 44 points over a five year period with a 9 point decrease in the 2010-11 school-year. Students with Disabilities API showed very minimal gain – from 381 to 399 over a five-year period. From the 2007-08 school-year to 2010-11, the graduation rate increased only 8%, from 36% to 44%. The number of students taking A-G courses was short of LAUSD's 2010-11 goal by 18 percentage points (20% vs. 38%). Less than 50% of parents talk to their teachers about their child's schoolwork and during the 2010-11 school-year, only 6 % of parents participated in the School Experience Surveys (down from 22% the previous year and 29% lower than LAUSD's 2010-11 targets). The percent of students who feel safe on school grounds decreased from 75% in 2008-09 to 71% in 2010-11. Attendance rates for students with 96% or higher attendance was 34% in the 2010-11 school year, nearly 32% lower than LAUSD's target of 66%. These statistics demand an immediate re-examining and re-focusing of priorities at every level within our school.

To ensure that Dorsey again becomes the school of choice for all students in our community, a series of school-wide policies, procedures, and practices are currently being implemented. With strategic attention to and use of assessment data, regular monitoring of student's individual academic/career goals, and increased communication with parents and guardians, Dorsey can live up to its potential, close the achievement gap, and reach District, State, and Federal targets each year.

Dorsey is currently analyzing data on a continuous basis to make administrative decisions, to inform instruction, to improve learning for all students, and to establish SMART goals². The immediate outcomes of ongoing data analysis are the:

- Implementation of core, credit recovery, and elective curriculum
- Identification of strength and need in individual students and classes
- Continuous reflection on teaching methods; thus, allowing more frequent changes in practice
- Examination of assumptions, perceptions, expectations, and beliefs about what students *are* learning versus what they *can* learn and achieve
- Evaluation of teacher effectiveness to provide assistance and guidance
- Dissemination of students' performance to parents on a more frequent basis via ISIS Family Module, MyData, Engrade, conferences, parent-teacher emails, and access to assignments at Dorseydons.org.

Dorsey's immediate goals are to reach or exceed LAUSD's Annual Performance Meter Targets (within three years) and to reach safe harbor targets in each subgroup. Additionally, Dorsey plans to implement ongoing performance monitoring as a major component of its educational infrastructure. The strategies to meet or exceed these targets are detailed in **Attachment P in the Appendix** of this application.

² Paul J. Meyer describes the characteristics of S.M.A.R.T. goals in *Attitude is Everything* to define effective goal-setting as: Specific, Measurable, Attainable, Relevant, and Timely. SMART goals quantify educational attainment rather than relying solely on qualitative measures to inform success.

Priority 1: 100% Graduation Rate (See Appendix P: Extended Performance Plan)

- Meet Annual graduation target: 60%
- Meet or exceed the annual number of students on track for meeting A-G: 38%

To meet the District cohort graduation rate, Dorsey will track student progress toward graduation requirements through an advisory system and Small Learning Community (SLC) counseling accountabilities. Over the next three years Dorsey will meet or exceed the District graduation rate (60%) and the number of students meeting A-G Requirements (38%).

Dorsey will target students for credit recovery through Education2020, Adult Education, ROP, summer school, and opportunities built into the master schedule. Our RTI² approach to instruction allows students to receive additional supports. For example, students who are far below grade level in math may have a double-blocked or extended curriculum. Based on the CAHSEE Diagnostic, Dorsey will also provide opportunities for Saturday school and additional after school tutoring for students who are not proficient.

Priority 2: Proficiency for All

- Exceed Safe Harbor Proficiency Targets across Subject areas (Emphasis on African Americans, English Learners, and Students with Disabilities: specific subgroups demonstrating a decline)
- Exceed English Learners' Reclassification rates

Using the DSS Stats-at-a-glance data as well as MyData, Dorsey is able to disaggregate and analyze specific strengths and weaknesses for the school, departments, and individual teachers. The following are some of the major departmental strengths and areas of needed improvement at Dorsey High School:

Major Strengths: *Departmentally teachers have seen a variety of improvements across subject areas.*

Science: Dorsey has seen the most drastic growth of students scoring Proficient and Advanced in science. In Biology, the students meet the District average number correct in the following strands: cell biology, genetics, ecology & evolution, and investigation & experimentation. In Chemistry, the students met the District average correct in the following strands: Chemical Bonds, Biochem, Thermodynamics, Chemical Reactions, and Stoichiometry. Students outscored the District averages in Atomic and Molecular Structure. In the Life Science No Child Left Behind (NCLB) Exam, 10th graders meet the District average number correct in Genetics.

Math: Last year, Dorsey High School saw an increase from 1.6% to 5% proficiency in Math CST scores. In Algebra I students scored strongest in Number Properties, Operations and Linear Equations with 42.6% average correct. This trend follows to Algebra II with the strength in 35.6% average correct. In Geometry students perform the best in Volume and Area formulas; however, there is no statistical difference in Average percent correct across the sub strands. While there are some areas where students are stronger than others in mathematics, only 5.02% of students are proficient and advanced in Algebra I, 0.90 % in Geometry, 1.55% in Algebra II, and 0% in HS Summative Mathematics (DSS Stats-at-a-glance: 8600). As a result, Dorsey recognizes the need to make drastic improvements in Mathematics as it implements this plan. **(See Instruction: Addressing the needs of all students focus on mathematics).**

2009-2010 CST Mathematics
Number Students Tested and Percent Scoring Within Each Performance Band
Dorsey Senior High (8600)

	# Students	% Far Below Basic	% Below Basic	% Basic	% Prof	% Adv	% Prof & Adv
General Mathematics (Grades 8 & 9)	37	45.95	35.14	10.81	2.70	2.70	5.41
Algebra I	288	33.68	39.24	11.11	1.74	0.35	2.08
Geometry	332	41.57	38.86	4.22	0.00	0.00	0.00
Algebra II	143	64.34	24.48	3.50	0.70	0.00	0.70
HS Mathematics	38	42.11	39.47	10.53	2.63	0.00	2.63

2010-2011 CST Mathematics
Number Students Tested and Percent Scoring Within Each Performance Band
Dorsey Senior High (6600)

	# Students	% Far Below Basic	% Below Basic	% Basic	% Prof	% Adv	% Prof & Adv
General Mathematics (Grades 8 & 9)	41	51.22		31.71	9.76	2.44	4.88
Algebra I	567	35.63		41.62	12.17	3.00	3.53
Geometry	555	41.80		42.34	6.31	0.36	0.36
Algebra II	401	63.09		27.43	5.74	0.00	1.25
HS Mathematics	71	42.25		39.44	14.08	1.41	1.41

English: While Dorsey has yet to meet District average number correct, Dorsey students test strongest in the following strands: Reading Comprehension in 9th and 10th grades and Literary Analysis in the 11th grade. Over the past two academic years, Dorsey students have improved from 16% proficiency in English to 20% proficiency. (**See Instruction: Addressing the needs of all students focus on English**).

Opportunities for Improvement: *Departmentally, students need to see significant gains in the following areas.*

Science: While the science department has seen the greatest growth over the last 5 years, there continues to be room for improvement. Even though Biology and Chemistry teachers show student gains in comparison to District averages, it is still important to point out that the department must meet the statewide minimally proficient average number correct. Students do not meet District subgroups average number correct in the following: Life Science NCLB strands: cell biology, physiology, ecology, evolution, investigation & experimentation. In addition, students do not meet District average number correct in physics or integrated science strands. Teachers in the science department will create common assessments and pacing plans that align to the needs of focus standards.

Dorsey believes that the implementation of a stronger Science, Technology, Engineering and Mathematics (STEM) focus, will strengthen our students' relationships with math and science concepts (and prepare students for their interest in STEM careers). Science scores will also improve with the proper implementation of RTI², Compass Learning, and AIM for Algebra (**See Instruction: Addressing the needs of all students focus on Math**). These programs will strengthen the students' math skills, while translating to math heavy subjects, such as, physics.

Math: Historically, students enter Dorsey under-prepared for Algebra 1. While the number of Far Below Basic (FBB) students has decreased, it is important to use mathematics as a school-wide focus. There is no statistically significant difference between African American and Latino student proficiency. All students are in need of strong improvement. For the 2011-2012 school-year, Dorsey has the goal to increase proficiency by 9% across all math subjects. In order to increase proficiency, Dorsey identified the specific number of students needed to move from basic to proficient and strategically targeted these students for interventions. (Note, other students were not excluded but resources and planning were specific to the needs of this group.)

In the 2011-12 school-year, Dorsey implemented School Wide Academic Tuesday (SWAT) Mathematic lessons and activities, where students and teachers look at how to use math in ALL disciplines and explore the connectivity of mathematics in the real-world. Teachers review math concepts in all courses to reveal how mathematics is necessary no matter what subject one teaches or what field a student decides to enter. SWAT math focuses on conceptual mathematic strands and the creation of equations across disciplines. For example, in the writing process, the thesis statement is equal to the sum of A + B + C. Math teachers focus on math strands that are needed for success on the CSTs. Teachers also plan together and reflect on what is and is not working in their classrooms.

In the implementation year, math teachers will continue to use current strategies in addition to using WestEd's Aim for Algebra course for students needing support in Algebra I (identified by a diagnostic test taken in their 8th-grade year). Using the RTI² model, the Math department will track and target students who need more intensive support. In addition, teachers in the math department will create common assessments and pacing plans that align to the needs of focus standards. (**See Instruction: Addressing the needs of all students focus on Math**)

English: There is no statistically significant difference between African American and Latino student proficiency in English. Over the past 2 years, English Language Learners showed a 3.9% increase and the following year dropped to 1% proficiency. The special education proficiency is 0%.

As a result, the special education department is focusing on teacher development and preparedness, backwards planning to CST focus strands, administrative monitoring of standards-based differentiated instruction, and rigorous teacher created assessments (**See: Appendix E; LSI Waiver # 4**).

In English 9 and 10, students have the largest need in writing strategies where the school average percent correct is 41.8% and 47.7% respectively. English 9 and 10 students are below District average in all sub strands; therefore, similar to math, Dorsey will focus on writing strategies because students have the highest area of need in this section. Additionally, this strand has the largest weight on students scoring proficient (20 test items) and is embedded throughout the core curriculum. In English 11, students demonstrate need in Written and Oral Conventions (47.6%), Writing Strategies (48.9%) and Reading Comprehension (49.5%).

Scores in Literary Response & Analysis, and Word Analysis & Vocabulary are still slightly below District average; students are only 1 point shy when compared to District averages (DSS Stats-at-a-glance: 8600).

	# of Items	Statewide Minimally Proficient Average % Correct	School Average % Correct	LAUSD Average % Correct	Statewide Minimally Proficient Average # Correct	School Average # Correct	LAUSD Average # Correct
English Language Arts (Gr 9)	75		45.2	55.1		34	41
- Word Analysis & Vocabulary (Gr 9)	8	58.0	39.5	49.9	5	3	4
- Reading Comprehension (Gr 9)	18	71.0	51.9	60.9	13	9	11
- Literary Response & Analysis (Gr 9)	16	64.0	46.1	54.8	10	7	9
- Written & Oral Lang Conv (Gr 9)	13	66.0	43.7	56.2	9	6	7
- Writing Strategies (Gr 9)	20	58.0	41.8	51.4	12	8	10
English Language Arts (Gr 10)	75		49.9	60.2		37	45
- Word Analysis & Vocabulary (Gr 10)	8	70.0	49.4	60.4	6	4	5
- Reading Comprehension (Gr 10)	18	76.0	52.7	63.1	14	9	11
- Literary Response & Analysis (Gr 10)	16	66.0	48.5	58.1	11	8	9
- Written & Oral Lang Conv (Gr 10)	13	73.0	51.7	61.9	10	7	8
- Writing Strategies (Gr 10)	20	69.0	47.7	58.2	14	10	12
English Language Arts (Gr 11)	75		50.1	61.1		38	46
- Word Analysis & Vocabulary (Gr 11)	8	78.0	57.3	69.2	6	5	6
- Reading Comprehension (Gr 11)	19	70.0	49.5	60.1	13	9	11
- Literary Response & Analysis (Gr 11)	17	70.0	50.5	61.1	12	9	10
- Written & Oral Lang Conv (Gr 11)	9	63.0	47.6	55.3	6	4	5
- Writing Strategies (Gr 11)	22	73.0	48.9	61.5	16	11	14

In English 9-12, students do not meet the District average number correct in any strand. In order to increase the number of proficient and advanced students in English, 9th grade students who are far below grade level will have a double blocked class to ensure intervention and support. Teachers in the English department will create common assessments and pacing plans that align to the needs of focus standards with a special emphasis on developing a writing skills curriculum with exercises to address shortfalls in grammar and organization. (**See Instruction: Reading Apprenticeship**)

Helping students with Standard English fluency using Specifically Designed Academic Instruction in English (SDAIE) and tenets of the Academic English Mastery Program (AMEP) will increase school-wide proficiency as evident in CST, SAT, ACT, and Advanced Placement test results. As Dorsey develops its writing program, Dorsey will also improve students' critical reading through WestEd's Reading Apprentice program—Dorsey will model how "good readers" read and make sense of their metacognitive reading process. (**See Instruction: Reading Apprenticeship**)

Social Science: In the 2010-11 school-year, U. S. History scores increased by approximately 0.5%. World History saw a larger increase of 5.36%. Teachers in the history department will create common assessments and pacing plans that align to the needs of the CST and the above focus strands. Teachers will use multiple measures of assessments to determine whether students are ready to meet the needs of the California Standards.

While subject specific instructional priorities are not the only goals that define an improved Dorsey, the departmental successes are a key area of focus for our students and school. Dorsey knows that when students are more successful in their classes and on the California Standards, the improvements will trickle down to increase graduation rate, credits from 9th to 10th grade, as well as encourage more students to continue their education at a competitive four-year institution.

Priority 3: 100% Attendance (See Appendix P: Extended Performance Plan; Appendix G: Performance plan)

- Meet or exceed the annual percentage of students with 96% or higher attendance target: 66%
- Meet or exceed the annual percentage of staff with 96% or higher attendance target: 69%

In the 2010-2011 school-year, the staff saw an increased attendance rate of 38.9% (from 57.7% to 75.4%), whereas the students only saw a 1.0% increase. In order to increase student attendance to District expectations, Dorsey will inform all stakeholders of the new attendance policies and regulations, and implement attendance incentives and monitoring. **(See Appendix M: Attendance)**

In the 2011-2012 school-year, Dorsey High School implemented a 10-day absence contract for students. This contract created the expectation that students could not miss more than 10 days of school if they want to be eligible in extra-curricular activities and graduation. In addition, the school employed a PSA counseling team, under the direction of the PSA Counselor, who is responsible for tracking student attendance and holding SART meetings with families of children who have exceeded the 10 absences.

Dorsey is aware that the student attendance rate has declined over the last 4 years. This correlates with the implementation of the District-wide ISIS system. Dorsey realizes that documentation of excused absences has not always been accurate or timely. Implementing more ISIS system accountabilities for teachers (**i.e., ISIS Attendance Submittal Monitoring**) will help with the maintenance of more accurate records. In the 2011-12 school-year, Dorsey also streamlined the Field Trip Policy so that one person on campus, Title 1 Coordinator, maintains records for all students participating in extra curricular activities and curricular trips. (The Athletic Director is also responsible for publishing the athletic attendance rosters for athletes.)

The staff at Dorsey also commits to Recovery Day. Doing a Recovery Day at the beginning of the school-year will not only help the school find students who may be on the drop out list, but also educate the community regarding attendance policies and laws that impact Dorsey students.

A Re-entry Graduation Promotion Counselor and PSA Counselor continue recovery efforts throughout the school year and monitor and support high-risk students.

Priority 4: Parent and Community Engagement

- Meet or exceed the annual target for the percentage of parents who talk with the teacher about their child's school work: 65%
- Meet or exceed parent participation target on School Experience Survey: 35%

Parent participation in the School Experience Survey has declined dramatically from 22% to 6%. In the 2010-11 school-year, LAUSD moved the survey online. A large percentage of Dorsey families do not have in-home computer access. As a result, parents could not access the survey to the extent that the District intended. In addition, the school did not emphasize the importance of submitting the School Experience Survey. Therefore, the school will remove the aforementioned barriers for parent participation on this survey:

A. Access to Survey

In order to ensure an increase in access to the survey, Dorsey will institute parent experience survey stations on campus. Dorsey parents will be prompted to fill out the survey while they wait for services in offices. Dorsey will post the School Experience Survey on the Dorsey Dons homepage.

B. Publicity of Survey

The Dorsey Parent Center, another integral part of the Dorsey campus, will also engage parents using phone trees to get as many parents as possible to complete the School Experience Survey.

Dorsey must also increase the number of parents who are in contact with teachers. Per this transformational plan, teachers are responsible for calling parents on a regular and documented basis. Dorsey will also offer parents the ability to attend parent conferences at varied times (morning and evening).

The *Project Appleseed 6 National Standards of Parental Involvement* breaks parent involvement into 6 sections: Volunteering, Parenting, Communication, Learning at Home, Decision-Making, and Community Collaboration. Appleseed describes “Communication” as “providing effective forms of home-to-school and school-to-home communications with all families”. Teachers will conference with each parent at least twice each year. If the parents do not attend regularly scheduled conferences, it is the responsibility of the teacher to call and schedule a parent conference. Teachers are also responsible for sending examples of student work home and requesting that parents comment and return the work to the teacher. Finally, teachers are responsible for posting updated daily assignments and grades online using the Dorsey Dons website and Engrade, respectively. Where Engrade is not available, teachers will give bi-weekly, informal grade reports to students to inform students and families of progress. Likewise, parents who do not demonstrate effective school communication (as documented in the Student Information System) will be required to attend at least one workshop hosted by the Parent Center or the Healthy Start Office. Note, topics may vary but all workshops will empower parents to be more engaged in school and their child’s education. (Effective communication is defined as parent conference, meeting, booster, volunteer attendance, and/or response to teacher and school communication.)

Dorsey will provide translated materials and assistance at all meetings and in all forms of parent communication for non-English speaking families. Dorsey will increase access from home-to-school and school-to-home communication by providing parents with more teacher accessibility via email (Dorsey website and ISIS Family Module), Parent Center Phone Trees, and encouraging students and parents to update phone information each semester.

Small Learning Communities (SLC) and Magnets will provide parents with newsletters, brochures, and other school communication. In addition, the school will publish monthly mailers detailing updated calendar events and district communications. (Note, these mailers may be combined per the collaboration of administration, SLC leads, and the Magnet Coordinator.

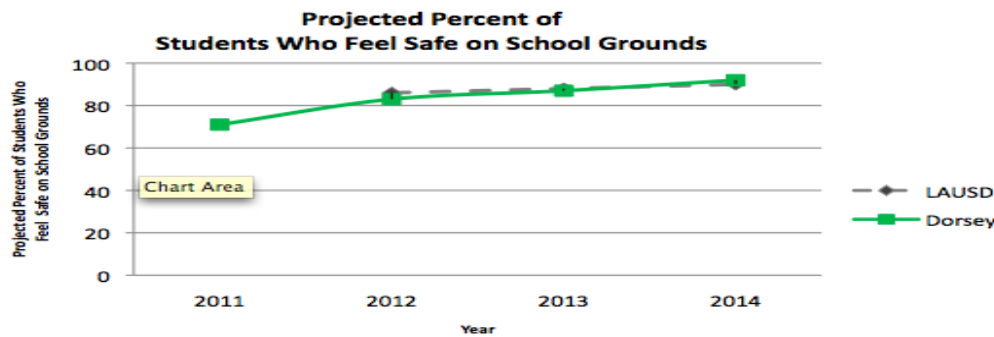
Priority 5: School Safety

- Decrease Instructional Days lost to suspension: 10% per year
- Met percentage of students who feel safe of school grounds (School Exp. Survey): 86%

Instructional days lost due to suspension dropped from 615 to 371 in the most recent school-year.

Using Dorsey’s Positive Behavior Support Plan (**See B.4 School Culture and Appendix M**), Dorsey staff will identify students who are in need of focused and intensive support in regards to behavior.

Dorsey will implement a detention, mentoring, and In-School Suspension programs for students who violate school rules and expectations. Dorsey will also refer at-risk students to counseling groups before inappropriate behaviors escalate. For example, a student involved in a verbal altercation or referred for defiant behavior may be placed on a contract and required to participate in anger management. Parents will also be provided with resources to address inappropriate conduct. For example, several students are currently involved in the Stop Hate and Delinquency by Empowering Students (SHADES) Program; Los Angeles Police Department sponsored boot camps, and substance abuse classes. Dorsey will expand these programs with the implementation of the *LA County Bar Association’s School Mediation Program* which will allow students to resolve conflicts as they occur on campus.



Classrooms and common areas will have posted and visible common school-wide behavioral expectations. In order to make students feel safer on campus, Dorsey will provide differentiated professional development for classroom management, conflict resolution, and defusing problematic behavior and activities. The dean's office will host classroom management seminars with staff so that staff who struggle to control students will have more support. **(See Appendix M: RTI² and Positive Behavior Support Plan)**

Furthermore, an integral aspect of school safety and preparation for careers is a standard of dress. Dorsey will continue to engage the community regarding uniforms in accordance to Bulletin 2549.1 and implement a new uniform policy for the 2112-2013 school year.

A.3: Applicant Team Analysis

(See Appendix F: Applicant Team Analysis)

The Public School Choice process created an opportunity for all stakeholders to take a step back and to reflect on the reasons that Dorsey's progress, though steady, has not resulted in adequate levels of student achievement. After self-examination and a review of research-based strategies, Dorsey established a design team with the intent of transforming the school culture and improving instructional practices.

First it was necessary to identify what systems and practices were working, and then to build on those strengths by sharing strategies, effective best practices and ongoing professional development. It was determined that Dorsey did not have the capacity to independently self assess, monitor, and implement; therefore, Dorsey sought the expertise of a strategic consultant.

Partnering with WestEd, a nationally renowned educational consultation agency, Dorsey will implement a cycle of reciprocal accountabilities and systems. All Dorsey stakeholders must give up practices that have not produced targeted results, and implement new campus-wide instructional strategies and practices as outlined in this transformational plan.

To begin, WestEd conducted a thorough needs assessment to inform the PSC plan. (Note, the needs assessment process is cylindrical and embedded in ongoing implementation and monitoring. WestEd will reassess Dorsey in May 2012, to inform planning and progress toward the implementation of this proposed transformational plan.)

In addition, given the number of experienced faculty members as well as longstanding parents and community members with ties to the school and community, Dorsey understands the complexities impacting student achievement, and has connected itself to organizations and businesses that provide support and specialized services to Dorsey's students.

Dorsey's team desires change and has sought methods of transformation based on research and Dorsey's knowledge of the specific needs of its students. The Dorsey Applicant Team represents all stakeholders of the school. It is made up of students, committed parents and community members, administrators who bring a fresh lens to the academic issues at Dorsey, and a balance of new and veteran teachers. Dorsey has sought input from all members of the community, from the initial needs assessment to the designing of the plan. The plan will receive the

support and collaboration needed from the entire school community to achieve true transformation. Therefore, upon the Superintendent's final approval of this transformational plan, all faculty and staff members must sign a Commitment-to-the-Plan to have an assignment at Susan Miller Dorsey High School.

The Dorsey Applicant Writing Team consists of the following members:

Taylor Broom, Dorsey Alum - graduated in 2011 from Dorsey. During her time at Dorsey, she played an instrumental role in organizing peers to learn more about the educational system and to fight to protect public schools.

Lindsey Corcoran, Magnet Coordinator - worked as an English teacher and Leadership Sponsor for several years, and currently serves as the magnet coordinator for Dorsey's three magnet programs. She has spearheaded the effort to develop school wide interdisciplinary projects and has helped form collaborations with community partners to truly implement Career Pathways.

Marquisha Flowers, National Board Certified English Teacher - has worked at Dorsey for the past 11 years. She currently serves as both English Department Chair and Gifted Coordinator. She has pioneered Dorsey's School for Advanced Studies.

Miriam Graham-Rogers, Testing Coordinator and Data Coach- A former English and special needs teacher, she is currently responsible for Tier 2 and Tier 3 interventions for underperforming students. In addition, she coordinates all testing on campus and aids with the analysis and publication of school data.

Sharonne Hapuarachy, National Board Certified English Teacher - has been at Dorsey for the past 14 years. She has served as English Department Chair and magnet coordinator.

Orlando Johnson, Administrator, Instructional Specialist – is vested in the Dorsey community. A Dorsey alumnus, he is currently serving in his first year as an Administrator, Instructional Specialist at Dorsey. A former Math Coach, his career is grounded in data analysis, mathematics, and collaborative coaching. He currently leads Dorsey's Response to Intervention and Instruction (RtI²)

Barbara Lempel, Bridge Coordinator - serves as the Bridge Coordinator, helping to ensure equity and access for students with special needs. She has in-depth knowledge of the services required for all Dorsey's special populations.

Noah Lippe-Klein, History Teacher and UTLA Chapter Chair -has served at Dorsey for 13 years as a history teacher and as Dorsey's UTLA Chapter Chair for the last 5 years. He has been living in the neighborhood surrounding the school and knows the community well. In addition, he has worked to organize parents to play more active roles in the school community.

Tracy Murray, Assistant Principal - refined her instructional experiences as an English teacher, mentor and Coordinator: Standards, Professional Development, Proficiency in English Mastery (PEP), before becoming an administrator. A seasoned administrator, she is experienced in school operations, instruction, and monitoring the implementation of District initiatives at the central, local District, and school site. She currently leads Dorsey's school-wide reform of implementation systems, curriculum and instruction, and accountabilities.

Karimu McNeal, Parent Representative - has been an involved and committed parent representative at Dorsey for 10 years. Her children both graduated from Dorsey and went on to successfully complete post-secondary education. During her years here, she has empowered parents with knowledge to help them improve their children's academic achievement, to become lifelong learners, and assisted numerous students in receiving scholarships.

Sherlette Newbill, Basketball Coach, REACH SLC Lead Teacher, and UTLA Co-Chair - is a Dorsey graduate who has returned to work as teacher, coach, and mentor to Dorsey students. She has been at Dorsey for 14 years, has served as UTLA Co-Chair for 5 years, and has played a critical role in creating a collaborative spirit on campus.

Reginald Sample, Principal - selected as principal of Susan Miller Dorsey in Fall 2010, Dr. Sample has over 15 years of experience as a school leader. He is passionate about the Dorsey community and helping our children to

realize their full potential. A graduate of the University of California Irvine, he holds a doctorate degree in K-12 Urban School Leadership. His creativity toward school reform, as well as his background as a special needs educator, empowers the staff to truly consider the needs of every child.

This team is highly motivated to see a transformation at Dorsey, and is committed to long-term collaboration to see it through. We share a common belief that all stakeholders must buy into the school vision, and will continue to seek input from all parents, students, and community members. Dorsey's team members have a wide range of skills and experiences, but we share a commitment to this school and community.

A.4: Informational Summary

(See Appendix B: Informational Summary)

SECTION B: INSTRUCTIONAL PLAN

Category One: Unwavering Focus on Academic Achievement

B.1: Curriculum and Instruction

B.1.a: Instructional Program

Underlying Instructional Philosophy: Dorsey's instructional framework rests on two pillars: 1.) Constructivism, the theory that argues that humans create knowledge through experience, and; 2.) Whole Child Learning, the theory that students should not only be cared for academically, but also socially and physically. Dorsey believes that information cannot merely be imparted to students; rather, students must play an active, engaged role in constructing new knowledge. Embedded in this belief is the role of the teacher as a facilitator and nurturer who will guide students as they develop the cognitive schema, Habits of Mind, and technological skills to become professionally competitive in the global economy of the 21st century.

Stephen Krashen, linguist specialist and researcher, hypothesized that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Dorsey theorizes that this same affective filter applies across the curriculum. Children who struggle because of circumstances outside of school, have high affective filters, and will require additional supports in order to function in school. The education Dorsey provides must take into account the individual differences that affect students' ability to learn and succeed academically. This wide range of academic, behavioral, social, and emotional needs must be addressed. Furthermore, the extended Dorsey community has an accountability to ensure that these needs are met.

At the core of our instructional program is effective classroom instruction. Effective instruction is not merely taught: it is continuously assessed and refined. Instruction is only effective when we know that students have learned the standard and can demonstrate proficiency. To that end, teachers are charged with aligning the standard, rigor, curriculum, and assessment. Within this model teachers amplify the LAUSD curriculum, by establishing benchmark assessments and daily measurable objectives, while refining their pedagogy and practice.

The framework for delivering effective instruction to meet the needs of our diverse learning community is built on the purposeful implement of three core researched-based instructional practices: Culturally Relevant and Responsive Education (CRRE), differentiated instruction, and project-based learning. We have adopted the instructional approaches of the Academic English Mastery Program (AEMP), the WestEd Reading Apprenticeship Framework, and Response to Instruction and Intervention (RTI²) as the overarching research-based frameworks to fulfill these three principles.

The tenets of our core instructional strategies and programs (below) align with the implementation of a comprehensive curriculum that is grounded in CRRE, differentiation, and project-based learning.

Targeted Instructional Need (Why)	Core Instructional Practice (What)	Instructional Strategies/Approach (How)
<ul style="list-style-type: none"> • Meet Proficiency for All targets: ELA (26%), Algebra (12%), math (11%) & Reclassification (13%) • Improve academic achievement of SELs and ELs • Engage African American and Latino students 	CRRE	<ul style="list-style-type: none"> • AEMP (a comprehensive program) • SDAIE • Reading Apprenticeship
<ul style="list-style-type: none"> • Meet graduation target (60 %) • Meet Proficiency for All targets: ELA (26%), Algebra (12%), math (11%) & Reclassification (13%) • Improve academic achievement of SELs ELs, and SWD 	Differentiated Instruction	Modifications per: <ul style="list-style-type: none"> • Content • Process • Product • Choice • RTI²
<ul style="list-style-type: none"> • Meet graduation target (60%) • Meet Proficiency for All targets: ELA (26%), Algebra (12%), math (11%) & Reclassification (13%) • Engage all students 	Project-Based Learning	<ul style="list-style-type: none"> • Culminating Projects • Linked Learning

Furthermore, teachers will explicitly cultivate the Habits of Mind that will sustain Dorsey Scholars as life-long learners.

1. CULTURALLY RELEVANT AND RESPONSIVE EDUCATION

Lisa Delpit³ asserts that teachers “must also learn about the brilliance the students bring with them... Until they appreciate the wonders of the cultures represented before them...they cannot appreciate the potential of those who sit before them, nor can they begin to link their students’ histories and worlds to the subject matter they present in the classroom.”

Delpit encapsulates an essential component of Dorsey’s guiding instructional philosophy. Dorsey understands the need to bridge the cultural barriers between teachers and the students they serve. Sometimes there is a disconnect between teaching practices and nontraditional learning styles. Geneva Gay echoes this philosophy. Her research states that culture, teaching, and learning are interdependent. She affirms that school achievement will increase only to the extent that teaching employs the cultural referents of the students to whom it is directed. Teachers must remember that students are better able to connect with the subject matter when they see themselves in the instruction. Dorsey students tend to be verbal, sociocentric, expressive learners, so their teachers need to provide opportunities for them to engage in “accountable talk”, to derive meanings, and to work in communal groups.

Dorsey values students’ diversity through the curriculum and instructional practices. Dorsey will be unified in teaching to the needs of our students by using their cultural knowledge, prior experiences, frames of reference, and performance styles to make learning encounters more relevant and engaging.

Numerous studies exist on the positive effects of incorporating culturally responsive curriculum in the classrooms. For example, in a math case study of two low-performing urban schools “preliminary testing of students indicated a trend toward higher test scores on publishers’ unit tests when personal experiences are included in lessons versus when only textbook problems are used” (Ensign, 2003, p. 420). In another study of African American and Latino 10th grade students, students whose math teachers incorporated culturally relevant pedagogy in their classrooms experienced greater success on achievement tests and went on to take higher level math courses (Langlie, 2008, p. 5). As such, all departments will seek opportunities to make their subject matter and teaching more culturally relevant and responsive. Our math department is already incorporating lessons such as, but not limited to, the Algebra Walk, where teams of students walk along the x-y axis to graph a line, or a Geometric mini-lesson where students bring an item from home and analyze its geometric properties of volume and surface area.

³ Lisa Delpit. *Other People’s Children: Cultural Conflict in the Classroom*. (New York: The New Press, 1995).

Dorsey finds it critical to connect to students' backgrounds and respond with culturally responsive education as we fight a culture outside our walls of anti-intellectualism. As freshmen, many students have already developed the sense that "who they are" is disconnected from the culture of academia. Dorsey strives to help bring "who they are" back into the center of their school experience. Dorsey will work to find meaningful ways of connecting students' culture to the classroom. For example, a biology teacher and math teacher collaborated on an assignment in which students analyzed the statistical trends of disease occurrences in their community. After the statistical analysis, they explored the biological factors involved in making these diseases more prevalent in particular areas and particular ethnic groups. Students find projects like this more meaningful.

Similarly, the SLC structure seeks to make learning more relevant by connect learning to students potential aspirations. Dorsey's faculty will support students in setting and achieving academic goals that move them toward their potential career path.

- **The Academic English Mastery Program (AEMP)** directly addresses the needs of our Standard English Learners (SELs), a subgroup that did not met their AYP growth target. Founded on the research of John Ogbu and Noma Lemoine, AEMP is a research-based program designed to ensure equity and access for traditionally underperforming students and SELs (involuntary minorities: African Americans, Mexican Americans, American Indians, and Hawaiians). The program uses an additive approach to teaching. This means it builds upon the strengths of SELs and does not devalue their home language or culture. AEMP bridges the gap that exists between our students and the culture of academia. Through professional collaboration teachers will hone their skill at improving educational outcomes for SELs.

Recently adopted at Dorsey, 2011, AEMP affords a wealth of instructional practices to ensure all students are mastering academic English and engaged in CRRE. Dorsey's teachers will actively participate in AEMP professional developments, including but not limited to the LAUSD adopted CRRE Quality Indicators, to provide the staff with a common CRRE vocabulary and a common understanding of school-wide CRRE expectations. With ongoing training and the faithful implementation of AEMP, Dorsey will strive to eliminate achievement gaps by meeting the cultural, linguistic, and academic needs of our students.

The central tenets of Specially Designed Academic Instruction in English (SDAIE) and the WestEd Reading Apprenticeship Framework play a central role in the implementation of AEMP.

- **Specially Designed Academic Instruction in English (SDAIE)** is essential to ensure that all students have access to course content. It is an approach to instruction that maximizes the comprehensible input for students. This is done by focusing on four basic guidelines: (1) Identify and focus on the specific content students need to master; (2) Create opportunities for students to connect content to their prior knowledge and experience; (3) Provide context, visual aids, realia, graphic organizers, and repetition to maximize student comprehension; and (4) Use flexible grouping and a variety of means for student interaction with one another and with the teacher.

Specific school-wide SDAIE strategies include: Word Walls, which display essential content-specific vocabulary; advanced graphic organizers that provide visual aids in preparing to write and dissect difficult discourse; cooperative learning, which promotes students engagement and allows for student interaction; and a cross-curricular focus on language development, embedding language support throughout instruction.

Development of the staff on this approach will provided teachers with the tools to develop an increasingly sophisticated CRRE teaching repertoire.

- **WestEd's Reading Apprenticeship Framework** addresses the social, personal, cognitive, and knowledge-building dimensions of reading in all subject areas. It aligns with one of Dorsey's key guiding beliefs regarding student learning: students need to be active agents in their own learning process, rather than passive recipients of instruction. This approach to reading instruction centers around the idea that many students need to become more aware of their own metacognitive process in reading. They do this through metacognitive conversations--conversations about the thought processes as they read. In this framework, the teacher makes the reading process in that content area more visible to students, students reflect and share about their own process, and reading is transformed into a communal activity. Students move away from viewing themselves as "good" or "bad" readers, but see themselves as moving upward along a continuum. As students develop more of an awareness of their reading process, they develop the Habits of Mind necessary for growth. They are then able to redefine their identities as proficient readers.

Traditionally, Dorsey students have been reluctant readers. With regard to motivating students to read, Kohn⁴ argues that "all a teacher can do – is work with students to create a classroom culture, a climate, a curriculum that will nourish and sustain the fundamental inclinations that everyone starts out with: to make sense of oneself and the world, to become increasingly competent at tasks that are regarded as consequential, to connect with (and express oneself to) other people." The Reading Apprenticeship Framework creates a nurturing climate for reading. In this model, reading instruction is a process of supporting, scaffolding, differentiation, and modeling for students; thus, over time, students gradually assume greater independence in their reading abilities. It is a way for students to discover their identities as readers while utilizing subject specific "tool belts" of reading strategies to help them progressively reach the next level.

Reciprocal Teaching will be used in all classrooms to apply several key concepts of the Reading Apprenticeship Framework. Palincsar & Brown's study on the effectiveness of reciprocal teaching revealed that "71 percent of the students [who used reciprocal teaching] achieved criterion performance as opposed to 19 percent of control students who were involved in individualized skill instruction. Furthermore, teachers observed fewer behavior problems in their reciprocal teaching groups than in their control groups." Reciprocal Teaching creates opportunity for authentic dialogue between students and allows for a more student-centered approach to instruction. Reciprocal Teaching consists of four basic elements to construct meaning from a text: Summarizing, Questioning, Clarifying, and Predicting. Teachers provide graphic organizers in which students record their thinking, allowing them to have a record of their collective meta-cognitive processes. In this strategy, the responsibility for facilitating discussion shifts between teacher and students. It helps students to develop higher-level thinking skills and to view themselves as independent learners.

2. DIFFERENTIATED INSTRUCTION

Differentiated instruction is a key pre-requisite for student success. Dorsey students are made up of the following subgroups: English Language Learners, Standard English Learners, students with special needs, students living in poverty, students in foster care, gifted and talented, and other special populations. To educate this wide range of students requires instructional strategies that take into account diversity, prior knowledge, and learning styles.

Differentiated instruction means that "all children can learn; but not necessarily on the same day or in the same way." Dorsey understands that through differentiated instruction Dorsey must meet students where they are academically and provide them with multiple venues in which to demonstrate success.

⁴ Alfie Kohn. "How to Create Non-Readers: Reflections on Motivation, Learning, and Sharing Power." *English Journal* 100.1 (2010): 1. Web.

Academically rigorous direct instruction is designed to align the standard and task. Through professional development (**See Appendix H and Appendix I: Professional Development**), Dorsey teachers will be oriented to construct lessons that speak to the rigor of focus standards and scaffold through increasingly more difficult task via differentiation. For example, a higher-achieving student may have an opportunity to explore beyond the rigor of the standard and a historically non-proficient student may be provided with additional scaffolded instruction and instructional tools to access the intended rigor. The teacher must be intentional about instruction and tailor it to meet the needs of both learners. Teachers will be accountable for identifying targeted students for differentiation and specific lesson planning for these students.

Although there are many ways to differentiate, the Stronger Dorsey framework for differentiated instruction is adopted from the work of Carol Ann Tomlinson; hence, differentiated instruction refers to modifications in content, process, product and choice. “The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education” (Tomlinson & Allan, 2000). It is an approach that advocates active planning for student differences in classrooms. Teachers will use an adaptation chart to guide planning for differentiation. (**See Appendix E: Nine types of Curriculum Adaptations**)

- **Response to Intervention and Instruction (RTI²)** is a student-centered, research-based framework for ensuring that all students get high quality instruction that caters to their specific needs. This multi-tiered framework combines effective pedagogy and data analysis to support teachers in making lessons meaningful and appropriate for students of all ability levels. It also identifies a clear and efficient method for determining the needs of students, which will be addressed in a timely manner.

All effective RTI² models begin with highly effective Tier I instruction. A solid Tier I at Dorsey will include: well structured collaborative activities, high level questioning of students, use of a variety of instructional materials, and multiple opportunities for students to engage in the learning.

Tier I will also include monthly common assessments administered by each department grade level or subject during School-wide Academic Tuesday (SWAT) mock testing. Results from these diagnostics will be used to help departments determine: department pacing, focus standards or concepts, and the effectiveness of various academic initiatives. Deficiencies identified by the monthly assessments will be addressed during SWAT time when an assessment is not scheduled. The effectiveness of each SWAT lesson developed by department grade levels or subjects will be determined by the monthly SWAT assessments. Note, November and February SWAT activities will be devised by the math and English department respectively.

Daily assessments will also occur in our Tier I classes through the use of daily measurable objectives and formative assessments.

Tier II intervention will take place during an intervention/enrichment period that will meet four days a week. This period will be used to address the areas of need for students performing below the proficient level or provide enrichment activities for students that are performing at the proficient or advanced level. The primary focus of this intervention/enrichment will be math and English Language Arts.

Math and English teachers will analyze the instructional guides along with assessment data from MyData and Core K12 to determine the top three to four standards or concepts to be the focus of the intervention/enrichment period. The decision will be based on the significance of a standard on the CST or CAHSEE and the students' level of proficiency.

3. **PROJECT- BASED LEARNING**

Remember, instruction at Dorsey centers on the idea that students learn best when making connections. Students need to form connections between subjects as well as between the textbook and their real-world experiences. Dorsey students will benefit from the choice, creativity, and in-depth learning that takes place when students engage in inquiry about an issue or problem of their own interest. Project-based learning will allow students to engage in higher-level thinking skills and to construct meaning through hands-on activities and labs, applied mathematics inquiry, experimentation, and creative expression. Students will also draw connections between subject areas in interdisciplinary projects, such as student-selected research projects in social science and English classes.

Student projects will allow for increased use of technology in classrooms, develop communication skills, and often give students the chance to engage with their community. Departments will develop standards-based rubrics to evaluate projects. In culminating activities, students display their work to authentic audiences through events such as film festivals, science displays, gallery walks, parent tours, and instructional fairs.

Departments will incorporate project-based learning activities that focus on students' critical thinking and application of complex concepts. Teachers will provide students with numerous opportunities to discuss, debate, and analyze during instruction. In mathematics, an area in which Dorsey must demonstrate dramatic improvement, "Discussion of mathematical ideas provides opportunities for students to reason, defend, and prove their conceptions to one another" and creates essential bridges for higher understanding of math (Hufford-Ackles, Fuson, and Sherin, 2004, p. 113). In addition, all departments will work within the SLCs to design and implement interdisciplinary projects for students, as one goal of Linked Learning (**See Instruction: Project Based Learning**) is to "provide opportunities for less fragmented and more relevant experience for students" (Hayes, 1989).

Dorsey's approach to project-based learning is rooted in our desire to instill in students a lifelong love for learning. Our goal is to cultivate curiosity and creativity as Dorsey engages students in experiences that will not only help them to retain knowledge, but to discover passions that will inspire future college and career decisions.

- **Culminating Capstone Projects** are opportunities for students to demonstrate their scope and depth of learning, while adding to the I-AP Portfolio System. (**See B. 3: Assessment and School-wide Data**) Annually, all students will construct comprehensive presentations of their integrated learning through a Culminating Project. In one study on school restructuring, Wehlage, Newman, and Secada (1996) found that "high-quality teaching and learning began when teachers developed a common vision of the academic standards their students were to achieve." Requiring grade-level Culminating Projects will bring a focus on academia, real-life experiences, rigor and accountability to the classroom.

Beginning with the class of 2015, Dorsey students will begin to successfully complete a culminating project to better prepare them to meet the demands of the 21st century global economy. As part of the Culminating Project, each student will demonstrate essential skills through reading, writing, speaking, production and/or performance. To complete the project, students may be asked to write a research paper, work with a mentor in school or in the community, present to a community or peer panel, create a portfolio of work, create a 4 year high school academic/beyond plan or develop a multimedia presentation. Through flexibility of choice, the culminating projects will be differentiated to address student variances. Projects will be graded using specific rubrics for research skills, capturing integrated learning, writing voice, writing conventions, visual presentation, and oral skills.

The Culminating Capstone Project will be organized to connect to the students' daily lives and to develop their voice while providing them with an opportunity to interact and interpret information meaningfully, read critically, synthesize, analyze, and practice literate discourse. Students will learn

the importance of work and how performance, effort, and decisions affect future, career and educational opportunities. Such sequence of strategies provide continuity and present students with multiple pathways and Habits of Mind to think critically and problem solve while organizing information from a variety of sources.

Dorsey students will successfully complete benchmark tasks by the end of their freshman, sophomore, and junior years of high school. Faculty will collaborate in SLCs (including magnets) during the 2012-2013 school-year to plan each grade level task. The advisory teacher will guide students (a High School teacher they work with during all three years of enrollment in an SLC or magnet). The Advisor is the students' advocate and contact person to help explain required activities for the project, to aid with time management, and to answer questions the student may have about the requirements.

B.1.b: Core Academic Curriculum

Dorsey will provide a rigorous, standard-based curriculum that prepares students with the academic skills, Habits of Mind, and intellectual independence necessary for success in both college, career, and beyond. The core curriculum will allow students to demonstrate creativity, to problem-solve, to construct meaning, and to gain proficiency in basic technological skills required in the workplace. Student-centered and aligned to the California State Standards (and by 2013-2014 the Common Core State Standards), all courses will use standards-aligned textbooks and instructional materials adopted by the Los Angeles Unified School District (LAUSD). A-G requirements, course titles, and objectives are delineated through LAUSD curriculum guides and course descriptions. Note, Dorsey will use/create supplemental curriculum and materials to complement the District curriculum as described in the Instructional Program.

Divided into small learning communities and magnets, Dorsey is designed to provide students with strong personal relationships and individualized instruction. Research suggests that small schools (or learning communities) increase students' sense of attachment to schools, and thereby affect attendance and achievement (Priority Goals 1-3). Specifically relevant to our student population is the claim that "small schools seem to be especially important for disadvantaged students" (Bomotti & Dugan, 2005) and so promote educational equity. The design of Dorsey's learning communities is highly comprehensive and serves a diverse range of students' college and career interests through a Linked Learning framework.

Linked Learning: Dorsey has adopted the Linked Learning approach to education, which emphasizes an integrated curriculum, project-based learning, and work-based learning. **(See Instruction: Culminating Capstone Project)** Dorsey scholars will benefit from an education that is tailored to their particular skills and interests, and prepares them for future success in college and careers. The Linked Learning approach to education will also strengthen Dorsey's current SLC and magnet structures. Students will thrive in an environment where they are vested and known. Furthermore, students will develop their own identities as they explore their career options and pathways.

Linked Learning is optimal for our student population in that it engages students by allowing them to select a career pathway of interest, and it combines a rigorous, standards-based curriculum with real-world experiences. One study by The Education Trust-West⁵ (2011) revealed "that career pathways that link learning with student interests and job preparation can lead to higher overall graduation rates, increased college enrollments, and higher earning potential."

The work-based learning and mentoring component of Linked Learning will provide context for academic subjects and needed professional skills. Each program will provide electives, internship opportunities, career pathway-related service learning and skill development.

⁵ The Education Trust-West. "Unlocking Doors and Expanding Opportunity: Moving Beyond the Limiting Reality of College and Career Readiness in California High Schools." July 2011 www.edtrust.org.

Students will select from one of five small learning community programs (**See Appendix N: LIS WAIVER # 6**):

1. School of Arts & Humanities
2. School of Business and Entrepreneurial Studies
3. School of Recreation Education and Careers in Health (REACH)
4. Magnet School of Law & Public Service
5. Magnet School of Math/Science/Technology

A hallmark of Linked Learning is the interdisciplinary approach to instruction. Students make connections between content areas through project-based learning. Magnets and SLCs will provide regular time for teachers to work together to design interdisciplinary, technology-based projects for each grade level. The curriculum will integrate core content standards with overarching themes selected by the magnets and SLCs. Teachers will also work together to ensure that students receive adequate scaffolding through all levels of Bloom's taxonomy and differentiation, so that students will be equipped with the higher-level thinking skills required for success in higher education.

Addressing Diverse Learning Needs Through the Curriculum: Our curriculum is research-based and designed to meet the needs of all students, including our students with special needs, students living in poverty, gifted students, English Learners and Standard English Learners. Research supports our belief that the personalization provided by SLCs and magnets raise student achievement, increase graduation rates, and boost college success, particularly for minority and low-income students (Cotton, 2004). In 2011, we implemented a seven-period schedule to help address our students' diverse learning needs through intervention, enrichment, credit recovery, and additional electives. Dorsey is committed to continuing this schedule, with continued data analysis, to measure its effectiveness over the next three years. These opportunities will increase graduation rates, student proficiency rates, and college success rates. (**See A. 2: Data Analysis**) In addition:

- Students with learning disabilities will have access to courses and accommodations specified by their Individual Education Plans (IEPs)
- Honors and Advanced Placement (AP) courses will be able to meet the needs of gifted students.
- English Language Skills, Sheltered, and clustered classes for English Learners in need of additional language support will also be provided.

SMALL LEARNING COMMUNITIES/MAGNETS

Small Learning Communities personalize the instructional program and operate as a school-within-a-school. The organizational structure of a Stronger Dorsey is based upon a university campus. Dorsey SLCs/Magnets are thematic and foster college and career exploration as follows:

School of Arts and Humanities (A & H): The Arts and Humanities SLC fosters academic achievement through an exploration of visual and performing arts as well as the study of the humanities. A & H will develop students' understanding of themselves and the diversity of others through exploration of the fine arts and critical examinations of human constructs, i.e. culture, philosophy and language. The career pathways in the A & H SLC are as follows:

- A. Film** – In Dorsey's film program, students work with our film instructor and professionals from Fox Studios to write and create independent films. Students engage in critical thinking, creative writing, and all technical aspects of film production. Student films are screened at an annual red carpet event. Through this program, students have been awarded over 1.5 million dollars in educational scholarships.
- B. Visual Arts** – The students in A & H are able to take a series of art classes that lead to an Art Portfolio at the end of their academic career.
- C. Performing Arts** – Performing Arts students will participate in one concert/show per semester.

School of Career and Technical Arts: Entrepreneurial Business Studies (CTA): CTA students will receive a quality, technology enriched, standards-based education potentially resulting in a Certificate of Mastery in Interactive

Media, Culinary Arts, or Business. All students will have a foundation in business management and finance, as well as exposure to various post-secondary options and career opportunities in related fields. In CTA, students will select one of three career pathways, each with its own electives required for graduation:

- A. Business and Finance Pathway:** Students will develop skills that will help them maximize their earnings potential, learn how to start or operate their own business, understand the importance of maintaining credit, learn marketing techniques, and learn how to manage money.
- B. Culinary Arts, Hospitality Pathway, or Landscaping:** The major emphasis of this pathway is to develop knowledge, skills, and occupational information necessary to prepare students for entry level positions and careers in the food service, hospitality industry, and landscaping. It also prepares them to be entrepreneurs and business owners.
- C. Interactive Media Pathway:** The Interactive Media pathway will give students hands-on experience creating web pages, parlaying them into internet sites, and enhancing the site with multimedia elements, such as videos, songs, and photos. Students will also learn how to design and layout newspapers, magazines, and other media for print.

Affiliated Extra Curricular Programs:

- *Network for Teaching Entrepreneurship (NFTE) Partnership:* Students in the Career and Technical Arts SLC benefit from Dorsey's partnership with NFTE. NFTE provides resources to allow students to study business principles through personal experience. Students create businesses, design actual products, and market them. Students engage in real-life problem solving strategies as they develop their own business skills.
- *Architecture, Construction, Engineering (ACE) Mentoring:* The ACE mentor program is a year-long program that introduces students to careers in architecture, construction and engineering. Students go on field trips to various work sites (engineers' offices, architects' offices, construction sites) and specific competition trips. Students work with mentors from Turner Construction to select and design a culminating project. Past projects have included designing an ideal school and a mobile food truck.

School of Recreation Education and Careers in Health (REACH): The goal of REACH is to use students' passion for athletics and health sciences to inspire achievement in the core curricular areas. REACH offers a diverse curriculum that will expose students to the disciplines associated with health sciences and recreational leisure studies. Students will also be introduced to the variety of career opportunities associated with athletics.

- A. Sports Health Informatics** focuses on the information systems used to keep databases, such as Medical Programs and Microsoft Excel
- B. Recreation Support Services** helps students understand the psychology of the athlete and how to manage athletes and athletic games through officiating courses.
- C. Sports Medicine Therapeutic Services** deals with the student interested in the health sciences side of sports. Students will be trained in sports medicine, physiology and nutrition.

Affiliated Extra Curricular Programs: Team Helping Enrich Athletes Lives (HEAL) and Brotman Medical Center will provide world class medical care, injury prevention, mentorship, workshops, and exposure to careers in health and professional athletics. Note, these are new partnership agreements that will be completed for the 2012-2013 school-year.

Magnet School of Law and Public Service (LPS) The LPS Magnet encourages linked learning experiences that engage students' civic leadership through three pathways: Protective Services Pathway, Legal Studies Pathway, and Human Services Pathway. A goal of the LPS Magnet is to decrease the harms of racial isolation identified by the California Supreme Court: Low Academic Achievement, Low Self-Esteem, Lack of Access to Postsecondary Opportunities, Interracial Hostility and Intolerance, Overcrowded Conditions. The LPS Magnet will strive to do this while providing students with thematic instruction in law, administration of justice, and a sense of civic responsibility.

The LPS Magnet offers a comprehensive educational program to college-bound students wishing to pursue interest in law or government. Magnet students also engage in civic and community service.

A. Protective Services Pathway: Students in this pathway engage in interdisciplinary instruction that links students' learning to their experiences with the Los Angeles Police Department (LAPD). Students participate in the LAPD Cadet Program, a weekend mentoring and advising program through the Southwest Division. Students also partake in physical training courses meant to prepare them for the Police Department. While studying classes such as Administration of Justice and Forensics (Crime Scene Investigation) students have the opportunity to take their learning's to the Police Orientation and Preparedness Program (POPP).

Affiliated Extra Curricular Programs:

- LAPD Cadet Program—A weekend mentoring and advising program through the Southwest Division.
- Police Orientation and Preparedness Program (POPP)—In POPP students are concurrently enrolled in West Los Angeles College and finish their senior year at the Ahmanson Recruiting and Training Center, a Los Angeles Police Academy training site.

B. Legal Studies Pathway: Students in this pathway work closely with superior court judges and practicing attorneys, have opportunities to visit courts to observe trials in progress, participate in programs such as: the Los Angeles County's Mock Trial Competition, USC and Southwestern Law Schools Street Law Program, Loyola Law School's Young Lawyers Program, and Teen Court.

Affiliated Extra Curricular Program:

- Teen Court—Students provide community service as members of juries of Teen Court. Actual court sessions are held on campus, where students serve as peer jurors.

C. Human Services Pathway: Students in the Human Services Pathway will be able to explore their commitment to community through service-oriented experiences. Students in this pathway will apply to become City Year Heroes and be active participants in Knights and Ladies (service organizations). Students in this pathway will also have responsibilities as Peer Counselors, helping to reinforce Positive Behavior Support.

Magnet School of Math, Science & Technology (MST)

The MST Magnet encourages linked learning experiences that engage students' interest in Science, Technology, Engineering and Mathematics through three pathways: Robotics, Engineering, and Computer Hardware. Connecting academic science, technology, engineering and math learning to the real world, Dorsey will building a **STEM** program that increases student proficiency by providing hands-on experiences that parallel the methods used by scientists and mathematicians to problem-solve. A goal of the MST Magnet is to decrease the harms of racial isolation identified by the California Supreme Court by providing students with thematic instruction in applied mathematics and sciences. In the MST Magnet, students share the responsibility of addressing harms of racial isolation by:

- Maintaining high standards of academic achievement and fulfilling the UC's A-G recommended requirements
- Exploring career options in the field of engineering and providing their services and skills to their community.

The MST Magnet contains the following career pathways:

- Engineering Pathway:** In the Engineering Pathway students will prepare for careers in Civil and Mechanical Engineering. Students interested in this pathway will compete in Bridge building competitions and Box Car building in physics and other related courses.
- Computer Hardware Pathway:** The Computer Hardware Pathway allows students to learn how to program and repair computer software. Students in this pathway will also be instrumental leaders on campus, helping to maintain the technology infrastructure of the school.
- Robotics Pathway:** The Robotics Pathway encourages students to have a deep understanding of artificial intelligence as it relates to engineering sciences. The students in this pathway are able to compete in local and global competitions through web conferencing.

Affiliated Extra Curricular Programs:

- *Bridge Building Competition*—Students in the MS Magnet learn engineering principles through mentoring partnerships with engineers from the City of Los Angeles. The mentor meets with students after school to teach a lesson and help students design and build bridges based on physics concepts used in engineering.
- *NetGeneration of Youth and STEM*—This introductory level engineering course focuses on the design, research, and construction aspects of the engineering field, with a focus on interactive and hands-on learning. Course topics and projects will include: an introduction to the design and engineering process, engineering careers, aeronautics, simple machines, and robotics. The class actively participates in the international “NetGeneration of Youth/NASA” program. This partnership involves virtual collaboration with schools in Calgary Canada and Stamford Connecticut. The program involves students with modern technology and NASA projects such as astronaut interviews and presentations. Students are also involved with the UCLA MESA program which strives to enhance their experience in college preparation and the engineering experience.

Freshman Academy (See B. 4: School Culture and Climate; Appendix O)**B.1.c: WASC Accreditation**

Dorsey High School will be visited for WASC Accreditation in March 2013.

Timeline (Due Dates)	Activity	Leaders
February 2012	Time Task Calendar (Pending initial planning training/meeting.)	Administration (All)
March 2012	Self-Assessment	All Stakeholders
March 2012	LACOE WASC Training	Primary WASC Writing Team
May 2012	WestEd Assessment	All Stakeholders
June 2012	Self Study & WestEd Findings	WASC Writing Team, WestEd
June 2012	School Purpose and Student Outcomes	ESBMM Leadership Team (ELT)
August 2012	First Draft	WASC Writing Team
September 2012	Analysis of Single Plan, PSC Plan, and WASC Focus & Recommendations	WASC Writing Team, ELT, WestEd
September 2012	Review of Previous WASC Key Findings	Principal (Chancellor) & ELT
Ongoing	Data Analysis (CST, CAHSEE, Common Assessments, SPAs)	Intervention Specialist & ELT
Ongoing	Communication, School-wide Collaboration, and Community Engagement	WASC Writing Team, ELT, WestEd
*TBD 2013	Review of Implementation and Monitoring	ELT
*TBD 2013	Alignment of Findings and Action Plan	WASC Writing Team
*TBD 2013	Submission	Principal (Chancellor)

**Timeline will be determined based on WASC recommendations and visitation date.*

Dorsey High School maintains its College Board affiliation: 051795

In this age of increasing accountabilities and fewer resources, counselors (academic advisors) maintain binders that include mini-cumulative folders, Individual Graduation Plans (IGPs), and documentation of communications with their counselees. Counselors regularly audit their binders and records to ensure that students are properly programmed and successful in A-G classes. Counselors run reports in the Secondary Information System (SIS) and MyData to identify discrepancies or errors. MyData is used to determine some placement eligibility. The systems will also interface, and MyData will alert counselors if a student is misprogrammed. For example, counselors run a report for

incoming ninth graders to determine their Algebra eligibility status. In addition, counselors maintain records of students advised and enrolled in credit recovery and enrichment opportunities.

During the spring, Dorsey counselors (academic advisors) will organize “March Madness.” During March Madness students will select SLC placement and sign up for specialized programs such as electives (currently offered and requested), Advanced Placement courses, and honors classes. Students’ interests during Class Rush will then be compiled with projected enrollment data (Ecast), SIS, and teacher preference worksheets to develop the School Matrix. The School Matrix will then become a skeleton for the Master Schedule and eventually student programming. Note, all preparation is data driven and collaborative: lead by the ILT.

B.1.d: Addressing the Needs of All Students

Our core curriculum is research-based and adopted by the Los Angeles Unified School District; however, there are instances in which supplemental materials are used to meet the needs of our diverse student population: students with special needs (18%), students of poverty (identified low socioeconomic status- 68%), identified gifted students (69 students), English Learners (18%), and Standard English Learners (80%).

All high school students who live within the District boundaries for Dorsey and have an offer of free appropriate public education (FAPE) will be welcomed and supported on our campus: homeless students, students living in foster homes or group homes, transient students, students who are learning English, gifted students, special needs students and students who have been displaced from charter schools.

Students with Special Needs/Disabilities have access to courses and accommodations as specified by their Individualized Education Plans (IEPs). For each student identified with special needs or disabilities, a 504 Plan will be created, or the Special Education department will create an Individualized Education Plan (IEP) specifying the programs, resources, and services needed for that student. Dorsey will focus on differentiated instruction by providing regular, ongoing opportunities for teachers to share ideas about excellent instruction for students with special needs. For example, teachers in each content area will utilize resources and flexible learning opportunities to ensure access and equity in the curriculum.

Focus Strategies: Our implementation of RTI² will include analyzing student data to assess areas where more intensive support is needed and designing strategic lessons to meet those specific needs. Dorsey’s use of the Reading Apprenticeship Framework will serve our students with special needs and disabilities well by helping them to develop content-specific reading strategies and to grow their metacognitive skills. As students come to see reading proficiency as a continuum and as a community experience, they will develop the confidence needed to become independent readers.

Gifted Students: All students undergo an Individualized Diagnostic Assessment (IDA). The IDA will be one measure by which to identify gifted students. In addition, Dorsey will engage all stakeholders in the gifted referral process. Parents, general and special education teachers, and other stakeholders will play an active role in the referral process to increase student participation in the GATE program. Once a student has been identified as gifted, the School for Advanced Studies (SAS) coordinator will set up a revised Individualized Academic Plan (I-AP) for the student.

Gifted students will be clustered using a full day model. This means that they are grouped with like students (those already identified as gifted), potentially gifted students (those being screened for gifted identification), and recommended students (those recommended for potential gifted monitoring and advanced instruction.)

At Dorsey, the Master Schedule will be built impart to increase and support the number of students identified as gifted. All students who are classified as gifted or who perform near gifted levels at Dorsey will be placed in the most rigorous course sequences to fit their individual needs and interests. Dorsey presently offers a range of Honors and Advanced Placement (AP) classes available to all SLCs, but AP data indicates that less than 1% of our students were successful on the 2011 AP assessments. This will change as our teachers become more highly skilled at differentiating for higher level learners and College Board trained. **(See B.2: Professional Development)** Note,

several Dorsey teachers are presently participating in AP trainings sponsored by LAUSD and conducted by the College Board. By 2012, 75% of all AP teachers will have completed an AP training workshop.

In building an exemplary program for gifted students, parents and students will be engaged in a school culture that values and celebrates academic success. Dorsey will hold an AP and PSAT Parent Night at the beginning of each school-year to educate parents on the expectations, academic tools, and benefits of the AP program and PSAT. Tenth grade students will be targeted for College Board My College Quickstart workshops. In addition, Dorsey will develop an AP Club to complement our AP and gifted programs by providing interdisciplinary projects, community service opportunities, college field trips, and college and career planning. Dorsey will also help students to understand their own learning modalities and to provide support in meeting their social and emotional needs.

Focus Strategies: Our core instructional approaches provide teachers with key methods for differentiation. Research suggests that gifted students benefit greatly from project-based learning and interdisciplinary instruction in that they are able to explore ideas in-depth and to make connections across the curriculum. Our interdisciplinary research projects give students choices and prepares them for the rigor of college-level curriculum. Scaffolding through various levels of Bloom's taxonomy (Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation) teachers will cater their instruction to provide students with the freedom to exchange ideas and to thrive in an academically rigorous environment. For example, gifted instruction in mathematics will provide enhanced learning experiences in the classroom. Per students' interest and class norms, potential math electives include Pre-Calculus, Summative Math, Probability and Statistics, Business Math, AP Calculus, AP Statistics, and Discrete Math.

Bridging our referral process with our professional development, Dorsey will expand the methods in which we differentiate for our gifted students. These methods will include, but are not be limited to: differentiating for complexity and depth through tiered assignments and assessments; using a compacted curriculum; independent study contracts that allow gifted students freedom of choice to research specific topics and become "resident experts" for the class, and concurrent community college enrollment.

English Learners Focus Strategies: Dorsey's Title III access coach and ELL Coordinator work with teachers and parents to meet the needs of our English Learners. English Learners benefit from our use of SDAIE strategies which build on students' prior knowledge and use context clues and visual aids to increase comprehensible input in the content areas. Dorsey's focus on CRRE provides ELL students with a learning environment that embraces and validates their culture; thus, lowering their affective filters and promoting language acquisition (Krashen, 1988). In this framework, English Learners are provided more talk time in class. As they engage in meaningful discussions with peers, they are exposed to and practice building vocabulary. The Reading Apprenticeship Framework helps English Learners to gain insight into their own reading processes. They will observe the teacher's and other students' reading processes, and they will develop a repertoire of problem-solving strategies for overcoming their specific obstacles to reading comprehension.

Standard English Learners Focus Strategies: Though the AEMP program benefits all students, it was specifically designed to ensure access to rigorous curricula for Standard English Learners. As Dorsey continues to train all faculty in AEMP, students will benefit from culturally responsive learning environments that promote collaborative and interactive learning. Research demonstrates that cooperative learning results in significant gains in proficiency for Standard English Learners. Incorporating AEMP means that SEL's will engage in metalinguistic analysis of their own language, make cultural connections to the content, and engage in instructional conversations. Teachers will explicitly and systematically teach academic language while valuing the home language of students.

The Reading Apprenticeship Framework will also build the confidence and reading proficiency of Standard English Learners as they develop their identities as readers.

Addressing the Needs of All Students: Focus on Mathematics

The math department will ensure that all students are ready for college level mathematics, and will model its instructional approach and intervention program after RTI² (Fisher and Frey, 2010) to help bridge gaps in student knowledge. Using the "Pyramid of Support" Dorsey will work towards having 80% of our students receiving core instruction, 15% receiving targeted in-class supports, and 5% receiving out of the classroom intensive intervention.

Dorsey will continue using student performance data from daily measurable objectives, weekly quizzes, and formative assessments in mathematics to determine the level of intervention students need from concept to concept. Incoming 9th graders will be programmed according to their performance on the CSTs and End-of-Course Exams. For instance, students who do not score proficient or advanced on the Algebra I CSTs or End-of-Course exams will be placed in Algebra I. In addition, students who failed Algebra I or who scored far below basic or below basic on the CSTs will be placed in a supplementary mathematics intervention course with priority given to those with the lowest scores. The same policy will be used for current students in Algebra I and Geometry at Dorsey. In this way students should display proficiency in Geometry and Algebra I before moving onto higher level mathematics. The mathematics department hopes to target non-proficient students early on in these foundation classes so that high levels of intervention will not be required by the time students reach Algebra II.

Trends show that African American and Latino students are consistently behind their peers in terms of preparedness for college level mathematics. This gap in preparedness often exists due to the difference in courses students take in high school (Long, M., Iatarola, P., Conger, D., 2009). In other words, African American and Latino high school students do not take higher-level mathematics courses and are subsequently not as prepared for college math. Additionally, research suggests that when students go beyond Algebra II in high school, they are much more likely not only to attend college, but will double their likelihood of persisting through college (Adelman, 2006). As such, the math department will work to ensure students are ready for higher level math courses and that seniors complete the new A-G graduation requirements.

A common roadblock to students persisting in math is their preparedness for Algebra. Dorsey will offer a math support course based on WestEd's Aim for Algebra modules. Designed to help students build the necessary foundation to succeed in higher-level math courses, Dorsey will appropriately place Tier 2 students in this parallel class based on their mathematics entry level. This entry level will be determined partially through taking the University of California designed mathematics Diagnostic Testing Project (MDTAP) through collaboration with their middle school in the spring of their 8th-grade year. Students new to Dorsey will take the MDTAP as well. Dorsey's counseling staff and SLC leaders will analyze transcripts, LAUSD End-of-Course exams and CST performance data to further inform math course placement for 9th-graders and all transfer students.

Dorsey will provide high quality instruction in Algebra I and Geometry, the foundation courses, so that students can succeed in higher-level mathematics classes. In these classes, the department will use weekly testing to focus on key standards and to inform their instruction. Student scores on these weekly tests will be tracked and analyzed departmentwide. To funnel students toward enrolling in higher level courses, Dorsey will establish sample career-oriented pathways in mathematics. In each pathway, students will follow one of three recommended sequences:

- (1) Algebra I, Geometry, Algebra II, Business Math
- (2) Geometry, Algebra II, Pre-Calculus, A.P. Calculus
- (3) Algebra I, Geometry, Algebra II, Statistics

In addition to core classroom intervention and intervention classes, the department will support CAHSEE/CST boot camps and the E2020 credit recovery program. Likewise, as permitted in the matrix, in school credit recovery classes will also be provided.

Addressing the Needs of All Students: Focus on English

The Dorsey English Department has decided to implement two approaches to teaching writing which will be used to promote student writing proficiency. *Step Up To Writing* is a systematic approach to organizing and developing student writing that demystifies academic writing by breaking it down into its basic elements. In this system, students use visual aids and graphic organizers to plan well-developed essays that include a strong thesis statement, examples, and thoughtful commentary. The English department will implement this system school-wide as a means to help students better understand how to structure and develop their writing. Similarly, teachers will use ISAW (Improving Student Academic Writing), the California Writing Projects program for accelerating analytic writing improvement.

English intervention will be provided during the school day, after school, and in Saturday School. **(See B.1 Instruction: RTI²)** Dorsey will also continue to implement Writing Across the Curriculum, as part of our School-wide Academic Tuesday (SWAT) effort to increase proficiency as measured by the California High School Exit Exam and the California Standardized Tests. Students' engagement in writing across subject areas will build their writing skills and confidence.

In addition, Dorsey will relentlessly target tenth grade English as the "gatekeeper" of CAHSEE proficiency.

B.1.e: Vertical Articulation

Dorsey students will benefit from partnerships built between their former middle school teachers and future college instructors. This partnership began through the initiation of "Dorsey Family," when teachers from our feeder elementary and middle schools met with Dorsey teachers to discuss instructional issues. Dorsey will continue an annual meeting between our faculty and teachers from Baldwin Hills Elementary School, Audubon Middle School and Cochran Middle School. These meetings will provide opportunities to discuss standards that need more support in the foundational elementary and middle school-years. Teachers will establish continuity of instructional methods in core content areas. Likewise, our professional development plan will be published and feeder school teachers will be invited to participate.

As a next step in its vertical articulation efforts, Dorsey will establish partners at several local universities. These partnerships will allow both teachers and students to be better informed about university expectations and support mentor, tutorial, and best practice opportunities. Sample current relationships include:

- USC School of Journalism (Tutorial/Mentorship)
- USC Dance (Tutorial and Mentorship)
- USC Upward Bound
- UCLA BruinsCorp (Tutorial and Mentorship)
- UCLA Writing Project (Best Practices)
- Volunteers of America TRIO Program

In addition, in October 2011, Volunteers of America was awarded a \$1,250,000 grant (\$250,000 annually for five years) specifically for Dorsey High School. Part of the funding will be used to improve vertical articulation. For example, a minimum of one annual college tour, concurrent community college enrollment, college essay writing, financial aid, parent, and testing (SAT and ACT) workshops. **(See B.1 Instruction: Linked Learning)**

B.1.f: Early Care and Education

Not applicable.

B.1.g: Service Plan for Special Education

(See Appendix E)

Dorsey High School will uphold all compliance measures per the Modified Consent Decree, Individuals with Disabilities Education Act (IDEA) and all LAUSD procedures. Dorsey is committed to serving all the needs of students with disabilities. All stakeholders at Dorsey High School are assured that the following strategies will be employed and monitored:

- Implement IEP goals and modify when necessary
- Assess student progress using MCD indicators to measure growth
- Adhere to timelines
- Include parents as integral parts to the educational process
- Measure the success in meeting the MCD outcomes
- Utilize LAUSD data systems to track students' progress and identified services through Welligent, ISIS, and MyData

The Education Specialists and Bridge Coordinator at Dorsey are equipped with the knowledge, skills, and expertise to properly perform the special education procedures and adhere to compliance processes. There are systems in

place; including but not limited to timelines, communication with stakeholders and team members, assessments, and translation, to ensure compliance with the Modified Consent Decree. All staff members will be provided with MCD training and a procedural handbook.

Utilizing all available student data sources, students will be supported and educated according to their IEP. Education Specialists will work closely with teachers to support differentiation in every class for content, process, and complexity. They will follow the students' IEP to make decisions about student placement, classes, and accommodations/modifications in those classes and on tests when appropriate. The Bridge Coordinator will be an advocate for special needs students and facilitate the implementation of IEPs in both general education and special education classes. The Bridge Coordinator will also assist with integration and provide support for both the students and the teachers. Likewise, the Bridge Coordinator will support the special education department with following timelines, implementation, and compliance processes. Education Specialists will adhere to the requirements from the LAUSD Policy and Procedures Manual, and will solicit feedback from Dorsey stakeholders for improving student success and best practices in the classroom.

The teachers, staff, and administration of Dorsey will provide the students with the breadth and specificity that special populations require. Serving these students necessitates that Dorsey be able to offer a continuum of services, from the least restrictive to the most restrictive environments available on a comprehensive high school campus. The students will take classes that challenge them, as well as support their individual needs, whether those needs are for more support or for increased challenges and opportunities. The Response to Intervention model will be used to monitor intervention courses and methods to ensure that progress is being made and if not, to then move onto another method that best fits the students' needs.

All students with disabilities will be provided a core instructional program that is research-based and prescribed by state and District guidelines as follows:

- Provide a rigorous standards-based program with differentiated instructional strategies and on-going analysis of academic benchmarks
- Ensure that core instructional minutes are protected and uninterrupted
- Embed Culturally Relevant and Responsive Education strategies to provide access to the core for all students
- Implement pedagogies that are used in effective first teaching
- Ensure that all staff support initial instruction that is well planned and effective
- Establish a common understanding of rigorous instruction with the use of clearly defined expectations
- Scaffold and sequence instruction as needed to provide differentiated instruction
- Provide tiered intervention based on student need
- Ensures student IEP accommodations will be used regularly in classroom instruction.

Every student is encouraged to participate in clubs, sports, and other school related activities. Students are scheduled into classes that most support their needs, and teachers create partnerships (regular co-planning and reflection) that foster classroom participation and flexibility. The full integration of the students with disabilities into every one of Dorsey's classrooms is a component of the school-wide positive behavior model. Dorsey will utilize positive interventions and means of correction to resolve disciplinary issues. School rules will be positively stated. Student expectations will be explicitly taught, reinforced, advocated, and modeled by all staff. When needed, students will be taught appropriate replacement behaviors. Positive behavior support plans will be a part of IEPs when the student's behavior is negatively impacting their progress. Every effort will be made to support the student in the least restrictive environment that meets their needs.

Dorsey is a relatively small school with a large proportion of students with IEPs and students learning English. We also have a small, but strong, population of gifted students, looking for challenges and support. These student populations require Dorsey to provide as much flexibility in creating student schedules as possible. Dorsey is divided into five Small Learning Communities (SLCs), and students generally take all their classes in one SLC. Students

with exceptional needs may need to take classes from a variety of SLCs, according to their IEP, ELL or Gifted needs. Federal Law prohibits a school from segregating students by IEP or ELL status, therefore these students when an IEP dictates, will be distributed among all the SLCs. This, in conjunction with advisory periods and rigorous academic expectations for students with disabilities will have the positive effects of reducing dropout rates, improving attendance, improve student engagement, and personalize the school experience.

B.2: Professional Development (PD)

B.2.a: Professional Culture (*See Appendix N: LIS WAIVER # 7*)

As Dorsey seeks to develop life-long learners, Dorsey teachers will continue to hone their pedagogical practice. Dorsey will continue to deepen its knowledge of research-based teaching practices by participating in teacher-driven, relevant PD. Dorsey's teachers will regularly study pedagogy, analyze data, observe trends, and evaluate each other's pedagogical practice. In these ways, Dorsey will build an intellectual culture in which it enables every teacher to provide a rigorous, engaging, differentiated education that prepares his or her students for college and career in the 21st century.

Dorsey will develop a professional culture that values the expertise of Dorsey faculty and seeks experts from outside when necessary. Dorsey believes that every student deserves highly qualified educators and that it must build a professional community that supports and develops such teachers. Dorsey is a student centered professional community which understands that student academic success occurs among colleagues who respect, support, and hold each other accountable, as well as reflect on pedagogical practice.

To unify the staff with a shared vocabulary and set of expectations that universally define excellent instruction, Dorsey utilizes the California Teacher Standards rubric based on the work of Charlotte Danielson (2007)⁶. Students taught by teachers whose practice is assessed at the proficient and distinguished levels of performance in Danielson's Framework have been found to meet or exceed the expected grade level gains (Kane, Taylor, Tyler, & Wooten, 2010)⁷. Therefore, Dorsey has integrated this framework into the professional culture by using it to guide professional development: a) define quality standards for teaching; b) structure how teachers receive feedback from instructional leaders; c) set goals; and d) measure teacher growth over time.

Dorsey expects its faculty to adhere to the following norms of professional development:

- Participate fully in PD
- Evaluate PD to determine effectiveness
- Implement strategies learned in PD
- Uphold mutual accountability for implementing strategies
- Observe and welcome observers into the classroom
- Respond to coaching regarding PD developed strategies
- Utilize data to drive PD choices

Consistent collaboration, documentation, reflection, and examination of data will serve as reminders of a standards-driven and results-oriented focus. Dorsey will identify goals that are Specific, Measurable, Attainable, Relevant, and Timely (SMART) and use the professional development time to work toward those goals by using data sources, unpacking the standards, and backwards-planning (Wiggins & McTighe, 2005). "The standards [will] contribute in three ways: as a reference point during design; for use in self-assessment and peer reviews of draft designs; and for quality control of completed designs" (Wiggins and McTighe, 27).

To ensure that Dorsey fully implements each component of the PD plan, Dorsey will utilize WestEd's accountability online software Tracker (California Accountability and Improvement System). By analyzing implementation Tracker

⁶ Danielson, C. (2007). Enhancing professional practice: A framework for teaching: Association for Supervision & Curriculum Development.

⁷ Kane, T. J., Taylor, E. S., Tyler, J. H., & Wooten, A. L. (2010). Identifying effective classroom practices using student achievement data: National Bureau of Economic Research Cambridge, Mass., USA.

reports, Dorsey will achieve three goals: 1) develop a facilitative administration, 2) create a data driven decision making system, and 3) provide systems interventions (2009). The Dorsey ESBMM Team will monitor the action plans that this document presents.

Dorsey will initiate this culture in the summer of 2012 and sustain it each summer when the staff returns to school for professional development. The year-long PD design, created by July each year, will provide time to introduce the focus in the summer and September and sustain work in the focus areas throughout the year. During these PDs, Dorsey will meet in Small Learning Communities (SLCs), magnets, and departments to:

- analyze data
- evaluate instructional strengths and weaknesses
- develop SMART objectives based on data findings
- create common lessons and assessments built on research based best practices
- collaborate and develop interdisciplinary projects
- model effective instructional strategies
- examine and discuss trends in student work

Dorsey's PD plan calls for greater involvement by its National Board Certified (NBC) teachers. The NBC teachers will devote the bulk of the 92 hours of service required for their stipend to working as professional development facilitators. Each NBC teacher will collaborate with an SLC Lead Teacher, Magnet Coordinator, or Freshman Academy Coordinator to help the leader/coordinator plan and implement a yearlong PD program with SMART goals, a sound research base, and an interactive, engaging learning experience. In addition to using our wealth of National Board Certified Teachers, Dorsey will include non-National Board Certified Teachers who are experts in needed PD.

The NBC collaborators and instructional leaders will meet monthly to share progress and ideas about improving teachers' instructional practice. Dorsey will use the expertise of our West Ed partner, Dr. Rose Owens-West, who is a nationally recognized leader in Small Learning Communities, to further support this process.

Dorsey believes that staff must go above and beyond the norm to ensure that students reach their full potential. Using a WestEd School Turnaround Center core principle, Reciprocal Accountability, teachers will agree to exceed baseline duties. Therefore, collegial trust building conversations will further characterize Dorsey's performance and commitments throughout the school year.

Beginning in 2012-2013, the staff will annually undergo a process where each stakeholder group commits to ensure student success. These are agreements that go beyond any LAUSD collective bargaining agreements and beyond the LAUSD parent and student handbooks, which clearly state the actions that bond the community together. The process will include ceremonial signings of the stakeholder commitments, in addition to regular reporting throughout the year on data collected to detail how the community is doing in fulfilling its commitments.

B.2.b: Professional Development

“For every increment of performance I demand from you, I have an equal responsibility to provide you with the capacity to meet that expectation. Likewise, for every investment you make in my skill and knowledge, I have a reciprocal responsibility to demonstrate some new increment in performance.” - Richard Elmore⁸

In *Rethinking High School*, Harvey Daniel, et al. (2000) notes that “the research on professional development leads to the conclusion that the most effective professional development is: 1) standards-oriented; 2) curriculum-centered; 3) peer-led; 4) long-term; 5) practical; 6) active; and 7) supported by the principal (Daniels 2001). In accordance with these principles, each year the Dorsey ESBMM Leadership Team—comprised of an administrator, lead teachers, coordinators, department chairs, and other interested staff— will collaborate to examine data sources (ex. CST, PSAT, CAHSEE Diagnostic, I-AP, social, emotional, and other summative and formative assessments) and determine a school-wide focus for instruction. The ESBMM Leadership Team will plan a year-long professional

⁸ Elmore, R. F. Building a New Structure for School Leadership. Washington, D.C. Albert Shanker Institute (2000).

development program that utilizes the Understanding by Design (UbD) framework to give staff the opportunity to grow professionally and meet the targeted focus. SLCs, Magnets, and departments will also identify a focus for the year that reinforces the school-wide focus area and meets its own needs.

Teachers will collaborate three times a month for PD. School-wide and department PDs will take place after school; SLC PDs will occur during their common conference period. During each of these trainings, Dorsey will facilitate workshops that differentiate PD topics for teachers' varied needs. Dorsey will address the need for professional development of all staff members-veteran and new, including teachers and out of classroom personnel, such as deans, security, and paraprofessionals. Workshops will model effective pedagogy so that both content and delivery will provide practical application. Teachers will select from a range of workshop options within the focus area. For example, Dorsey's initial focus topic is differentiation: the workshop topics might include: differentiating with technology, depth and complexity, and independent study. Dorsey will invite faculty members to facilitate workshops and discussions, based on self-identified areas of expertise through a PD survey or areas of expertise observed in peer observations. Also, as individuals or groups of faculty attend PDs off-campus, they will bring that new knowledge back to campus and facilitate PDs.

As the faculty receives training on one of the three prongs of differentiation (*See Instruction*), SLCs, magnets, and departments will work as professional learning communities to study differentiation as it pertains to each group's SMART goals for the year. For example, school-wide PD's will provide instruction on how to use the Reading Apprenticeship Framework to differentiate reading instruction across the curriculum. SLCs and magnets will determine how to best differentiate their interdisciplinary projects. Departments will study how to implement RTI² and CRRE in their content areas. In this way, professional learning communities will ensure that PD, and therefore instruction, meets the needs of all students.

Using the California Teaching Standards based on the Framework for Teaching (Danielson, 2007), Teachers will engage in peer observations to provide the type of feedback, coaching, and support necessary for each teacher to enhance practice and effectively implement the learned strategies. SLC/Magnet professional learning communities (PLCs) will be responsible for charting student needs, strength, and growth. Professional development will include norming sessions for evaluating projects, time for group scoring, and time for evaluating the effectiveness of the instruction. Following these sessions, teachers will complete a final evaluation of the professional development cycle, reflecting on the overall effectiveness of the PD and their own success in implementing the strategies learned.

Dorsey will both email notes and post them on the Dorsey Website for both attending and absent teachers and staff. Dorsey will utilize its website for posting digitally recorded model lessons and any other video training for staff review. The website will also provide links to PD focus strategies and resources related to the PDs.

Dorsey has begun to implement PD on differentiation and will continue the focus for the first year of the P.S.C. Plan implementation. Therefore, Dorsey's Professional Development will focus on Differentiated Instruction for the Whole Child using the I-AP to compile and monitor collected data. Differentiated Instruction will comprise of a three pronged approach: 1) Response to Instruction and Intervention (RTI²), 2) Culturally Relevant and Responsive Education (CRRE); and 3) Project-Based Learning (PBL).

The ESBMM Leadership Team will develop the year-long PD plan regarding the prongs of differentiation, and it will backwards plan the PDs to ensure that each one is relevant, practical, and data driven. For example, to address the needs of African American Students, SELs, ELs, Dorsey will provide teachers with PD on CRRE to address diverse learning modalities and provide students with instruction relevant to who they are. The ESBMM Leadership Team will begin with measurable objectives about CRRE, and determine the necessary subtopics necessary for teachers to achieve successful culturally relevant instruction. Teachers' use of CRRE will engage students in learning experiences that address student apathy, increase student engagement, and raise student achievement.

B.2.c: Teacher Orientation

As teachers arrive to our school, Dorsey will connect them to orientation teams comprised of an administrator, an NBC teacher or mentor teacher from their department, their department chair, SLC lead teacher, and a buddy teacher. (Note, Dorsey current has 7 NBC teachers.) They will collaborate with these instructional leaders to develop their curriculum in alignment with our guiding principles for instruction. These collaborations and PDs will take place in monthly and as needed PD sessions and will provide regular support for new teachers.

Dorsey will engage all teachers, new and existing, in professional development that ensures that students receive a rigorous and differentiated instructional program. The orientation team will provide new teachers with various types of support. The NBC teacher or department mentor will schedule several observations of the new teacher throughout the year in order to provide support and feedback. The new teacher will also be provided time to observe teachers in their department or SLC. The Bridge Coordinator, gifted/talented coordinator, and EL coordinator will arrange for an orientation on each of these subgroups. In the case that teachers are assigned honors or AP classes, they will participate in sixteen hours of professional development in regard to gifted students.

Before the beginning of the school-year, a general orientation on practical needs of new teachers, such as a tour of the campus and training on taking attendance will be provided. New and existing teachers will complete a new teacher survey which will be used to determine what types of support will be most beneficial. For example, existing teachers may welcome an orientation team, but may not feel the need for as many peer observations as might benefit a new teacher. Ultimately, both new and existing teachers will participate in authentic and meaningful professional developments to ensure the success of our students.

B.2.d: PD Program Evaluation

The real measure of the effectiveness of PD is student achievement. The SMART goals for the school, SLCs/Magnets and departments must include a link between professional development and student achievement. Therefore, Dorsey will create an action plan following each professional development. "Although they vary greatly, effective action plans all share a fundamental principle: they are explicitly tied to conclusions from analysis and are designed to put conclusions into practice" (Driven By Data, Paul Bambrick-Santoyo, 72).

After each PD staff will be asked to fill out a brief online and anonymous evaluation form developed by the Instructional Leadership Team. The results from these evaluations will be reviewed by the ILT and subcommittees to see what adjustments need to be made in future PDs.

Dorsey will also determine the effectiveness of our PDs through data. Dorsey will examine student work and performance on formative and summative assessments (including some using the whole child model). Dorsey will analyze the results from these data sources to determine if they met the SMART goals set by SLCs, magnets, and departments.

Additionally, if our professional development activities are successful, Dorsey will see concrete and observable teacher growth each year, individually and collectively. As such, an analysis of individual and school-wide teacher improvement using the LAUSD Standards for Teaching rubrics will be considered to evaluate our professional development successes. Each teacher should grow by one rubric point per year on areas where they have not yet achieved the Effective or Highly Effective ranking on each rubric dimension. Therefore, observing teacher growth through our instructional coaching process and in other formative teacher feedback activities from peers using the Standards for Teaching will be highly informative in considering the quality of our professional development efforts at Dorsey.

A true measure of PD quality and teacher improvement is classroom visits by peers. Teachers will be visited not just by administrators, but by other teachers in their SLC and departments. Feedback should always be about at least the implementation level of the most recent PD strategy, as scored on the LAUSD Teaching Standards rubrics. In

other words, the visits would focus in year one, at minimum, on how each teacher is differentiating instruction to meet the needs of all students by focusing feedback on each of the corresponding rubric dimensions.

Presently, Dorsey's administration is piloting an iPad based digital classroom visitation protocol developed with WestEd. The visitation protocol uses the LAUSD Teacher Standards and can be used for any future complimentary rubrics the school adopts for differentiation, CRRE, and project based learning. The tools will be available not only to administrators, but also for frequent peer visits so they can occur regularly and systematically to support teachers and aides in working with students by providing regular, high-quality, no-stakes, formative feedback and disaggregated school-wide data. Following such observations, the observed teacher will meet with the observing faculty and or staff using evidence based debriefs, where teachers talk about what score on a rubric was earned due to the observable actions by teachers and students during the lesson. The peers observers and administrators will learn high-quality coaching skills, through WestEd's partnership, in order to ensure all lesson debriefs are highly-reflective and yield concrete next steps for instructional growth.

Based on ongoing professional development norming and data analysis sessions, departments may choose to develop re-teaching strategies to address needs. Professional learning committees will examine periodic assessment data and common assessments designed by departments. In the individual teacher surveys filled out at the end of the PD cycle, teachers will reflect on how the PD was effectively taught and used in their classroom. These surveys will be read by the ILT PD subcommittee and used to determine whether further PD on the given topic is needed. At this time changes may be made to the school-wide PD calendar for the year. **(See Appendix H: 2011-12 PD Calendar)**

Professional Development Plan

Each year the Instructional Learning Team with input from all staff will determine a focus for professional development based on student instructional needs. The focus for the school-year will be reinforced school-wide and in Small Learning Communities and departments.

Sample: Based on the Dorsey High School 2011-2012

Focus: Differentiated Instruction to Meet the Needs of All Learners

School-wide Focus	
Differentiation: Using Reading Apprenticeship to Improve Reading for All Students: With the support of our partner West-Ed all teachers will use the Reading Apprenticeship model to support students in reading in all disciplines.	
Small Learning Community/Magnet Focus	
Differentiation: Project-based Learning to Engage All Students in Learning: Each SLC/Magnet designs the project, determines the curriculum, and selects the strategies (All projects MUST include differentiation for Special Education students, English Learners, Standard English Learners, Gifted/Talented students, and other special populations in the SLC/Magnet)	

	Specific Measurable Attainable Relevant Timely Goals (SMART)
School-wide goals	By November 17, 2011 (Parent Conference Night) 100% of the staff will be able to explain the Positive Behavior Plan to parents fully. By February 15, 90% of the staff will correctly use the Positive Behavior Plan to address students' behavioral issues, as measured by a Formative Teacher Rubric with a continuum of classroom environment implementation levels. By June 1, 2012, the number of referrals and school suspensions for 2011-2012 will be reduced 10% as compared to the 2010-2011 levels.
SLC/Magnet goal	By May 15 of 2012, 90% of students will have completed an interdisciplinary project focused on the theme of their SLC/Magnet and at least 75% of those students will have earned a proficient score on the project.
Department goal(s)(Specify for each department)	By June 1, 2012 90% of English students will have portfolios with a minimum of four proficient writing tasks (essays, narratives, research papers, etc.) Students may include the interdisciplinary project as one of the four writing tasks.

	Specific Measurable Attainable Relevant Timely Goals (SMART)
School-wide goals	By April 2012, 100% of the staff will have submitted a one page explanation of how they will use the Reading Apprenticeship model to help the students they encounter improve their reading ability. By May 2012 90% of the staff will meet in small groups to report on a specific lesson or situation in which they used the Reading Apprenticeship strategies with students and receive feedback from colleagues.
SLC/Magnet goal	By May 15, 2012, 90% of students will have completed an interdisciplinary project focused on the theme of their SLC/Magnet and at least 75% of those students will have earned a proficient score on the project on a rubric developed by the SLC/Magnet.
Department goal(s) (Specify for each department)	By June 1, 2012 90% of English students will have portfolios with a minimum of four proficient writing tasks (essays, narratives, research papers, etc.) Students may include the interdisciplinary project as one of the four writing tasks.

B.3: Assessments and School-wide Data

B.3.a: Student Assessment Plan (See Appendix N: LIS WAIVER #4)

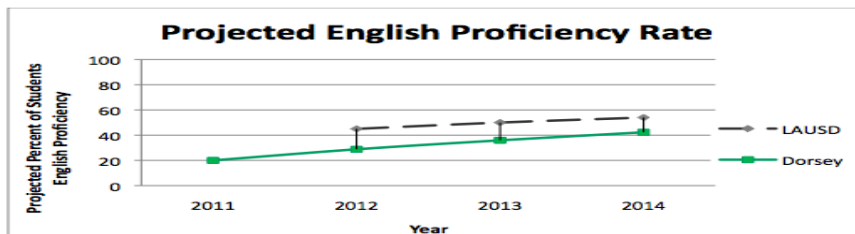
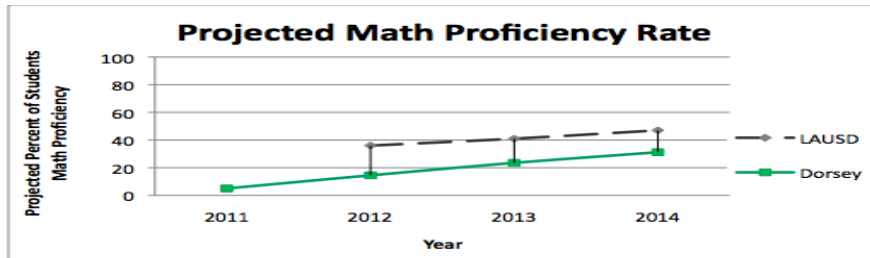
Susan Miller Dorsey High School will use diagnostic, formative, and summative assessments to help educate The Whole Child. The Whole Child Model allows Dorsey to assess the academic, physical and emotional needs of all learners to ensure that they are able to meet their highest potential. Using District periodic assessments, in addition to department formative assessments, Dorsey's primary goal, to close the achievement gap for African American and Latino students, will ensure that students are adequately prepared to make positive contributions and thrive in a global and complex society.

The Whole Child Model is a three-pronged approach, which allows the school to focus on the students' needs inside and outside of school. The prongs include: student academic needs, student social, emotional and physical needs, and student family needs. Knowing that Dorsey has a linguistically and socioeconomically diverse student population, it is important to measure students growth in the above three categories. Doing so will also allow Dorsey to integrate itself into the broader school community and affect greater change between students and the outside world.

In order to address the whole child, Dorsey will implement an Advisory system that allows students and teachers to track student mastery over time. In Advisory, Dorsey will establish an Individualized Academic Plan (I-AP) for each student, where comprehensive student data will be housed. Students will have the same Advisory teacher for their four years at Dorsey, who they will meet with once per week.

Measuring Student Academic Needs (*Performance Meter 1: 100% Graduation Rate; Performance Meter 2: Proficiency for All*)

In order to address the student academic needs, Dorsey will use student achievement data to drive individual student goals. It is imperative to the Dorsey staff and community that the students show growth over time in academics. Dorsey seeks to meet and exceed its performance meters. Performance meter 2--proficiency for all--will be met. During implementation year, Dorsey will increase student proficiency to 14.5% and 28.8% in Mathematics and English, respectively. Setting SMART goals is the main tenet in Dorsey's ability to see measurable growth over time. By year three Dorsey seeks to raise scores in Mathematics and English to 31.2% and 42.3%, respectively (**See Appendix G: Performance Plan**).



In order to meet academic proficiency goals (above), it is important for students and families to be aware of the needs of each individual student. Teachers will be trained to create individual SMART goals for students and maintain their progress. In Advisory, teachers will seek out and provide needed interventions and enrichments throughout the year. Once Individual Academic Plans (I-AP) are approved by the teacher, student and parent, the case carriers/advisory teachers will determine whether or not they are meeting their prescribed goals over the length of the school-year. Having an Advisory teacher will allow students to have another advocate on campus monitoring their progress and keeping parents informed of the strides that the student is making. Meeting only once per week will optimize the need for instructional time and remediation/acceleration for each student.

Teachers will also have a systematic teaching and learning cycle that is standards aligned and data driven. Using *Understanding by Design*, departments and small learning communities will backwards plan units according to data. Using this framework, teachers will give students common weekly formative assessments. With these common formative assessments, teachers will be able to determine where they need to fill gaps in learning.

Students will receive formative data regarding their assessments within 48 hours for self-reflection. Students will use formative data as an empowerment tool to track their own progress toward reaching their goals as laid out in their SMART goal constructed I-AP. Parents will receive a weekly formative assessment from each teacher on a regular date (to either sign and return or access via the website), allowing them to engage in their child's progress toward reaching their I-AP goals.

Teachers will give common backwards assessments, unit, midterm, and final summative assessments designed the summer prior to implementation. In some cases, teachers will use District periodic assessments as a summative unit measure. In a backwards assessment model, teachers use the same assessment tool at the beginning and end of a learning cycle. The test reflects what students must know and be able to do at the end of the cycle. The backwards assessment provides the teacher with baseline data regarding the needs of the students. (Where shall they start instruction?) Since they are "teaching to their test" the final assessment becomes reflective. (What did the students learn? What shall they teach differently?) Teachers will use *Understanding by Design* to backwards plan to District achievement goals. If District periodic assessments are not available, teachers will use the CST released questions and knowledge of authentic assessments to create common summative measures.

Summative assessments will be used to measure the level of success or proficiency that has been achieved at the end of an instructional unit. (This will benefit the student and the teacher.) Summative data will be reviewed with the same data-debrief protocol for students and will be shared with the student's advisory teacher to help see a more

global picture of the students' progress towards their goals. Summative assessments will be a major contributor determining the grade earned in each course. At the beginning of the next school-year, department-wide data will also be compared against the CST strands for that subject to determine alignment between the summative assessments and the California Standards.

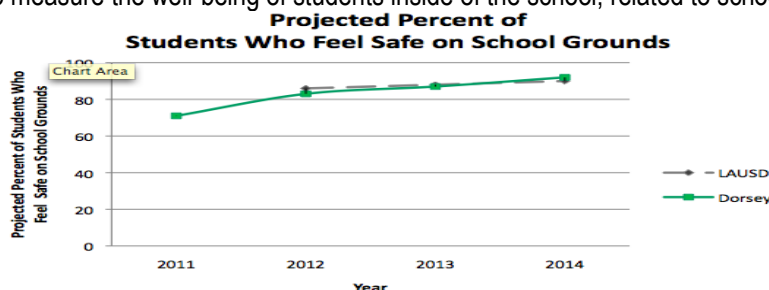
Measuring Student Social and Emotional Needs (*Performance Meter 3: 100% Attendance & Performance Meter 5: School Safety*)

With respect to Maslow's Hierarchy of Needs and Response to Instruction and Intervention (RTI²), the following needs must be addressed to optimize student learning: physiological, safety, love and belonging, self-actualization, and self-transcendence. With these needs in mind, Dorsey will implement the educational model – Educating the Whole Child. The Whole Child Model allows Dorsey High School to establish and review data beyond the California Standards.

In order to meet the students' social and emotional needs, Dorsey will assess students using the *Healthy Start Intake Packet* as well as the *Career Occupational Planning System (COPS)*. This will allow Advisory teachers to create goals with the student and monitor the outside factors that may be preventing the child from reaching those goals. The students' emotional needs will be considered in the I-AP. Students will have SMART goals in areas of behavior, and emotional well-being. The Advisory teacher will be able to refer the student to various agencies to get support. For example, if the child is dealing with parent separation or depression, the student will be referred to a support group, counseling and/or community support agencies.

Understanding the whole child will also allow Dorsey to measure the effectiveness of our PSC 3.0 Plan. The advisory teacher will measure progress toward the mission at the beginning, middle and end of the school-year through one-on-one meetings. Dorsey will create a rubric for teachers, students, and families to follow as they progress from 9-12 grades. Effective communication skills, for example, will be measured by each of the student's advisory teachers. The advisory teacher compiles a file on each of his/her students. The progress will be shared with parents at a bi-annual instructional fair (similar to a Science Fair, but students display and discuss their culminating projects, and meet with their child's advisory teacher) or conferences.

Dorsey will also use *California Healthy Schools Survey* to measure students' and families' emotional, social, and academic well-being. Over three years, participation in the survey will rise to 95%. Using this survey will allow Dorsey to measure the well-being of students inside of the school, related to school safety, and academics.



The *Whole Child Model* also gives the students the support necessary to meet their highest academic potential. In doing so, we must add resources for the support structures outside of the school.

Measuring Student Family Needs (*Performance Meter 4: Parent and Community Involvement*)

Successful implementation of this model requires focusing on the needs of students as well as their families and allows families and/or community members to get involved at a substantive and deeper level in each student's education.

Parents and families will be actively engaged throughout all stages of the instruction and intervention process to improve the educational outcomes of Dorsey's students. As previously mentioned, parents and guardians will play an active role when they meet with their child's advisory teacher. In these one-on-one meetings, parents will be able to see how the child is progressing toward his/her goals, while being given a voice in the process. It is here that the parent can voice concerns and or successes that the child is experiencing outside of school. It will also be possible for the advisory teacher to provide the child and his family with the support of outside agencies that will remediate or extend the academic and emotional support provided by the school.

The advisory teacher will meet with each individual family at the beginning, middle and end of the year to express the student's progress toward each goal. If necessary the advisory teacher or Pupil Services and Attendance (PSA) Counselor will conduct home visits to meet with families who cannot make it to the school. (Note, parents may participate in a phone conference, but school visits will be the preferred method.)

The *California Healthy Schools Survey* will also be used as a tool in the parent and family portion of the Whole Child Model. First, Dorsey has the goal to get an 80% family response rate on this survey. Staff will meet to debrief and discuss the results of the survey twice a year, in December/January and May. Using this survey will allow the school to assess how it is meeting the needs of the families that it serves in addition to the wider community. (Note, as school-wide collaboration and capacity is built, essential data, reports, and plans will be discussed in ESBMM Leadership Council before school-wide implementation.)

Overview Student Assessment Plan

TESTS	PURPOSE	DATES	GRADES
Healthy Start Assessment, District Assessments, COPS Career Interest Survey, Physical Fitness Test, Multiple Learning Styles (formative)	The I-AP is the document which will allow Dorsey to focus on the holistic needs and individualized goals of each student To create an Individual Academic Plan (I-AP) for every Dorsey Student, a variety of measures and supports will be used. The success of this progress tracking system will require ongoing support and communication between the school and home.	Ongoing (However the majority of students will be assessed during the first three weeks of school per SLC planning.)	9-12
California High School Exit Examination (CAHSEE) (Summative)	To ensure that public school students in the state of California who receive high school diplomas are able to demonstrate a prescribed level of proficiency.	July 26 – 27, Oct 4 – 5 -5, Nov 1-2, Feb 7-8, May 8 – 9	Non-grad retest
Annual California English Language Development Test (CELDT) (Summative)	Federal and state laws require a state test of English language proficiency. The purpose of the CELDT is: (1) to identify new students who are English Learners; (2) to determine their level of English proficiency; (3) to monitor their progress in learning English on an annual basis; and (4) to determine when students have met the criteria to be reclassified to Fluent English Proficiency status. The CELDT must be given annually to EL students until they are reclassified as fluent English proficient.	Sept 7– Oct 21	9, 10, 11, 12
Initial CELDT (Summative)	All students whose primary language is not English must take the CELDT within 30 calendar days after they are enrolled in a	Sept 7 – June 8	9, 10, 11, 12

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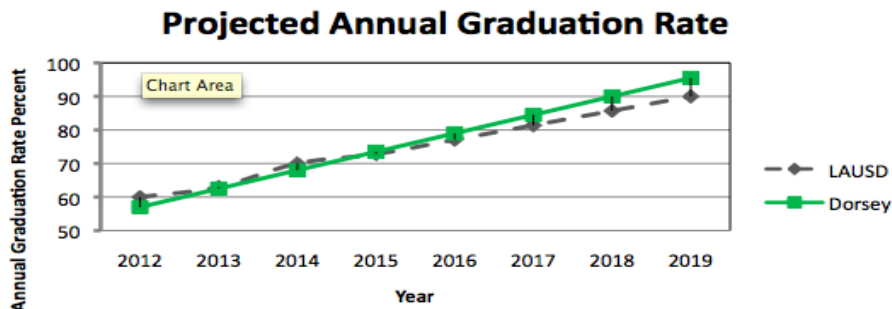
	California public school for the first time.					
Scholastic Achievement Test (SAT) (Summative)	The results of the SAT's are used by many colleges to determine the level of preparedness for college level academics.	Oct 1, Nov 5, Dec 3, Jan 28, Mar 10, May 5, June 2				Mostly taken in 11 th and 12 th grade.
PSAT (Formative)	PSAT stands for Preliminary Scholastic Assessment Test. It is a standardized test that provides firsthand practice for the SAT and gives students a chance to enter the National Merit Scholarship Corporation (NMSC) scholarship programs. The PSAT measures critical reading skills, math problem solving skills, and writing skills.					9 – pay fees 10 – mandatory (paid by LAUSD) 11 – students w/ free lunch and students who pay fees
ACT (Summative)	The ACT® test assesses high school students' general educational development and their ability to complete college-level work.	Sept 10, Oct 22, Dec 10, Feb 11, Apr 14, Jun 9				All are eligible to take the ACT
Periodic Assessments (Formative)	The periodic assessments in core subjects are a vital component of LAUSD's instructional program and support teachers' ability to plan effectively, monitor student progress in standards-based instruction, and determine the efficacy of instruction and intervention matched to student need. The results of the periodic assessments also serve as a basis for schools to plan professional development and enhance overall instructional programs.	ELA	Math	Hist	Sci	ELA gr 9/10 Students enrolled in Algebra 1 & Geometry Hist/Soc Sci gr 10 Students enrolled in Biology & Chemistry
		11/16	11/4	12/9	12/2	
		3/16	1/27	3/23	3/16	
		6/15	4/20	6/15	6/15	
Dorsey's First Semester Exams (Summative)	To assess student learning and teacher effectiveness during the first semester of school-year 2011-2012.	Jan 31 – Feb 3				9, 10, 11, 12
California Physical Fitness Test (Formative)	The <i>FITNESSGRAM</i> ® is a comprehensive, health-related physical fitness battery of tests designed to assist students in establishing lifetime habits of regular physical activity.	Feb 1 – Apr 13				9, 10, 11
California State Early Assessment Program (EAP) (Formative)	The Early Assessment Program (EAP) is a collaborative effort between the California Department of Education (CDE), California State University (CSU), and the State Board of Education (SBE) designed to assess students for college readiness in their high school junior year. The EAP is a voluntary eleventh grade early assessment that identifies whether a student is prepared for college at a point when students have the time to gain the needed preparation during	Feb 29 – Mar 23				11

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	the high school senior year.		
CAHSEE (Summative)	To administer the 10 th grade census CAHSEE and to provide an additional opportunity for students in grades 11 and 12 to retake the portion of the CAHSEE they did not pass during previous administrations.	Mar 13 – Mar 14	10 (mandatory) 11 and 12 retest
Standards based Test in Spanish STS (Summative)	To determine how well a student is achieving California academic standards when tested in his or her home language of Spanish. Students are tested in Reading, Mathematics, and Language Arts	May 1 – May 25	9, 10, 11
Advanced Placement Tests (Summative)	To assess students who are enrolled in college level AP courses at Dorsey High School. Students who score above a required level have an opportunity to earn college credit or advanced standing at most US colleges and universities.	May 7– May 18	9, 10, 11, 12
California Standards Test (CST) (Summative)	To demonstrate levels of student proficiency in all standards based courses. CST scores are used in calculating a school's API and AYP.	May 1– May 25	9, 10, 11
California Alternative Performance Assessment (CAPA)(Summative)	To assess those students with significant cognitive disabilities who cannot participate in the California Standards Tests even with accommodations and modifications. The CAPA results are used in the calculation of a school's API and AYP.	May 1 – May 25	9, 10, 11
CMA (Summative)	State testing option for students with disabilities.	May 1– May 25	9, 10
Senior Finals (Summative)	To determine whether members of the class of 2010 will pass all classes and meet credit requirements for graduation.	June 4 – 8	12
Dorsey's Second Semester Final Exams (Summative)	To assess student learning and teacher effectiveness during the second semester and school-year 2011/2012.	June 12 – 15	9, 10, 11
Portfolios, pre-test, post test, culminating projects, common assessments, end of unit tests, essays, quizzes, oral discussions, exit tickets, polls, conferences, self reflection. (Formative)	To determine student progress, inform instruction – check for understanding, determine need for reteaching, and placement into Tier 1 or 2 intervention	ongoing	9 – 12

(See Appendix S: Roadmap for Data Collection)**B.3.b: Graduation Requirements**

All students are expected to meet the minimum A-G requirements in addition to any Small Learning Community requirements (**See Appendix O: Career Pathway Chart**). Dorsey will use the advisory structure to motivate and track students to the completion of these requirements. Advisory teachers will check students' grades bi-weekly, allowing teachers to give students focused intervention and acceleration opportunities that will lead to graduation. Using relationships to help build student buy-in, will help Dorsey encourage students to come to school consistently and to provide a personalized educational experience.



In addition to the A-G and District requirements, graduation requirements will include the following:

- Completion of a Post Secondary and Career Plan
 - Determined by admission to post secondary program or entry-level employment
- Participation in a school-wide or graduating class Service Learning Project
 - Determined by history and Small Learning Community plan (as addressed in Instruction)
- Participation in a SLC CAPSTONE project
 - Determined by advisory teacher/SLC Lead Teacher
- Oral Interview regarding current events and career plans
 - Determined by ESLR rubric and advisory teacher panel included in Exit Interview
- Basic conversational skills in a second language (Graded on ESLR rubric)
 - Determined by ESLR rubric and advisory teacher panel included in Exit Interview
- Fulfillment of school established attendance and behavior requirements
 - Determined by ESLR rubric and advisory teacher panel included in Exit Interview

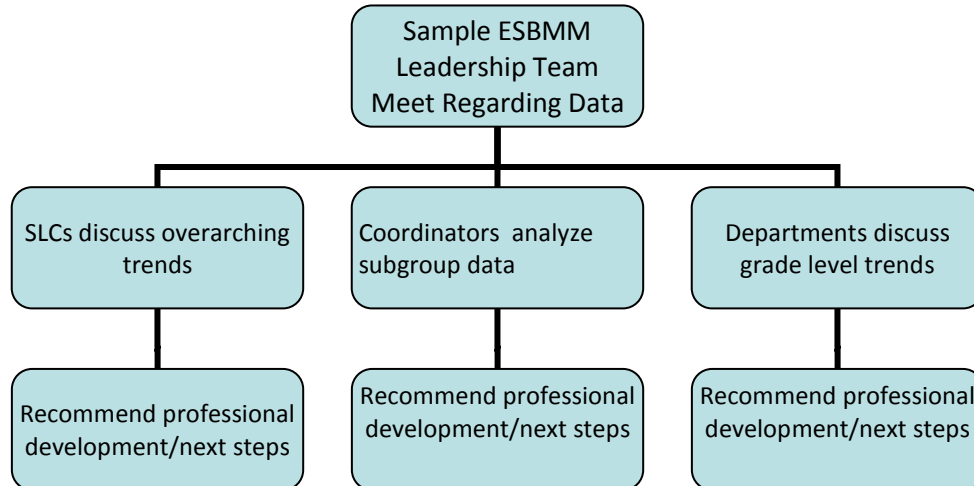
(See Appendix O: Graduation Requirements)**B.3.c: Data Collection and Monitoring**

Each SLC member is responsible for monitoring data. Data will be analyzed globally and individually.

First, it is imperative that all stakeholders understand and internalize the academic goals for the school. Over the next 3 years, Dorsey will work to increase its proficiency rates at a goal of approximately 6% each year, per subject. Doing so, will allow Dorsey High School to meet District and state goals by 2016-17. In order to collect and monitor information regarding this goal, it is imperative that all stakeholders understand their primary role in the achievement of this goal.

Recognizing that a plan without a monitoring system to ensure complete implementation and to evaluate its effectiveness is simply “a plan”, part of the responsibility of the ESBMM Leadership Team will be to serve as a Data Analysis Committee. When focusing on school-wide data, the ESBMM Leadership Team has the responsibility to provide critical feedback to the stakeholders; recommend appropriate research based individual and school-wide

intervention programs; ensure compliance to school, local District, LAUSD, state, and federal mandates; provide a basis for professional development topics; and recommend actions for non-compliant teachers (teachers failing to meet their commitment to this plan). Using the Danielson rubric, out-of-classroom committee members will not only use student assessment data, but will be required to observe five classrooms per week so that they can discuss the strengths and weaknesses of instruction in relationship with student achievement data.



Dorsey High School will use a data reflection protocol to share ideas and understand how student achievement data can be improved. Using this protocol will allow staff to remain student-centered.

The data reflection protocol will be used by the department to reflect on their unit assessments and to determine how their instruction can improve. Small Learning Communities will reflect on their advisory classes to determine how students are progressing toward their individual goals, what interventions are and are not working. The data reflection protocol can also be used with the students themselves so that they can internalize how they are progressing. Coordinators will monitor trends for their specific subgroups to identify potential interventions.

The school will take summative assessment data at the midpoint of each semester to determine how they are progressing toward meeting the state-determined goals. The ESBMM Leadership Team will determine what school-wide efforts need to be enforced to help move departments and SLCs move forward.

Instructional Decisions and Improving Instruction

After reviewing end-of-course data, teachers will meet in professional development to determine the instructional needs of students. If students are performing below grade level, and/or are not making progress, Dorsey will use the RTI² Model Roadmap (**See Appendix R: RTI Flowchart**) to determine the needs of students.

The Administrative Team will also consistently observe educators and provide feedback regarding their practice. Teacher effectiveness will be measured through analysis of planning, execution and student achievement data. Each teacher will be assessed on the school-wide Danielson rubric. If teachers are in need of support, the reviewer will provide more frequent monitoring and focused interventions. Administrators, department chairs, and NBC teachers will apply appropriate interventions for teachers who are struggling at meeting deadlines and meeting all students' needs. Teachers not meeting the following targets will receive additional support.

Expectations of Teachers: Using Classroom Environment and Instruction to motivate students

Teaching Focus I : Teachers will be able to communicate information clearly and effectively to students

Teaching Focus II: Teachers will be able to create a caring and welcoming environment
Teaching Focus III: Teacher will be able to Manage Student Behavior and Procedures
Teaching Focus IV: Teacher will be able to use assessment/data to advance student learning
Teaching Focus V: Teachers will show proficient evidence of planning

(See B.7 School Leadership: Teacher Evaluation)

Students' Needs

Students' needs and placement in appropriate interventions will be determined by End-of-Course and CST data. Students may have to pass prerequisite courses or assessments in order to matriculate to more advanced courses. The Graduation Requirement Chart (**See Appendix O: Graduation Requirements**) outlines specific course interventions.

Teachers are also responsible for addressing student needs through an individualized and differentiated Tier I Instruction. If students need further support, counselors (academic advisors) will adhere to the RTI² Roadmap. Counselors (academic advisors) will also monitor students' emotional and behavioral needs on a frequent basis. Referral to COST/SART and social, psychological and health services will occur when necessary for students.

Curricular Adjustments

Teachers will meet in subject-specific teams twice per month in order to discuss the trends, pacing, and needs of the curriculum as they collect data throughout the school-year. Here, departments will use a data debrief protocol at all department meetings: they will bring the weekly formative assessments administered, including student work and use it to analyze trends. Using protocols presented in *Looking Together at Student Work* (Tina Blythe, David Allen and Barbara Schieffelin Powell), teachers will work collaboratively reviewing student work in a way that gives teachers measurable, agreed upon next steps. One such protocol is the Tuning protocol. This will be used in the department meetings to help teachers come to consensus about the strengths and weaknesses of student outcomes and how to increase mastery. After reflecting on data, teachers will leave the debrief with intervention and extension plans designed to supplement previously mapped out pacing guides and unit plans.

Category Two: School Culture, Climate, and Infrastructure

B.4: School Culture

B.4.a: Description of School Culture

Dorsey is a diverse, safe, welcoming, respectful and affirming comprehensive high school. Adults and students are unified and focused on accelerating achievement in all subject areas. They demonstrate the shared beliefs, will, and creativity that move learners toward college and careers. Dorsey's faculty does not succumb to common assumptions about the limits of students' abilities (Nieto, 1996); rather, through high expectations, Dorsey will maximize students' potential for academic success. This is the *Stronger Dorsey* that its stakeholders envision.

For large schools, there is ample research to show that smaller groups of teachers, who work with a specific cohort of students over time, with a focus on high quality teaching and support are highly effective for ensuring student success. Smaller learning communities provide the optimal conditions for comprehensive high schools to successfully implement instructional and support practices.

Dorsey students will enjoy a personalized and meaningful educational experience in Small Learning Communities and magnets. The SLCs and magnets, including the Ninth Grade Academy, will provide the structure to implement the Linked Learning pathways described in the Curriculum and Instruction section. All SLCs at Dorsey will foster students' academic, career, and social/emotional development, helping them to acquire the knowledge, character traits, and Habits of Mind necessary for success in college and their chosen careers. Through the structure of the SLCs and magnets, Dorsey will encourage students to think critically about the world around them and to become contributing members of their communities. A focus on adolescent literacy, the use of technology to promote learning, high expectations for all students, standards-based instruction and culturally responsive teaching will be evident in each SLC. These features will be embedded in the four pillars of the Linked Learning pathways: rigorous academic A-G core courses, relevant career-technical classes aligned with the theme of each SLC, work experience and strong support for student success.

Dorsey's nurturing, supportive, and academically rigorous climate will be evident to students from their first encounters at school. In their first semester, Dorsey students will meet with an SLC/magnet counselor (academic advisors), and Advisory teacher to create an Individual Academic Plan (I-AP), which specifies individual academic yearly goals according to the student's college and career goals. To create the I-AP, a Diagnostic Assessment will be completed for each student to determine academic, social, psychological, and physical needs (**See B-3: Assessments and School-wide Data**). Within this climate, counselors (academic advisors), support staff, teachers, families and students will work together to meet the needs of the Whole Child.

Each SLC and magnet will have Advisories, which meet weekly. Students will meet with their Advisory teacher who will help them monitor their progress toward meeting their I-AP goals. Students will be given a Passport, a document they will carry throughout high school to check off grade-level goals as they are met and to adjust if plans change. The Passport will serve as a tangible reminder of students' long-term goals as well as a symbol of their achievement and progress.

Dorsey's introduction of School-wide Academic Tuesdays (SWAT) in the fall of 2010 was a successful effort to reduce student apathy toward the California Standardized Tests (CSTs) and the California High School Exit Exam (CAHSEE). On SWAT days, each department decides on a specific skill, test-taking strategy, or common assessment to focus on as a warm-up or lesson. At least once a semester, students visit the auditorium to compete against students from other SLCs or magnets in a game show-style academic competition. In addition, students and teachers are rewarded for participation in various SWAT events.

In addition to academic competitions, SLCs and magnets will also create a culture that celebrates academic success through biannual awards that acknowledge and reward students with excellent attendance, those on the honor roll, and those who have shown significant improvement, including "band jumpers" who demonstrate upward movement on the CST. Classrooms, school-wide bulletin boards, and offices will also celebrate academic achievement. For example, the B-Building displays snapshots of classroom instruction in the Gallery of Inspiration and Dorsey Achievers displays.

The attendance office will utilize the ISIS automatic phone system to call the home of any absent or late student during the school day and after school. All out of classroom personnel will participate in campus supervision, to help students get to class on time, monitor behavior, and provide visible adult support around the campus. Students with excessive tardies and absences will be identified monthly by the PSA who will meet with those students and their parents to discuss ongoing attendance barriers and to create reciprocal attendance contracts.

In an effort to promote greater communication and cooperation between our students' families and the school, teachers in each SLC will be expected to make frequent calls to students' homes. In alignment with our goal to increase celebration for academic success, these calls will be made to share the positive achievements of students as well as to discuss attendance concerns, behavior difficulties, and areas for student improvements. Parents will be

encouraged to utilize the website to monitor their student's progress, and training for this will be provided by the Parent Center.

The administration's management of Dorsey will maintain campus safety and promote orderly and high-functioning operations that are pivotal to accomplishing our vision. Governance will be transparent, ethical, fair, inclusive and collaborative. Through regular communication and solicitation of feedback, school leadership will foster trust and reciprocal accountabilities among all stakeholders (**See B.7: School Leadership**).

The SLCs and magnets are the ideal structures to establish Professional Learning Communities (PLCs). Staff in each SLC and magnet will benefit from the collegiality that develops when educators help each other and build on each other's strengths to benefit all students (**See B.2: Professional Development**). All members of the Dorsey community will work through differences using effective problem solving, mediation and consensus building. Through the SLCs, Dorsey will also encourage parents, alumni, community members and organizations to participate in collaborative partnerships with the school that contribute meaningfully to achieving the mission and vision.

B.4.b: Student Support and Success

Common Expectations

Dorsey stakeholders support all students: they help students graduate and prepare for success in their college, career, and life. Dorsey models six core expectations and effective practices that promote a shift in school culture and climate. These core expectations guide Dorsey's work, reinforce the Expected School-wide Learning Results and create a culture and climate of high achievement.

1. Communicate high expectations that ensure that every student graduates college and career ready.
2. Utilize rigorous, academic, standards based lessons that promote powerful teaching and learning.
3. Model personalization—within each SLC, teachers develop a sense of community and common behavior standards, following the Positive Behavior Plan to help students improve attendance, work habits (**See Appendix M**) and academic achievement.
4. Regularly revisit and reflect on the school's shared vision - prompting each teacher to renew their commitment and to take responsibility for the success of every student.
5. Document and evaluate teaching and learning with formative and summative assessments.
6. Empower stakeholders to share in the school's leadership to achieve these common expectations that ensure the success of each student.

For Dorsey students, success will have multiple measures, in accordance with the Whole Child Approach. Academically, students will move toward proficiency or advanced performance as measured by CSTs and CAHSEE. They will successfully complete course requirements for admission to the college of their choice. They will demonstrate mastery of 21st century knowledge, applied skills, critical thinking, problem solving, communication and teamwork. Teachers will utilize a holistic approach to measure student success, including: portfolios, alternative assessments, and authentic assessments that account for diverse students learning styles and multiple intelligences.

Student success will also involve development of the character traits, Habits of Mind, and social abilities needed in college and the workplace. Teachers will incorporate lessons and activities to weave these essential components into the curriculum. Successful Dorsey students will identify themselves as active members of their community. Internships, community service, and educational experiences with professionals (**See B.1 Curriculum and Instruction: SLC Pathways**) will contribute to students' connection to the surrounding community and provide them with necessary career skills. In addition, Dorsey's Linked Learning Approach to instruction will allow students to access academic content in a real-world context. Linked Learning will help students to develop the critical thinking skills demonstrated by engineers, researchers; these Habits of Mind will serve to graduate students who are prepared for their chosen career fields.

As part of the focus on work-based experience, and to inspire students to grasp real- life skills, teachers will use a career speaker's bureau of professionals to make presentations to students and to build connections between the community and the classroom.

Intervention classes and individual on-line lesson supports offered before and after school to struggling students and individualized guidance and support, based on data analysis, enable students to succeed and make significant academic gains.

Ladson-Billings (1992) explains that culturally responsive teachers develop intellectual, social, emotional, and political learning by "using cultural referents to impart knowledge, skills, and attitudes" (p. 382). Culturally responsive teachers realize not only the importance of academic achievement, but also the maintaining of cultural identity and heritage (Gay, 2000). Approximately 20 % of Dorsey students are English Learners, 285 students receive Special Education services, and the vast majority of students are Standard English Learners. To meet their needs, Dorsey school leaders and teachers will employ differentiated and culturally responsive instructional strategies.

Within each SLC, lead teachers and coordinators will lead staff to develop common thematic plans and implement culturally responsive strategies. Teachers will work collaboratively to develop culturally responsive curriculum—factoring in students diverse cultural, socio-economic, language needs, enabling them to adjust survive and thrive in school.

Our school-wide student support campaign, **Operation: Increase**, is designed to motivate students to perform well in and beyond the classroom. To encourage our students to increase academic and positive social behaviors, Operation: Increase will run an incentive program, *Club Dorsey*, which motivates students to take standardized tests seriously and control out of classroom behavior. Club Dorsey will help create a culture of academic and behavioral excellence by rewarding students who take all aspects of their education seriously. Club Dorsey will have four distinct levels: Silver, Gold, Platinum and Principal (Chancellor). This club will operate under the premise that students will receive tangible rewards for increased academic performance. Club Dorsey will provide incentives for students in order to improve categories that plague Dorsey: attendance issues, low test scores, suspension rates and low GPA. As a reward, students will receive free items that will either make school a more enjoyable experience (such as lunch of distinction) or help alleviate a financial burden (i.e. free prom tickets or senior class rings). Each SLC or 'School' will have its own Club and have the opportunity to add specialized membership requirements that reflect the academic goals of each SLC. The membership levels are calculated based on the previous academic year.

Below are the school-wide qualifications for each level.

Club Dorsey Privilege Chart

Membership Level (corresponding card color)	Silver (Gray)	Gold (Gold tone/Yellow)	Platinum (Silver/Metallic)	Chancellor (Black)
Yearly Attendance Benchmarks	No more than 10 absences and tardy sweeps	No more than 7 absences and tardy sweeps	No more than 5 absences and tardy sweeps	No more than 3 absences and tardy sweeps
Yearly Testing Benchmarks (CAHSEE and CSTs)	CAHSEE: Passed <u>both parts</u> with 350 CST: Scored	CAHSEE: Passed <u>both parts</u> and scored <u>proficient on one part</u> CST: Scored Proficient on	CAHSEE: Scored <u>proficient</u> on one part and <u>advanced</u> on another CST: Scored <u>proficient in all</u>	CAHSEE: Scored <u>advanced on both parts of the CAHSEE</u> CST: Scored Advanced on Math

	Proficient on English <u>and</u> Math Sections	English, Math and one other category	CST categories with an <u>advanced</u> in Math <u>or</u> English	and English and one additional category, 4 th category must be a proficient
Yearly minimum GPA Benchmarks	2.5 GPA	2.75 GPA	3.0 GPA	3.5 GPA
Yearly Behavior Benchmarks	No more than 2 suspensions or severe disciplinary actions	No more than 1 suspension or severe disciplinary action	No suspensions or disciplinary actions	
References	One Letter of Recommendation		2 Letters of Recommendation	3 Letters of Recommendation
SLC or 'School' Personalization	Additional qualifications will be determined by each SLC or 'School'. This will encourage personalization within each 'School' based on the academic pathways, expectations and SLC specific projects.			
Rewards/Incentives	The rewards for each membership level will vary and include items such as free meals, free Dorsey gear, free entrance to athletic events, free prom tickets, senior packages and the like. Incentives and rewards will be determined by booster club and donation funding for the year.			
Identification	Students will be identified by a corresponding sticker on their school ID or a separate colored membership card.			

B.4.c: Social and Emotional Needs

Dorsey students are faced with challenges due to external environmental factors over which they have limited or no control. Consequently, it is essential to provide a strong emotional and social support system.

As discussed in the Curriculum and Instruction section, Dorsey is committed to Whole Child Learning. Dorsey will utilize the I-AP to individualize SMART goals for the student's high school academic career and post high school activities. The Diagnostic Assessment will identify specific social emotional needs of each student and their family, and help guide teachers in providing support to those needs. Through the use of the I-AP, students needs will be clearly identified and monitored during their high school tenure (**See B.3: Assessments and School-wide Data**).

In an effort to provide students with a safe, welcoming learning community that helps them excel academically, Dorsey will strengthen the coordination of services and teacher/student friendly protocols. The guidance counselors and Advisory teachers within each SLC will work closely with students to make sure they are meeting their I-AP goals, taking classes that help them reach their academic and career goals, and counseling them through periods of emotional difficulty and discovery. Students will meet with their counselors (academic advisors) and/or advisory teachers, parents, and members of Student Success Teams (SSTs) when applicable to assess their success in meeting SMART goals at the conclusion of each semester. At these meetings, adjustment to student goals will be made when needed, and additional supports may be implemented.

Teachers within each small learning community (SLC) and magnet will also use common planning times to address students' social emotional needs. After each quarterly progress report, teachers, counselors (academic advisors) and administrators within each SLC and magnet will meet to identify students with multiple D's or fails, and attendance or behavioral issues. The SLC/magnet teachers and coordinators will determine needed interventions; students needing additional interventions will be supported through Student Success Team (SST) meetings, and

Coordination Of Services Team (COST) meetings to guide the student in improving academics, behavior, and attendance (**See Appendix E: Special Education Service Plan**).

Dorsey's Pupil Service and Attendance (PSA) counselors will continue to focus on improving attendance, and assisting individual students in breaking down barriers to consistent school attendance. A re-entry and diploma project counselor helps students who have dropped out with re-entry into school and with completing the credits they need to graduate.

The deans, campus aides, and campus police will be a stronger presence on campus, celebrating student success and maintaining the positive behavior plan. The positive behavior plan (**See Appendix M**) includes a progressive discipline plan with RTI² tiered level interventions and monitoring for students experiencing behavior difficulties. The school has also implemented the use of the digital referral to the deans. This system allows teachers to immediately report major infractions to the deans quickly and from their classroom, and limits the number of students going to the deans. The system also allows the school to monitor the behavior data, and put additional supports for students who demonstrate need.

The school nurse, school psychologist, deans, SLC/magnet administrators, and SSTs work together to support student physical and mental health. They also coordinate the crisis intervention team along with the APSCS when necessary. The Healthy Start Coordinator and Parent Center Directors are able to bring in specialized support from partners outside the school for students and their families. These offices work together to bring a cadre of partnerships with community based organizations to the school. These community partners provide services for students and their families and strengthen the bond between the school and the community. These supports promote an environment that is conducive to effective teaching and learning.

Freshman Academy

As ninth graders undergo the difficult transition from middle school to high school, they face a range of social, emotional, physical and intellectual challenges. They may feel overwhelmed, confused and alone. Over the last thirty years the national average for ninth grade non-promotion has more than tripled from approximately four percent to thirteen percent. Statistics indicate the importance of creating Ninth Grade Academies: schools with operational transition programs reflect a dropout rate of only 8% on average compared to schools without transition programs at an average of 24% (Cook, Fowler and 2008).

Consequently, Dorsey strategically designed an SLC to help ninth grade students transition to high school—a new school where they feel safe, engaged and supported. An annual parent and student orientation provides incoming students an opportunity to learn about the academic classes, supports and resources on campus. Ninth graders are assigned to an advisory class focused on emotional and academic themes and designed to help freshmen understand the culture of their new school and to navigate it successfully. Team building, study skills and self-evaluation to identify their respective learning styles will occur in their advisories. Participation in a speaker's bureau series and career explorations will prepare 9th graders to select an SLC or magnet, as well as a career pathway, which they enter in the fall of their sophomore year.

B.4.d: College and Career Readiness

Dorsey graduates will be prepared for the ever increasing demands of college and the work place. They will receive high-quality instruction with high expectations in all content areas. All students will work closely with SLC lead teachers, coordinators, and counselors (academic advisors) to ensure they are on track to fulfill the "A-G requirements" (**See Appendix O: Graduation Requirements**) necessary for eligibility in four-year post-secondary institutions in California and to meet graduation requirements.

Students, parents, and counselors (academic advisors) will work together to develop each student's Individualized Academic Plan (I-AP) starting in their 9th-grade year. Specific strategies and steps to explore college and career options will be key features of these I-APs. Students will be well-informed about eligibility requirements at the

colleges of their choice, they will receive assistance in setting specific college-admission and potential career goals, and they will be guided in monitoring their progress towards these goals. All Dorsey counselors (academic advisors), including the college counselor, will present information about college admissions, financial aid, and college entrance tests to students and parents. Magnets and SLC's will also prioritize college awareness through college visits and visits from college representatives.

As part of our efforts to improve rigor in the curriculum, and to increase student achievement, Dorsey will offer a range of Advanced Placement (AP) courses (including more options for students in the Schools of Advanced Studies), and Dorsey will work to increase the number of students who take and succeed in these courses. The school will also partner with local community colleges to provide classes and experiences unavailable to students in the high school setting, further preparing them for a successful college career.

The critical areas to support student college career readiness include:

- Systematic, rigorous, personalized learning environments.
- Counselor, teacher and parent collaboration to ensure all students are enrolled in A-G courses and AVID, AP, and academic intervention classes as needed.
- Students interested in technical courses receive the appropriate education and ROP (Regional Occupational Program) courses that allow them to gain skills in real work environments.
- Parent education programs to make parents aware of graduation requirements, college eligibility and technical career pathways. Additional workshops to teach parents about helping their student with college applications, studying for the SAT and ACT, and completing financial aid forms will be available (**See B.5: Parent and Community**).
- Monitoring by the college counselor and Department of Transition Services personnel of student progress after high school by collecting college enrollment and graduation data.
- Partnerships with community organizations (**See B.1 Instruction: SLC Pathways**) provide mentoring for students to better prepare them for college and technical careers.
- Help with college entrance tests, fees, and the application process facilitated by the college counselor, guidance counselor, and each student's advisory teacher.
- College day activities that will reinforce college going culture (college apparel Mondays; PA research announcements; college fairs; AP Parent Night; College & Career Awareness Month)

Volunteers of America (VOA) will provide two college aides who will work under the direct supervision of the College Advisor to promote Dorsey's school-wide college-going culture. The aides will assist all students, but target the Freshman Academy as we demystify college readiness and the admissions process. Weekly seminars and hands-on application workshops will be provided. In addition, in coordination with Dorsey staff, VOA will develop a plan for the expenditure of an annual \$250,000 grant.

Highlights of the plan include:

- College campus tours and field trips (Beginning December 2011)
- Parent College and Free Application for Federal Student Aid Workshops (Beginning January 2012)
- On-site Talent Search Program (Spring 2012)
- Advanced Placement Boot Camp (Summer 2012)
- Partnership with West Los Angeles Community College (August 2012)
- Bus transportation to West Los Angeles Community College for concurrent enrollees (August 2012)
- Implementation of Advancement Via Individual Determination (AVID) and elective tutors. (Fall 2012)

Note, Dorsey VOA plans will be finalized Spring 2012.

B.4.e: School Calendar/Schedule (See Appendix N: LIS WAIVER #5)**(See Appendix K: Calendar)**

The Master Schedule is the bedrock for the efficient operation of the school, ensuring that students have optimal opportunities to fulfill their programs of study and I-APs. Dorsey staff will adopt a team approach to developing the Master Schedule. Data collect and feedback will occur in the Departments and tentative drafts will involve representatives from each SLC and magnet. This will ensure the effective and efficient distribution of resources across the school. Coupled with a school calendar that is designed to maximize educational time and promote student achievement, Dorsey will be able to effectively manage human and fiscal resources.

Dorsey will adhere to the newly adopted LAUSD Early Start Calendar. The activity calendar will be created in the summer, with a focused effort on protecting learning time and minimizing last minute changes. It will include all student activities and professional development time, and take into account school-wide activities, teacher office hours, community events, and state mandated testing windows.

Pending continue Quality Education Investment Act (QEIA) funding, Dorsey High School will utilize a seven period block schedule. Designed to address three different needs, intervention/remediation, enrichment and test preparation, a 2x7 bell schedule will support learning outcomes for all students. Switching to 100 minute blocks will allow instructors to develop and facilitate more complex and innovative lessons and offer more opportunities for students to earn credits. It will also allow students the opportunity to complete their credit requirement early, so they can take college courses during their senior year. This will not only help us to increase the number of our students attending colleges and universities after high school, but it will also contribute to our college-going culture.

Within this modified block schedule, students will also be grouped to meet specific academic needs, in courses designed for gifted/honors students, students in need of remediation in math or English, students learning English, or students in need of CAHSEE intervention. In the past, Dorsey attempted to provide additional academic support for its students through Saturday and after school instruction. This was not very effective because the students with the greatest needs would not attend. By incorporating an intervention period in the bell schedule, Dorsey will ensure that every student that has a need will be addressed. The intervention period will be the primary vehicle for the Tier II Intervention in our Response to Intervention model.

Research indicates that the use of this schedule has multiple advantages, such as improving teacher-student relationships, allowing students to engage in more in-depth study of content, minimizing, and reducing discipline problems (Shortt and Thayer, 1997.) Students that are performing at or above the proficient level will be allowed to take enrichment or exploratory courses during their extra period. These courses will be designed to help our proficient and advanced student to gain a deeper understanding of key concepts and help them to earn additional credits for college. One tool that Dorsey will use is Apex Learning, an online program that will allow students to take Advanced Placement courses that may not be offered in the Master Schedule because of class norms.

A third way that Dorsey plans to utilize the extra period is credit recovery. For example, in some instance instead of offering core electives, an additional section may be offered for students because our data indicates a large numbers of students did not pass. A small victory for Spring 2012 is the addition of Spanish credit recovery. Students who would typically be removed from Spanish 1a or Spanish 2a for poor performance in the fall semester, have an opportunity to relearn the materials during the spring semester as their enrichment period.

Lastly, our unique 2x7 schedule allows for a Tuesday bell schedule in which all classes meet for school-wide test preparation and common assessments. Most unique to this design is that every Tuesday is referred to as a School-wide Academic Tuesday or SWAT Day. Except for period 3, all classes meet on this day to address our testing needs. Each Tuesday is designated to have a different activity that includes one or more of the following; critical thinking skills, test practice, or common assessments. Each department has a different plan of accomplishing these goals: a 'SWAT Map'. SWAT Maps describe which activities the department will implement each Tuesday. Although

the SWAT Map allows for formative assessment differences between departments, all departments must be on one accord for mock summative testing, math and writing across the curriculum activities, and competition dates.

Teachers will teach six classes each semester, with one conference period, and meet with 3 or 4 classes daily. Teachers will establish office hours, similar to the university, where students may discuss their academic progress and receive clarification of homework and class expectations. Teachers will be committed to maintaining at least one office hour a week; however, the increments (at least 15 minutes intervals), times and days will be at the teacher's discretion. SLC lead teacher will publish SLC office hours by the third week of instruction. Each SLC will consist of approximately 325 students. The Magnet School of Law and Public service will grow from 198 to 368, while the Magnet School of Math/Science/Technology will continue with 140 students in hopes to grow to 250 by 2014. Class sizes averages will adhere to Quality Education Investment Act (QEIA) norms, pending continued funding. 9th Grade- 17.2; 10th Grade- 25.0; 11th Grade- 25.0; 12th Grade 19.9. **(See Appendix L: Bell Schedule)**

B.4.f: Policies

Students are typically demoted based on credits and courses passed. Our goal is to increase the graduation rate; therefore, Dorsey will have numerous alternative programs for credit recovery. These include adult school, online Education 2020 (E2020), CAHSEE prep classes built into the matrix and offered after school and on Saturdays. Each student can take seven courses each semester, allowing for credit recovery during the school-year. Students extremely far behind in credits may be referred to continuation schools to assist in catching up on credits or to occupational/ vocational centers offered by the District. (Concurrent college enrollment is also an option but will be reversed for special circumstances as assessed by administration and targeted advanced placement opportunities.)

In order to graduate with a diploma, a student must complete the required 230 credits as well as complete the required A-G courses for graduation **(See Appendix O: Graduation Requirements)**. General education students must also pass both sections of the CAHSEE in order to earn the Diploma. If a student has completed the required credits and courses, but not passed the CAHSEE, they will earn a Certificate of Completion, and be invited to return to take the CAHSEE. Dorsey will adhere to current State and District policies regarding students with IEPs and 504 plans who have not passed the CAHSEE but completed the credits and courses required for the Diploma. Students on the Alternative Curriculum will earn a Certificate of Completion once they have completed the 230 credits or have reached age 22.

Dorsey will follow District policies for student behavior and will institute a zero tolerance policy for weapons, drugs, violence, and gang activity. Dorsey has PRIDE RULES and EXPECTATIONS that are reinforced daily through PA announcements, modeling, and incentives. **(See Appendix M)**

School rules and expectations are posted in all classrooms and around the campus. Dorsey follows a progressive discipline plan with RTI tiered level interventions at the teacher, counselor, dean, administrator, and support team levels. These interventions include COST, SART, SST, IEP, 504 plans, advisory classes, and Counseling Services. To ensure the safety of all students and staff, daily random metal detection searches, locker searches, and K-9 sniff dog searches are used to deter students from bringing weapons, drugs, or other contraband on campus. Dorsey follows a strict dress code policy to eliminate gang activity on campus. Dorsey will adhere to LAUSD policies as they pertain to retention, graduation, and student behavior.

B.5: Parent and Community Engagement

B.5.a: Background

The Dorsey Community is ethnically, linguistically, and socioeconomically diverse. Dorsey serves students from a wide range of backgrounds, life experiences, and living situations. The Dorsey Community is located in the Baldwin Hills/Crenshaw neighborhood of Los Angeles. This neighborhood is in the northwest corner of what has been traditionally known as South Central Los Angeles, and though blighted with poverty, drugs, and gang violence in the

past, it has begun a slow re-emergence as an important cultural center for the arts and business in Los Angeles. This area is primarily a residential area with an average household income of \$37,948. Thirty-five percent of households earn \$20,000 or less, a high percentage for the city of Los Angeles. Dorsey serves students from Baldwin Hills Estates, Leimert Park, the Crenshaw District, Baldwin Village, The Dons, the Village Green and the West Adams District. The houses in the Dorsey community range from million dollar homes in the hills to low income housing closer to the school site. The average property value is \$250,000, and about 30.9% of the residents own their home. The wide range of property value and income reflects the diverse educational background found in this community. Approximately 24% of the adults aged 25 years and older have bachelors' degrees, which are about average for Los Angeles, but 22% report that the high school diploma is their highest level of educational attainment, which is above the average for the city. Approximately 32% of households are headed by single parents, one of the highest rates in the city. Baldwin Hills/Crenshaw continues to be one of the few remaining primarily African-American neighborhoods in Los Angeles, with African-Americans making up 71.3% of the population. Latinos are the next largest ethnic group, at 17.3% of the population. Dorsey has an African American population of about 57%, and 42.7% Latino, which is significantly different from the larger community.

Dorsey is located in a vibrant neighborhood of Los Angeles, with many assets that will deepen the learning experience for our students. The Baldwin Hills/Crenshaw neighborhood is home to artists, musicians, small business owners, large, historically important churches, technical artisans, and a large proportion of senior citizens and veterans--longstanding members of the community with whom Dorsey will continue to build partnerships. Dorsey is the site of a new Metro station, which will eventually provide easy access to USC, The Natural History Museum and Science Center, Downtown businesses and library, and Los Angeles Trade Tech, all possible academic partners. Dorsey also neighbors Culver City, an area of Los Angeles known for its new restaurants and entertainment, which could help the school build continued partnerships. Dorsey is adjacent to Kenneth Hahn Park, where students participate in nature and ecology based activities. Partnerships created with the historically- significant Leimert Park, the center of the African American arts and culture scene in Los Angeles, will also benefit the school community.

Over the past five years, a decline in enrollment correlates to the number of charter schools opening in Dorsey's community. Families in the neighborhood understand that education is a stepping stone to a better future for their children. Unfortunately, many parents send their students outside their neighborhood school. In order to address community misconceptions regarding Dorsey, the school will publicize Dorsey's improved yearly progress. Dorsey will also publish college admission rates.

Whether students participate in one of the Small Learning Communities (SLCs) or magnet programs, Dorsey will attract students by offering a more rigorous and high quality education. In addition to collaborating with the community, Dorsey has also become a demonstration site for the Los Angeles Unified School District School of Advanced Studies (SAS). Dorsey will collaborate with community partners to create innovative learning experiences for our advanced and gifted students seeking linked learning opportunities. Through the development of our SAS program, Dorsey will engage students in an even more rigorous, differentiated and engaging academic program. Our SLCs, magnet, and SAS will more effectively address the misconceptions that parents have held and provide all of our students including the gifted and advanced students in our community with stronger enrichment opportunities during the school day, after school, and on the weekend using our Whole Child approach. For example, the Magnet programs will specifically address misconceptions by publishing above-District-average CAHSEE pass rates, attending recruitment fairs, and inviting the community to the well-established Teen Court program.

Because many of the students coming to Dorsey come from single parent households earning less than \$20,000 annually, there is a significant need for the Whole Child approach to learning. Dorsey seeks to incorporate the full range of traditional and non-traditional family structures when addressing student concerns and successes, including: biological parents, guardians, foster parents, aunts and uncles, and brothers and sisters in the category of parent. Dorsey's experience with working and single-parent families has taught the school that parents want to help their children, but due to limited time, information must be streamlined, clear, and concise.

The community needs:

- a school with a strong drive to prepare and send students to college and successful careers
- resources for families - medical, technical, economic, and educational
- support for single parent families and impoverished families--food, housing, and security
- resources and support for student parents, at risk youth, foster youth and their families
- support for transient families and families new to the country
- resources for unemployed and underemployed community members
- resources for individuals with disabilities and/or addictions

By diminishing the barriers between home and school, Dorsey expects increased parent/guardian and community support to result in increased student academic success. The community needs Dorsey to function as a nurturing learning community for students with all needed resources to support diverse learners and family situations. Through differentiated instruction, culturally relevant instruction, project-based learning, and educating the whole child, Dorsey seeks to strengthen the educational experience of every student and graduate students ready for the 21st century. Before expecting students to meet lofty academic goals, Dorsey must engage with parents and community in order to support the emotional and physical needs of each student.

Educating the whole child will provide a foundation for Dorsey to help every student take ownership of his or her education and face the challenges of adulthood. Every student will develop knowledge of a healthy lifestyle, and will be able to apply that knowledge with their family and in their community. Dorsey students, parents, and community members will be informed of the range of services offered to meet the social, physical, and academic needs of students and their guardians (**See Section B.3 and B.1: Educating the Whole Child**) Students will be motivated to fulfill their potential in an environment that is protective of their emotional and physical well being. They will be engaged at school and feel a connection between their school and their community. They will be prepared for success in college and competitive employment.

This community values the history of the neighborhood, and Dorsey has had the privilege of serving several generations of numerous families. Many Dorsey students have parents, grandparents, aunts and uncles who are alumni. The community recognizes that this school has graduated many who have gone on to illustrious and meaningful careers. These familial ties make evident the communities interest in the continuing success of Dorsey High School and the communities commitment to help develop successful students and citizens. Parents and families have high educational and vocational expectations for their children, and they will work with the educational community to provide support at home and at school.

B.5.b: Strategies

The Dorsey staff knows firsthand the richness and complexity of our community. Dorsey has teachers, administrators, and staff who grew up in this neighborhood, attended Dorsey, returned, and have become mentors for a new generation of students. Many of our teachers and staff live in the community, attend church in the community, do their grocery shopping, banking, and spend recreational time in the community, and in this way, are able to relate to the students and their families as community members. The teachers and staff have developed strong bonds with the Dorsey students, parents and community, and are uniquely familiar with the challenges families face, making them able to help them through these successfully.

Dorsey wants to capitalize on our rich history and strong community ties. In addition to encouraging continued support for our renowned athletic program, Dorsey will bring parents and guardians to meaningful activities on campus, take information about the school into the community, serve as a clearinghouse for needed community resources, and involve parents and guardians in the governance of the school.

Dorsey will engage the community through student, faculty and parent participation in community activities. Dorsey will create a column for a local newspaper from a student, faculty, or parent voice. Dorsey will display calendars in the community, and invite community members onto campus for a variety of activities. Dorsey will create satellite

offices and hold coffee afternoons, where the school directly engages families and community members in dialogue and training opportunities. Dorsey will hold school-sponsored community activities—including, but not limited to, the Dorsey Community Picnic, Athletics Day, dramatic performances, and arts displays, on campus. The use of the electronic banner to publicize events, both school and community events, will help to tighten the bonds between community and school. Dorsey will create and maintain a community link on the school website, to help everyone access the information quickly and easily.

Dorsey's Parent Center is a strong, active presence on campus. It hosts a number of school activities that engage parents, support students, and build community among all stakeholders. By embracing Maslow's Hierarchy of Needs, and Costa and Gallick's Habits of Mind framework (2008), the Parent Center team works to address our community's basic needs so that Dorsey can improve our students' academic achievement levels. One key event held includes bringing parent and community members onto campus through an annual *Parent Appreciation Day*. Parents and community members visit the school for the entire day, observing classroom instruction, attending empowerment information sessions, participating in a resource fair, and meeting with faculty and staff. Another example of a Parent Center directed activity is *Feed All The Kids Day*, in which the parents provide lunch to all students.

Additionally, parents are encouraged to attend and assume leadership positions at the CEAC, ELAC, Magnet, Healthy Start and Dorsey Parent Group Meetings. These monthly meetings are simultaneously translated into Spanish and are held in the mornings, evenings, and on Saturdays to accommodate all parent needs and schedules. Activities held by the Parent Center will be continued and increased in our goals to further engage families and community.

Over the years, parents frequently come with a desire to address a particular need, and they want to have a focused, organized process for attending to their needs. Many parents and community members are eager to help, but need organizational structure, a specific request, and a clear goal for their time. Some are interested in what is going on at Dorsey, but do not have the time or resources to visit the school. They need information to be available, either online, in newspapers, close to where they work or shop, or easily obtained at school. Dorsey will make information about school programs and events available through automated phone calls, the school website, satellite office meetings, and flyers. Communication with parents will be frequent and will continue to be in both Spanish and English.

Finally, Dorsey wants to utilize parent time efficiently by continuing Monthly Saturday Meetings, where all interested parents come on one Saturday per month, participate in a large parent group meeting, and then move on to break-out sections for particular needs. The Magnets, SAS, Healthy Start, Dorsey Parent Group, Roundtable, and Special Education will also hold parent meetings on Saturdays.

There are several specific needs in the area of parent engagement that Dorsey will address as part of Dorsey vision. These include:

1. Helping parents to engage with meaningful participation with the school and teachers when visiting and volunteering at the school.
2. Activities in the community which increase parent and community engagement
3. Training, education, and support for families, community, and students
4. Activities to engage parents in governance and the decision making process

Dorsey will work to complete the following items in order to address these needs:

1. Helping parents to engage with meaningful participation with the school and teachers when visiting and volunteering at the school.
 - An organized Campus Visiting Program facilitated by parent and community volunteers. This program will include the following services:
 - a. family liaison or information at front door when families enter

- b. Parent Center to provide structure for volunteering on campus through outreach, organization, and support in the volunteer application process
 - c. guidelines and tips worksheet for visiting classrooms and meeting with teachers, counselors (academic advisors), coordinators, and administrators
 - d. 9th-grade Parent Orientation Day and a Grandparent's Day at the start of each school-year
 - e. An annual survey/questionnaire to provide opportunities for parents, guardians and community members to bring their talents and strengths onto campus
2. Activities in the community which increase parent and community engagement
 - Satellite Offices for community engagement. Dorsey will do this by:
 - a. finding non-traditional, central, off-campus locations for meetings and trainings (local parks, banks, local churches, communal areas in apartment buildings, community center)
 - b. partnering with feeder elementary and middle schools to hold events for future Dorsey students
 - c. Displaying Dorsey's calendar of important events at local shopping locations (the Crenshaw Mall, Albertsons, Rave 15 Theater, etc.) and in local newspapers and websites that serve the community
 - d. creating a quarterly news column in the local neighborhood newspapers from a student, staff member, or parent highlighting compelling events at Dorsey
3. Training, education, and support for families, community, and students
 - On campus and online resources providing information and training to support the student as well as the parent/guardian, community and family. Dorsey will do this by:
 - a. providing a handbook of resources, both online and printed
 - b. providing technology training for parents and families
 - c. creating a Parent-SLC Newsletter
4. Activities to engage parents in governance and the decision making process
 - Parent/Guardian participation in the governance and decision making for the school by holding positions on the governing board. This will be done by the following:
 - a. Positions reserved in the School Governing board reserved exclusively for parents/guardians
 - b. Parent participation and decision making in ELAC and CEAC

B.5.c: Key Community Partnerships

Instrumental in the writing of this plan were parents and community members who have pledged support to this school and its future. They have been involved since the initial stages of design, and have participated consistently in the work to create the plan. They act as a strong conduit between school and community, and regularly make suggestions for strengthening the school and supporting Dorsey students.

Community members are uniquely able to provide an outside perspective that is constructively critical. They help influence the school to make necessary advancements, and they understand the kind of support their students require. They can often provide the school with both resources and ideas. Community partners help us adhere to our mission and vision for the school by holding the school accountable for providing a high quality education and opportunities for their students.

Each SLC and Magnet has community partnerships which will continue to work with the school for the upcoming five years. These partnerships strengthen Dorsey's commitment to provide each student with opportunities for internships and exploring professions in a real world context. Dorsey will utilize these community partnerships to enhance the Linked-Learning approach in each SLC, and to demonstrate from an outside perspective that college is the pathway for success in the career they choose.

Cultivation of community partnerships will be managed by each SLC and magnet. As lead teachers from each SLC/magnet find new opportunities for community participation, they will work with the principal (chancellor) and assistant principal over the SLC/magnet to find and develop new partnerships. Each SLC and magnet reached out to possible partners as they developed and have plans for working with those partners and sustaining their relationship. The following is a short list of current partnerships (**See B.1 Instruction: SLC Pathways**).

- **Freshman Academy:** Motivated Men; Village Nation; E.M.G. Enterprise (Educate, Motivate and Graduate)
- **The School of Arts and Humanities:** Fox Mentor Program, Inner City Film, Baldwin Hills Overlook, Baldwin Hills, and 826 LA
- **The School of CTA, Business, and Entrepreneurial Studies:** Network for Teaching Entrepreneurship (NFTE), LA Futures, Partnership, Architecture Construction, Engineering ACE) Mentoring, Earlezz Grill
- **School of REACH:** Los Angeles County Parks and Recreation
- **Magnet School of Math, Science and Technology:** Net Generation of Youth/NASA, A-Man Center, Raytheon Games, UCLA MESA, City of Los Angeles Department of Public Works
- **Magnet School of Law and Public Service:** Loyola Law School, Southwestern Law School, USC Law School, UCLA Law School, Sidley Austin, Judge Wesley, Teen Court, LAPD Cadet Program, Police Orientation and Preparedness Program, Langston Bar Association
- **The Healthy Start Office** will also provide various partnerships that engage community members and families

Dorsey has a number of partners that support students school-wide. Community mentoring services and activities are provided by Motivated Men, Community Coalition, and local Sororities and Fraternities. The Healthy Start office supports E.M.G. (Educate, Motivate, and Graduate) training program to empower parents and students with the knowledge to successfully navigate through LAUSD, college, and life. West Angeles Church provides SAT prep and college seminars for interested students. Southwest College's child development career program is available to students after school for a semester and offers an opportunity for earning credits towards graduation.

Category Three: Leadership that Supports High Achievement for Students/Staff

B.6: School Governance and Oversight

B.6.a: School Type (See Appendix N: LIS WAIVER #1)

Dorsey is in the unique position of having a principal (chancellor), faculty, parents, alumni and local community who are in unison about how to move the school forward toward a "Stronger Dorsey." Dorsey's community roots are reflected in the fact that many of our staff are alumni of the school, and numerous parents and community members either attended the school or share a deep commitment to it. Parents and community members have played a critical role in Dorsey's Public School Choice process from the beginning, and will continue to do so through the implementation of our plan. For this reason, Dorsey has selected the Expanded School-Based Management Model (ESBMM), which allows for collaborative decision-making— an inclusive approach that includes all stakeholders, and local allocation of resources to meet the needs of our stakeholders.

We have chosen a governance model that allows us to maintain a comprehensive school, one that prepares all students for college and career success. We want to see the entire school move forward—all of our student subgroups from our magnet students to our special education students to our English learners. In 2011, Dorsey's student population was made up of 18% English Learners and 18% students with disabilities. The ESBMM model allows us to build on the existing strengths of our school, such as our current ability to provide the wide range of least restrictive learning environments for students with disabilities and the specified classes needed to help English learners progress toward reclassification and beyond. Our current SLC and magnet structures allow for the flexibility in scheduling student classes that works ideally with the ESBMM model.

The governance approach at Dorsey High will be based on the Six Elements of School Based Management, adhering to Article XXVII Shared Decision-Making and School Based Management, as described in the LAUSD Collective Bargaining Agreements except for specific waiver that will be required per the Local Initiative School model. The ESBMM Leadership Council will be co-chaired by the principal (chancellor) and UTLA Chapter Chair.

Our School Based Management proposal is intended to promote stakeholder accountability and involvement, improved staffing practices, transparent budget management, and scheduling of time, all driven by the desire to serve all students from the area and increase student learning and academic outcomes. All aspects of Expanded School Based Management will be implemented in a manner consistent with applicable laws and the terms of existing and future collective bargaining agreements concerning employees in all bargaining units within the LAUSD.

B.6.b: School Level Committees

In addition to those matters listed in Article XXVII, Section 2.4 of the Agreement, Dorsey High School intends to fully implement the goals of the State Legislature in passing Education Code Sections 44666-44669, to create a complete Expanded School-Based Management Model program that institutionalizes teacher involvement and accountability in decisions that affect their ability to teach. Therefore, through the ESBMM Leadership Council, teachers at Dorsey will be actively involved.

Dorsey High School will establish an **ESBMM Leadership Council** comprised of 16 members (as described in the LAUSD/UTLA Agreement related to ESBMM).

- Principal (Chancellor)
- UTLA Chair
- 6 teachers (one from Magnet and each SLC is optimal)
- 1 certificated support staff (counselor, coordinator, dean)
- 4 parent/community members
- 2 students
- 1 classified staff member
- 2 Alternates (function in absence of members)

The ESBMM Leadership Council will meet monthly. At least three annual meetings will be held at different times to ensure parent/community involvement. The focus of the ESBMM Leadership Council “activity shall be upon establishment of local policy and planning direction rather than day-to-day administration or execution of policy and plans. The local council shall not be obliged to act in the designated areas, and may delegate its authority to existing school committees if it believes they are functioning satisfactorily.” (LAUSD/UTLA Agreement) For example, the **School Site Council (SSC)**, per state law, will create and monitor the Single Plan for student Achievement and the categorical budgets which support it, informed by data and recommendations from various parent advisory councils, including the Compensatory Education Advisory Committee (CEAC) and the English Learner Advisory Committee (ELAC). The SSC will be comprised of 50% staff and 50% non-staff members. Membership on the SSC will be based on elections for all but named positions (the Principal/Chancellor and UTLA Chair). SSC staff members will serve for two years. SSC non-staff members will serve for one year.

Dorsey High School will comply with the requirements of the Education Code and the UTLA/LAUSD collective bargaining agreement and will operate according to state and federal laws and District guidelines pertaining to all Categorical Committees. The ESBMM Leadership Council will review and advise the School Site Council in the development and approval of the Single Plan for Student Achievement.

Continuation of the ESBMM model will be subject to a staff vote, assuming satisfactory progress with the Quality Review Process annually. Metrics from the Performance Management of this plan will form the basis for ESBMM accountability. A vote of 67% of all UTLA bargaining unit members who work at least 50% or more time at the school will be required to continue ESBMM.

The ESBMM Leadership Council (SLC) will be formed and will function according to the provisions of Article XXVII, Sections 2.0-2.4 of the LAUSD-UTLA collective bargaining agreement.

The role and responsibilities of the School Site Council (SSC) will be broader than the ESBMM Leadership Council (ELC) established under ESBMM. The ELC will function as a working group, reporting to the SSC and providing recommendations and policies for further input and ultimate approval by the SSC. The SSC will exercise jurisdiction over the Single School Plan for Student Achievement and WASC accreditation. In the end, SSC will be responsible for making judgments on the direction and focus of the school in order to meet the measurable accountability defined in the Section 7: Performance Management section of the PSC Plan. SSC will also approve all categorical budgets with input from the CEAC and ELAC.

B.6.c: Governing Council

Not Applicable.

B.7: School Leadership**B.7.a: Principal Selection**

In most schools of Program Improvement status frequent change in administration and a high turnover of faculty and staff year after year is customary, which adversely affects the school wide vision and mission from one school leader to the next. Consequently there are implementation dips that occur where one initiative becomes replaced by another based on the direction of the new principal (chancellor). That said, effective leadership is in high demand to transform schools traditionally viewed as low performing. According to Northouse (2004), leadership is a process, whereby an individual influences a group of individuals to achieve a common goal. Dorsey seeks to maintain a principal (chancellor) who is intelligent, knowledgeable and sensitive to the needs of the community and students, one who is resourceful and able to build capacity with stakeholders. Most importantly, a principal (chancellor) who is a sound instructional leader and who can optimize teaching and learning on campus to improve the following: student proficiency in all content areas, graduation rates, staff and student attendance, parent and community engagement, and school safety. This person is a change agent who possesses skills to lead a dynamic learning institution. He or she must understand how directive, supportive, participative, and achievement-oriented leadership impacts the productivity and satisfaction of stakeholders (Northouse, 2004).

Dorsey's principal/chancellor is not only a person who does things right, but also one who does the right thing: a principal (chancellor) who establishes direction by creating a vision, clarifying the big picture, and setting strategies to accomplish goals. A principal (chancellor) must build teams and coalitions, communicate clear goals, and seek commitment. Lastly, Dorsey's leader must be motivating and inspiring: someone who can energize and empower stakeholders to meet the unique needs of the student body and school community.

Outstanding leaders know that if they have great faculty, they have a great school (Whitaker, 2003). Outstanding principals must act with the intention of making a positive difference in the lives of students and society as whole. As the leader of Dorsey the principal must support the faculty in taking responsibility for their performance in the classroom, especially since the most important variable in successful student learning is the classroom teacher.

The principal's vision becomes the school's vision. The Public School Choice process provides opportunities to reestablish expectations and introduce change, the tone for building a stronger school foundation, from the leadership to its faculty, students, and entire school community. Strong leaders are never complacent. The Chancellor of Dorsey will create powerful guiding coalitions, not allow obstacles to block their new vision, create short-term victories, and anchor change in the improvement of the instructional climate and campus culture.

B.7.b: Leadership Team

The success of Dorsey's Instructional Program depends on the strength of relationships between faculty and staff, parents, and students. We will build a culture that distributes leadership among all members of the school community. Our leadership team will work to create an environment of trust in which the input of all stakeholders is valued. This will take place through regular communication with administration, coordinators, counselors (academic

advisors), deans, instructional support personnel, SLC lead teachers, department chairs, parents, and community partners at monthly meetings. Such meetings will be geared toward the focus of improving teaching and learning. The leadership team will collaborate with faculty regularly through SLC common planning time, as departments, and school wide as Professional Learning Communities to develop common assessments, lessons, and review results through measurable objectives. Our instructional program will build on the conceptual framework of three guiding principles:

1. Differentiated Instruction
2. Culturally Relevant and Responsive Education
3. Project-based Learning

Dorsey's faculty will address these three guiding principles through a Linked Learning approach, which will require ongoing, intensive professional development and collaborative planning. The leadership team will participate in department and SLC meetings to assist in planning and goal-setting for each instructional year. Dorsey faculty will utilize backwards planning according to the Understanding by Design model, and the Leadership Team will help provide structure to this process by developing school-wide measurable learning objectives and establishing deadlines for unit plans and giving feedback on submitted plans.

Dorsey's leadership team will provide support and constructive feedback for faculty, as well as accountability to ensure the implementation of the Instructional Program. As departments and SLC's work to design interdisciplinary units that help students to make connections across subject areas and connect academic learning to the real world, the leadership team will select a Professional Development Committee to design a Professional Development plan to target professional growth areas that align with the Instructional Plan (**See B.2: Professional Development**). The leadership team will also ensure that adequate time is provided in the school calendar for professional development to meet teacher needs.

The leadership team will monitor implementation and evaluate success of the instructional plan through:

- WestED's tracker system to evaluate the extent to which teachers are implementing school-wide instructional approaches
- Teacher/principal mutually developed observation and evaluation tools
- Regular analysis of formative and summative assessment data

The leadership team will meet monthly to analyze student data and to discuss strategies for improving student achievement. Department chairs, SLC lead teachers, and coordinators will provide critical input on student and teacher needs. As the team identifies areas in need of improvement, it will work with the Professional Development subcommittee to make necessary adjustments to the professional development schedule. The leadership team will also ensure that the school budget is aligned with the mission, vision, and goals indicated in the Instructional Plan.

All Dorsey stakeholders, including principal (chancellor), assistant principals, faculty and parents, will commit to this transformational plan (**LIS Waiver #9: Mutual Consent—See Appendix N**). Dorsey will develop reciprocal accountability agreements for all stakeholders in order to make expectations explicit and to create a system that distributes leadership and responsibility for student success. Dorsey parents, community, faculty, and administrators will participate actively in the design of our Instructional Plan, and will provide ongoing input on implementation of the plan.

Beyond the principal (chancellor), the following members of the staff are on the ESBMM Leadership Team (ELT):

- Assistant Principals
- Magnet Coordinators
- Data/Testing Coordinator
- Bridge Coordinator
- EL/Title I Coordinator
- SLC Lead Teachers

- Department Chairs
- Parent/Community Representatives

The ESBMM Leadership Team (ELT) will meet on a monthly basis. The ELT will establish guidelines for implementing professional development and professional conversations that will enhance the educational experience for all students. At the end of each meeting the team will set SMART goals for departments and SLCs; Department Chairs and SLC Leads will have clear objectives that are focused on enhancing student achievement. Departments and SLCs will use their bi-weekly meeting time to measure progress toward these objectives, while advisory teachers continue monitoring individual student progress toward I-AP goals.

Each member of the ESBMM Leadership Team is also responsible to observe coworkers in the classroom. Doing so will allow the team to combine qualitative and quantitative data in progress toward meeting and exceeding the API.

B.8: Staff Recruitment and Evaluation

B.8.a: Staffing Model

Dorsey's student population has diverse needs. These needs require the collaboration of teachers and out-of-classroom support staff. Academic and non-academic staffing needs will continue to align with District norms per E-cast enrollment and norm allocations. Additional positions will be funded according to our Single Plan for Student Achievement and Quality Education Investment Act (QEIA) guidelines.

Whitaker (2003) argues that the quality of teaching and learning determines our perceptions of the quality of the school. Programs are only as good as their implementation, and the people in place to implement them. As noted throughout this transformational plan, Dorsey will have a laser-like focus on student achievement; therefore, it is imperative to staff the school with individuals who are committed to continuous improvement. Essential academic and non-academic staff are as follows:

Access to Core Coach	1
Administrators (Including Instructional Specialist)	4 (5)
Buildings & Grounds	3
Cafeteria	4
Campus Aides	5
Clerical Technicians	4
Counseling Support Staff (Including College, PSA, Psychologist, DIS, RA, and DPA)	5 (9)
Data Coach to support PSC and SWAT Implementation (New Position)	1
Finance Manager	1
FSFA	1
Instructional Aides	2
MSFA	1
Nurse	1
Paraprofessionals	33
Parent Community Representatives	2
Plant Manager	1
School Administrative Assistant	1
Student Integration Helper	3
Supervision Aide	2
Teachers (Including Magnet, Technology, Title I/EL, Testing/Data, and Bridge Coordinators)	86 (91)

The SLCs and Magnets will share the services of a Bridge Coordinator to facilitate the services provided by our Special Education Department and to provide support to general education teachers. The English Learners Coordinator and Title I Coordinator will be combined into one position to be shared by all SLC's and magnets. Lastly, the recruitment process will ensure that new hires are screened to new norms and values of the school's culture. They must willingly commit to the mission and vision of Dorsey . **(See Appendix B: Commitment and Expectations; See Appendix N: LIS Waiver #9).**

A Quality Education Investment Act (QEIA) school, our class norms will reflect QEIA targets pending continued funding:

Implementation Year	9 th Grade	10 th Grade	11 th Grade	12 th Grade
1	17.2	25.0	25.0	19.9
2	17.2	25.0	25.0	19.9
3	17.2	25.0	25.0	19.9

B.8.b: Recruitment and Selection of Teachers

Teacher selection will be in accordance with LAUSD Human Resource Policy, with the exception of “must place” candidates. Teachers selected at Dorsey will be screened and interviewed by a panel as described above. Pool candidates will be accepted only as temporary assignments per the agreement of the principal/chancellor.

The Ideal Dorsey Teacher Candidate will:

- Value collaboration, planning, observations and feedback
- Demonstrate a realistic understanding of the challenges of an inner-city high school
- Possess appropriate credentials and authorizations (deemed Highly Qualified in appropriate content and certified to teach English Learners)
- Share the vision, mission, and core beliefs as articulated in this transformational plan

B.8.c: Performance Reviews

Teacher Evaluation: Dorsey faculty will be part of a supportive community that is committed to ongoing evaluation, feedback, and professional growth. The Professional Development Committee will design a plan annually that aligns with the goals indicated in the Instructional Plan. Teachers will be evaluated according to multiple measures to determine their success in meeting student needs and to identify areas of needed growth. In addition to the District STULL Evaluations, teachers and the leadership team will use other District initiatives aligned with the California Teaching Standards and WASC recommended strategies. The evaluation tool will include self-evaluations, professional growth activities, portfolio documentation, peer observation and demonstration lessons.

Teacher evaluations will adhere to the tenets of the collective bargaining unit agreement with United Teachers of Los Angeles and LAUSD. In addition, classroom monitoring tools, benchmark assessments, assistance, and guidance will be provided as delineated in our professional development plan, and LAUSD initiatives and policies.

Teacher evaluation will be an opportunity for feedback and growth. SLCs and Magnets will use informal observation and rubrics for peer observation and feedback. Administrators will use rubrics designed by the leadership team (Danielson) and stakeholders for formal assessment. Administrators will create a transparent method of evaluating teachers through a teacher level growth plan that supports growth in teaching and learning.

Department chairs and SLC/magnet lead teachers and coordinators will facilitate additional professional development based on areas of needed growth as indicated by peer observations and needs assessments of teachers. The teacher evaluation will include: self-assessments, preliminary performance goals, artifacts/data to document achievement of goals, and an end-of-course survey.

In order to ensure teachers are meeting their goals, teacher assessments will include:

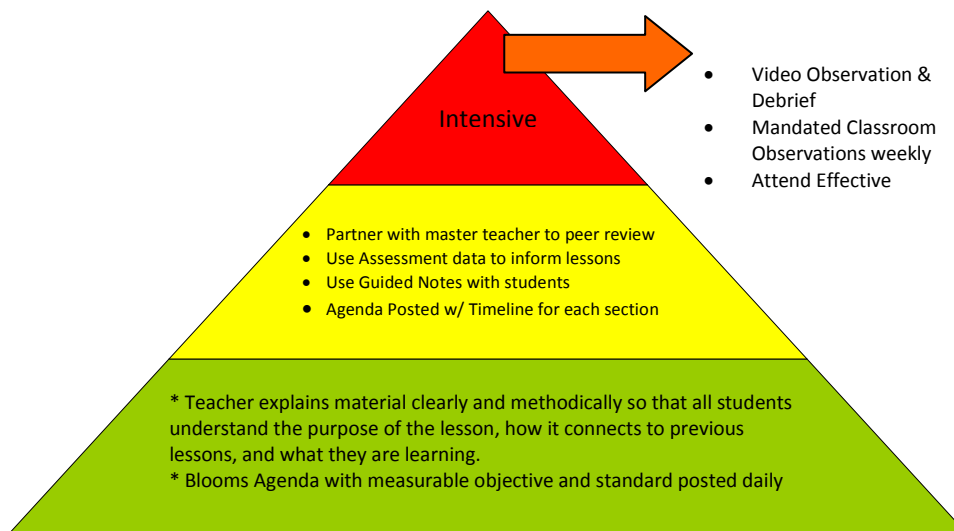
- Ability to communicate information clearly and effectively to students
- Ability to create a caring and welcoming environment
- Ability to manage student behavior and procedures
- Ability to use assessment/data to advance student learning
- Proficient evidence of planning

The flow charts below dictate the clear expectations of teachers and ways that administrators will support them in their progress toward the goal. Progress toward improving practice is the focus for all educators on campus.

Teaching Focus I

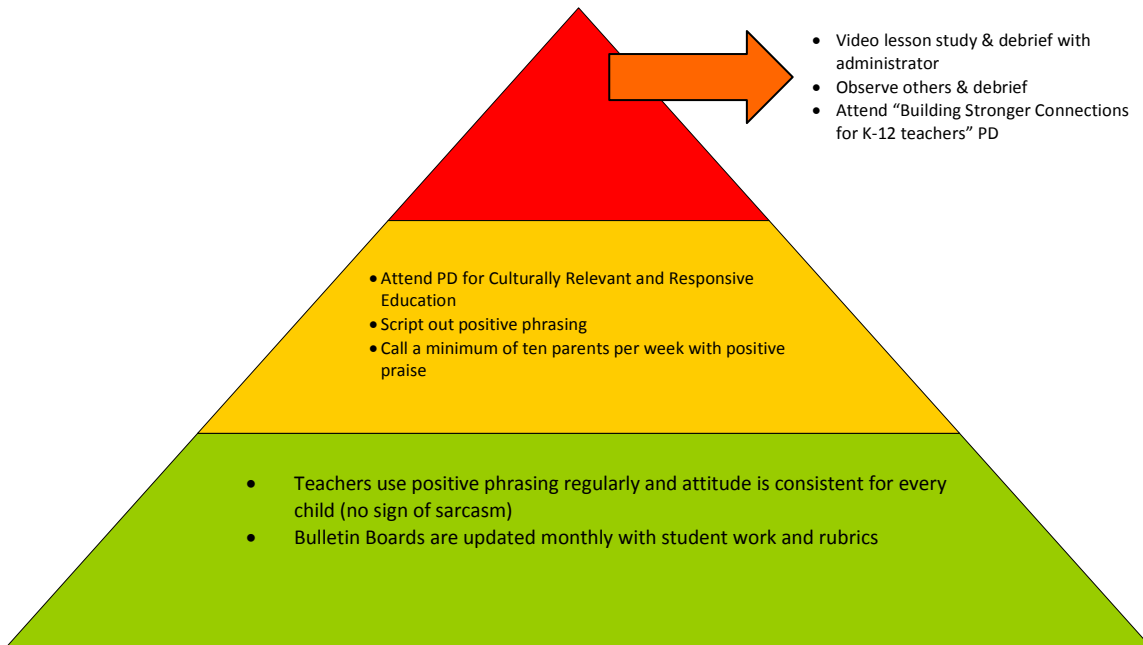
Teachers will be able to communicate information clearly and effectively to students

Elements: Explanations of Learning, Directions and Procedures, Explanation of Content/Introduction to Material, Use of Academic Language

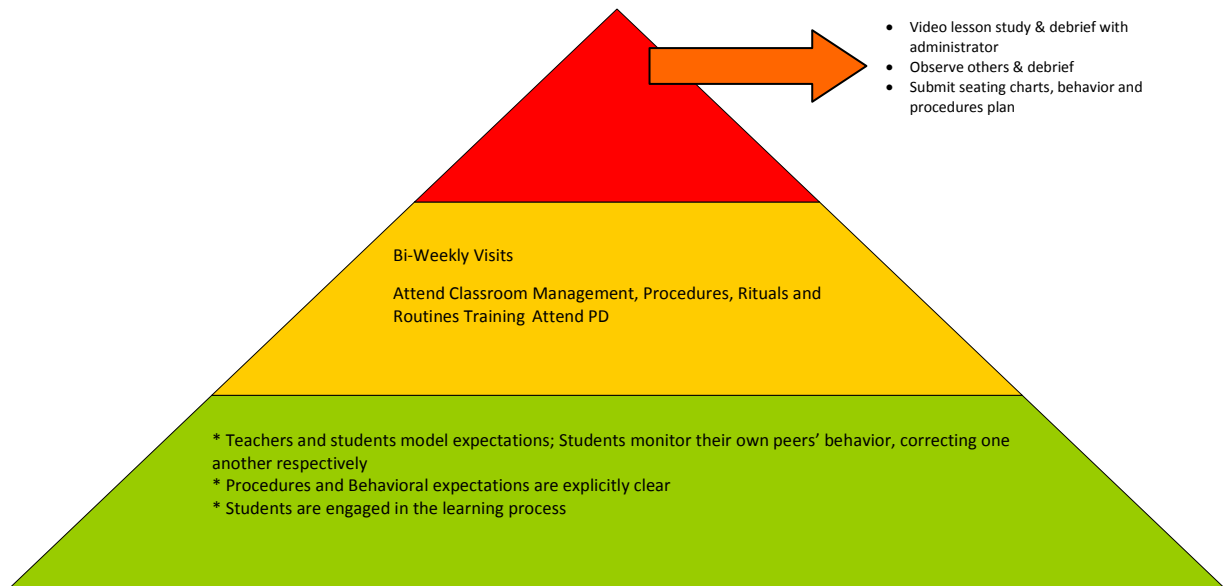


Teaching Focus II: Teachers will be able to create a caring and welcoming environment

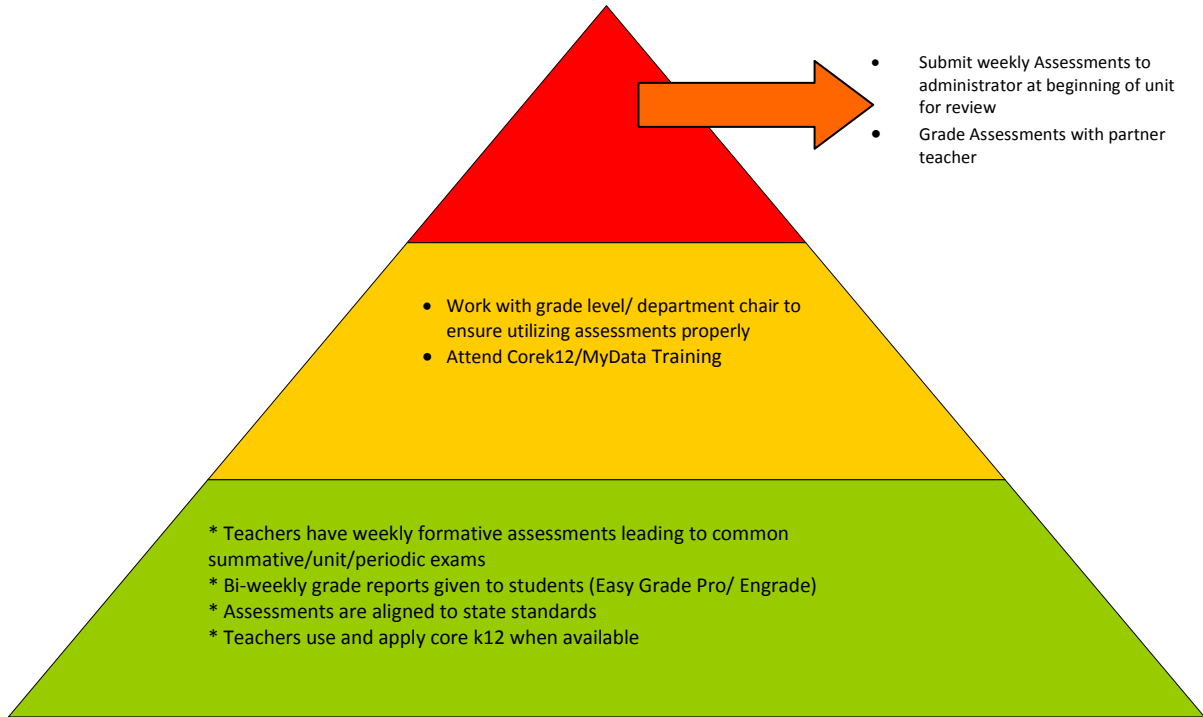
Elements: "Teaching depends fundamentally on the quality of relationships among individuals. When teachers strive to engage students in a discussion or activity, their interactions with them speak volumes about the extent to which they value students as people" (Danielson).



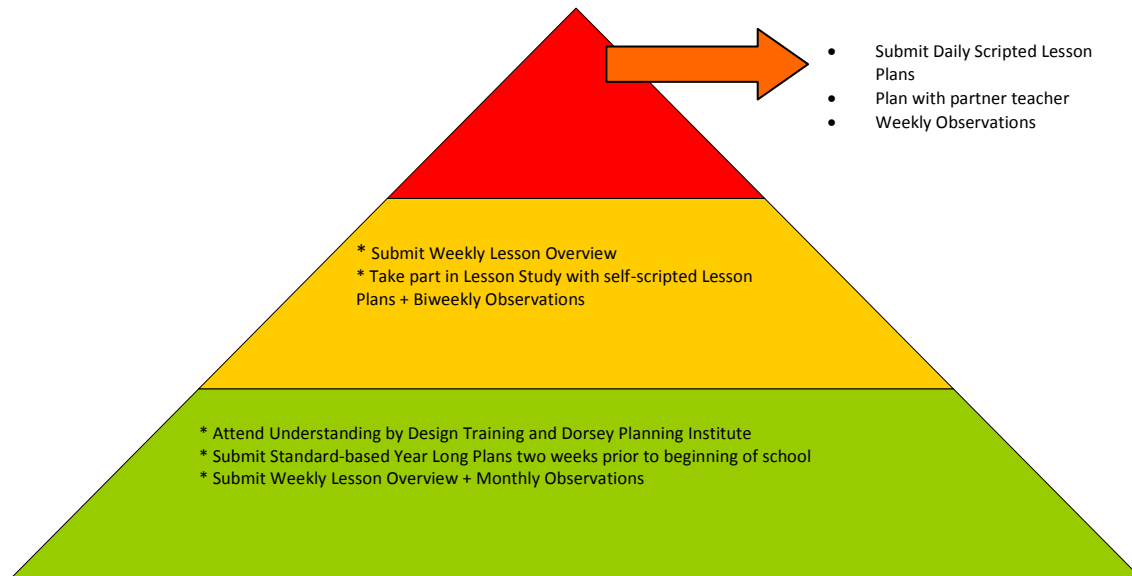
Teaching Focus III: Teacher will be able to Manage Student Behavior and Procedures
Elements (Procedures): Managements of Routines, and transitions; Management of materials and supplies; Performance of non-instructional duties; management of parent leaders, other volunteers and paraprofessionals.
Elements (Behavior): Expectations for behavior, monitoring of student behavior, response to student behavior.



Teaching Focus IV: Teacher will be able to use assessment/data to advance student learning
Elements: Assessment Criteria, Monitoring of Student Learning, Feedback to students, Student self assessment and monitoring of progress



Teaching Focus V
Teachers will show proficient evidence of planning
Elements: Year Long Plan that Correlates to Standards-based instruction using Understanding by Design; Unit plans that integrate standards based assessments and essential questions that lead to capstone projects and periodic/summative assessments.



Administrator Evaluation:

Dorsey administrators will be evaluated according to multiple measures using the California Professional Standards for Educational Leaders. These standards encapsulate those qualities and behaviors necessary to successfully implement Dorsey's Instructional Plan, such as a commitment to diversity, collaboration with families and community members, and support of effective, long-term professional development of staff.

Administrators, like students and teachers, will be evaluated holistically according to multiple measures. Representatives from the Local District and chancellor will make up the governing body responsible for evaluating administrators in accordance to the collective bargaining agreement.

The administrator evaluation tool will include feedback created collaboratively by administrators, teachers, parents, and students. The tool will include:

- Self-assessments
- Preliminary performance goals
- Artifacts/data to document achievement of goals
- Annual stakeholder surveys

The administrator evaluative tool will be used to provide constructive feedback, accountability, and to determine professional development needs for school leaders. In addition, it will serve as a guide for administrators as they reflect upon their own effectiveness as school leaders.

<p>B.9: Sharing Campus</p>

Not applicable.

Section C: Internal Management

C.1: Waivers

(See Appendix N)

C.2: Budget Development

Outline School's Priorities from Start-up through Year Three

1. Maintain QEIA compliance (Class size, counselor ratio)
2. Fulfill English Learner budget requirements (PD, parent involvement, IMA percentages)
3. Fulfill Title One budget 0A56 requirements (10 % pd)
4. Fund items outlined in Single Plan for Student Achievement needed to increase students moving towards proficiency and increasing graduation and attendance rates throughout the school-year (Note, Dorsey is conducting an audit of school-wide technology and supplemental books/materials and intends to prioritize these items per funding availability.)

Process for Developing

1. Evaluation of Single Plan for Student Achievement is completed prior to allocations
2. Single Plan for Student Achievement goals outlined for all purchases
3. Needs Assessment completed by CEAC and ELAC and all staff and faculty members
4. CEAC and ELAC provide recommendations to SCC
5. SSC develops budget based on recommendations and needs assessment results.

Title One Coordinator is responsible for completing justifications and maintaining compliance for Single Plan for Student Achievement and budget.

Review the budgetary flexibilities granted via Budgeting for Student Achievement

SECTION D: OPERATIONAL MANAGEMENT

D.1: Portfolio Development

Not Applicable

D.2: Organizational Responsibilities and Goals

Not Applicable

SECTION E: BIBLIOGRAPHY

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SECTION F: APPENDIX