



STEAM HS at South Region High School #8

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STEAM HS

Science, Technology, Engineering, Arts, and Math HS at South Region HS #8

A. SUMMARY ANALYSIS

A1. MISSION AND VISION OF THE SCHOOL

STEAM HS will be part of the SRHS #8 Schools Collaborative which is a Sister Schools Concept between STEAM, TAD and VAPA HS. At STEAM H.S. students will be given the freedom to explore their interests, engage in meaningful learning, create pathways towards success, and develop and refine their skills.

The SRHS #8 Collaborative is committed to providing the best education for our students. Historically, Minority students have been underrepresented in the fields of Science, Technology, Engineering, and Mathematics. In 2008, the Tomas Rivera Policy Institute published a qualitative study that explored the challenges and perceptions of Latinos in STEM fields and found that some of the reasons for low participation of Latinos were attributed to lack of support, low expectations and ill-preparedness. Likewise, Dr. Jane Margolis from the Institute for Democracy, Education, and Access (IDEA) at UCLA concurs that Latino students are under-served in the field of computer science and do not have access to quality computer science programs. The Level Playing Field Institute asserts that students of color are underrepresented and outperformed on standardized assessments that measure Math and Science knowledge. Section 3 of our proposal will illustrate some of these concerns by revealing similar findings regarding student performance on Math and Science assessments. Consequently, the low enrollment of minorities in STEM fields strikes a sense of urgency to act towards creating more just, equitable, and transformative STEM and in our case STEAM learning environments for our children. Some of the questions that arise from the data are: How do we create opportunities in STEM fields that will involve all minority students as active and engaged participants while creating a course of study? How do we create a curriculum that is relevant, rigorous, and transformative? How do we foster the Arts as an integral piece within our educational landscape?

SRHS #8 Schools Collaborative is commitment to offering an outstanding STEAM-based high school. Therefore, we seek the autonomy and flexibility necessary in ensuring that we meet the demands of the various curriculum and instructional goals outlined in our plans. We understand that this requires an unwavering commitment to student achievement by all teachers and staff. Inevitably, this entails extending ourselves beyond the stipulations of our current union contracts, (i.e. supervision, planning time, additional instructional time, etc). Our arts-based schools necessitate the authentic desire, professional will, flexibility, and energy from its faculty in ensuring that our arts programs are given the additional time, space and right people to be successful. Our belief is consistent with the finding in Jim Collins' five year study, *From Good to Great: Why some companies make the leap and ...others don't*, (2001) and can be applied to any organization seeking authentic transformation. Collins explains that, "In fact, leaders of [organizations] that go from good to great start not with 'where' but with 'whom.' They start by getting the right people on the bus, the wrong people off the bus, and the right people in the right seats. And they stick with that discipline—first the people, then the direction—no matter how dire the circumstances."

Our vision for STEAM HS is:

To build a safe and innovative learning community that opens the door to science, technology, engineering, mathematics, and the arts. Students will have access to equitable, high quality STEM education that infuses the Arts as an integral piece of the learning. Subsequently, the school culture created through the STEAM-themed learning environment at SRHS #8, will lead students to envision and become empowered to be active members of the current knowledge-based society while co-creating a world beyond expectation.

MISSION

The STEAM high school at SRHS #8 will seek to educate students to their full capacity while recognizing that preparedness for real-life experiences begins now. Students will expand their critical thinking skills, creativity, and inquisitiveness through scientific exploration that leads to artistic demonstrations while at STEAM HS.

Core Values: The following core values define the culture of the school community

1. Students will receive a high quality education that is grounded in science, technology, engineering, mathematics and the Arts.
2. High expectations for all students. Parents, teachers, administrators, staff, and community partners
3. Access to an equitable, rigorous, relevant, research based, and data driven curriculum
4. Personalized learning environment for all
5. Foster respectful relationships amongst all stakeholders
6. Establish meaningful partnerships with families and communities
7. Science, technology, engineering, mathematics coupled with the arts form a strong college preparation
8. Technology enhances student engagement by heightening the student's interest and mediating individualized learning and collaborative experiences.
9. A keen focus on decreasing both the national and international achievement gaps for our underrepresented populations so as to ensure success in post-secondary education, employment in the 21st Century workplace and in life.
10. A focus on continuous improvement and accountability for all.

Our core values serve as the solid foundation upon which our educational program is designed. We believe we can optimize all of our students' opportunities for learning through the following:

- high levels of expectations that are clearly articulated so as to ensure that all students and stakeholders understand what students will learn and how their levels of proficiency will be determined.
- research-based, clear and measurable performance targets that are aligned to the common core national standards.
- a strong emphasis on 21st century outcomes.
- new paths for students to pursue achievement
- STEM+arts integration throughout the core curriculum
- project-based learning that is relevant and applicable to real-world experiences is integrated into the curriculum through interdisciplinary instruction and arts coursework.

- organizational structures that serve the individual needs of students through lower student-to-teacher ratio of (20:1), an extended school day, advisory, enrichment and intervention classes.
- a school culture and learning environment that embrace these core values, including respect and relationship building as integral to the curricular, instructional, and operational beliefs of our school.
- active engagement of parents and the community as equal partners who play a significant role in the success of all students.
- an innovative STEM+ Arts= STEAM program that ensures all students will have multiple opportunities for expressive and creative demonstrations of academic content mastery, proficiency in 21st Century skills and artistic achievement.
- a research based curriculum that supports arts integration within STEM and successfully prepares students for post-secondary education and gainful employment in the 21st century.
- building sustainable capacity among all stakeholders by cultivating a thriving learning community that is keenly focused on student achievement, data-driven, seeks continuous improvement, is reflective and embraces accountability.
- school-wide application of learning principles that are based on research and best practices (Bellanca & Brandt, 2010).

Habits of Mind: As a sister school of the SRHS # 8 Collaborative, we will employ the following Habits of Mind in building the infrastructure at STEAM H.S.:

- *Collaboration:* “We learn and work together by...”
The willingness and desire to work together for a common purpose
- *Accountability:* “We expect each other to ...”
Understanding your role and responsibility to the larger community of stakeholders.
- *Respect:* “We treat each other in a way that...”
Creating an environment that is safe and secure for all students, staff and community members.
- *Evidence:* “We think this way because...”
Making clear your understanding and motivation for a set of beliefs.

A2. School Data

FINDINGS

SRHS #8 will relieve Bell Senior High School, Maywood Academy and Elizabeth Learning Center respectively. SRHS #8 will mirror the socio-economic and ethnic student population of the relieved high schools. In so far as student achievement data is concerned, the following information will help guide our curriculum and instructional program.

The 2009-2010 API for Maywood Academy is 676, Bell S. H. is 671 and Elizabeth Learning Center is 692. The range in API scores of the 2010-2011 administration is a 5- 51 point gain. Although all three schools have made API gains according to the 2010-11 API data, they are all still under program improvement status. This indicates a definite need to continually focus on overall student achievement and improvement.

Academic Performance Index (API)

2010-11 API scores for the relieved high schools are the following:

Goal: A keen focus on overall student achievement

Average API for all three sites	Bell H.S. API	Maywood Academy API	Elizabeth L.C.	LAUSD	California
692	681	681	713	728	742

California Standards Test (CST) for all three relieved High Schools

The average percentage of high school students from the relieved school sites that met **advanced** or **proficient** levels on the 2010 CST is reported below.

All Students in ELA	All Students in Math	Algebra 1	All English Learners (ELL) in ELA	All English Learners (ELL) in Math	Students with Disabilities (SWD) in ELA	Students with Disabilities (SWD) in Math
35.4%	13.6%	17.33%	5.9%	4.43%	4%	1.73%

The Bell High School 2010 CST mathematics scores were higher by more than 50% over the other two relieved sites, Maywood Academy and Elizabeth Learning Center. However, while the math averages are higher at Bell High School, the need for improving overall achievement is still evident in comparison with the overall LAUSD API average and the California Statewide API data.

The data for ELL students indicates that close to 6% are proficient or advanced in English Language Arts and an even lower 4.43% are proficient or advanced in math. Even more compelling is the data for students with disabilities (SWD). Only 4% of SWD students are advanced or proficient in ELA and a lower 1.73% are advanced or proficient in math. The drastically low achievement rates for all students in math demand a keen focus on access strategies to help develop a strong math program. Further analysis of alternative data sources will also assist us in determining an overall needs assessment for all sub-groups.

It is important to note that CST data is only one data source which must be considered in addition to others such as the CELDT, CAHSEE, A-G course enrollment, matriculation, attendance, parental involvement, graduation and drop out rates.

College Readiness A-G Enrollment

College readiness data based on overall A-G Course Enrollment for all three relieved high school sites in 2009-10 are reported below.

Goal: A keen focus on decreasing the achievement gap for our underrepresented populations.

9th Grade	10th Grade	11th Grade	12th Grade
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91.43%	74.26%	50.3%	55.76%
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The steep decline in percentage of students that are enrolled in College Preparatory A-G courses as they reach the 12th grade are of concern and in need of improvement. Additionally, there is a significant drop in the percentage of 10th and 11th grade students that took A-G courses during the 2009-2010 school year. This may be attributed to credit recovery efforts that resulted in course schedule changes.

College Readiness, A-G Enrollment with C or above

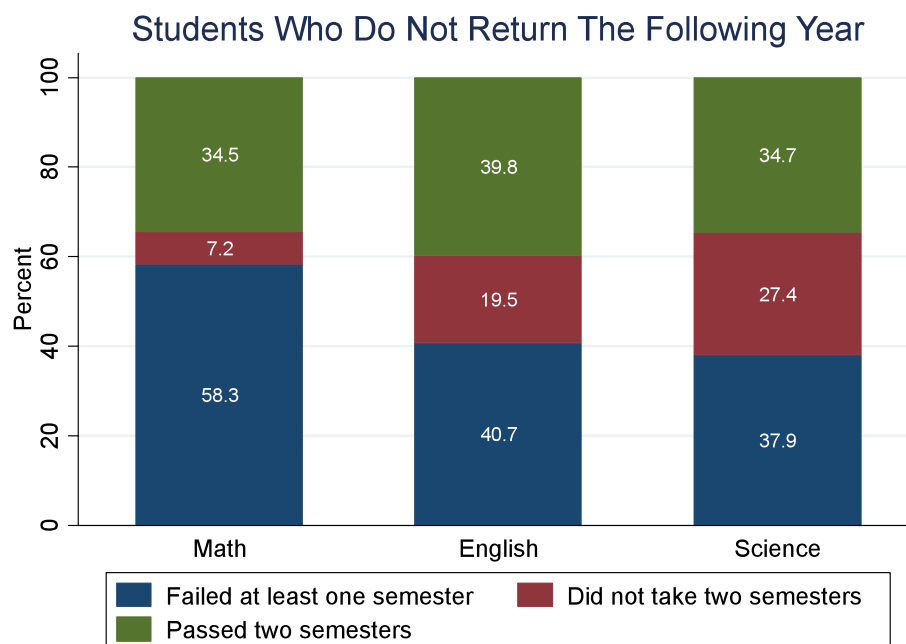
College readiness data based on overall A-G Course Enrollment with C or above for all three relieved high schools sites in 2009-10.

Goal: College and Career Readiness

<i>9th Grade</i>	<i>10th Grade</i>	<i>11th Grade</i>	<i>12th Grade</i>
42.3	34.4%	23.6%	21.2%

There is an overall disparity between the number of students who enrolled in A-G courses and those who actually passed with a C or better. The highest number of A-G course enrollment data was in the ninth grade with an average of 91.43%. However, what is startling is that only 42.3% actually passed with a C or better. A significant decrease occurred between the 9th grade and the 12th grade in the percentage of students who actually took A-G courses and passed with a grade of C or above. An overall average of 21.1% of 12th grade students who took A-G courses actually earned a C or above. The difference between the percentage of students that took A-G courses and passed decreased as students advanced in grade level.

What is alarming about this data is that course failure in the ninth grade is a strong predictor of students who are likely to drop out. In particular, failure rates in math among ninth grade students clearly lead to a decline in high school enrollment, as illustrated by the graph below.



Current mid-term Algebra grade marks for the 2011-2012, eighth and ninth graders indicate the following for students enrolled in Local District 6:

School Type	C or Above	D's/F's	# Mid-Term Marks
Middle School	55%	45%	3,183
High School	45%	55%	5,205
Total	49%	51%	8,388

Coupled with the overall high school matriculation data, there is an urgent need to increase A-G enrollment and matriculation rates for all grade levels, especially for current and incoming the ninth graders. Doing so will decrease the number of students who drop out, decrease the need for credit recovery in the successive grades, ensures that students graduate within four years and meet A-G requirements for college and career readiness at the end of their 12th grade year.

This data demands a rigorous core curriculum and a comprehensive intervention system in which students' progress is closely and frequently monitored so as to ensure program quality, academic achievement, college and career readiness. To this end, we are committed to the following:

- 1) Designing and implementing a curriculum program that caters to the needs of the students
- 2) Assigning the most effective teachers to our at-risk students
- 3) Identifying and faithfully employing research based, instructional strategies in both core and intervention classes
- 4) Ensuring instructional alignment by providing common planning time for the core and intervention teachers.
- 5) Frequent and systemic implementation monitoring

Graduation Rates (NCLB Rate)

Goal: To successfully prepare students for post-secondary education and gainful employment in the 21st century.

The following data gives us an overview of student graduation trends. Measurable outcomes for increasing pass rates on A-G courses and the CAHSEE will depend on a keen focus on continuous school improvement. Access to an equitable, rigorous, relevant, research-based, and data driven curriculum will ensure successful post-secondary education and career readiness.

Mean Graduation Rate	Bell Senior High	Elizabeth L.C.	Maywood Academy	LAUSD	California
61.9% - 2008	60.4%-2008 (Class of 2007)	88.8%-2008 (Class of 2007)	94.9%-2008 (Class of 2007)	67%-2007	74.4%-2010
85.16% - 2009		90.13%-2009 (+1.3) (Class of 2008)	95.95%- 2009 (+1.05) (Class of 2008)	(4 yr. Cohort) 45%-2007	
77.34% - 2010	69.4%-2009 (+9) (Class of 2008)			72.4% -2008	
82.61% - 2011	68.14%-2010	85.71%-2010 (-4.41) (Class of 2009)		(4 yr. Cohort) 48%-2008	

	(-1.3) (Class of 2009)	90.71%-2011 (+5) (Class of 2010)	78.17%- 2010 (-16.78) (Class of 2009)	52%-2009	
	73.91%-2011 (+5.77) (Class of 2010)		83.21%- 2011 (+5.04) (Class of 2010)		

Although gains were made, the graduation rate for Bell H.S. is behind the overall California graduation rates. Seventy-four percent of California high school students in 2010 graduated in four years, according to state data for students who started high school in 2006; 18.2% dropped out. The remaining students were still in school (6.6%), were in non-diploma programs for disabled students (0.5%) or left high school by taking the General Educational Development (GED) Test (0.4%). The graduation rate was 68% for Latinos, 59% for African American students and 56% for students who are learning English. This compares with 83.4% for whites and 89.4% for Asians.

Again, the data serve as an urgent call to action in ensuring that we make significant contributions toward high school completion, college and career readiness, and in implementing a plan for significantly lowering the achievement gap for our underrepresented student populations. To this end, all faculty will use this data as a measure of accountability on a consistent and ongoing basis when designing interdisciplinary and intervention curriculum, professional learning and development institutes, when identifying strategic teaching strategies, and when implementing progress monitoring protocols for individual students, programs and instruction.

Our high school completion rate goal is 70%, as reflected on our accountability matrix. We will align our IGP's with our ILGP's during our advisory classes, beginning in the 9th grade. We will plan, coordinate and hold mandatory quarterly counseling sessions with students and their parents throughout the school year. Interim sessions will be held at the interdisciplinary team's discretion for students' who require more immediate/frequent support.

One significant benefit of small schools is personalization. Stevens (2008) found that personalized structures that help develop strong relationships to develop by creating academic social supports are indicators of successful small schools. All Adults are accountable for providing a nurturing and safe learning environment along with a consistent system of support. Ongoing parent academies at SRHS #8 will meaningfully engage families in outlining student goals, individual program designs, program implementation protocols and clear and measurable progress monitoring. Preliminary parent surveys, quarterly and end of the year evaluations will give our instructional and support services committee valuable data that will be used to design,

monitor, and assess our programs. This will ensure that all stakeholders are held accountable for student success.

CAHSEE Pass Rates

Sixty-nine point five percent of the 10th grade students at all three relieved school sites who took the CAHSEE in 2009-2010 passed. CAHSEE pass rates for 10th grade students at Bell H. S. in 2008-09 were 61.8% and 66.2% for 2009-10, a change of +4.4. Eighty percent of eleventh grade students from the three relieved high schools passed the CAHSEE during the second administration of this Exit Exam in 2010. Eleventh grade CAHSEE pass rates were 68.8% in 2008-09 and 73.2% in 2009-10, a change of +4.4. Twelfth grade CAHSEE pass rates at Bell HS were 83.4% in 2008-09 and 85.3% in 2009-10, a change of +1.9. Overall, 92.5% of the twelfth grade students at the three relieved high schools passed the CASHEE on their final attempt.

This data indicates that our instructional and intervention programs must emphasize targeted strategies for increasing the passing rate for all 10th graders, beginning in their ninth grade year.

The instructional leadership committee will implement a program that clearly outlines CAHSEE components and targets specific content and skills that must be incorporated in the instructional design of every interdisciplinary teaching team. This is a pro-active approach in ensuring that at least 70% of tenth graders taking the CAHSEE for the first time will pass all components of the CAHSEE. Moreover, this will also decrease the number of students who must re-take CAHSEE in the 11th and 12th grade.

Feeder Middle Schools

Overall, the feeder middle schools' 2011 CST scores in ELA and math averaged 32% Proficient or Advanced, indicating that 68% of the student population is at basic or below. Seventy percent of the student population from the feeder middle schools scored at basic or below in English Language Arts. Alarming proficiency rates among the eighth grade English learners from the feeder middle schools indicate that an average of less than 1% are proficient or advanced on the 2011 CST. However, some achievement gains are evident in the percent change over a 2-year period among all groups at Nimitz Middle School and even smaller gains among English learners. A 10% change over a two-year period was recorded at Nimitz M.S. in the 7th grade ELA proficient or advanced scores.

Baseline scores were given to the three schools at the Orchard Academies due to this being their first year of operation, therefore no targeted growth can be measured at this time. However, the baseline data indicates that there is a definite need to increase overall proficiency levels among all sub-groups. The range of 2011 API scores for the feeder middle schools are 578-699, the mean API is 647. The average API score for the feeder middle schools is significantly lower than those of the relieved high schools, indicating that the incoming 9th grade students will demand a rigorous, core instructional program that strategically targets their learning needs and that is further supported by a comprehensive, consistent, and data-driven intervention program.

In 2009-2010 the reclassification rate for Nimitz M.S. was 12.9%, a 2% decrease from 2008-2009. This indicates the need to further increase reclassification rates for incoming ninth grade English Learners. Again, a rigorous and relevant English Language Development and instructional program that employs SDAIE and Sheltered Instructional Strategies in addition to

an Arts Infused, interdisciplinary curriculum that nurtures and supports academic language learning, oral language development, and 21st Century skills instruction will help meet targeted reclassification rates and access to the core curriculum for our EL populations. The need for a strong English language skills curriculum and a comprehensive intervention program is evidenced by the low achievement rates of the middle school students, especially the English learners. In particular, our long term, ninth grade, EL student populations will benefit from such a program in that it will help facilitate equitable access to A-G graduation and college entry requirements.

Advanced or proficient scores were highest in Geometry for feeder middle schools with an average 74% of the students that took Geometry. Eighth grade Algebra CST scores averaged a 22% proficient or advanced score, which is significantly the lowest percentage out of the entire battery of CST tests. The 2011 CST data confirm the need for a comprehensive Math Intervention program that focuses on effective teaching of content along with embedded access strategies.

High School Reclassification Rates

The English Learner (EL) population at the relieved high schools average 20% reclassification rate over 2 years, between 2008 and 2010. Reclassification rates at the relieved high schools indicate mixed results. The average reclassification rate is 11.5% among the three relieved high schools. For Elizabeth Learning Center the reclassification rate is 13.0% in 2009-10, a decrease of 2.7% from 2008-2009. Bell S.H. had a reclassification rate of 13.3% in 2009-2010 an increase of 2.3% from 2008-2009. Maywood Academy High School had an 8.1% reclassification rate in 2009-2010, a decrease of 9.3%. What must be noted is that reclassification does not mean that these students have the academic language proficiency to be independently successful in the general education course curriculum. It is imperative that all teachers become experts in sheltered and SDAIE instructional strategies to ensure equitable access to the core curriculum.

It is also our belief that all students, regardless of language proficiency are Academic Language Learners and must be given equitable access and multiple opportunities for achievement. To that end, the Professional Learning/ Development and Instructional committees will implement ongoing SDAIE and sheltered instructional methodologies and best practices trainings.

CELDT Results

According to the 2010-2011 CELDT scores, an average of 32% of the population of English learners from the relieved high schools who took the CELDT, scored Advanced or Early Advanced. One of the criteria for reclassification is an overall score of Advanced or Early Advanced. Conversely, an average of 68% of English Learners who took the CELDT scored at an intermediate level or below. This indicates an overall need to strategically target the needs of this population by employing research based, instructional strategies that effectively address second language acquisition and academic language development with an emphasis on each domain of language development: writing, speaking, listening, and reading. Therein, lies the need for arts integration into the core curriculum. The arts will help ensure that English learners achieve greater levels of language acquisition and proficiency by building supportive learning communities, thereby lowering the students' affective filters, raising their confidence level and by engaging them in meaningful learning opportunities. (Krashen)

Average Attendance Rates

The overall average attendance rate for the relieved high schools is 95% for the 2010-2011 school year. Bell Senior High School has an attendance rate of 94.0%, Maywood Academy has a rate of 94.8%, and Elizabeth LC has a 96.1% attendance rate. A slight decrease in attendance was noted at Bell Senior High School over a two-year time period. This indicates a definite need to ensure that attendance rates are 98% at SRHE #8. Research indicates that in class seat time positively impacts a students academic growth and achievement. To this end, policies, protocols and programs will be effectively implemented. Strategically targeting our students' attendance rates will ensure that we minimize drop out rates, especially for our 9th and 10th grade students who have consistently shown the sharpest decrease in enrollment between the ninth and tenth grade years.

Current data indicates that student drop out rates increase between the eighth and ninth grade levels. In particular, California Department of Education reported state-wide drop out rates for eighth grade students in the 2008-09 academic year. According to the state count, about 3.5% of eighth-graders -- 17,257 in all -- left school and didn't return for ninth grade. Of those, about 4,200 dropped out during the academic year of eighth grade; more than 13,000 finished eighth grade but failed to report to the ninth grade. The Superintendent of Public Instruction, Tom Torlakson, further emphasises that "[The] transition from middle school to high school is crucial. Those years are vulnerable years for many students, especially if a student loses hope, gets off track or falls behind."

This data reinforces urgency to establish ongoing partnerships with our feeder middle schools so as to ensure that all incoming ninth grade students have a successful transition from the middle school into the high school. We are committed to designing and effectively implementing a collaborative outreach program. For example, we will give middle school students opportunities to attend college and career workshops, arts enrichment and intervention courses at SRHS #8.

Transitions: A Big Brothers and Sisters Peer Mentor Program

A peer-mentor program in which high school juniors mentor eighth grade students will serve as means for establishing and reinforcing a high-school/college-going culture at both at SRHS # 8 and its feeder middle schools. In collaboration with Local District 6 leaders, SRHS #8 high school juniors will be assigned to mentor eighth grade students. Under the supervision and guidance of the high school counselor and school administrators, middle school students will begin their successful transition to high school alongside peer mentors. All junior mentors will participate in a mandatory Transitions Institute beginning in the summer of their junior year.

They will be given instruction on their role and responsibilities as mentors, the mission of the program, organizational and study skills necessary to prepare the eighth graders for a successful high school experience, A-G high school graduation requirements and extra-curricular opportunities.

Parents will also take part in the Transitions workshops so as to increase parental involvement, awareness and understanding of the high school experience and college-going culture at SRHS #8. The parents of SRHS # 8 will connect with middle school parents from the feeder middle schools and help facilitate parent workshops geared toward the needs of the middle school

parents and students. The high school mentors will be committed to mentoring the eighth graders and subsequent ninth graders throughout their junior and senior year at SRHS #8. Their participation in the program will ensure that they obtain service credits for graduation, inspire them to become contributing members in their community and foster a commitment to the success of their fellow peers. This program is aligned with our core values in that it **1)** establishes high expectations for all current and incoming students, **2)** increases access to an equitable, rigorous, relevant, research based, and data driven curriculum, **3)** creates a personalized learning environment for both mentors and mentees, **4)** promotes respectful relationships, **5)** establishes meaningful partnerships with families and communities, **6)** promotes STEM + Arts as essential enrichment components in which students actively engage in order to develop their holistic perspective and as they seek successful completion of high school for themselves and others, and **7)** reinforces the adopted habits of community.

How are you using student data to assist in the designing of student services and interventions that prepare all students to graduate college-prepared and career-ready?

- South Region High School #8 (SRHS #8) will relieve overcrowding for Local District 6 high schools (Bell High School, Elizabeth Learning Center and Maywood Academy) and its feeder schools will be Nimitz Middle School, Orchard Academies respectively. SRHS #8 will mirror the student demographics of these schools which includes ethnicity, gender, socio-economic status, English Learners, standard English learners, students with disabilities, students with special needs and foster care placements.
- We are committed to implementing ongoing monitoring protocols and policies that ensure equitable access to the curriculum for all students. The 2012-2013 student enrollment data for the three small schools at South Region High School #8 will be similar to the demographics of Bell Senior High, Elizabeth L.C. and Maywood Academy. Bell Senior High School's 2010-2011 A.P.I. is 671, Maywood Academy's is at 676 and Elizabeth Learning Center is 692. Overall, both English and Math proficiency must increase among all demographic subgroups.
- The most recent student performance data will be used to identify any leaning gaps, language and speech fluency, developmental disabilities, areas of strengths, special needs and personal interests. Diagnostic testing during and after enrollment will be administered to all students to ensure that we identify their individual needs and design a personalized program that outlines individual learning and growth objectives. To this end, every student will have an Individualized Learning and Growth Plan (ILGP).
- Comprehensive plans for students who require special education services, are identified gifted and talented, and /or are identified as English Learners will be implemented in accordance with the LAUSD Special Education Program Plan and LAUSD Master Plan for English Learners. Students who are at risk of retention will be given intervention services through our comprehensive Response to Intervention program.

Response To Intervention Program (RTI2)

Current student data indicates a real sense of urgency in addressing student learning problems. To successfully help learners at risk, we will implement an intervention program that is urgent, directive, timely, targeted, systematic, and administered by trained professionals, (Buffum, Mattos and Weber, 2009).

Urgent & Directive: We understand that students who fail in our educational system will inevitably face an adult life of hardship, incarceration, and/or dependence on society's welfare system. Children who are reading below grade level by ages 9 are ten times more likely to drop out of school. In turn they will earn an average of about \$12,000 per year, almost 50% less than those who have a high school diploma (Levin, Belfield, Meuninger & Rouse, 2007). Furthermore, 43% of people with the lowest literacy skills live below the governments' official poverty line, (Roberts, 1998). Seventy percent of all prison inmates are functionally illiterate or read below a fourth grade level according to the report *Literacy Behind Prison Walls*. This number increases to over 80% for the juvenile prison population, (Haigler, Harlow, O'Connor, & Campbell, 1994). This stark reality heightens our sense of professional and moral urgency which is the driving force behind our response to intervention program (RTI2). Moreover, because we understand the grave consequences for our at risk students, we will require and ensure that they receive prompt and effective support.

Targeted: Targeted instruction is defined as "highly effective teaching practices that meet each child's individual learning needs", (Buffman, Mattos & Weber, 2009). Because learning needs vary for each student, time allocated for learning must be matched to each student's needs. Both Tier 1 instruction and supplemental interventions at SRHS#8 will be designed to differentiate teaching practices according to student needs and provide flexible time for students to demonstrate mastery. We will offer more time to learn and respond promptly when students do not learn. We will frequently monitor students' progress and modify interventions at least every **3-8 weeks**. We believe that timely response will make a difference in our students' success.

Trained Professionals: Douglass Reeves' research (2007) asserts that having a school's most highly trained instructor's work with students most at risk is one of the most effective learning strategies. He emphasizes that even the best planned intervention plan will be ineffective if outstanding educators fail to implement it. Furthermore, current data indicates that "good teachers are the key for accelerating academic achievement by Hispanic and black students to levels on par with their white and Asian counterparts", according to the findings of an 18 month study that tracked 1 million Los Angeles students and 17,000 teachers over three years by The Education Trust-West. The report indicates that highly effective teachers are crucial to closing the achievement gap, which is of the utmost importance for the SRHS#8 Collaborative. Another study released by Harvard and Columbia universities further indicates that good teachers not only increases student test scores, they also help lower teenage pregnancy rates, increase higher college matriculation rates, and were linked to an increase in adult earnings. Again, this reinforces our belief that our most effective teachers be assigned to our at-risk students in order to ensure student achievement. We seek the flexibility and autonomy to staff and assign the most effective teachers to our at-risk student populations at VAPA H.S..

Systematic: We will develop and implement effective response systems for students who are struggling. These systems will focus on student learning by providing additional time and focused support. Our response systems for our at-risk students will be a vital and sequential component of the instructional program, not an auxiliary program that stands alone and outside of the regular core program.

- Initial in-house diagnostics include the following: STAR Reading and Math Assessments, Gardner's Multiple Intelligence Assessment and CST Prep Diagnostic, and PSAT Prep Diagnostic, EL Monitoring, CELDT, Edge e-Assessments, and IEP Goals.

Equitable Access and Personalized Education:

The master schedule will offer students equitable access to all A-G courses and ensures access to needed intervention support and enrichment courses. Extended learning opportunities during the school day, before school, after-school tutoring and online learning courses will be offered to all students. Students will be required to enroll in intervention courses if needed. Meeting the individualized needs of every student is our priority and clearly aligned with our core values. (See STEAM H.S. Course of Study Appendix)

To this end every student will have an **Individualized Learning and Growth Plan (ILGP)** that will be evaluated and systematically monitored. Individual Learning and Growth Plans (**ILGP**) will be developed during Parent and Community focus groups in the months of August and September 2010. Subsequently, mandatory enrollment interviews beginning in June 2012 will be conducted with all students and their parents/guardians to ensure equitable access and personalization. During the enrollment interviews the following will be addressed:

- a. Individual Learning and Growth Plans (**ILGP**) that include the following:
Individualized Graduation Plan (**IGP**), Language Development Portfolio, Gains Log, Inter-Personal Development Goals, Gardner's Multiple Intelligence Inventory, Health, Fitness and Wellness Survey, Arts Survey, Career Goals and extra-curricular interests/goals
- b. IEPs (when applicable)
- c. Language Survey (when applicable)
- d. Parent/Family Interest Survey
- e. Parent/Student Compact

This enrollment information in addition to any prior formative and summative assessment data will be used to design each student's Individual Learning and Growth Plan. Students will then be assigned to a grade-level interdisciplinary instructional team. ILGPs will address the student's predominant learning style, arts and career interests, social, extra-curricular, and academic intervention services, health and wellness needs if necessary. Moreover, ILGP's will be reviewed by the student's instructional teams, counselor, parents/guardians, the student and support services personnel (if applicable) every 3-8 weeks. ILGP's are an essential component to our instructional program because they are aligned with our core values. ILGP's will help ensure that overall high levels of expectations are clearly articulated, measured, and strategically addressed by all stakeholders. Furthermore, the ILGP's review process is data driven and promotes collaboration and reflection among all stakeholders as we determine levels of proficiency and progress towards a student's interpersonal, academic and career goals. ILGP's will assist us in directly addressing any barriers to learning and in creating multiple opportunities and paths for our students to pursue achievement.

A3. Applicant Team Analysis

All applicants should also address the following questions: (1) What does it take to be successful in either a turnaround or a new school environment, and (2) why is your team well-positioned to do this work?

Jim Collins, author of *From Good to Great: Why some companies make the leap and ...others don't*, (2001) credits an authentic desire to produce positive results as the driving force behind an organization's successful transformation.

“Real people in real [organizations] want to be part of a winning team. They want to contribute to producing real results. They want to feel the excitement and the satisfaction of being part of something that just flat-out works. When people begin to feel the magic of [that] momentum—when they begin to see tangible results and can feel the flywheel start to build speed—that's when they line up, throw their shoulders to the wheel, and push. And that's how change really happens.”

~Jim Collins, *From Good to Great: Why some companies make the leap and... others don't*, (2001)

Furthermore, Alan Blankstein, author of *Failure Is Not an Option: 6 Principles for Making Student Success* (2010), reaffirms research which is consistent with Collins' findings. He asserts that “in both business and education, an established set of shared values is a key factor in an organization's success, “values are the most important structural element in any organization and schools need to come together around shared values and ideas.” Similarly, we believe and are committed to ensuring that our aforementioned core values guide the behavior of all stakeholders at STEAM H.S., support our vision and are aligned with our mission. As such, we will establish a school-based learning community which includes **1)** reflective dialogue among teachers; **2)** deprivatization of practice; **3)** collective focus on student learning; **4)** collaboration; and **5)** shared norms and values, (Blankstein, 2010). In order to ensure successful outcomes for our school and students, we will implement the following tools to help us function as professional communities, (Newmann & Wehlage, 1995):

- 1) Teachers pursue a clear, shared purpose for all students' learning.
- 2) Teachers engage in collaborative activity to achieve their stated purpose.
- 3) Teachers take collective responsibility for student learning.

We believe that our *school culture* must foster open communication, use data for decision making, and develop programs and projects specifically designed to meet student needs as outlined by The National Education Association's KEYS 2.0, 1995. We understand that this entails a strong focus on the climate, communication and commitment by our learning community through the following:

- 1) Shared understanding and commitment to high goals
- 2) Open communication and collaborative problem solving.
- 3) Continuous assessment for teaching and learning.
- 4) Personal and professional learning.
- 5) Resources to support teaching and learning.
- 6) Curriculum and instruction (National Education Association 1995. Keys to Excellence for Your School-KEYS 2.0)

Moreover, our *professional learning communities* will be characterized by the following elements as defined by Shirley Hord who coined the term in her research through the Southwest Educational Development Laboratory in 1997:

- 1) Supportive and shared leadership
- 2) Shared values and vision
- 3) Collective learning and application
- 4) Shared personal practice
- 5) Supportive conditions (human and physical/structural capacity)

We will establish a school-wide learning community that is guided by the following principles which are consistent with research on effective schools and aligned with the U.S. Department of Education's criteria for excellent schools, (Blankstein, 2010):

1) Common mission, vision, values, and goals
2) Ensuring achievement for all students: creating systems for prevention and intervention
3) Collaborative teaming focused on teaching and learning
4) Using data to guide decision making and continuous improvement
5) Gaining active engagement from family and community
6) Building sustainable leadership capacity

Given the current fiscal shortfalls which will severely impact our school system, we anticipate an extraordinary rate of turnover in educational leadership and teacher staffing throughout LAUSD. Therefore it is imperative that we not only “launch” our learning communities at STEAM H.S.; we must sustain them. In fact Blankstein reaffirms that this is “critical to the success of schools throughout North America”, (Blankstein, 2010). Equally important is actively engaging family and communities, especially in times of great change, economic downturn, or intense media pressure on schools, which is currently the case. Extensive research further asserts that “greater parental and community involvement leads to higher levels of student achievement and improved student behavior, in spite of socio-economic status or ethnic background, (Comer, Joyner, & Ben-Avie, 2004; Elias & Arnold, 2006; Epstein et al., 2009).

In response to the widening achievement gaps our underrepresented students currently face, we will create an educational program that is aligned with The Partnership for 21st Century Skills Framework, (Partnership for 21st century Skills, 2009a). This framework exemplifies a comprehensive, intentional and purposeful vision for a 21st century education (Trilling & Fadel, 2009). It includes core academic subjects, 21st century themes, 21st century skills and educational support systems aligned to student outcomes. This framework redefines a rigorous education by infusing 21st century skills with core academic subjects. In a 21st century education, rigor means mastery of both content and skills. This type of rigor demands that students demonstrate deeper understanding through planning, using evidence and abstract reasoning, making connections between related ideas with the content or among content areas, or developing an approach to solving a complex problem that requires extended thinking and even higher cognitive demands, (Webb, 1997).

Our current student data and fiscal challenges give rise to many concerns as to how we will lead our students' to success. However, we are inspired by Martin Luther King's rhetoric that “the ultimate measure of a man is not where he stands in moments of comfort, but where he stands at times of challenge and controversy. Courage faces fear and thereby masters it; cowardice

represses fear and is thereby mastered by it. We must constantly build dikes of courage to hold back the flood of fear.” We are committed to building the dikes of courage because the consequences for our students are dire if we don’t. In addition to the previously cited statistics, “students who don’t make it through high school earn substantially less in wages (Stringfield, 1995) and have far greater rates of incarceration and drug abuse than do their peers; 75% of the U.S. prison population are Latino or African American and 80% are functionally illiterate”, (Blankstien, 2010). Research also shows that a “high quality public school system is essential for the public good as a whole; they are for the common good and they serve as the gateway to and potential equalizer for economic and life success for millions of underserved children”, (Fullan, 2003).

Above all, we understand that it takes an unwavering commitment and belief in student achievement to be successful in both turn-around schools and new school environments. We believe it is our moral, ethical and professional duty not to settle for the dim improvement results the majority of our students have experienced, given current student data. Our convictions are supported by education research which indicates that the belief system of teachers heavily influences their students’ possibilities for success; positive expectations yield positive results”, (Kouzes & Posner, 1999). Moreover, research on highly reliable organizations (HROs) also suggests that “an unshakeable belief in the ultimate success of the organization by its leaders and staff render much better results and success than those who do not”, (Rossi & Stringfield, 1997). STEAM H.S. calls for the authentic desire, professional will, flexibility, and energy from its entire staff in ensuring that our students are given the best educational experience, arts programs, additional time for learning, and space to be successful. Inevitably this entails extending ourselves beyond the stipulations of our current union contracts, (i.e. supervision, planning time, additional instructional time, etc). Because we are unwilling to conceive of failure for our students, are fully committed to seeing the mission and vision of STEAM H.S. come to fruition, are dedicated to inspiring others to high levels of performance, and are focused on sustaining achievement for all students, we seek the support and autonomy from UTLA and LAUSD.

As the founding members of *Movimiento Bellas Artes*, both Ms. Castillo and Mrs. Barrera-Ortiz have deep seeded roots in the Southeast Cities of Los Angeles County. They are products of both the public and private schools within these predominantly, low income, Latino communities. As such, they understand the values and needs of our students and their families. They seek to break the cycle of poverty from which they come by ensuring that all students are given equitable access to a quality education and master the skills necessary to thrive in the global, 21st Century workforce. Moreover, they are committed to engaging their communities, students and families in creating a dynamic learning environments where personalization, innovation, and creativity are fostered, nurtured, and cultivated so as to ensure long term sustainability within these communities.

Movimiento Bellas Artes values the ARTS as essential in developing every student’s holistic perspective and integral to a school’s core curriculum. They are passionately committed to designing a quality, arts infused curriculum that enriches the *flow* of a child’s educational experience. Their mission is to captivate the minds of every child, inspire their creativity, and ignite their passion for life long learning and the arts. They are devoted to bringing the arts into the forefront of the urban educational landscape. They value and know that the rich diversity of these communities brings a wealth of backgrounds and resources that are instrumental in creating a culturally responsive, relevant and rigorous educational experience for all.

A4. Informational Summary

See the appendix section for the English and Spanish versions of the Informational Summaries.

B. INSTRUCTIONAL PLAN

Category One: Unwavering Focus on Academic Achievement

B-1 Curriculum and Instruction

a. **Instructional Plan:** *Provide a thorough description of the proposed instructional framework and the underlying theory that drives it. Describe the specific instructional strategies that will be implemented and explain why they are well-suited to address the needs of the student population and will help attain the goals outlined in Section A.*

Underlying Theory

Our core values, vision, and mission will guide our school's curriculum and instructional program. The focus will be on the learning process and on creating multiple paths for achievement as a means of engaging the learner in personalized, relevant, real-world 21st century skills and applications that enable them to develop meaningful relationships and prepare them for college and career readiness.

According to Ken Kay, JD., president of the Partnership for 21st Century Skills, "only people who have the knowledge and skills to negotiate constant change and reinvent themselves for new situations will succeed in the dramatically accelerated, globally collaborative, competitive and advanced economies that have been spurred by information and communication technologies. Proficiency in the twenty-first century skills is the ticket to moving up the economic ladder; they are the new civil rights for our times." The implications for schools is an urgent need to effectively respond to the demands of these economies by designing a coherent curriculum and assessment system that integrates 21st century outcomes.

Moreover, the U.S. is facing both national and international achievement gaps, evidence of how U.S. schools and students have not adapted to the economic, workforce, citizenship opportunities and demands of the global 21st century. High school drop-out rates have reached critical proportions in the U.S.; only 70% of students and only 50% of minorities graduate from high school on time and with a regular diploma (Swanson, 2009). This data also indicates that students are increasingly unmotivated and disengaged from their learning because they consider learning as irrelevant to their current and future lives. They also lack the family and social supports necessary to keep them in school, (Bellanca & Brandt, 2010).

Internationally, American students score lower than average on the Program for International Student Assessment and Science (PISA), a benchmark assessment in reading, math and science for the "developed" countries of the world (Organization for Economic Co-operation and Development, 2009). PISA measures the applied, 21st century skills of critical thinking and problem solving. "Even the best US student cannot match their peers in other advanced economies on PISA", (Bellanca & Brandt, 2010). Proficiency in twenty first century skills is critical because it "increasingly powers the wealth of nations" and therefore is in great demand, (Casner-Lotto & Barrington, 2006; Conference Board, 2007; Lichtenberg, Woock, & Wright, 2008).

Instructional Framework

In response to the national and international achievement gaps our underrepresented students currently face, we will create an educational program that is aligned with The Partnership for 21st Century Skills Framework for 21st Century Learning, (Partnership for 21st century Skills, 2009a). This framework exemplifies a comprehensive, intentional and purposeful vision for a 21st century education (Trilling & Fadel, 2009). It includes core academic subjects, 21st century themes, 21st century skills and educational support systems aligned to student outcomes. This framework redefines a rigorous education by infusing 21st century skills with core academic subjects. In a 21st century education, rigor means mastery of both content and skills. This type of rigor demands that students demonstrate deeper understanding through planning, using evidence and abstract reasoning, making connections between related ideas with the content or among content area, or developing an approach to solving a complex problem that requires extended thinking and even higher cognitive demands (Webb, 1997).

The Partnership for 21st Century Skills (2009) has outlined the following goals for student learning:

1) Critical thinking and problem solving: Students will use various types of reasoning to think and reflect critically and solve problems in both conventional and innovative ways (Partnership for 21st Century Skills, 2010). Students will use a wide range of idea creation techniques such as brainstorming and mind mapping.

2) Harness their creativity: Creativity is defined as the production of something original and useful. Students will use the four elements of creative thinking: fluency, flexibility, elaboration, independent thinking, resistance to premature closure, and experimentation (Contemporary Art Start: Museum of Contemporary Art-Los Angeles). Bronson and Merryman (2010) addressed creativity in America as declining, yet, human ingenuity is undisputed (Bronson and Merryman, 2010). Notable speakers/writers, Ken Robinson and Daniel Pink, respectively, have addressed a creativity gap that exists in the United States. A noted lack of creativity development in schools has emerged and thus, should serve as the sense of urgency that drives a shift in the educational paradigm and support for STEAM HS.

3) Communicate effectively: Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and interpret the ideas. They will effectively and clearly articulate thoughts and ideas through speaking and writing.

4) Innovation: Students will develop, implement and communicate new ideas to existing ideas. They will act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.

5) Work collaboratively: Students will work together effectively to share and accept responsibility, compromise respectfully to reconcile diverse ideas, and accomplish a common goal. They will demonstrate an ability to work effectively with diverse groups, exercise

flexibility and willingness in making necessary compromises to accomplish common goals, and assume shared responsibility for collaborative work.

6) Flexibility and Adaptability: Students will be flexible and adapt to change in a variety of artistic contexts. They will adopt to varied roles and responsibilities and work effectively in a climate of ambiguity and changing priorities. The emerging “new world of work” is both complex and ever-changing. There is a demand for creating a “team-based environment” that must quickly respond to the “intensifying rate of change”, the overwhelming amount of data and the increasing complexity of problems.” These changes illuminate the importance of adaptability and agility as essential survival skills for work today”, (Wagner, 2008).

7) Engage in life-long learning - Students will be motivated, self-directed, and reflective learners who independently manage their goals and time to continuously improve as artists. Students will demonstrate initiative to advance skill levels toward a professional level and for purposeful commitment to building relationships with extended communities.

We will nurture deeper understandings through interdisciplinary instruction and learning. According to Stephanie Marshall (2006) deep understanding happens when “engaging with knowledge and the construction of personal meaning” (Marshall, 2006). Deep understanding fully develops from disciplinary, interdisciplinary, and transdisciplinary learning (Marshall, 2006, p. 52). Disciplinary understanding is the knowledge structure of a specific discipline, along with relationships, and ways of thinking that uniquely influence problem solving through the lens of a discipline. An artist could perceive a problem through inquiry that is subject to various modes of interpretation. Inquiry is an instructional strategy that aligns well with a constructivist learning mode and scientific reasoning. Deeper understanding is achieved through an interdisciplinary approach that offers additional opportunities for understanding through formulating connections and patterns between, among, and beyond multiple disciplines. Marshall further explains that interdisciplinary learning deepens disciplinary understanding and challenges students to “explore, explain, and use fundamental connections within and among disciplines”. Lastly, the goal of harnessing creativity through a curriculum that infuses the Arts offers students control of their learning and an opportunity to tap into a creative-side that perhaps has sat dormant. Marshall asserts that creativity sits at the boundary of disciplines and that children need practice solving problems that typically cannot be answered from a single disciplinary perspective.

Additionally, the foundational framework for STEAM HS lies on constructivist learning theory that sets high expectations, real-world learning, problem-solving, and the creation of creative and innovative solutions to challenges as the tenets of a meaningful learning experience. Teachers will facilitate learning experiences for all students in environments that promote autonomy, interaction and choice. A report entitled, "The Competitiveness and Innovative Capacity of the United States" strikingly addresses the importance of STEM education to enhance US Competitiveness and repair an economic system that needs repair. Furthermore, the report illustrates a narrower gender wide salary gap in STEM fields, however, as pointed out in the opening section, STEM continues to be underrepresented by Minorities and Women. Therefore, at the heart of our STEAM-based instructional program

lies the nexus of STEM education, interdisciplinary learning, mentoring, pathways and community partners.

Instructional Strategies

Interdisciplinary Teams

STEAM integration will be achieved at STEAM H.S. through interdisciplinary collaboration among teachers. Common planning time, professional development and training (both in-house and with our community partners) will facilitate collaboration among interdisciplinary teams.

Grade-level Interdisciplinary teams will consist of content core teachers, arts specialists, and special education and physical education teachers. Interdisciplinary teams will meet once a week to plan, write, develop, and revise curriculum collaboratively. They will access, analyze and use data to develop curriculum, design clear and measurable performance targets aligned with the core content standards and principles of learning. They will identify and implement researched based instructional strategies that specifically target the academic needs and learning modalities of their students. They will also design, frequently implement and collaboratively score/evaluate assessments that are performance and project based. This will ensure the creation of multiple paths for success and fosters personalization, rigor, relevance and real-world application, (90/90/90 Schools: A case study).

Culturally Relevant Pedagogy

According to Gloria Ladson-Billings, culturally relevant pedagogy is rooted in creating a space for collective empowerment of students. Culturally relevant pedagogy is characterized by the following: 1) students must experience academic success, 2) students must develop and/or maintain cultural competence, and 3) students must develop a critical consciousness through which they challenge the status quo of the current social order (1995). Culturally relevant pedagogy includes the use of specific texts that students can relate to and it also requires that students demonstrate mastery of course content and skills. STEAM H.S. is committed to creating a learning environment where all students feel they can succeed. We understand that this can be fully realized when students are expected to succeed. Part of creating an environment where students develop a strong commitment to their success and the community in which they live and are educated is the preservation and development of their cultural identity. We will provide a quality classroom experience for all students by incorporating competencies (cultural dialects, oral histories, specific creative/practical skills) that students have developed outside of the formal school environment. By incorporating these competencies, STEAM H. S. will become a center of cultural exchange, will enrich instruction, and will increase student engagement. As a result, we expect students to gain the confidence and skills necessary to become active participants in their communities as culturally competent and conscious individuals.

Student Engagement

Student engagement has surfaced as a critical piece in increasing student achievement. Marzano and Pickering (2011) address four questions that should be considered when designing optimal learning conditions to increase student engagement:

- Interpersonal- “How do I feel?”
- Pique Interest- “Am I interested?”
- Relevance- “Is this important?”
- Encouragement- “Can I do this?”

Students’ energy level, teacher’s positive demeanor, and students’ perceptions of acceptance all affect how a student feels about a task and learning. Cognitive functions are enhanced through physical activity, positive feedback, and a welcoming environment. Pacing, incorporating physical movement, and using humor are strategies that can increase student learning. The latter strategies are supported by the Arts. Brain-research calls for the use of physical movement to engage the learner. Open-ended questions, collaborative projects, and physical activity are characteristics of project-based learning, which can increase student engagement.

The Instructional strategies listed below will be utilized to engage all types of learners and to better meet the needs of all students. A “Big Idea” taken from the Annenberg Professional Development Program at Inner-City Arts is that engagement is the key to learning. Teachers at STEAM H.S. will utilize these instructional strategies to heighten student engagement. Marzano and Pickering (2011) assert that engagement is a central aspect of effective teaching. Engagement occurs through a teacher’s diligently executed instructional strategies (Marzano and Pickering, 2011). These strategies are aligned with our commitment to captivating all students’ interest in learning by providing meaningful and relevant learning experiences.

Instructional Strategies in a Highly-Engaged Classroom

Differentiated Instruction Problem-Based learning Project-Based Learning Cooperative learning	Writing Across the Curriculum Developing Academic Language SDAIE (Specifically Designed Academic Instruction in English)
Good First Teaching (RtI2)- Response to Intervention and Instruction)	CRRE Pedagogy (Culturally Relevant and Responsive Education)
Scaffolding	Atlas protocol + Lesson Study (PLCs)
Arts infusion and modalities	Socratic Learning Visual Thinking Strategies (VTS)
Self-Assessments & Portfolios	Performance-based assessments
After-school Instruction	Intervention classes

Differentiated Instruction

Differentiated instruction is key to meeting the needs of diverse students. A differentiated classroom offers students a place to create learning goals, where critical thinking and the

application of learning are synced. Teachers base their instructional decisions on the individual needs of students and use several instructional formats or groupings. Additionally, students are given opportunities to select activities based on interest. Getting to know students also involves learning about their learning styles such as through the use of Gardner's multiple intelligences model. A suggested portfolio components is the use of an online assessment on Gardner's multiple intelligences in addition to Heacox's projects, presentations, and performances survey.

Prior Knowledge

The teacher uses schemata to activate students' prior knowledge about their personal experiences with fear, pride, shame, and rejection by using the following strategies: KWL chart (Know-Want-Learned), sentence starters, think-alouds, visual thinking strategies, and inquiry-based protocol. Upon reflecting on specific moments, students will write or sketch a drawing about a personal moment when they experienced pride, shame, fear, or rejection.

Heterogenous Groupings

Heterogenous groupings require the use of multiple instructional strategies for accessing the curriculum such as SDAIE strategies, cognitive tools, think alouds, cooperative learning, and graphic organizers. A differentiated classroom offers:

- Accelerated or advanced content
- More complex understandings of generalizations, principles, theories, and the structure of the content area
- Abstract concepts and thought processes or skills
- Level and type of resources used to obtain information, acquire skills, and develop products
- Appropriation of longer/shorter time span for learning
- Generating new information and/or products
- Transfer of learning to new/different disciplines, situations
- Development of personal growth and sophistication in attitudes, appreciations, feelings, intuition
- Independence of thought and study (LAUSD website, n.d.).

Project-Based Learning (PBL)

Project-based learning is a powerful instructional mechanism that can increase student engagement by requiring complex, meaningful tasks that involve collaboration and problem-solving. Researchers, Barron and Darling-Hammond (2008) state that project-based learning can foster inquiry-based learning, cooperative learning, and design-based learning. Barron and Darling-Hammond proposed five essential components of project-based learning:

1. Centrality to the curriculum;
2. Driving questions;
3. Investigations that involve inquiry and knowledge building;
4. Processes that are student driven;
 1. Authentic problems that people care about in the real world.

Furthermore, Larmer and Mergendoller (2010) go beyond the five recommendations given by Barron and Darling-Hammond by adding additional project-based learning (PBL) essentials.

The additional PBL essentials are feedback and revision, 21st Century skills, and a publicly presented product. We will employ these recommendations in addition to a project-based checklist during the development of projects by teachers at STEAM H.S. The project-based checklist is modified from a Boston Arts Academy Project-Based Learning Checklist.

Cooperative Learning and Design-Based Learning

How do design-based approaches foster a rich learning context for all students?

Design-based learning offers all students opportunities to show case their creativity and critical thinking skills by demonstrating learning in cooperative learning groups. Heterogeneous groups can be formed to co-create knowledge, especially when engaging in project-based learning.

Problem-based learning

Problem-solving and inquiry-based learning is important as an instructional component of this proposal because it helps set the tone for learning in the 21st century and offers access to critical thinking and decision-making to all students. Researchers are addressing the need for 21st century competencies. Problem-based learning aptly suits these competencies. Barrell (2011) sees problem-based learning as refocusing the entire school curriculum on ill-structured, problematic scenarios that lead students to investigate the problem in a real-world manner with real-world tools.

The components of PBL are:

- clarify and articulate an issue and the areas to study,
- consider multiple perspectives of an issue,
- collaborate with peers in pursuit of learning goals,
- reach group consensus,
- develop conceptual understanding,
- take action, and
- reflect on the process and the learning.

Concepts that will be embedded in the curriculum and made explicit through exploration are :

- What is design?
- What are the steps in a design process?
- How are design processes similar for the various designer occupations across the design continuum? How are they different?
- How does the order of the design step, such as iterations design affect the design process of think-create-explore- and refine?
- How can problems be solved through the design process and its evaluation?

The Consortium for Mathematics and Its Applications (COMAP) created problems that serve as a guide for teachers that may be new to working with problem-based learning and multidisciplinary teaching.

Real-world, Problem-based learning applications

In 2008, the National Academy of Engineering gathered input from STEM experts and community members citing several ecological and man-made challenges for the 21st century. The list of challenges were ranked by the public and the list known as the grand challenges of Engineering emerged. Among the challenges are:

- Make solar energy economical
- Provide energy from fusion
- Provide access to clean water
- Reverse-engineer the brain
- Advance personalized learning.

The implications posed by this list of challenges frames the need for refocusing curriculum and instruction at the school level to match the skill sets that is required for solving great feats. As we proceed further into the 21st century we experience situations that call for a different set of competencies and skills. The curriculum and instruction must address unique situations arising from messy environments. Problem-based learning supports many of the ideas that this framework STEAM HS aims to achieve. Problem-based learning aims to address specific challenges of everyday life or ones that are global and complex. Problem-based learning will be utilized as the premise for analyzing ecological and man-made issues affecting local, national, and international communities. Teachers will support students in identifying the issues and the projects they will create to address these problems. Students will conduct observations about problems affecting themselves and others.

At the local level, students will investigate current issues regarding the water quality found in the Southeast Los Angeles area. Local residents have expressed concern regarding water services including cost increase and water quality. As part of the service learning component at STEAM, students will engage with community groups to become informed and raise levels of awareness regarding diverse topics or problems found within their local community. Students will research and write about the pros and cons of municipal water sources and investigate water quality in urban areas by conducting surveys. Interdisciplinary units will help students frame their understanding of standards-based concepts through meaningful and relevant project and problem-based learning. Students will research water quality and investigate pH-levels in water of local cities to determine if any toxicity exists and environmental conditions pose problems to residents. Students will address their findings through public-service announcements and an environmental awareness campaign targeting their communities. Similar problem-based ventures were created in Quest Atlantis, an online 3D multi-user learning environment, created by Dr. Sasha Barab from Indiana University. Learning tasks in Quest Atlantis place the learners known as “questers” in the field as an actively-engaged participant aiming to solve real-world problems, derive meaning in the process of “questing”, and utilize tools like practitioners normally do. The application of the tenets of Quest Atlantis and the challenges posed by the National Academy of Engineering serve as features of the instructional program that are presented in our proposal. The foundational framework of this STEAM proposal lies in the notion that learning is socially-constructed within trusting learning communities that allow the learner to generate ideas, reflect, create, and revise. Inquiry and problem-solving will be key characteristics of the curriculum and instructional pieces of this plan.

Inquiry-based differs slightly from problem-solving, yet both offer the learner opportunities to thinking critically as well as creative while tackling innovation and change through creativity and design. The meshing of science, technology, engineering, mathematics, and the Arts make for a powerful mixture capable of increasing student engagement and boosting learning.

STEAM Integration Framework

STEAM Integration will be achieved through teachers working collaboratively to create lessons that will incorporate integrated multi-disciplinary themes that align with 21st century topics, common vocabulary, essential questions that pose significant challenges, rubrics and assessments.

Levels of Interdisciplinary planning

- 1) Disciplinary: making connections with one other subject
- 2) Multi-Disciplinary: ties with one subject and uses content-specific vocabulary
- 3) Interdisciplinary: Connections among several disciplines are made through the use of themes, common language, objectives, and products.
- 4) Transdisciplinary: Connections among several disciplines are made through the use of themes, common language, objectives, and products. Using the other disciplines language for to gain meaningful connections

Multidisciplinary Curriculum Units

Cultivating a community of learners who collaboratively grow in the teaching profession requires a wealth of professional development strategies and frameworks. The topics that teachers will receive implicit training on will include but are not limited to curriculum alignment, Arts integration, inquiry-based dialogue, project based learning and assessments, engaging parents and communities as partners, meeting the needs of our ELL, Special Education, and special needs students, and the ten principles of learning. In order to help students successfully develop 21st century skill sets, foundational arts instruction, authentic arts integration and real-world arts experience is must be developed and implemented. The new LAUSD Arts and Creativity in Learning and Achievement Plan (LAUSD, 2011) addresses foundational requirements, interdisciplinary instruction, and real-world experiences as critical components. Teachers will plan curricular units that focus on Language Arts, Social Science, Math, and Science. All units will incorporate other disciplines and at least two project-based units will integrate the Arts. These units will also be used as the focus for reflective professional dialogue.

The school's instructional leadership committee will collaborate with interdisciplinary grade level teams in analyzing student data that will assist them in identifying all students' strengths and gaps during the summer before and/or at the beginning of each school year, depending on the student's school enrollment date and data availability. They will then identify and implement teaching strategies that are aligned to the adopted school wide learning principles and design a standards based, interdisciplinary curriculum that focuses on inquiry and project based learning. Moreover, students who need additional instructional support will be given intervention services during the school day in a positive and personalized learning environment in which the teacher to student ratio does not exceed 20 pupils per teacher. If additional support is required, after school and Saturday programs will be offered.

STEAM-based connections

The topic of change will be explored through the lenses of STEM and its impact on society:

- How has math impacted change in society? How has science impacted change in society?
- How has expression and creativity impacted change in society? How does the design process relate to the life cycle?
- How and why do chemical processes within living things interact and change?

How has technology impacted change in society? How does the design process impact change in society? How does an image change your perception of a story?

Essential Components of Integrated Units include:

21st Century Topics
Sequence Map
Unpacking standards
Crafting Essential Questions using Costa's Three Tier Levels of Questioning
Big Ideas
Assessments
Engagement

Why mix the Arts with STEM?

The Arts consists of four disciplines that can make learning visible and increase student engagement. The artistic process parallels the engineering design process in that they are iterative processes. The Arts offers a means for being creative that otherwise will go unnoticed.

Arts Integration Frameworks

Arts integration will be implemented across the curriculum, including specialized arts enrichment classes. Teachers will utilize components of the Integrated Multidisciplinary Framework, Arts Integration Framework developed by the CCSESA Arts Initiative, and the California Arts Initiative for creating integrated curriculum units. In particular, the California Arts Initiative will serve as our primer into Arts Integration. The conceptual framework for the toolkit is grounded in the work of Elliot Eisner, Daniel Pink, and Howard Gardner. The ideas of these forward-thinkers, coined as a compendium of the Gifts of the Arts, align very well with the STEAM HS standards as well as the Partnership for 21st Century Skills framework.

Inquiry-based learning

Inquiry-based learning takes the learner on a natural process (pathways) that produce actively engaged students. The notion of inquiry-based learning is definitely not new and will be traced through labs, journals, and recordings. Students will work collaboratively in finding

evidence to support claims through group labs. Students will complete a reflection piece after every lab.

Inquiry-based learning cycle (The 5 E's)

Engage- Explore- Explain- Elaborate- Evaluate

Stage of Inquiry in an Inquiry-Based Science Program	Possible Student Behavior	Possible Teacher Strategy
Engage	Asks questions such as, Why did this happen? What do I already know about this? What can I find out about this? How can I solve this problem? Shows interest in the topic.	Creates interest. Generates curiosity. Raises questions and problems. Elicits responses that uncover student knowledge about the concepts/topics.
Explore	Thinks creatively within the limits of the activity. Tests predictions and hypotheses. Forms new predictions and hypotheses. Tries alternatives to solve a problem and discusses them with others. Records observations and ideas. Suspends judgment. Tests ideas.	Encourages students to work together, without direct instruction from the teacher. Observes and listens to students as they interact. Asks probing questions to redirect students' investigations when necessary. Provides time for students to puzzle through problems. Acts as a consultant for students.
Explain	Explains their thinking, ideas and possible solutions or answers to other students. Listens critically to other students'	Encourages students to explain concepts and definitions in their own words. Asks for justification (evidence) and clarification from students. Formally provides definitions, explanations, and new vocabulary. Uses students' previous

	<p>explanations. Questions other students' explanations. Listens to and tries to comprehend explanations offered by the teacher. Refers to previous activities. Uses recorded data in explanations.</p>	<p>experiences as the basis for explaining concepts.</p>
Elaborate	<p>Applies scientific concepts, labels, definitions, explanations, and skills in new, but similar situations. Uses previous information to ask questions, propose solutions, make decisions, design experiments. Draws reasonable conclusions from evidence. Records observations and explanations.</p>	<p>Expects students to use vocabulary, definitions, and explanations provided previously in new context. Encourages students to apply the concepts and skills in new situations. Reminds students of alternative explanations. Refers students to alternative explanations.</p>

Evaluate	<p>Checks for understanding among peers. Answers open-ended questions by using observations, evidence, and previously accepted explanations.</p> <p>Demonstrates an understanding or knowledge of the concept or skill. Evaluates his or her own progress and knowledge. Asks related questions that would encourage future investigations.</p>	<p>Refers students to existing data and evidence and asks, What do you know? Why do you think...?</p> <p>Observes students as they apply new concepts/skills, Assesses students' knowledge and/or skills.</p> <p>Looks for evidence that students have changed their thinking. Allows students to assess their learning and group process skills. Asks open--ended questions such as, Why do you think...? What evidence do you have? What do you know about the problem?</p> <p>How would you answer the question?</p>
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Student Engagement

Student engagement has surfaced as a critical piece to increasing student achievement. Marzano and Pickering (2011) address four questions that should be considered on behalf of students when designing optimal learning conditions to increase student engagement: How do I feel? (interpersonal) Am I interested? (pique interest) Is this important? (relevance) Can I do this? (encouragement)

Students' energy level, teacher's positive demeanor, and students' perceptions of acceptance all affect how a student feels about a task and learning. Cognitive functions are enhanced through physical activity, positive feedback, and a welcoming environment. Pacing, incorporating physical movement, and using humor are strategies that can increase student learning. The latter strategies are supported by the Arts. Brain-research supports the use of physical movement to engage the learner. Open-ended questions, collaborative projects, and physical activity are characteristics of project-based learning, which can increase student engagement. Problem-based learning is a major components of our instructional vision for instilling 21st century skills.

b. Core Academic Curriculum: Describe the core academic curriculum and how the proposed curriculum is evidence-based, culturally-relevant, will meet the diverse learning needs of the student population you will serve, and addresses the California State Standards. Discuss how the school will weave community, work-based, and service learning opportunities into the curriculum to connect the classroom to relevant real-world learning. If you are a traditional, pilot, ESBMM, or network partner team seeking curriculum and instructional autonomy, include an explanation of how you will use the autonomy.

- i. **Curriculum Development.** *(If applicable)* Describe the curriculum development process. In the appendix, attach a timeline that outlines plans to develop curricula for the school

The core academic curriculum at STEAM H.S. will include the Engineering, Computer Science and the arts as an equal partner that engages all learners and inspires them to take part in the creative learning process. STEAM H.S. will design and implement standards-based curriculum that will prepare its graduates for post-secondary learning, careers that are fulfilling and in demand in the 21st century, active engagement in the cultural and civic life of their city, state and nation, and to develop characteristics that allow for full participation in American democracy.

We will implement a “guaranteed and viable curriculum” that organizes a coordinated learning pathway across classrooms, (Marzano, 2003). Our curriculum design is focused on a core set of big ideas and essential questions that are specifically chosen for each subject area and across disciplines. This approach is in response to the TIMSS research (Schmidt, McKinigh, & Raizen, 1997) which concluded that the current curriculum is fragmented and contains too many topics without clear and meaningful connections from one topic or level to the next. It is also aligned with one of the five common characteristics of high achieving schools outlined in the “90/90/90 Schools: A Case Study” by Doug Reeves (2007), which proposes clear curriculum choices.

Principles of Learning and Best Practices

Our curriculum and assessment system is rooted in research-based principles of learning and best practices. We have adopted the following ten principles as the foundation for our design: **1)** learning is purposeful and contextual; **2)** core ideas and transferable processes are the focus of content instruction; **3)** learning should engage students in complex thinking for deeper understanding and application; **4)** teachers create multiple opportunities for students to demonstrate understanding and apply their learning in meaningful and varied contexts; **5)** new learning is built on prior knowledge; learners use experience and background knowledge to construct meaning; **6)** learning is social; **7)** attitudes and values mediate learning; **8)** learning is non-linear; **9)** models of excellence and ongoing feedback enhance learning and performance; **10)** accommodating a learner’s preferred learning style, prior knowledge, and interests enhances learning.

In order to focus on a deeper understanding of content and integrate 21st century skills, we feel it is important to create a clear conception of a few significant ideas and essential questions. This approach promotes in-depth exploration, reflection and integrates 21st century skills. These skills will be further developed through STEM & arts-integration, project based, interdisciplinary themes across subject areas over time. Such a focused curriculum demands that our teachers are the time, flexibility and autonomy to engage students in the analysis of complex problems, critical and creative thinking, and collaborative work on inquiry and research investigations. In order to implement such a focused and rigorous arts-based curriculum STEAM H.S. requests the curricular autonomy (identified as

LIS Waiver #3) available through the “Local Initiative School” waiver process as referenced in the new Memorandum of Understanding (MOU) between LAUSD and UTLA.

Core Curriculum

The core curriculum will be based on the California Content Standards and will incorporate the National Core Standards in English Language Arts and Mathematics. STEAM H.S. teachers will participate in horizontal, interdisciplinary grade-level teams that will develop standards-based, thematic and interdisciplinary units in which the Arts are embedded. Project-based learning will serve as the means for students to demonstrate mastery. Teachers will also collaborate in vertical, discipline specific teams to create a plan that allows for the building of skills and concepts from one grade level to the next.

Students will demonstrate understanding through thematic-interdisciplinary learning that enables them to make connections between various art mediums and the core academic curriculum. We believe that STEAM integration engages students in the creative process and enhances their learning of standards based subject matter. All students will have the opportunity to demonstrate knowledge and mastery of complex concepts in their science, technology, engineering, art design and/or mathematics. In particular, our English learners will greatly benefit from an arts-integrated curriculum because research consistently indicates that students acquire academic language proficiency when they are given opportunities to incorporate the arts, (Pepple, Catteral & Freilen, 2010). Furthermore, thematic interdisciplinary curriculum which incorporates the arts has shown success with all learners, especially English Learners, (Garcia, 1999).

STEAM Curriculum Expectations

All students will have access to approved A-G curriculum through a master schedule that supports strong academic, STEM, Arts, intervention and enrichment courses. The instructional program at STEAM H.S. will focus on meeting the socio-emotional needs of all students. Personalization structures will support college and career readiness through portfolio development, reviews, goal-setting and A-G curriculum audits.

English/Language Arts: Students will develop the confidence to engage in conversations that convey a message, persuade, express emotion, seek information, or respond to literature/expository text in a critically, analytical, and artistic manner.

The Arts, being a universal language can trigger expressive approaches to speech, writing, and listening that flow in a rhythmic, flowing pattern.

History/Social Science: Students will seek understanding of past and present civilizations, their contributions, and the adaptive mechanisms of survival. Students will utilize knowledge about the past and present civilizations to derive meaning and explain reasons for existing conditions. Above all, students will learn to make connections with people, places, and things.

World Languages: The study of world languages will offer students opportunities to meaningfully engage in multicultural experiences, tap into their imagination, and increase their self-confidence. Students will then be able to acclimate to diverse cultural/social environments through their understanding of and appreciation for world languages and cultures.

Physical, Social and Emotional Wellbeing: Students will become aware of their physical and emotional wellbeing. They will understand the connection between physical wellness and quality of life. By making connections between physical activity, nutrition education, and socio-emotional awareness, students will become emotionally, physically, and academically grounded. They will feel comfortable in accessing services and knowledgeable in seeking resources that support their holistic wellbeing.

STEM Pathways

Browser (2005) states, “STEM is intimately woven together and should be embraced by all disciplines as not a single, stand-alone entity, but as the integral building blocks to a successful career”. We envision offering three major STEM pathways leading to college or career readiness. The pathways are Computer Science, Engineering, Art and Design. The flexibility derived from an autonomous model will allow the master schedule to reflect a rigorous A-G curriculum that offers STEAM college/career pathways. The instructional program offered through A-G curriculum support STEAM through high expectations, standards-based lessons, and interdisciplinary learning.

STEAM-Disciplines

Science

Science involves questioning natural and physical processes and phenomena. Making predictions leads to inquiry and informed research that later can transform the self, community, and society through its findings and contributes to the scientific community by setting scientific facts and theories.

Science courses at SRHS #8 will offer standards-based lessons that are inquiry-based, hands-on, and draw on observational problem-solving to engage the student. Student engagement and high-level skills are enacted through instructional strategies that are a balance between high-level skills and task complexity. Csikszentmihalyi (1999, 2002) demonstrates that a balance between fostering high-level skills coupled with task complexity transfer the learner into a state of flow. Flow refers to desired state of active engagement, participation, and high levels of cognitive activity. Students in science classes will conduct investigations related to standards-based and interdisciplinary projects. A theme that will be explored in 9th grade is observation. Students will learn how to see the world through the lens of STEM. Students will use STEM to engage with a question, derive meaning and create a product to showcase the observation in a creative and artistic manner. An example of a project that fosters high levels of cognitive activity and increased student engagement is the exploration of how change affects environments. An interdisciplinary unit between Biology, English, and History will address how ecological forces affect biological diversity, contribute to mass extinction, and highlight possible solutions to such phenomena. Students will select an event or place that

was affected by an environmental condition. Students will list the problems experienced in the Artic Region and make a prediction about how natural and man-made causes affect humanity. Lastly, students will make a prediction as to how to solve those conditions. Students will work in groups to draw conclusions based on evidence and create an action plan. Problem-based

Studying science at STEAM HS:

Students studying science at STEAM HS will:

- Engage in the process of scientific inquiry.
- Demonstrate understanding of energy and matter.
- Demonstrate understanding of force and motion.
- Demonstrate understanding of cellular structure and function.
- Demonstrate understanding of the explanatory power of evolution and its genetic basis.

Biological Science

Biological science incorporates fundamental structures and functions of living organisms. Students are expected to precisely observe phenomena and accurately record findings through lab experiments, reflections, and assessments. Students will explore the themes of ecology of life, cellular life and genetics, diversity, matter and chemistry through hands-on activities. Technology will play an integral part of the collaboration process in which students will share experiment findings and archive observations using mobile technologies. They will be expected to demonstrate and apply their knowledge using technology. Making content and academic vocabulary accessible to all learners will be a top priority of all teachers. SDAIE strategies that give all learners and most especially our English learners access to the content and opportunities for collaborative participation will be exhausted. It is imperative that teachers make content comprehensible for all learners.

Physical sciences

The following topics will be explored in the physical sciences: matter, motion, forces, space, heat and energy.

Chemistry

- Use knowledge of atomic structure to explain periodic trends, ion formation, and chemical bonding.
- Use knowledge of molecular geometry and chemical bonding to explain properties of compounds.
- Apply the principles of conservation of mass, conservation of charge, and conservation of energy to a variety of real-world problems and situations.

Physics

Students studying physics at STEAM will demonstrate a thorough understanding of forces and motion by:

- Use graphical and mathematical representations to analyze and predict the motion of objects.
- Use Newton's Laws to relate force and motion.

- Apply Newton's Laws and observations to construct a model of the Earth, Moon and Solar System.

Technology Literacy and Integration

Data: The California Department of Education reports a 4:1 student-computer ratio at the high school level with 84,477 classrooms connected to the Internet. Ideally, the student to computer ratio at SRHS #8 will grow to 1 to 1 computing. We will create a technology plan that reaffirms the importance of 1 to 1 computing that gives students access to technology and computer science in a constructivist manner while acknowledging that outlets for personal expression and creation are important.

Technology literacy is defined in many ways. Prevalent competencies of a technologically literate person include knowledge, critical thinking, and capability (Becker, Hodge, and Sepelyak, 2010).

Type of Schools	Number of Schools	Enrollment	Number of Computers	Number of Students per Computer	Number of Classrooms with Internet
High Schools	1,236	1,823,599	438,146	4.16	84,477

Source: <http://www.cde.ca.gov/ds/sd/cb/cefcampsintclasses.asp>
<http://www.cde.ca.gov/ds/sd/cb/cefcampsintclasses.asp>

Four levels of Technology Literacy and Integration

Four levels of technology literacy will be addressed through the integration of technology in the curriculum in addition to providing students with access to computer and technology skills, tools, curriculum, and a means for engaging in a technologically-rich learning environment. Computer Science classes will be offered to our AP Computer Science. Additionally, a technology capstone requirement will be the development of a prototype that addresses a solution to a problem through design engineering and programming. Technology literacy and digital inclusion offers four levels of competencies. The four levels of technology literacy and integration are based on research-based strategies, constructivist learning theory, and community partners' instructional frameworks:

1. ICT and productivity
2. Design
3. Media Creation and social entrepreneurship
4. Computer programming, and Human Computer Interaction

Information, Communication Technologies (ICT) along with productivity tools such as basic word publishing, PowerPoint presentations, Excel spreadsheets, and email will be integrated into the curriculum in every project. Google Docs is a more recent form of ICT that is the preferred productivity tools for daily academic tasks. Google Docs will be used on campus, in spite of connectivity issues and other network-related challenges. LAUSD MyMail will be incorporated into class projects and assignments. The second level of technology literacy and

integration pertains to the design process. Design tools such as Google SketchUp, Prezi, Powerpoint, Adobe flash, and Photoshop will be used to help students create prototypes and design presentations. Technologies such as glogster, voicethread, podcast, and blogs will help disseminate information and help the learner reach an audience and express own views. Google Sites offer students access to free tools for social entrepreneurship as well as socially responsible service learning projects. Lastly, computer programming language learned through the Exploring Computer Science (ECS) curriculum uses Scratch, a free computer programming, web-based software developed at MIT. The ECS curriculum serves as one of the tools that the staff at SRHS #8 will broker to empower students to generate ideas, design and create conditions through proposing innovative solutions to problems. Human computer interaction is the ideal process for students utilizing higher order thinking skills, computational thinking, through design, computer programming and computational thinking.

Students and teachers will have daily access to technology for obtaining information, communicating, collaborating with others, and creating a knowledge base. Powerful networks whether connected face-to-face or through the use of diverse technologies pose a significant contribution towards establishing robust learning communities. Technology can mobilize communities and directly empower people. Technology integration will be a key component of the curriculum and instruction at SRHS #8.

Diverse learning technologies can amplify a person's voice, such as the use of LAUSD MyMail, which is connected to the Google 2.0 tools. The student has access to web-based communication tools through Google Docs. Google Docs will be utilized as a collaborative tool where students will upload assignments and work with others during synchronous and asynchronous time. The editing process becomes transparent and accessible for multiple users, including teachers and students or students with students. Teachers will utilize Google Docs to create collaborative lessons with interdisciplinary teams. Interdisciplinary teams will gather during common conference periods or during off-time to work on shared, collaborative assignments. Technology such as video-conferencing through Video conferencing units or Skype will be used for face-time sessions with experts from museums, professional organizations, or connected classrooms across the globe. Park Online Resources for Teachers and Students (PORTS) and the Los Angeles Museum of Art (LACMA) offer, respectively, videoconferencing sessions on diverse themes including Architecture in Art, American Art and Patriotism, or Heroes and Myths in Ancient Art.

Technology tools will be used to design, create, and refine ideas. Posters made in glogster, slideshows made in Prezi, and Voicethread make conveying information fun and easy. Voice threads make reflection through collaboration with others possible for constructive criticism of work. Google SketchUp is one of the latest technologies made available by Google. SketchUp will be used in any Math, Art, Architecture or Computer Science class to explore idea development, problem-solving, design process, and refinement. Google Sketch Up offers different design templates that create shapes and objects using different metric systems. Students can save renderings of their ideas in a digital portfolio held on the Google-hosted cloud. Google Sketch Up allows the user to store projects on their server which serves as a repository for others to view and comment. Bi-annual student exhibitions of these Google Sketchups, Geogebra and other student work or projects will occur in the Multipurpose room and subsequently displayed in the Welcome Center Lobby.

Google forms in Docs offer students the ability to gather data in a user-friendly environment and analyze and disaggregate data utilizing statistics.

Mobilize

The Mobilize project, a collaboration between UCLA and LAUSD promotes problem-solving, data-gathering, and computational thinking. Students engage in solving relevant problems using data obtained in an authentic learning environment through using mobile devices to send and gather information.

Participatory sensing is Mobilize's "approach to data collection and analysis in which high school students use mobile phones and the web to systemically collect and interpret data about relevant" problems affecting them and their community (Mobilize website, n.d.) Mobilize couples computer science, mathematics, and science to foster computational thinking and data analysis through instructional material that elicits higher-order thinking, observation, and examination of phenomena.

Exploring Computer Science

Starting in 2012-2013, STEAM HS will partner with Exploring Computer Science (ECS) to train teachers and bring the instructional principles to our students. Exploring Computer Science (ECS) is a partner of the Mobilize program that has pledged their support to SRHS #8 through computer science curriculum and teacher training during the first three years. Exploring Computer Science teaches the creative, collaborative, interdisciplinary, and problem-solving nature of computing with instructional materials which feature inquiry-based approach to learning and teaching (ECS website, n.d.). ECS's instructional philosophy aligns with our instructional framework as set forth by our vision for STEAM HS at SRHS #8.

The Exploring Computer Science curriculum is a year-long program that introduces students to human computer interaction, problem-solving, programming, computing and data analysis, web design, and robotics. The curriculum is free and through a partnership between ECS, Mobilize, and the writers of this plan, ECS has agreed to implement the ECS program and provide teacher professional development to 10th grade STEM teachers at SRHS #8 during the 2012-2013 school year.

The three themes that underlie the curricular framework of Exploring Computer Science are:

1. The creative nature of computing;
2. Technology as a tool for solving problems;
3. The relevance of computer science and its impact on society; (Exploring Computer Science, 2011).

The ECS curriculum focuses on 6 units: human computer interaction, problem-solving, programming, computing and data analysis, web design, and robotics. Each of the six units have a curriculum scope and sequence map that outlines lessons, rubrics, and assessment designed by the ECS instructional designers.

An example of questions leading interdisciplinary learning is how does data tell a story?

The students will be given a scenario in which they have to describe diverse communication tools that they would use for the given scenario. Students will decide on the preferred tools and describe how the data from this tool can tell a story. The assessment will be based on a rubric developed to measure the effectiveness of the story and use of data.

A final product for the Human Computer Interaction (HCI) unit will be a:

- PowerPoint
- Debate
- Skit
- Video
- Other approved product

Different levels of technology literacy and integration will be supported through on-going teacher professional development as well as from our community partners such as EdLab group, Exploring Computer Science (ECS), and Mobilize. Computer science is collaborative.

The Science Framework for California Public Schools, states “the term technology embraces not only tools (e.g., computers) but also methods, materials, and applications of scientific knowledge”.

Technology Courses

1. Digital Computer Technology 1A/B, 2A/B
2. Multimedia & Graphic Design (TAD Passport)
3. Computer Science
4. AP Computer Science

Engineering

Project Lead the Way (PLTW) is a STEM Education Curriculum for Middle School and High Schools. PLTW is a four-year project-based, hands-on curriculum that offers sequential engineering courses. PLTW offers the Pathway to Engineering Program, which puts design principles at the hands of students. Core courses include Introduction to Engineering Design (IED) and Principles of Engineering (POE). The four units studied in POE are energy and power, materials and structure, control systems, statistics and kinematics. Mathematics is used to predict and used as a means to predict phenomena. The student is placed at the peak of performance through situated learning where the disciplines of STEM are all assembled to gauge a fuller demonstration of mastery of a concept. Selected instructional strategies take a student through the development of a solution to a problem through the development of a culminating project that is derived through an iterative design process that builds upon an idea, through brainstorming, prototyping, testing, reflect, redesigning, systems analysis, Interface design, and creation of gears. The principles of engineering can be approached through the use of legos to develop ideas, work collaboratively and build a prototype. Students are given space to think creatively in a situated learning environment that gives the student the tools to build and freedom to make mistakes. Students will work on solving problems that directly affect their daily lives, communities, and global environment through projects that demonstrate rigor and mastery of the grade-level standards.

STEAM HS will partner locally with Cal Poly Pomona's PLTW chapter. The Engineering Department at Cal Poly Pomona will host a PLTW meeting which should be attended by a member of a design team, interim principal or newly appointed principal in anticipation of a successful school bid. Additionally, The Project Lead the Way Summer Core Training at Cal Poly Pomona will be held during the Summer and the principal and a design team member are expected to attend. The Summer Core Training at Cal Poly Pomona is held on June 17-29, 2012 for the Principles of Engineering (POE) training.

Engineering classes

The Project Lead the Way (PLTW) curriculum offers rigorous project-based curriculum that introduces engineering concepts that are needed in post-secondary engineering programs. Students will explore engineering and science concepts through standards-based projects that emphasize creativity and problem-solving. Several post-secondary institutions have initiated grass-roots efforts with PLTW and offer several levels of credit. The types of credit that will be received for the POE culminating projects are course substitution, advanced standing, partial course credit, bridge courses, retro-credit and test-out. Course substitution at PLTW partner postsecondary institutions is treated similar to AP or transfer credit. Advanced standing will be offered at PLTW partner post secondary schools through meeting prerequisite requirements or through partial credit offered to the student. Students will also be given credit for meeting pre-requisite courses if they meet criteria of courses. Lastly, students will receive credit if they test-out of a course through a challenge exam. The rigor of the PLTW curriculum places the learner in an authentic learning context that propels towards early college readiness and articulation. Two engineering courses: Introduction to Engineering Design (IED) and Principles of Engineering (POE) will be offered at STEAM HS. Both courses will be created through an Initiate course waiver and will be included in the A-G approval paperwork that will be submitted during the Spring semester of 2012.

Introduction to Engineering Design (IED) is a year-long course for 9th and 10th grade students. IED will introduce students to the design process of engineering. The principles of engineering design will be delivered through activity-, project-, and problem-based (APPB) learning. Students will design projects that aim at solving different problems. The four units are the design process, design solutions, reverse engineers, and design problems.

The course of study includes:

- Design Process
- Modeling Sketching
- Measurement, Statistics, and Applied Geometry
- Presentation Design and Delivery
- Engineering Drawing Standards
- CAD Solid Modeling
- Reverse Engineering
- Consumer Product Design Innovation
- Marketing
- Graphic Design
- Engineering Ethics
- Virtual Design Teams

The Introduction to Engineering Design course will be an introductory class, with its only requisite being that students be enrolled in college preparatory mathematics and science courses. The IED course ties in Science, Math, and Technology with problem-solving and creative thinking. Additionally, the IED curriculum aligns with the English-Language Arts (ELA) Standards. The four IED units are introduction to design, design solutions, reverse engineering, and design problems. Data-analysis, problem-solving, and communications are all concepts that can be connected through interdisciplinary teaching and learning.

Principles of Engineering (POE) curriculum offers a two-course sequence, beginning with the IED course and followed by POE. The POE curriculum culminates with a capstone course known as Engineering Design and Development. The POE course will be offered to 10th and 11th grade students. The Principles of Engineering curriculum includes mechanisms, energy sources, energy applications, machine control, fluid power, statics, material properties, material testing, statistics, and kinematics. A biochemical engineering pathway will be added pending funding allocation. Lastly, the Engineering Design and Development course is the capstone class which features problem-solving, design development, and evaluation.

Design Engineering

Design engineering is a discipline that will be cultivated through collaboration between the three Sister schools at South Region HS #8: TAD, VAPA and STEAM HS. Design engineering builds on the fundamental concepts of engineering coupled with the creativity perspective obtained through the Arts. Design Engineering will be offered in the STEAM Course sequence that satisfy the “G” requirement in the A-G course requirements. The following courses in the current LAUSD catalog will fit a Design Engineering course sequence as a STEAM elective course.

Design Engineering

1. PRN Engineer A/B
2. CAD Design 1A/B, 2A/B
3. Robotics

Interactive notebooks/ Design Briefs

The use of interactive notebooks will be applied in all science classes. Teachers who are currently using interactive notebooks in their classrooms will be given opportunities to share best practices with other teachers during professional development trainings. Also, the **PLTW** courses require students to write, design, and present briefs to their classmates and teachers. Writing across the curriculum helps students acquire English as a second language, increases academic language development, and practice writing to communicate, synthesize, critique, analyze, conceptualize information.

Arts Curriculum

The Arts Curriculum will follow the course offerings outlined in the LAUSD BUL 5429-New and Revised Middle and Senior High Visual and Performing Arts Courses. All courses are standards-based, meet the “F” requirement for A-G course fulfillment and will allow for a sequential Arts curriculum across all Art forms. Arts courses that best represent the envisioned curriculum for the Visual Arts programs will be selected. The staffing of highly

qualified Arts teachers in the Visual Art that have a technology-background will ensure we maintain the integrity of this plan.

Art and Design

Art and Design classes will help students develop technical language and artistic skills. Students will create visual representations of scientific and mathematics concepts. A sequential Visual Art and Design program will offer students art learning opportunities to develop and refine the artistic process utilizing various media and accessing process to further a design. Standards-based Art lessons will develop academic vocabulary while expanding the students' knowledge about historical and cultural connections, genres, artistic process, technique, and repertoire. A sequential Visual Art and Design program will be developed to offer students access to the "F" requirement of the A-G sequence.

Art classes

Visual Art

Introduction to Art A/B

Design A/B

Art History and Analysis A/B- Passport with VAPA and TAD schools

Advanced Placement Art History A/B- Passport with VAPA and TAD schools

Advanced Placement Studio Art: Drawing A/B- Passport with VAPA and TAD schools

Mathematics

Means (2010) asserts that a sense of hopelessness regarding mathematics achievement is seen in "students, especially low-income, minority, and female students, who feel helpless to improve their own achievement because they believe that they simply were not born with good math abilities," (Means, 2010). However, we know that students will achieve under optimal conditions and as such we are committed to providing exceptional math opportunities for all students.

Means (2010) recommends mathematics sequences that entail the following:

- A coherent curriculum that links concepts together and enables students to build on what they know by making connections between different math topics.
- Consistent emphasis on conceptual understanding and critical thinking over procedural skills by all teachers.
- All students will gain a conceptual understanding of fundamental mathematics principles.

DATA POINT:

- 13.6% of students from the relieved high schools scored above or proficient on the CST Math test.
- 17.33% of students from the relieved high schools that took the Algebra CST test scored above or proficient.
- 4.43% of English Learners (ELs) score above or proficient in math on the CST.

Algebra

Wu (2008) calls algebra the entry point to advanced mathematics, science, and engineering and is a basic requirement for gauging STEM disciplines and college readiness. Mathematics courses at STEAM HS will include: Algebra, Algebra 2, Geometry, Trigonometry, and Calculus. To be successful in advanced mathematics courses students must develop conceptual understanding, computational fluency, and problem-solving skills (The National Math Advisory Panel). Wu (2007) asserts that a basic understanding of fractions is important to understand algebra (Wu, 2007). Likewise, understanding operational procedures is essential to grasp algebraic concepts and thinking. The National Math Advisory Panel also cited a trio of critical foundations of Algebra that should be addressed in mathematics classes to ensure that students are ready to engage in meaningful algebra instruction. Therefore, the critical foundation of algebra will be explored through the California Preparatory Mathematics (CPM) curriculum.

Critical Foundation of Algebra

1. Fluency with Whole Numbers;
2. Fluency with fractions;
3. Particular Aspects of Geometry and Measurement;

Algebra Intervention

The Algebra Intervention program will carefully consider the key dimensions listed below. Math intervention curriculum published by Key Curriculum Press will be selected as the intervention curriculum. A waiver will be submitted for the purchase of this State-adopted text. A proactive math intervention program will be developed to assist all students that are not meeting the standards or performing basic or below on the Math CST. Progress monitoring will be done every 3-8 weeks to determine appropriateness of Intervention and exit strategies. Data-driven decisions will drive student academic success and the effectiveness of the intervention program. The strongest math teacher will be selected to teach math intervention. Access strategies and specific instructional strategies will be implemented in the course to best meet the needs of all learners. Tutors will be sought out from local Universities to assist students.

Algebra Intervention should address five key dimensions:

1. curriculum content (attaining focus, coherence, and attention to multiple forms of representation),
2. pedagogy (structuring instruction to reduce cognitive load and providing students with opportunities to exchange their mathematics ideas with peers),
3. strategies for intensification (giving low-achieving students accelerated content and more than the typical amount of mathematics learning time),
4. teacher knowledge and expectations, and
5. student motivation. (Means, 2010)

Math and Cognition

Attention to cognition and language must be present in how students learn mathematics. Hyde (2007) suggests that raising mathematics achievement relies on helping students “create representations, asking relevant questions, and seeking patterns and connections”. All of these

conditions will be achieved through Instructional strategies that are used in developing academic language in math and other content areas.

Accelerated Math opportunities for students will include Algebra 2, Trigonometry, and Calculus courses. Mixed grade-levels in mathematics classes will ensure that students are given access to A-G courses. Math Intervention courses will follow the recommendations made by the National Advisory Panel on Mathematics, and the findings by SRI researcher Means.

Sample Math Essential Questions

Essential questions regarding Math processes related to how people see the world:

The essential questions relate to the theme of observation- seeing the world through STEM lenses.

How do I know which computational method (mental math, estimation, paper and pencil, and calculator) to use?

Math- Science- Language Arts

Why is data collected and analyzed?

Math- Science

How can predictions be made based on data?

Math- Art- Music

What is a pattern?

STEAM Exploration Course- 1 semester; 5 credits

The STEAM Exploration course is an exploratory course in which students entering STEAM HS will survey Science, Technology, Engineering, Arts, and Mathematics (STEAM) professions, careers, and STEM-disciplines. This course satisfies the “G” electives requirement and is 1 semester in length. The focus of this course is to introduce students to STEAM professions by matching students with STEM professionals that will serve as mentors to the students. This course will examine STEAM through the traditional 4-STEM disciplines and add the 5th Arts piece, but will also seek to explore how the Arts are essential pieces to STEAM integration. Student inventories and career assessments will be administered during this course.

Students will attend fieldtrips to Universities and PLTW-campuses. Students will also learn about their Graduation and A-G requirements, service learning project, and portfolio requirements.

Four-year STEAM Program

Grade	Theme	Essential Questions	STEM Courses
9th Grade	Identity through Exploration - Students begin to engage and explore with STEM to gain an understanding of the natural processes that affect both	What is my history? What is my culture? What is my place and my context?	Visual Art Intro. to Engineering Design

	humans and other organisms.	What kinds of problems can be solved through design?	
10th Grade	Explore & Explain Self Development - Students explore and explain the concept of development. They utilize the arts for conveying messages and expressing meaning about personal/ historical development(s) and STEM to describe the process.	Who do I want to become? How has math impacted change in society? How has expression and creativity impacted change in society?	Exploring Computer Science Intro. to Engineering Design Principles of Engineering Biomedical
11th Grade	Evaluate & Create Students discover and analyze the world around them (past and present) and how processed impact health and the environment issues. They utilize STEAM and the arts as a means for elaborating on their analysis, designing and creating their place in the world.	What is happening on my street, my neighborhood and my city? How do these events influence my future? How do these events influence the future of my community? How can I influence, change and shape my community? How and why do chemical processes within both living and non-living things interact and change?	AP Computer Science AP Art Studio Design Engineering courses Biomedical Civil Engineering and Architecture
12th Grade	Imagine the Future - Using health and environmental issues identified in the 11th	How does science, technology, engineering, arts &	AP Computer Science AP Art Studio

	grade year, students will utilize the arts as a means for developing, documenting, evaluating and refining possible political and social solutions.	<p>math impact our lives and how will STEM impact our future?</p> <p>What contributions in STEM do you envision?</p> <p>How will the arts impact STEM contributions?</p>	Engineering/Architecture
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College Ready

All STEAM H.S. core classes are A-G approved and will be consistent with the current LAUSD graduation requirements for the class of 2016 and beyond. The courses will be supplemented by advisories, physical education, art courses/electives, enrichment and intervention. All students will be enrolled in a college-preparatory course of study and will have taken more A-G classes than The University of California requires. All students will also have access to a variety of Advanced Placement courses while at STEAM H.S. in partnership with the TAD and VAPA High Schools on the SHRS #8 campus (housed at SRHS #9). Some of these courses will be taught in a traditional manner with a College Board approved teacher. Others will be taught using a blended model with UCCP's on-line courses and a certificated teacher..

We are committed to ensuring that our students' transition to college by becoming a successful early college high school (ECHS). We will form partnerships with our local community and four year colleges in enrolling our students, including those who have not excelled with grade-level, academic content, and have them take college courses while still in high school.

SRHS #8 will be housed at #9 and this location is in close proximity to the East Los Angeles College Satellite Campus in the city of South Gate. Furthermore, its proximity to Cerritos Community College, USC, UCLA, Cal State Long Beach, Cal State Dominguez Hills and Cal State LA enables college faculty to "influence high school curriculum and content mastery," (Lieberman, 1998). To that end, we will support our students by implementing the following five strategies:

1) We will show all students the content and skills they need for college and provide a package-deal curriculum leading to mastery instead of relying on student choice through the following:

a) Effectively coordinate high school coursework with college standards by establishing well integrated, standard based curricula across schools(including our feeder middle schools) and between high schools (STEAM, VAPA, and TAD) and university entrance exams.

b) Teach all students and their parents the current college requirements and how to reach them.

c) Students take high school placement exams early; ninth grade. Research shows very few students know that colleges/universities require placement tests and those who do know, few know how to prepare for them. After receiving their first placement results, students are surprised to know that they are unprepared for college coursework, (WestEd, 2010). This comes as a surprise to most students because of current misconceptions regarding high school graduation requirements. In particular, the high school exit exams set pass levels so low that they mislead students into believing they are prepared for the rigors of college coursework. Students passing high school exit exams are shocked when they discover that they fail a test for college readiness; nationally over 60% of entering community college students must take remedial classes and over 90% in some urban areas, (Rosenbaum, Deil-Amen, and Person, 2007). Having students take college placement exams early will help student understand the exam, their own skill level and the skills necessary to pass. Test results will also be used in the design of the high school curriculum and intervention programs.

d) Develop clear curricular pathways aligned with college level coursework. According to *Pathways to College Access and Success*, a 2005 report by the U.S. Department of Education, “the primary component of an ideal curriculum would be the presence of a clear curriculum pathway [that includes] high school and developmental coursework, aligned with the demands of college coursework, and culminating in student enrollment in a college course.” To this end we will create a clear set of courses that lead to college level curriculum. All students and stakeholders at STEAM H.S. will explicitly understand what they need to know in order to achieve proficiency in all courses. All incoming ninth graders will plan for college level coursework as indicated in their ILGPs and teachers will plan “backwards from college” so as to ensure the success of students in college coursework, (Lewin, 2010).

e) Provide teachers professional development for implementing high standards.

Research states that when students struggle in college-level classes it is because they are not used to the accelerated pace of the curriculum and are not prepared for the writing and critical thinking skills, (Conley, 2007). According to the National Commission on Writing in America’s Schools and Colleges 75% of high school students had never been given a writing assignment in social science or history. However, college courses in these disciplines require extensive amounts of writing, (Levin, 2003). This indicates a need to align courses through collaboration between college faculty and high school teachers.

All teachers at STEAM H.S. will align course curriculum through collaboration with college faculty. Since college faculty are experts in their disciplines by having earned masters and/or doctorate degree(s) in their subject matter and classroom teachers have more expertise in pedagogical methods and evaluation, they will learn from each other's expertise and strategies (Lieberman, 1985). Their “differential knowledge” serves as opportunities for how to best meet the needs of all students. Professional development and learning institutes will enable both teachers and college faculty to

address curriculum alignment, development and design corresponding assessments, share teaching methods consistent with STEAM H.S. principles of learning and adapting instructional materials. Furthermore, collaboration between college faculty and high school teachers will encourage team teaching whereby they will design courses to be taught together. Team-teaching lessons may include and are not limited to the interdisciplinary, project based service learning that specifically addresses a 21st century theme which will predominately focus on extensive information literacy, extensive writing and evaluation, writing personal statements/resumes for college admissions and scholarship applications, autobiographical essays, informational literacy and research for college, and career research and evaluation. College faculty and teachers will have the autonomy and flexibility to design lessons specific to the needs of their students and will be encouraged to share the results of their collaborative efforts as part of their lesson study. This will facilitate an ongoing evaluation of professional collaboration and program quality.

2) We will foster motivation by offering incentives and bolstering student confidence instead of assuming students are motivated by identifying and addressing specific “institutional factors that create students’ negative attitudes and fears toward high school and college, (Wolk, 2005). We will ensure that all students, but most especially those students who have had very limited success in school, develop “educational identities”, beginning in the ninth grade as outlined in their ILGPs and through the aforementioned high school mentor program. Our goal is to improve student confidence so that students believe that their high school efforts will better prepare them for college success. We will help build each student’s educational identity by providing the following:

a) Multiple formal (time and money saved by earning college credit while in high school) and informal incentives such as the autonomy and independence gained from leaving the high school campus to take courses on college campuses which foster personal responsibility, trust, and encouragement (Lieberman, 2004). Partnerships with local college campuses may help support these efforts by giving students access to college facilities libraries, computer labs and recreation facilities (Wolk, 2005). Placing students in “small learning community” cohorts of up to four students through advisories will help motivate students. These students will share all of the same classes, which will help “provide social support, establish study groups and positive role models for dealing with common problems” (Bode, 2002). These cohorts will also provide positive peer pressure so as to ensure motivation and encouragement under the guidance of the advisory teacher and school counselor.

b) Multiple opportunities to demonstrate success and socialization will help mitigate discontinuities in the students’ educational experience. We will bolster confidence by creating “first” experiences that lead to early success. For example, rather than forcing students to deal with “dramatically higher standards” during their initial experience at STEAM H.S., we will ease the transition into high school with low-risk introductory activities in the ninth and tenth grades, (Newton & Vogt, 2008). We will aim to ensure that all students pace themselves through the curriculum by having all incoming ninth graders take the college placement exams during the fall semester. Thereafter, students will go through a series of gateway proficiency tests (diagnostic, formative, interim, periodic and summative assessments) to demonstrate competency

in a given academic area. These tests will enable students to learn at their own pace and progress towards new goals when they are ready. These tests will also help guide curriculum and intervention so that timely support is given when deemed necessary. This will prevent students from moving on to the next academic goal before they are ready, will inform teachers as to how to differentiate their instruction in meeting the needs of their students, and identify students who require more intensive intervention support. Once students are in college level courses, this successive and incremental approach will increase students' confidence in their "ability to handle college level work, socialize with college students, and dispel any fears towards the college system", (Farrell & Seifert, 2007).

STEAM H.S. students will be better prepared to become college student because they will have developed a more "realistic, detailed, and nuanced conception of their role than peers in traditional schools, which makes the transition into the college environment a smoother one", (Farrell & Seifert, 2007).

3) We will keep students on track by providing frequent mandatory guidance and closely monitoring students' progress instead of only responding to students who initiate guidance. The design and implementation of Individual Learning and Growth Plans (ILGPs) requires consistent monitoring every 3-8 weeks throughout the school year. We will ensure that all components of the ILGP are kept up to date by engaging students in the self-monitoring process during advisories. Students will become active participants in their learning, interpersonal development and overall growth towards college and career readiness through personal evaluations and reflections which will be addressed with their school advisory teachers, school counselors, parents, interdisciplinary team of teachers, and/or mentors.

4) We will manage the transition from high school to college instead of assuming students will initiate their own college search. The transition from high school to college is "abrupt and unsupervised", resulting in 20 percent of seniors admitted to four-year colleges not showing up in the fall, according to the Consortium on Chicago School Research. Significant challenges for high school students transitioning into college are the college placement tests, their misunderstanding of remedial courses, and/or the various degree programs and career options, (Rosenbaum, Deil-Amen, and Person, n.d.). We are committed to ensuring the successful transition from high school to college by creating the "kindergarten through fourteenth-grade partnerships" that will help mitigate remedial coursework and increase college persistence, (Kleiman, 2001). To this end we will vertically articulate with our local feeder middle and elementary schools with the support and guidance of the Local District 6 Leadership.

We are not only committed to preparing students for high school graduation, but we are also assuming responsibility for ensuring that they continue their college education by a) giving students opportunities to take college classes in high school, c) helping them navigate the college admissions process beginning in their transition from the 8th to 9th grade, d) helping students design and implement a plan for college admissions, registration and attendance, e) preparing students for the ACT and SAT, f) offering college tours and scholarship /financial aid/literacy workshops for students and their families. Programs such as Career Cruising,

Road trip Nation and early college admissions workshops through Early Academic Outreach Programs (EAOP) will facilitate a successful transition from high school to college, especially for students who are low-income and/or first generation college students.

5) We will explicitly teach study skills instead of assuming students have these skills.

We recognize that effective study skills are essential for both high school and post-secondary success. To this end, we will integrate the Achievement Via Individual Determination (AVID) system at STEAM H.S., beginning in 2012-2013 with the 9th grade AVID Elective/Advisory class. *What is AVID?* AVID, Advancement Via Individual Determination, is an elementary through postsecondary college readiness system that is designed to increase school-wide learning and performance. The AVID system accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional development, and acts as a catalyst for systemic reform and change.

“The mission of **AVID** is to close the achievement gap by preparing all students for college readiness and success in a global society. Although AVID serves all students, it focuses on the least served students in the academic middle. The formula is simple - raise expectations of students and, with the AVID support system in place, they will rise to the challenge. What differentiates AVID from other educational reform programs is its astounding success rate. Since 1990, more than 110,000 AVID students have graduated from high school and planned to attend college. Of the 27,891 AVID graduates in 2011, 91% plan to attend a postsecondary institution; 58% in four-year institutions and 33% in two-year institutions.” (http://www.avid.org/abo_mission.html)

The AVID elective/advisory teacher and AVID coordinator will provide professional development and support for staff in the implementation of AVID organizational and instructional strategies. These strategies would include interactive notebook binders (Binders containing a year- long agenda, coursework dividers, pencil pouches that include pencils, pens, class dividers, calculators, rulers, flash drives, Cornell Notes/Guides, Costa’s Levels of Questioning Inquiry Guides, and Learning Logs/ Reflections. AVID Strategies emphasize writing, inquiry, collaboration and reading (WICR) and highlight metacognitive learning through Cornell notes, reading logs, reflections, time-management and tutorials. Tutorials are an essential component of the AVID program because they provide individualized learning and intervention support for all participating students once a week. AVID students receive support through a rigorous college-prep curriculum and ongoing, structured tutorials. AVID elective/advisory teachers support AVID students by providing academic training, managing their tutorials, working with faculty and parents, and by helping students develop long-range academic and personal plans. Our goal is to eventually have all advisory teachers become AVID trained so that each successive year we build a strong and sustainable college-prep curriculum and culture that is consistent with AVID’s proven record of student success.

Parent/Family Engagement

A key feature of the AVID system is that parents are required to actively engage in the growth and development of their child in preparation for high school graduation and college enrollment. AVID parents may not opt out of their commitment to the academic achievement and interpersonal development of their students. Ongoing AVID parent mixers and

workshops will be conducted on a monthly basis. Parents will also be encouraged to participate in college trips, college admissions/ financial aid workshops, college festivals and mandatory student/parent guidance counseling sessions.

Early College High School (ECHS) and Student Achievement

As an Early College High School we will increase high school graduation and college admissions, thereby making a positive impact on the current achievement gap of our predominantly, disadvantaged student population. For the class of 2008, one study of 22 Early College High Schools (ECHS) found a four year high school graduation rate of 92 percent which is higher than the national average rate for all high schools of 70 percent and even higher than the rates of 40-60 percent of high schools with a predominantly at risk student population, such as the students population of LAUSD's Local District 6. Furthermore, a study of 64 ECHSs which graduated over 3000 students in 2009 and had been operating for at least 4 years, found that 44% earned at least one year of transferable college credit, 25% earned two years of college credit or an A.A. degree. Upon graduation, 86% immediately enrolled in post-secondary education. When compared to the national averages, this data indicates that a higher percentage of ECHS students are students of color and from low-income families; demographics which are consistent with the expected student population at STEAM H.S.

Curricular and Instructional Autonomy

Full implementation of and fidelity to this plan requires curricular and instructional autonomy. The course offering we are proposing coupled with mandatory intervention courses for students needing additional support will limit access to elective and enrichment coursework unique to STEAM H.S. for these students. Like the VAPA and TAD schools, we will introduce on-line learning in order to provide differentiated instruction and allow students autonomy over Advanced Placement courses in addition to opportunities for credit recovery and accelerated learning. Similarly, the thematic, project based and arts-infused curriculum we are proposing necessitates access to a variety of texts and instructional resources. In addition to district-approved texts, we would like to adopt other state-approved texts that are best suited to meet the curriculum demands at STEAM H.S. and instructional needs of our students. Our curricular program also necessitates that we be given the opportunity to develop and implement STEAM H.S. specific periodic assessments, including pacing plans that are based on our students' levels of learning. We believe that the teachers at STEAM H.S. should be given the opportunity to share their professional expertise, talents and insights in developing these assessments since they will be entrusted to design and deliver instruction aligned to these assessments.

- ii. **Management of Multiple Schools:** *For network partners and charter schools.*
Describe the organization's role in developing curricula for the schools you currently manage. Describe how the curriculum is or is not aligned across schools. If you are not currently managing schools, define what this process will look like

Not applicable to the Science, Technology, Engineering, Arts and Mathematics (STEAM) High School.

c. WASC Accreditation: *High schools only.* Explain how the school will meet A-G requirements and outline the plan for Western Association of Schools and Colleges (WASC) accreditation.

STEAM H.S. will fulfill the requirements set by the Western Association of Schools and Colleges (WASC). In order to meet these requirements, it is very important that all stakeholders, including students, teachers, administration, community members, and staff understand that the WASC process is one that is both reflective and instructive. It will not be considered a separate task of committees or meetings and WASC goals will be embedded throughout all activities of the school. Like TAD and VAPA High Schools, STEAM H.S. would like to use the plan outlined by the ArtLab school (PSC 2.0) because it is one that is feasible, logical, and speaks to the commitment of providing a quality education for students and community members.

WASC Plan Outline

1. Immediately following School Board approval of proposal, the STEAM High School design team will determine four broad but achievable goals
 - a. Develop a rationale for each goal
 - b. Link goals to School-Wide Learning Goals
 - c. Define benchmarks and define how progress will be measured and assessed
 - d. Develop a clear list of strategies and tasks
2. During the summer prior to the school opening, we will develop an action plan for each goal
 - a. Define each step in process;
 - b. Develop an achievable timeline;
 - c. Determine staff responsible for each step;
 - d. Determine which resources will be necessary to achieve goals;
 - e. Define which measures will be used to monitor and report progress;
3. Meet with all stakeholders to review accreditation eligibility during the first semester of operation.
4. Our school-based leadership team will develop and publish a statement of purpose and develop a management system for oversight.
5. We will develop an overall plan that includes objectives for student achievement and assessment plans to measure progress towards those objectives.
6. We will create focus groups, meeting dates, and a timeline to address WASC requirements and to ensure all stakeholders give input and are part of the process.
7. The deadline to submit requests for WASC Affiliation form is April 30th to schedule a fall visit and September 30th to schedule a spring visit.
8. We will complete and submit Initial Visit School Description Report.

Approval of A-G Course List

STEAM H.S will request a school code from the College Board in order to align all courses with the A-G requirements. Upon receiving the code, STEAM H.S. teachers and administrators will review all courses to assure that they meet all of the requirements set forth

by the Department of Education and the University of California for approved courses. We will complete the Survey for New Schools application and submit it for review to the University of California Office of the President

d. Addressing the Needs of All Students: *Explain how the proposed instructional framework will reinforce a commitment to different methods of instruction to meet the needs of all students, including students with special needs, students of poverty, students with disabilities, gifted students, English Learners (EL), Standard English Learners (SEL), and young children ages 0-5.*

Inclusive Classrooms

STEAM H.S. will establish inclusive classrooms where all student populations will be served in both academic and interpersonal manners. Classrooms that include English Language Learners, General Ed, Special Ed students and every other label that our current education system has attached to students will allow for an environment with multiple perspectives to add to the common understandings in the classroom. A classroom with cultural “experts” is one way that the interactions that both Gibbons (2002) and Walqui (2006) refer to as being essential for instruction of all students, English Language Learners in particular. These interactions will be in the form of cooperative group work where students are able to use and develop their language. According to both Gibbons and Walqui, “talk” is very important. It is through “talking” that students will benefit the most. Brown et al.’s (1993) study reported that the use of collaborative dialogue during reading comprehension lessons were positively associated with student gains in building knowledge and comprehension. Teachers at STEAM H.S. will employ strategies that include question generating, summarizing, clarifying, and predicting as ways to facilitate all students’ knowledge building and comprehension of text. Instructional programs offered to meet the needs of all students will use culturally-relevant and responsive education (CRRE) pedagogy that employs SDAIE strategies, differentiated instruction, multiple intelligence assessments, targeted intervention strategies, and the Arts to serve the needs of English language learners.

The following graph represents how STEAM H.S. will meet the needs of all learners:

Student Population	Meeting the Needs of All Learners
Students with Special Needs	<ul style="list-style-type: none"> • Focus on differentiation, personalization, and advocacy. • Full inclusion in both classrooms and across the school. • Respect various types of engagement, participation, and production. • Co-teaching as an opportunity to pre-teach, re-teach, and asses. • Adherence and reference to IEP goals. • Regular discussions and updates based on observed data, multiple assessments, and student and parent feedback. • Utilization of interdisciplinary, thematic, and arts-based lessons to engage and improve student achievement. • All strategies identified in the SEL section below.

Students of Poverty	<ul style="list-style-type: none"> • Focus on differentiation, personalization, and advocacy. • Use of culturally relevant and responsive strategies to improve academic English and literacy skills. • Regular meetings with grade-level teacher teams, parents or caregivers, and students to address mental, physical, and emotional wellbeing, as well as, academic achievement. • Integration of multimedia in literacy instruction. • Utilization of interdisciplinary, thematic, and arts-based lessons to engage and improve student achievement. • All strategies identified in the SEL section below.
Students with Disabilities	<ul style="list-style-type: none"> • Focus on differentiation, personalization, and advocacy. • Full inclusion in both classrooms and across the school. • Use of appropriate accommodations and strategies. • Comply with federal requirements to provide the least restrictive environment. • Provide assistance from trained personnel, supplemental services and aids, adapted curriculum and materials. • Full inclusion into the structure of the technology-integrated, arts-driven, and project-based nature of the school. • Utilization of interdisciplinary, thematic, and arts-based lessons to engage and improve student achievement. • All strategies identified in the SEL section below.
Gifted Students	<ul style="list-style-type: none"> • Focus on differentiation, personalization, and advocacy. • Structure curriculum to identify systems and patterns for synthesis and analysis of content knowledge. • Using the teacher in the role of facilitator of knowledge through project-based experiences. • California Department of Education guidelines for instruction. Specifically, each subject will provide 1) Differentiated opportunities for learning commensurate with the gifted and talented pupils' particular abilities and talents. 2) Alternative learning environments in which gifted and talented pupils can acquire skills and understanding at advanced ideological and creative levels commensurate with their potentials. 3) Elements that help gifted and talented pupils develop sensitivity and responsibility to others. 4) Elements that help to develop a commitment in gifted and talented pupils to constructive ethical standards. 5) Elements that assist gifted and talented pupils to develop self- generating problem-solving abilities to expand each pupil's awareness of choices for satisfying contributions in his or her environment. • Access to Advanced Placement courses, online enrichment opportunities courses, individualized tutoring, community college

	<p>courses through East Los Angeles College, and participation in Art Center of Design programs such as Saturday High.</p> <ul style="list-style-type: none"> • Utilization of interdisciplinary, thematic, and arts-based lessons to engage and improve student achievement. • All strategies identified in the SEL section below.
English Learners (EL)	<ul style="list-style-type: none"> • Focus on differentiation, personalization, and advocacy. • Utilization of background knowledge and funds of knowledge to build academic proficiency and collaborative experiences to increase oral language proficiency. • Develop curriculum that is culturally relevant, builds on prior knowledge, scaffolds learning, and builds academic proficiency. • Use of Specially Designed Academic Instruction in English (SDAIE) strategies such as graphic organizers, accountable talk, interactive notebooks, etc. • Build classroom groups that are heterogeneous, collaborative, and language-rich. • Writing and speaking across the curriculum that incorporates modeling, guided practice, and individual practice. • Co-teaching models that differentiate instruction and provide targeted support. • Utilization of interdisciplinary, thematic, and arts-based lessons to engage and improve student achievement. • All strategies identified in the SEL section below.
Standards English Learners (SEL)	<ul style="list-style-type: none"> • Focus on differentiation, personalization, and advocacy. • Rigorous, standards-based and A-G aligned instruction. • Utilization of strategies such as cooperative and collaborative student groupings, Shared Inquiry seminar sessions, community-based instruction, writing across the curriculum, experiential exercises, incorporation of prior academic and cultural knowledge, college-focused seminars and advisories, culminating projects, periodic assessments, text-based discussions, use of Accelerated Reader, Accelerated Math, and other individualized intervention programs, job shadowing and internships. • Utilization of interdisciplinary, thematic, and arts-based lessons to engage and improve student achievement.
Young Children, Ages 0-5	<p><i>While not specifically applicable to STEAM High School, we expect that the vertical articulation process (see below) will include parents and guardians in a way that enhances the educational experience of siblings of STEAM High School students. In addition to the vertical articulation process (see</i></p>

below), the following strategies will indirectly aid young children, ages 0-5:

- *Parent Workshops related to student academic, emotional, and physical needs.*
- *A thriving parent-teacher-student organization.*
- *Various activities and events that incorporate prior knowledge, funds of knowledge, and are culturally and community relevant in nature.*

English Language Learners (ELL)

Based on current data from the relieved school sites, we anticipate that roughly on third of our students population will be identified as English Language Learners. An average 20% of the student populations from the relieved school sites are learning English as a second language in addition to an average 56% of Reclassified English Proficient (RFEP) students, thereby, heightening the need for a comprehensive, well-articulated model of instruction for preparing teachers to work with English learners. Meeting the specific needs of English learners, including LEP and RFEP students will be done through the incorporation of a culturally-relevant, standards-based curriculum that infuses SDAIE strategies and the integration of the Arts as a meaningful means to engage students into a socially-constructed learning process. Diagnostic assessments, modified lessons, differentiated instruction, summative and formative assessments, including authentic assessments will give comprehensive information about student learning and outline specific needs and interventions required to better assist each student.

STEAM H.S. will adopt the Sheltered Instruction Observational Protocol (**SIOP**) Model. The SIOP “operationalizes sheltered instruction by offering teachers a model for lesson planning and implementation that provides English learners with access to the grade-level content standards...high quality and effective sheltered instruction results, and improved student achievement”, (Echevarria, Vogt and Short, 2008). Moreover, the school’s Response to Intervention (RTI2) program will follow the Sheltered Instruction Observation Protocol (SIOP) Model for English Language Learners.

The two key features of SIOP are the following:

1. Lesson planning
2. Delivery process/ protocol.

Both features are instruments that will be used to observe, rate, and provide feedback on lessons. The SIOP model aligns with our core values in that it facilitates equitable access to the curriculum for our ELL populations, fosters collaboration, and reflective discourse, promotes accountability, requires program evaluation and promotes continual improvement.

The “theoretical underpinning” of SIOP is that language acquisition is enhanced through meaningful use and interaction and that it is through the study of content that students interact

in English with meaningful and relevant material. The language processes of listening, speaking, reading, and writing develop interdependently (Genesee et al., 2006; August & Shanahan, 2006a). SIOP model lessons include activities that integrate all of those skills. Effective SIOP lessons enable teachers to modulate the level of English used with/among students which make the content comprehensible through the following techniques:

- visual aids
- modeling
- demonstrations
- graphic organizers
- vocabulary previews
- adapted texts
- cooperative learning
- peer tutoring
- native/primary language support

Specific connections are made between the content taught, students' experiences, and their prior knowledge. Moreover, teachers using the SIOP Model consistently focus on increasing the students' vocabulary base. In particular, they must develop their students' academic language proficiency and this is true for all learners because they are integral to the lessons and units they plan and deliver, (Echevarria & Graces, 2007; Short, 2002).

In addition to increasing the students' declarative (factual information) knowledge, SIOP teachers will model *how to* accomplish academic tasks known as *procedural knowledge*. Such tasks would include the writing of a science report and/or conducting research using library resources and the internet. Study skills and learning strategies like note-taking (e.g., the Cornell Note-taking process that includes Costa's levels of questioning) and self-monitoring comprehension reading through the use of metacognitive reading journals are also explicitly taught by SIOP teachers.

The most effective teachers will provide intervention services for students not meeting proficiency. Teachers who have demonstrated a level of expertise in meeting the specific needs of these students will be committed not only to ensuring the success of each of their students, but will also provide professional learning opportunities for their colleagues. This collaborative learning community will be supported by a team of instructional leaders from our existing faculty, our community partners and local district 6 experts. They will implement a comprehensive framework for student data analysis, research based curriculum and instructional designs aligned to the adopted learning principles, lesson study, peer observations, clear and consistent measures for instructional evaluations that are research based and agreed upon by all stakeholders.

English Learner Monitoring and Intervention

English Learners will be monitored several times a year to ensure proper class placement, adequate intervention support, and reclassification eligibility. The English Learner program includes English Language Development, academic language support, and SDAIE Strategies

through equitable access to the core curriculum and the intensive use of the Hampton-Brown Edge Curriculum. English Learners will receive intervention classes during the school day and afterschool as needed. English Intervention classes will be offered to all English Learners and students scoring Basic or Below Basic on the English/Language Arts CST. English learners will use computers to take the Hampton-Brown Edge e-Assessments. The assessments include the following: placement, gains, and formative assessments that will monitor student progress. The e-Assessments in the Edge curriculum align with the RtI2 components: placement, progress monitoring, re-teaching, retesting, gains, and student self-reflection. English Intervention teachers will be trained on the use of formative assessments, e-assessments, and progress monitoring. Teachers will also be given planning time to discuss and evaluate formative data along with summative data. An online coach reading tool (Accelerated Reader) will be used to help readers track their reading development and progress.

English Learners will be monitored for reclassification and academic progress. Parents/guardians and students will be notified about the student's progress. English Learner monitoring includes a data analysis of the student's academic performance in English, CST, and CELDT. Both the CELDT and the CST exams are administered once a year and are considered essential pieces for reclassification. Students that meet the minimum requirements for reclassification based on the LAUSD's Master Plan reclassification criteria are reclassified as "fluent proficient in English". Students who reclassify will also be monitored two years after their reclassification. The RFEP monitoring is a mandated-requirement that includes analysis of the student's CST proficiency advancement for two years and passing of the English-Language Arts class with a grade of a "C" or better. Students, who are not meeting an advanced-level on the CST ELA test during the first year after reclassification, are not making adequate progress in their core English Language Arts classes will be offered intervention and support. Students that do not reach a proficient-level on the CST ELA test during the second year after reclassification and are not making adequate progress in their English Language Arts class will also be eligible for intervention and support.

Parent/ Guardian Training

Parents/guardians of English Learners have great needs. In particular, parents will need current and information about the English Language Learner program, especially due to recent proposed revisions to LAUSD's Master Plan for English Language Learners. We believe parents must know and understand the academic options and requirements that will ensure success for their students. Several meetings with parents will be scheduled throughout the school year to discuss student's progress; including reclassification criteria, performance on CELDT, EL monitoring, Individual Learning and Growth Plans (ILGP), ELL portfolio requirements, and instructional strategies for support at home.

English Learner Portfolio

A portfolio that measures English Language development and goals will be created by the English Language teachers using the SIOP Planning Model as a tool.

Gifted and Talented/GATE

Students that have been identified gifted or talented will have access to accelerated content and curriculum through advanced courses in English, computer science, mathematics, and a world language. Honors credit will be given to eligible students and above-level resources will be utilized. Developing relationships through mentoring is essential to creating opportunities for advancement for every student. To ensure the cultivation of mentoring relationships, all of our students, including Gifted and Talented students will be paired with an upper-classmen as a mentor and a working professional that will guide and foster the student's interest in a discipline and college and career preparation.

Instructional strategies that support giftedness

- Flexible groupings,
- Acceleration of content,
- Independent Study
- Tiered assignments,
- Interest centers
- Compacting student's area of strength
- Mentorships
- Adjusting questions
- Honors and advanced placement
- Above-level resources

Currently, there are few STEM-based schools in California, none in Local District#6. We hope to establish a STEM-based curriculum that incorporates the Arts and call the school a STEAM-based school. We hope to create a pipeline that offers students a sequential STEM+Arts education that begins at the elementary level and continues through high school leading towards students entering college, a career or the workforce. Partnering with local STEM-based schools within the PLTW or the Mobilize network will be beneficial and allow us to create a sequential curricular opportunities in STEM and the Arts. Gifted students exhibit general, behavioral, and creative characteristics that align themselves heart of habits of mind, cognition principles, and generally, this school's vision.

GATE Identification

The GATE identification process consists of a referral, screening, final selection and parent notification that leads to an assessment and possible identification of gifted students. Teachers will receive training on how to recognize characteristics of giftedness. A school team will be created to assist with the initial screening. Screening for talented assessment in Visual and Performing Arts will take place in Sept. and April to meet the October and May talented demonstration assessments.

Data from the relieved high school sites reveals that 9% percent of the total populations of students are identified Gifted and Talented. An accelerated curriculum will be offered upon student's readiness along with honors credit. All students will receive differentiated instruction.

Differentiated Instruction features include:

- Accelerated or advanced content
- More complex understandings of generalizations, principles, theories, and the structure of the content area
- Abstract concepts and thought processes or skills
- Level and type of resources used to obtain information, acquire skills, and develop products
- Appropriation of longer/shorter time span for learning
- Generating new information and/or products
- Transfer of learning to new/different disciplines, situations
- Development of personal growth and sophistication in attitudes, appreciations, feelings, intuition
- Independence of thought and study (LAUSD website, n.d.).

***e. Vertical Articulation:** Discuss how you will partner with neighboring schools in the community, from early childhood through adult education, to ensure the smooth and seamless transition from one grade level to the next.*

Like TAD and VAPA High Schools and as a sister school of the SRHS#8 Collaborative, STEAM H.S. will work in conjunction with Local District 6 to facilitate the process of vertical articulation from the feeder schools due to the unique nature of SRHS #8 being housed temporarily on the campus of SRHS#9. As both Nimitz Middle School and SRMS #2A will not be in the immediate cluster area of SRHS #8, we seek Local District 6 assistance in logistically creating the process that will allow for the schools to work together on identifying student needs that will help to increase student achievement. In addition, STEAM H.S. will seek to partner with local higher education institutions, such as East Los Angeles College, Cerritos College, Cal State, Cal State Los Angeles, Cal State Long Beach, UCLA and USC.

SRHS #8 will partner with the Museum of Contemporary Art, Los Angeles (MOCA) and participate in their Contemporary Art Start (CAS) program during the summer of 2012. The SRHS #8 teachers will be joined by a cohort of middle school teachers from Orchard Academy 2B-Arts and Media Academy to ensure that vertical articulation of an Arts Integrated Curriculum exists at a feeder middle school and at the new high school.

The goals for articulating with the neighboring schools are to:

- Identify student academic, social, emotional, and physical needs.

- Align, as much as possible, the students' vertical plans that culminate with graduation after four years at STEAM H.S. and continued enrollment at an institution of higher education
- A clear understanding of the mission and vision of all feeder schools, STEAM H.S., and higher education institutions.
- Align, as much as possible, the intervention programs made available to student at the feeder elementary schools and middle schools to help STEAM H.S. better meet the need of its incoming 9th grade students.
- Generate a bank of community resources that all families in the cluster area will have access to as a way to meet their personal, emotional, economic, and health needs.
- Identify the content knowledge, concepts, and skills that are necessary for increased student achievement and the clear responsibility of each school segment in the act of developing and facilitating that knowledge.
- Provide a successful transition from the middle school to high school and thereby decrease the number of students who drop out between the 8th and 9th grades.
- Develop community programs in conjunction with parents, guardians, and community members that help establish a college-going culture at all levels of the K-16 educational spectrum.

f. Early Care and Education: *If you will provide services for teen parents and/or early care and education. Discuss how you will address the needs of young children (ages 0-5) and their families. If the school site does not offer such services and you plan to include it as part of your school, discuss how you plan to initiate and implement early learning on your campus.*

Not Applicable to the Science, Technology, Engineering, Arts and Mathematics High School (STEAM H.S.)

g. Service Plan for Special Education: *Explain how the school will implement and monitor the special education compliance processes as well as instruction including assessment, Individualized Education Plans (IEP's), and the provision of special education supports and services utilizing the District's Special Education Policies and Procedures Manual as required by the Modified Consent Decree.*

As an internal, LAUSD-SRHS #8 Collaborative, we will adhere to and follow the LAUSD Special Education Policy and Procedures Manual.

The Special Education Identification process includes the following:

1. Referral for assessment;
2. Assessment;
3. Development and implementation of the Individualized Educational Program (IEP);
4. IEP review.

At SRHS #8, students with disabilities will be identified through a search and serve process that will include providing services and support to families and teachers of students with special needs. Parents and teachers of students that have been identified with special needs will receive training about the Special Education program services. Individual

accommodations and modifications will be established during the IEP process and aligned with the appropriate instructional strategies. This protocol is aligned with our core values in that it will assist all stakeholders in providing equitable access to the curriculum through personalization and collaboration.

Referrals

All teachers will be trained on the Special Education Referral process as outlined in the LAUSD Special Education Policy and Procedures Manual. The professional development calendar will include the referral processes for teachers and parents, strategies for accommodating the needs of students, strategies for collaboration between the special education resource specialist and general education teachers, support for parents of special education students, and accessing resources beyond the scope of the general education teachers' expertise such as socio-developmental services and support.

IEP Review

IEP meetings will be scheduled to ensure that all required interdisciplinary team members are present. A member of each interdisciplinary team will facilitate the scheduling of IEP dates and dissemination of pertinent data to all team members for review prior to the scheduled IEP meeting. IEP facilitators will collaborate with the IEP Caseload Manager in the scheduling of meetings, accessing review materials, contacting parents/guardians, distributing reminders, agendas, and summaries of meeting minutes and action goals.

All one-year and three year IEP dates will be made public to our staff. Specific information about each IEP will be calendared at least two weeks prior to the scheduled IEP date.

Interdisciplinary teams will be given the opportunity to review the student's curricular goals during interdisciplinary team meetings so as to ensure that all are given current information, are actively collaborating with team members on addressing/ meeting the needs of each student, and identifying instructional strategies that are best suited for improving student learning and engagement. IEP meeting minutes, including a summary of action goals, will be distributed after the IEP meeting within a two-week period to all teachers of that particular student.

All students will be supported in becoming active participants during their IEP meetings to the best of their abilities. Student participation will include the following:

1. Collaboratively creating IEP goals with the case manager, their interdisciplinary teachers, parents/guardians, school psychologists, and counselor.
2. Metacognitive reflections addressing their previous and current goals. A reflection summary will be written by the student before and after the IEP meeting under the guidance and support of the RSP teacher. Lower functioning students will be assisted with the reflection summary by a qualified, site team member. These reflections will engage students in decisions affecting their instructional program, thereby empowering them as active participants in their learning.
3. Discussing barriers and challenges to academic or personal success.
4. Describing past successes that can address current learning situations.

Parent/Guardian Training

Parents/guardians of students who have been identified with special needs will be given training on the Special Education program services, primary language support, when necessary, and instructional support strategies to be implemented at home. Collaboration with special education advocates will assist us in engaging parents in their student's learning throughout their enrollment at SRHS #8.

See Appendix E for further explanation of the Service Plan for Special Education

B-2. Professional Development (PD)

Professional Culture: Describe the professional culture you envision at the school. Explain how the culture will reinforce the instructional program. Discuss how you plan to initiate and develop the envisioned culture.

Marshall (2008) asserts that schooling systems that allocate time and space for the “creation and sustainability of communities of practice and reflective inquiry invite a vital and self-correcting practice field for continuous and meaning-filled professional learning”. Adult learning best centers learning as naturally-occurring from motivation, relevance, and relationships, which are the very tenets of this proposal's vision of learning for students and adults. The professional culture that will be developed at STEAM HS is one that is inclusive, collaborative, reflective, and where all stakeholders will be held accountable for the success of every child.

Byrk, Sebring, et al. (2010) state the importance of professional learning and capacity building as essential indicators of school improvement. The leadership team will promote capacity building through on-going professional development that is as “ongoing, deeply embedded in teachers' classroom work with children, specific to grade levels or academic content, and focused on research-based approaches” (Foltos, 2008). Collaboration and the cultivation of a community is vitally important based on Foltos recommendations. Inclusion, collaboration, and reflection will guide the tenets of our professional culture and professional development.

Inclusion

Professional Learning Communities are small, subject-alike communities that teachers participate in to share, design, and reflect on content, pedagogy, common lessons, look at student work, and develop common formative assessments. Horizontal teaming works well for our PLCs because teachers will loop grade levels and can share content knowledge through developing common lessons and assessments. Teachers in professional learning communities design curricular themes based on big ideas and essential questions leading students to grasp content knowledge. Demonstrations of mastery will be done through projects known in the Understanding by Design (UbD) framework as culminating tasks. Exhibitions of projects can be developed through interdisciplinary work such as a Humanities unit that is led by the English and Social Science teachers and embeds the Arts. The Arts teachers might embed the big ideas of the Humanities concept into their curriculum and

further assist students with refining their project. The expectations and rigor in the projects can incrementally expand throughout the four years of study at STEAM HS. Rubrics to assess each project will be developed by the interdisciplinary teachers. Grade-level, common content teachers will create standards-based lessons that infuse multidisciplinary themes and offer creative alternatives for demonstrations of mastery.

Grade level, interdisciplinary teams will use this initial data to collaboratively develop project based curriculum and assessments that are aligned to the core content standards. They will identify and employ researched based instructional strategies that address the specific learning styles, academic needs and interests of their students through their grade level Professional Learning Communities (PLCs).

Grade level, interdisciplinary teams in collaboration with the school's instructional and professional learning and development committee will develop an observational protocol for critically examining their practices. Professional discourse within the professional learning communities will take trust, courage, and participation to look reflectively at the learning that has occurred, reexamine outcomes, and identify both teacher and student needs through a problem-solving process.

Collaboration

A collaborative working environment involves teachers working in teams towards achieving shared goals, values and beliefs regarding student learning. Teachers will work with one another to design, develop, refine, and reflect lessons, lesson study, share ideas, and to work with other students.

All STEAM HS teachers will be expected to attend the MOCA CAS Art Start summer program. We envision several cohorts of teachers attending the CAS Art Start program depending on availability. However, all teachers regardless of their content area will attend this PD opportunity over a three-year period. STEAM School teachers will attend professional development training at MOCA in the Summer of 2012 as well as Inner-City Arts throughout the year for the Creativity in the Classroom Series. The computer science and engineering teachers will attend the Mobilize and Project Lead the Way (PLTW) institutes, respectively.

STEM Partnerships and Professional Opportunities

Science Exploratorium Institute of Inquiry curricula

The Exploratorium Institute of Inquiry offers curricula that promotes hands-on, inquiry-based professional development for teachers. Science teachers reflect together on ways to incorporate inquiry in the classroom. Different types of hands-on activities can be explored by teachers during their transition year at STEAM, the idea is that teachers will be engaged in situated learning while reflecting on their practice as students explore and engage in the sciences.

Technology

In-House Professional Development on instructional technology tools will be delivered by members of our staff. Best practices will be shared on how teachers are using technology in

the classroom with students and in their professional practice and members will be asked to share the technology resources that they use in the classrooms. A needs assessment will be designed and distributed prior to the Summer Professional Development training to best plan a summer training schedule that will incorporate technology and classroom applicability.

Exploring Computer Science

Exploring Computer Science will conduct a summer institute for Computer Science teachers, Math, and Science teachers that will implement components of the ECS curriculum into their practice.

Engineering

Project Lead the Way

Project Lead the Way offers teacher institutes in the summer at four local universities. Our Introduction to Engineering Design teacher will have to attend the Summer Institute at Cal Poly Pomona in July 2012.

Mathematics

Mathematics teachers at STEAM HS will be encouraged to participate in the California Math Science Project. Also, Math, Science, and Computer Science teachers will be expected to attend the Exploring Computer Science (ECS) summer institute.

Arts Partnerships and Professional Opportunities

Museum of Contemporary Art (MOCA)

Arts Professional development opportunities will be offered through our community partners, MOCA and Inner-City Arts. All STEAM HS teachers will be expected to attend the MOCA CAS Art Start, summer program. We envision several cohorts of teachers attending the CAS Art Start program. All teachers, regardless of their content area, will attend this PD opportunity over a three-year period. STEAM School teachers will attend professional development training at MOCA in the summer of 2012 as well as Inner-City Arts throughout the year for the Creativity in the Classroom Series. In 2011, the Arts and Media Academy at Orchard, one of SRHS # 8 feeder middle schools, formed a partnership with MOCA and their director of education, Jeanne Hoel. Ms. Hoel graciously agreed to partner with the SRHS #8 writing/design team to consult in the writing of this plan and to outline an Arts integration plan for incorporation into our comprehensive professional development plan.

Inner-City Arts

A second community partnership will exist between SRHS #8 and Inner-City Arts. Our teachers will attend the Creativity in the Classrooms workshops at Inner-City Arts during the Fall of 2012. All attendees will be eligible to receive up to 2 salary points for participating in these Professional Development workshops

Reflective Dialogue

Reflective dialogue will be fostered through lesson study. Teachers will be trained in the Critical Friends Group Protocol through the Wildwood Outreach Center. Reflective dialogue is important in order for teachers to grow professionally and to build trusting relationships with one another. The Critical Friends Group is a reflective dialogue protocol for teachers to talk about their practice.

Lesson Study

The staff at STEAM H.S. will engage in action research, also known as lesson study, to improve practice through inquiry about learning. Participatory action research or lesson study is a reflective process of active problem-solving in a cyclical or iterative manner. Developing a school wide research topic is the first step in lesson study. The staff at VAPA/STEAM HS will collectively identify a research topic to utilize in their lesson study. Next, they will create goals related to the research lesson and decide on the data instrument and data collection method that the team will gather. Examples of data instruments are interviews, journals, questionnaires, videotapes, surveys, self-assessments, samples of students work, and portfolios. Then, teach the lesson, collect data, analyze the data and lastly, take action based on the results. A basic needs assessment, pre-test, or general concern can be utilized to determine the focus or topic.

b. Professional Development: Describe what effective PD will look like at your school. Identify the school's goals and strategy for ongoing PD. How are PD strategies tied to the goals identified in Section A and the specific needs of the student population? In the appendix, attach a tentative PD schedule that illustrates your allocation of time for PD activities throughout the year. Discuss how the school calendar, daily schedule, interim assessment process, and staffing plans align with the PD schedule. If you are a traditional, pilot, ESBMM, or network partner team seeking PD autonomy, include a description of how you will use the autonomy.

Holland (2005) found that professional development that is directly linked to the programs, standards, and assessments teachers implement is more likely to impact their teaching practice. Nathan (2009) concurs by stating that school wide efforts where all teachers, staff, and students “work together toward a shared set of standards and assessments” result in the cultivation of professional learning communities. Elements of a professional learning community consist of continual growth, risk-taking, and trust. Our views about Professional Development are consistent with Holland and Nathan’s findings.

- Teachers have expertise that can assist others;
- Teachers are highly adept and resilient individuals that can adapt to change if willing;
- Teachers hold the key to outstanding learning experiences for all learners; and
- Teachers can use reflection as a mechanism to grow in their profession over time.

Professional Development Frameworks

Cultivating a community of learners who collaboratively grow in the teaching profession requires a wealth of professional development strategies and frameworks. The topics that teachers will receive implicit training on will include but are not limited to curriculum

alignment, Arts integration, inquiry-based dialogue, project based learning and assessments, engaging parents and communities as partners, meeting the needs of our ELL, Special Education, and special needs students, the principles of learning, and principles of learning communities. In order to help students successfully develop 21st century skill sets, foundational arts instruction, authentic arts integration and real-world arts experience must be developed and implemented. The new LAUSD Arts and Creativity in Learning and Achievement Plan (LAUSD, 2011) addresses foundational requirements, interdisciplinary instruction, and real-world experiences as critical components. Teachers will plan curricular units that focus on Language Arts, Social Science, Math, and Science. All units will incorporate other disciplines and at least two project-based units will integrate the Arts. These units will also be used as the focus for reflective, professional dialogue.

Professional Development Goals

1. To create a community of learners that will reflect, share, and grow over time.
2. PD workshops will be relevant to our teachers' practice.
3. To design PD opportunities that will cultivate a culture that respects the STEM fields and the Arts.
4. To create STEAM-infused interdisciplinary units for all learners.
5. To create capacity for infusing the Arts into an integrated STEM curriculum

STEAM H.S. will employ the *Adaptive Schools Model* in ensuring that expectations about professional culture are clearly articulated. *The Adaptive School: A Sourcebook for Developing Collaborative Groups* by Robert J. Garmston and Bruce M. Wellman (2008) outlines six essential components for establishing a professional collaborative culture:

- Compelling purpose, shared standards and academic purpose;
- Collective efficacy and shared responsibility for student learning;
- Collaborative culture;
- Communal application of effective teaching practices and de-privatized practices;
- Relational trust in one another, in students, and in parents;
- Individual and group learning based on on-going assessment and feedback
-

Instructional Leadership

The school's Instructional Leadership Committee will collaborate with interdisciplinary grade level teams in analyzing student data that will assist them in identifying all students' strengths and learning gaps on an ongoing basis, beginning in the summer before and/or in the beginning of each school year, depending on the student's school enrollment date and data availability. They will then identify and implement teaching strategies that are aligned to the adopted school wide learning principles and design a standards based, interdisciplinary curriculum that focuses on inquiry and project based learning. Moreover, students who need additional instructional support will be given intervention services during the school day in a positive and personalized learning environment in which the teacher to student ratio does not exceed 25 pupils per teacher. If additional support is required, after school Saturday, and summer programs will be offered. Intervention teachers will be given the support and time to develop a focused intervention curriculum that addresses the needs of their at risk students.

The STEAM H.S. teachers will be expected to create standards-based, STEM+Arts integrated lessons for students. Two arts- integrated lessons will be expected per semester from interdisciplinary teams. These lessons will serve a two-fold purpose; as benchmarks that evaluate students' progress toward content and skills mastery as well as material for lesson studies that evaluate instructional practices and strategies. Major summative projects and learning/professional portfolios will also be required for students and teachers. Examples of exemplary portfolios created by students and teachers are archived on the High Tech High and DaVinci School's websites and will guide us in implementing school-wide portfolios.

The gifts of the Arts can impact marginalized children in transformative ways. Access to the Arts requires an unwavering commitment from all stakeholders to ensure that all decisions are made in support of the Arts across the curriculum. To this end, all teachers and stakeholders at STEAM H.S will continually engage in learning opportunities that highlight the impact and effects of the arts on the lives of our students, their families, and their immediate and global communities in addition to how to integrate and support the arts across all disciplines and continually ensure equitable access to the arts.

The Instructional Leadership Committee (ILC) will support teachers' efforts with disciplinary, interdisciplinary, and transdisciplinary planning. Disciplinary planning involves a full command of content areas, along with the grade-level standards, outcomes, and performance assessments. Interdisciplinary planning requires collaboration and planning among teachers from different curricular disciplines (i.e., the 9th grade social science, math, English, Physical Science, and Art teachers collaboratively develop units of instruction and common assessments). Transdisciplinary planning brings together a diverse group consisting of, but not limited to academic experts, field practitioners, community members, research scientists, political leaders, and business owners among others to solve some of the pressing problems facing the world, from the local to the global. All require additional time and support to ensure quality instruction, depth of understanding and an effective learning experience for all participants.

The autonomies for scheduling of professional development are vital to the ongoing operations of STEAM H.S. Our bell schedule allows for two hours per week of collaboration time and the content of our PD requires support and training. Autonomy will also provide the school increased flexibility and time for professional development. Each member of the STEAM H.S. staff will be responsible for leading or facilitating a professional development session focusing on different pedagogical practices. These include educational technology, arts-integration in lessons, classroom management, integrating effective use of outside resources, meeting the needs of all learners, parent/community engagement, etc. This minimizes the need for contracting outside experts to provide PD and it also allows for an approach that is more compatible with the collaborative vision and mission of STEAM H.S. Every teacher will clearly understanding what is being asked of him or her beyond the classroom. This includes bringing individual perspectives to professional development and active participation. These requirements will also becomes part of the teacher evaluation criteria and will be agreed upon by all teachers and staff at STEAM H.S

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

Teacher orientation will be embedded during our Summer Professional Development sessions and within our PD yearlong plan. Creating a close-knit community through learning communities and teaming structures is essential in ensuring effective collaboration. Teacher teams will be structured to meet the needs of the students at STEAM H.S. and to provide the best support for all teachers.

New Teachers

New teachers at STEAM H.S. will be assigned a mentor teacher, preferably a grade-level team lead who is also part of their interdisciplinary team to assist them with acclimating to the professional culture and community. We will strategically connect new teachers with their more experienced and effective colleagues. Under the supervision of the grade-level team lead, other teachers on the team will observe the new teacher in the classroom. One on-one meetings will follow these observations where the new teacher will receive constructive, non-evaluative feedback based on the observations. Additional support for new teachers will take place during shared conference/planning periods. Current teachers will use this time to meet with new teachers to plan curriculum and to help them collaborate more effectively.

New Learning

New teachers and veteran teachers alike share common needs—e.g. curricular planning, classroom management strategies, and assessment practices— yet veteran teachers are often unwilling to critique their own practices. We are committed to ensuring that all teachers at STEAM H.S. develop their practice, not only to support new teachers, but to re-engage experienced teachers in new learning. Orientations for new and existing STEAM H.S. teachers will take place prior to the start of every school year. Additional time will be given to teachers to introduce new and existing teachers to the arts-infused, interdisciplinary and project based instructional model, openly and clearly articulate the mission, vision, core values and beliefs at STEAM H.S that drive the school's culture, meet and engage with our parents, Local District 6 leaders, and community partners, develop norms for collaboration and lesson sharing; analyze current student data; plan PD for the upcoming year; and revisit and develop common instructional goals and methods

Teacher collaboration in instruction has a significant impact on student achievement (Newmann & Wehlag, 1995; Corcoran & Silander). Lead teachers, with the support of the Instructional Leadership (ILC) Committee will guide the process of collaboration. Teams of teachers will be required to model successful units as part of their professional duties. Experienced teachers will collaborate with individual teams as needed. The goals of the initial session in creating interdisciplinary units will be to lead teams through the backwards-planning process and the development of one complete interdisciplinary unit. In particular, teams will: 1) identify and sequence the various discipline content standards for the

unit, 2) identify and discuss the various points at which the content intersects and connects, 3) develop an overarching theme that will guide students in accessing knowledge and ideas that transcend any single discipline, and 4) create an interdisciplinary essay prompts and culminating project that will be used as one of the summative assessments.

In order to fully realize the expectations for all staff/teacher outlined in this plan which are consistent with the Vision, Mission, core values and beliefs at STEAM H.S., we seek the Professional Development autonomy (identified as LIS Waiver # 7) available through the “Local Initiative School” waiver process as referenced in the new Memorandum of Understanding (MOU) between LAUSD and UTLA,

See Appendix for Professional Development Calendar

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

The professional development evaluation begins with student data analysis, identification of student needs and instructional strategies that address student needs. The structure of PD topics will focus on these needs. We will use benchmark formative, interim and summative assessments as outlined in the student assessment calendar and Individual Learning and Growth Plan (ILGP) to determine how teachers are growing in their practice and the impact on student achievement. The focus will be on increasing reading comprehension and academic language, school-wide. We will use student data to guide us in identifying the needs of our students, our staff and structure our professional development program accordingly. Additionally, the PD program’s effectiveness will be measured by pre-tests and post-test evaluations, teacher observations, feedback, and reflections. Reflective discourse will take place during planning period and two member groups. Teachers will discuss their reaction to PD topic, learning, use of knowledge and skills and how this affects their growth.

We will employ Guskey’s (2000) Model for continuous professional development evaluation.

1. Participant’s reactions;
2. Participant’s learning;
3. Use of knowledge and skills;
4. Desired results.

Source: Guskey, T. (2000). *Evaluating Professional Development*. Thousand Oaks, CA: Corwin Press.

Reflective

Reflective dialogue will be fostered through lesson study. Teachers will be trained in the Critical Friends Group Protocol through the Wildwood Outreach Center. Reflective dialogue is important in order for teachers to grow professionally and to build trusting relationships with one another. The Critical Friends Group is a reflective dialogue protocol for teachers to talk about their practice.

Lesson Study

The Staff at SRHS #8 will engage in action research also known as lesson study

as the means for improving practice through inquiry about learning. Participatory action research or lesson study is a reflective process of active problem-solving in a cyclical or iterative manner. Developing a school wide research topic is the first step in lesson study. The staff at STEAM HS will collectively identify a research topic to utilize in their lesson study. Next, they will create goals related to the research lesson and decide on the data instrument and data collection method that the team will gather. Examples of data instruments are interviews, journals, questionnaires, videotapes, surveys, self-assessments, samples of students work, and portfolios. Then, teach the lesson, collect data, analyze the data and lastly, take action based on the results. A basic needs assessment, pre-test, or general concern can be utilized to determine the focus or topic.

B-3 Assessments and School-Wide Data

a. Student Assessment Plan: Describe the student-wide assessment plan for the school.

Describe any formative and summative measures you will use to determine student progress and success. Include a table that details specific authentic formative and summative assessments that will be used for each grade level, the timing of their administration, the rationale for their selection, and their intended purpose. If applicable, submit a timeline that outlines plans to develop assessments for the school. If you are a traditional, pilot, ESBMM, or network partner team seeking assessment autonomy, describe how you will use the autonomy.

Teacher Developed Project-Based Assessment:

STEAM H.S. will be a STEM with Arts infused High School. Our assessment plan will include formative and summative assessments as well as interdisciplinary projects. STEAM H.S. assessments will be designed to benefit student learning and overall achievement. We feel that assessments should serve as measures of growth, provide teachers with feedback that is necessary for re-teaching and support, and lastly demonstrate to students the importance of learning. The focus will be on creating formative assessments that will support compulsory summative assessments. Incoming students will be given both a math and English diagnostic assessment in order to correctly place students in the proper class. The same will be done with foreign language students so that they may be placed in the correct level of the language class. The foreign language department will develop and implement this exam. Both the PLC teams and the interdisciplinary grade-level teams (IGT) will develop, implement and analyze formative assessments. For the problem and project-based plan to be effective, it is essential that the assessments be teacher created. These teams will work together to create assessments that are aligned to California State Standards. Examples of formative assessments include performance/project-based assessments such as essays, interviews, debates, films, exhibitions, speeches, computer simulations, theatre, musical and dance performances. These formative assessments will support our curriculum standards as well as drive our STEAM focused classes and thereby increase student achievement. Varied, authentic assessments challenge students to think beyond the textbook and engage learners with varied styles. Our project-based assessments will offer English Learners, at-risk students and students with special needs alternative and relevant assessments. Project-based instruction is vital for engaging these marginalized groups (Olsen, 2010). Essentially, we will ensure equity and access to a rigorous A-G curriculum by integrating these assessments into our assessment plan,

Teachers will meet weekly to develop and analyze common assessments. This may include their shared conference periods and two-hour PD meetings scheduled for each week. At these meeting teachers will reflect on student work. These results will serve as evidence of student learning and tools for authentic collaboration. These meeting will also serve as a support system for teachers to develop and refine their assessments. Teacher teams will analyze their results and reflect on strengths and weaknesses thereby helping students achieve and improving upon their professional skills. We understand the importance of standardized measures of student progress. Students must be able to communicate their ideas through multiple mediums, but they also must be able to demonstrate procedural competencies. Standardized testing is a valuable measure of student and school performance, allowing for comparisons across time, classrooms, schools, and districts. Through our classes we will prepare students for mastery of the required standardized tests, and through our advisories we will reinforce those skills.

Common summative exams will be used as benchmarks for understanding where our students are in their development and where we as teachers need to review for better understanding. Core subject PLCs will have the opportunity to use LAUSD existing *Periodic Assessments* as their summative assessments. If the PLC teams feel they need further examinations for better analysis they can choose to use their own designed assessments. Teams who do not have existing LAUSD periodic assessments will need to design, implement and analyze their own assessments.

Interdisciplinary Grade-Level Teams (IGTs) will be expected to complete, administer and analyze at least two benchmark exams for each semester. The purpose of these exams will be to prepare students for the compulsory state exams at the end of the school year. They also allow teachers to monitor student achievement and needs. These exams will also serve as indicators for intervention services and support. The California Standards Tests (CSTs) will also serve as a summative assessment.

Instruction throughout the year will prepare students for these exams. The data from the CSTs will indicate school-wide improvement, strengths and needs. CST scores are an integral part of our schools AYP and API scores and will serve as an indicator of the schools success. We acknowledge these exams as markers of achievement and will facilitate the preparation for these tests in our curriculum and instructional plans.

Student Assessment Schedule

Grade Level	Assessment	Time Line	Rationale
8 and 9 th grade	Middle School Student Data from LAUSD MyData (Grade marks, CST , placement exams , CELDT, sub-group classifications)	Summer	Mandatory placement of students in Summer School Intervention and Peer Mentoring Programs.
New Students	Entrance Diagnostics	Beginning of School Year	

9-12	Interdisciplinary Grade-Level Team, Formative Assessments	Weekly	<p>Interdisciplinary assessments that examine a students learning across subjects. Helps students to make connections between their various classes. These assessments will also help teachers understand where to re-teach and offer more immediate support</p> <p>All teachers will receive ongoing training and apply research based strategies for designing and implementing daily, weekly, and end of the term formative assessments</p>
9-12	Interdisciplinary Grade Level Projects	End of Unit	Students will connect their learning from multiple subjects
9-12	PLC-Common Summative Unit Exams	On-going	<p>Regular subject area exams (i.e. quizzes, debates, presentations and chapter tests)</p> <p>that will provide ongoing feedback on student preparation for final exams and projects.</p> <p>Provides immediate feedback to students and teachers</p>
9-11	PLC Benchmarks	Twice/Semester	To prepare students for the end of the year California State Exams and to evaluate what needs re-teaching.
9-11	Common School Based Assessments	Quarterly-Every 8 weeks	2012-13 staff will use LAUSD Periodic Assessments, enter results

			into MyData and use data to monitor student progress (e.g., academic departments, interdisciplinary grade level teams, student sub-groups. Thereafter, teachers will have the autonomy to design grade level/course P.As.
9-12	CELDT	Sept-Oct	CELDT Data will help identify ELL student needs, program placement, develop ILGP Goals, evaluate student progress, and develop ELD instruction
10, 11, and 12	California High School Exit Exam (CAHSEE) ; State Mandated Summative Assessment	Winter/When needed for retakes	Guarantee that students who graduate from STEAM H.S. can demonstrate grade level competency in reading, writing and mathematics
9-12	CAHSEE Diagnostic PSAT	Fall/When needed for retakes	Results will assist in identifying intervention services, developing, revising and evaluating ILGP Goals and modifying instruction to ensure students can demonstrate grade level competency in reading, writing and mathematics.
9-11	CST/CAPA (State Mandated)	Spring	Teachers, students and parents will use CST data to identify student needs identify instructional strategies, intervention services for students, develop, revise and evaluate ILGP goals
9-10	California Fitness Gram	Annually	Assess fitness level
10-11	Early Assessment Program (CSU)	May	Assess college readiness and provides additional support to students in 11 th and 12 th grade. Results reveal weakness in

			academic instruction at the department level and will help design, revise and evaluate ILGP goals. It will also assist in modifying instruction and professional development to better meet needs of students
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Autonomy

The mission, vision and core values unique to STEAM H.S. necessitate autonomy over assessments. As such, this will allow us to assess students according to the goals and timelines outlined in this plan. Rather than adjust our assessment timetables to the LAUSD's timeframe, we seek to develop and implement assessments according to our curriculum design and plan. We believe that this will help us implement an authentic assessment plan that measures what students are actually learning and what teachers are actually teaching, rather than just fulfill mandatory assessment benchmarks. Again, the "Local Initiative School" waivers for curricular, scheduling and professional development autonomies (identified as LIS Waiver #4), referenced in the new Memorandum of Understanding (MOU) between LAUSD and UTLA, will help facilitate the full realization of this plan. Each interdisciplinary unit will culminate in a thematic project that incorporates the essential learning objectives from the academic disciplines.

Every assignment, project, and assessment during any given unit is a step towards the end-of-unit project. Weekly evaluation of student work will serve as data to determine student readiness. Assessments may include but are not limited to community projects, presentations, demonstrations, exhibitions, labs, performances, artistic renditions, interviews, and labs. Students will be grouped in heterogeneous, mixed ability groups during the third-fourth week of the unit so as to ensure diversity, inclusion, and support for students with special needs. Advisory and intervention teachers will be included in the planning and execution of the end of the unit project so as to garner additional support for all students and in ensuring they are meeting the goals outlined in their Individualized Learning and Growth Plan (ILGP).

b. Graduation Requirements: *Describe the graduation requirements. High Schools only: If you plan to implement graduation requirements beyond the A-G and District requirements, describe your proposal requirements, including how student progress will be measured to determine readiness to graduate.*

We believe that it is important to hold all students to a high standard of achievement in order to graduate. We in turn will ensure that we offer higher standards of support in order for students to meet our rigorous graduation requirements. We want our students to be exceptionally prepared to make choices about their post-graduation path by ensuring that they completely understand the choices available to them and preparing them to make those decisions.

In order to graduate from STEAM H.S. all students must fulfill the following requisites.

1. Complete all A-G Requirements.

2. Complete all LAUSD course requirements
3. Design, implement and reflect on a Service-Learning Project.
4. Complete the Four-Year STEAM Program (Performance Demonstrations)
5. Pass the California High School Exit Exam (CAHSEE) Exam.

Students will be ready to graduate when they have satisfied the requirements listed above. Students who satisfy the coursework requirements in less than four years will have opportunities to work more independently through accelerated-on-line learning, job shadowing/ internships, and by enrolling in college coursework.

Credit recovery opportunities may be limited, however LAVA on-line courses will be made available to assist students with meeting graduation requirements.

We are committed to ensuring that our English Language Learners (ELL) re-designate and are given full access to A-G coursework. Although this will not be a requirement for graduation, it will significantly contribute to their success once out of high school in either college or in their chosen career paths.

c. Data Collection and Monitoring: *Describe the school-wide collection and monitoring plan, including what data the school will collect to measure student progress. Explain how you will analyze data to inform instruction, make adjustments to curricula, and other components and inform professional development.*

The data collection and monitoring plan at STEAM H.S. is consistent with the VAPA and TAD High Schools Plans so as to provide systemic and consistent support to teachers whose students may passport between all three schools. Similarly, we will differentiate among three levels of data that correspond to time dimensions, and analyze these accordingly: research-level data (long term); teacher teams (weekly to quarterly); and case management (just in time).

Teacher Teams:

PLC and Interdisciplinary Grade-level Teams (IGT) will collect and monitor student data on a regular basis in their classrooms. With additional support from the Instructional Leadership Team other data will be analyzed and reflected upon on a weekly basis during collaboration meetings. Data sources may include but are not limited to the following:

Grade	Data Sources
9th	CST, CEDLT, 9th grade PSAT, STAR Reading & Math Assessments, grade marks for 8th grade, quarterly grade marks for 9th grade, quarterly interdisciplinary assessments, and performance-based assessments.
10th	CST, CEDLT, 9th grade PSAT, STAR Reading & Math Assessments, CAHSEE, 10th grade PSAT, quarterly interdisciplinary assessments, quarterly grade marks for

	10th grade, and performance-based assessments.
11th	CST, CEDLT, Star Reading & Math, quarterly interdisciplinary assessments, quarterly grade marks, AP, SAT, ACT, performance-based assessments.
12th	CEDLT, SAT, ACT, AP, quarterly interdisciplinary assessments, performance-based assessments.

Teams will also:

- Provide immediate intervention for students in need;
- Provide enrichment opportunities;
- Use LAUSD MyData and the Easy Grade Pro system to prepare and analyze data for their classes based on direct instruction;
- Review grade level CST data and identify specific student needs and plan accordingly to meet student needs;
- Develop on- going formative assessments that are directly related to instruction.
- Our Curriculum and Instruction Committee will collaborate with teacher teams to ensure that needs are being met and that teachers have sufficient resources and are utilizing them for the students benefits. They will in turn report their findings to the STEAM H.S. Governing Council and inform them when the teacher teams need additional support/resources.

All instructional decisions will be data driven and all teacher teams will use the

“Continuous Cycle of Improvement” to develop implement and reflect upon their instruction and assessments. They will modify their plans when necessary to improve their data results.

Research Data:

Research data will include summative assessment scores such as CAHSEE pass rates and CST/CMA scores. They also include annual measures such as attendance rates, AYP, API and class passage rates, which are vital for the measurements of the success of the school. By focusing on grade-level cohorts, we can track students as they progress from grade to grade, monitoring their attendance, CST scores, CAHSEE pass rates, etc. STEAM, along with the VAPA and TAD High Schools, is dedicated to supporting our students and will use the data systems available through LAUSD such as the Integrated Student Information System (ISIS) and MyData on a regular basis. Our annual LAUSD School Report Card will also serve as a basis for school and community data. We plan to use these data tools to analyze and improve our instructional and assessment plans. Our goals are to improve student achievement and as professionals we will use this data to drive our intervention and enrichment programs. Data results will be addressed with teacher teams and school wide meetings. The staff will remain informed of student data results on a weekly and monthly basis through professional development meetings. Students will also be informed of their achievement data through their advisory periods. Essential and relevant data will be presented directly to students. Students will then use the data to develop their own achievement goals as identified in the Individualized Learning and Growth Plans (ILGPs).

Category Two: School Culture, Climate, and Infrastructure

B-4 School Culture and Climate

***a. Description of School Culture:** Describe the culture and climate envisioned for the school, particularly as it relates to academic achievement, student motivation to succeed, personalization, and safety. Identify specific practices, routines, activities, structures, etc. that will support the achievement of the culture and climate envisioned, and how they will be introduced to teachers, students, and parents.*

We envision a school culture that is characterized by DuFour and Eaker's (1998) building blocks of a learning community:

1. Mission/Purpose
2. Vision
3. Values
4. Goals

The core values of our school culture will center on the following:

- Trust and collaboration are important for building a learning community and foster a non-judgmental culture.
- Co-creating and sharing knowledge are essential pieces to a thriving community of learners.
- College and Career Readiness for all students.
- A school culture and learning environment that embrace a set of core values, including respect and relationship building.

We will establish a school-wide learning community that is guided by the following principles which are consistent with research on effective schools and aligned with the U.S. Department of Education's criteria for excellent schools, (Blankstein, 2010):

1) Common mission, vision, values, and goals
2) Ensuring achievement for all students: creating systems for prevention and intervention
3) Collaborative teaming focused on teaching and learning
4) Using data to guide decision making and continuous improvement
5) Gaining active engagement from family and community
6) Building sustainable leadership capacity

We will employ research-based strategies that include learning theory to support a learning community that values relationships, respect, and relevance. Collaboration among teachers, staff, leaders, students, and parents will help set the tone of respect and help build relationships by participating in activities within the community. Engagement through collaboration within our learning community will establish trust and foster reflective dialogue which are necessary for school improvement.

Habits of Mind

Habits of Mind will be used as the framework for building community, encouraging collaboration, executing invention (inspiring innovation?), and fostering critical thinking.

Habits of Mind are a set of dispositions that help people develop their critical and creative thinking skills (Benitez, Davidson, & Flaxman, 2009). The following dispositions help the learner facilitate their own thinking and assist with self-regulation:

- *Collaboration*: “We learn and work together by...”
The willingness and desire to work together for a common purpose
- *Accountability*: “We expect each other to ...”
Understanding your role and responsibility to the larger community of stakeholders.
- *Respect*: “We treat each other in a way that...”
Creating an environment that is safe and secure for all students, staff and community members.
- *Evidence*: “We think this way because...”
Making clear your understanding and motivation for a set of beliefs

We will employ these dispositions in building the infrastructure at STEAM H.S. as a sister school of the SRHS #8 Collaborative:

The staff at STEAM HS #8 will create a school culture that is defined by our core values. High expectations for all stakeholders will be well established prior to the school’s “official” opening day. We will establish operational, instructional, and curricular structures that center on collaboration, shared decision-making, and partnerships. A welcoming school environment that values parent and community involvement/ engagement is equally important in building a school culture that sets high expectations, prepares students for a rigorous post-secondary education and career pathways, and sets a tone of decency and respect.

Garmston and Wellman’s Seven Norms of Collaborative Work will help us achieve common expectations. The following norms will be identified and established during the first staff meeting so as to ensure an overall consensus of professional expectations:

- Pausing, Paraphrasing, Probing, Putting forward ideas, Paying attention to self and others, Presuming positive presuppositions, and Pursuing a balance between advocacy and inquiry.

Like any new skill or behavior that has to be learned, these seven norms require practice and conscious attention. Individuals using them for the first time may find the exercise awkward until the seven norms become more automatic behaviors. According to Bob Garmston, any group that is too busy to practice the skills of collaboration is also a group that is too busy to improve. He asserts that groups that are most in need of the skills of collaboration are often those most resistant to them. However, groups functioning most effectively are the same ones which recognize the need for regular collaboration training.

Garmston further contends that there are few situations as genuinely motivating and cognitively stimulating for students than an opportunity to work collaboratively with adults in solving genuine problems. He explains that students bring to such teaming situations expert knowledge on what it is to be a student, a wealth of experience and knowledge about the specific school, creativity (their thinking has not been limited by past practice) and great enthusiasm. By working with students on real and relevant problems we will provide them with opportunities to exercise higher level thinking skills. Students collaborating with adults in advocacy efforts for other fellow learners “help students develop the ethic and practice of contributing to and caring for a greater community and society (Udvari-Solner & Thousand,

1995, p. 104)." Including students in the collaborative process will also give us adult educators opportunities for modeling learning, teaming and group decision making or the empowerment and self-confidence that they will develop from having been included in such meaningful work. The following ways in which students will be brought into collaborative efforts at STEAM H.S #8 will be:

- Students as peer counselors, mediators of conflict, providers of social and/or logistical support for classmates;
- Students as members of school councils or committees that make decisions which effect the educational program and/or student life (curriculum, discipline, in-service, etc.);
- Students as members of school committees and/or as liaisons to our LD 6 Directors and Superintendent;
- Students as coaches of their teachers, providing feedback regarding the effectiveness of instruction, class management strategies, etc.;
- Students as participants in interview and selection panels for prospective teachers and administrators;
- Students as members of teaching teams in cooperative learning situations;
- Students serving as advocates for themselves and for other students during meetings and conferences (IEP planning, etc.).

Moreover, the core values that we have identified throughout this proposal will help shape our school culture and professional learning community.

Agreements:

- All children regardless of age, race, gender, or social class will receive personalized access to the best curriculum, instruction, and high-quality Arts education coupled with college preparatory course-work.
- All students must be taught the way they learn best.
- All decisions must be made in the best interest of children.
- The STEAM are an integral part of the learning process.
- The STEM serve as conduits for a successful academic and adult life.
- 85% of our students will graduate from high school.
- stronger intervention support will be given to students immediately upon evident.
- Trust and collaboration are important for building a sustainable learning community.
- Co-creating and sharing knowledge are essential pieces to a thriving community of learners.

STEM Education and the Cultivation of Learning Communities

As previously mentioned, examples of outstanding work and best practices exist through a support network found at different schools. The case of archived examples of teacher reflection through portfolios is one type of evidence along with samples of Arts and STEM integrated lesson on the Kennedy Center's ArtsEdge website. Creating a school culture that acknowledges the gifts of the Arts as a true vehicle for bridging learning and for building

capacity is of the essence. Therefore, our entire school community will uphold respect, decency, integrity of self, school, and community as the central tenets of our school culture.

Rituals, Traditions and Celebrations

Having experienced diverse school cultures through the lens of a young introvert, this co-writer remembers attending a local district 6 junior high school where a set of rituals, both formal and informal, set an implicit school culture. Some rituals included: recognition titles of admirals, captains through a 5-star rating system that matched grade point average, tomahawk stamps that were awarded to outstanding athletes by the Physical Education teachers, and the commanders- a crew of students that monitored hallways during lunch were in place and cast a set of memorable school experiences. These recognitions and titles were part of a school culture that former students, who now as adults, remember fondly about and speak of in a dedicated page on a social networking site. These positive experiences are a direct result of the schools' culture.

Peterson and Deal state that school culture impacts every corner of a school through a set of norms, values, traditions, rituals, celebrations, stories, architecture, and artifacts (Peterson and Deal, 2002). School culture affects how people commit, identify, become motivated by, and produce. Rituals, traditions, and celebrations of successes contribute to a healthy learning and working environment. To this end, we will institute traditions that foster collegiality, inclusiveness, and that celebrate students', teachers' and community achievements. Furthermore, architecture that is open allows for flexibility and fosters collaboration. This is the best setting for the type of learning and working environment that we seek to realize. Artifacts that promote learning such as a school website, a Ning network, school/community events, student work, and teacher observation logs, school/community newspaper/newsletters, etc, will be proudly displayed throughout the school.

b. Student Support and Success:

In order to achieve our vision that all students will be exceptionally prepared for college-level curriculum with a strong humanities, visual and performing arts foundation that is central to their cognitive, emotional, and social development, we will hold high expectations for all students, parents, teachers, administrators, staff and community partners. Our goal is for students to graduate from high school with the capacity to know and understand core academic content, think critically, solve problems, harness their artistic creativity, be innovative, communicate effectively, work collaboratively, and continue learning throughout their lives. The following indicators outline our expectations for students and provide measurable markers in achieving our broader goal for student success.

Indicators In	Year 1 Goal	Strategies to Achieve Goals
Four Year Cohort Graduation Rate	80% of students will graduate high-school	Frequent guidance and formation of individual ILGP; advisory period (see narrative section below for additional strategies)

CAHSEE Pass Rate	75% of students will pass the CAHSEE	Regular monitoring of student achievement; one on one support before and after school, including remediation and additional strategies outlined below
Students in A-G Courses Receiving Grade C or Higher	60% of students will obtain a C or better on A-G courses	Interdisciplinary teaching teams, and mandatory advising (see below more for detailed strategies)
Graduates Meeting A-G Requirements	60% of graduates will meet A-G requirements	Academic guidance and one to one support; IGLP (see below more for detailed strategies)
Proficiency in English Language Arts	45% of students will write clearly and comprehend core literary works	Academic remediation as needed; access to college level courses; arts integrated in curriculum
Proficiency in Math	40% of students will be able to mathematic problem solving skills and the language of mathematic	Academic remediation as needed; engage students in applied math skills and project-based learning

We will keep students on track to complete A-G requirements and achieve college and career readiness through the following:

- Structures that support student's academic success include: inter-disciplinary teaching teams, advisory council for each student, academic remediation, before school support, one-on-one student support both during and after school, individualized learning growth plans, regular monitoring of student goal achievement (every 2-4 weeks), early college high school, for ESL students especially, for special education students especially.
- Systems that support students' path to college enrollment and matriculation include the Transitions program students and their families, a college going culture and expectation for students, and college counseling programs and workshops.
- Support of students in achieving career preparedness including STEAM integration into the curriculum, instructions and activities that teach students 21st century skills needed in the workforce.
- Parent engagement and involvement in students' education through participation in the Transitions Program, AVID, parent volunteering, and school level subcommittees among others.

In addition the abovementioned practices and programs, STEAM's intentional design of the school and curriculum to include project based learning, differentiated instruction, habits of mind, and a small school environment with personalization will support student success.

c. Social and Emotional Needs

In order to achieve our vision that all students be exceptionally prepared for a college-level curriculum with a strong humanities, visual and performing arts foundation it is crucial to meet the social and emotional needs of students. STEAM's approach begins with the respectful relationships that are at the core of our values. Principal and teachers are all part of the school community and thus are responsible for developing supportive and nurturing relationships with students. Organizational structures that serve the individual needs of students include an adult teacher-advisor for each student, grade-level interdisciplinary teams of teachers that support students' development, enrichment and intervention classes, and diagnostic testing during and after enrollment to identify students' individual social and emotional needs. Students and their advisors will design a personalized program that outlines individual learning and growth objectives and addresses these needs.

In addition, students will have an academic advisor who will support students socially and emotionally, with advisor-to-student ratio of less than 25:1. Advisors will function as academic and college counselors and student advocates but also as a supportive adult for those students in need of counseling. STEAM HS will seek to hire school staff members and advisors in particular, who are bilingual so that students who are more comfortable communicating in a second language are able to communicate effectively with their advisor.

The plan aligns with expected needs of students

STEAM's plan aligns with the expected needs of students. Based on student data from the relieved schools whose students will attend South Regional High School #8, students' needs will include structures that support students in achieving increased college and career readiness regardless of academic or social challenges, and regular and frequent monitoring of students' progress.

Supplementary Programs, activities and services supporting students' social and emotional needs, beyond academics are easily accessible to all students

The programs, activities and services supporting students' social and emotional needs will encourage self-expression, effective communication and leadership while promoting high expectations, personalized learning, and an environment where arts are valued.

Supplementary Programs, Activities and Services

Advisory period – Each student at STEAM will have an advisory class where he or she is assigned to one adult who becomes an advocate and mentor. Advisors will interact daily with their advisees during a homeroom, period as well as during regularly scheduled meetings. Advisors will provide for each student's variety of academic and social needs.

STEM Programming/Enrichment – STEAM will offer visual art and design, computer science, engineering, coursework both during the day and after school that meets the needs of

students for self-expression and effective communication in addition to STEAM programming incorporated into the academic curriculum.

Athletics –STEAM will partner with the other two schools co-located at South Regional High school #8 and utilize on campus facilities to provide athletic programming, which may include: soccer, softball, basketball, volleyball, track and field, cross country, etc. The STEAM team also believes in allowing students to seek out and create the athletics opportunities in which they are interested.

Extra-curricular Clubs – Student demand will drive creation of clubs, which may include after school arts such as theatre, dance, choral singing, a cappella singing groups, instrumental music lessons, as well as Model U.N. and debate.

STEM centered service learning – As part of students' STEM learning they will be required to complete a service learning project in the community, and will be encouraged to engage in an arts centered project. Examples include but are not limited to, instrumental and choral music performances at nursing homes, or Saturday music and art lessons to community members.

Nutrition –STEAM will meet all federally mandated standards for nutrition and provide free and reduced lunch meals as requested by students and their families.

Career and College Experience – Advisors will provide students with college admissions and application information, and coach and counsel students and their families in applying to college. Partnerships with UCLA Early Academic Outreach Program, Achievement Via Individual Determination (AVID), and the Fulfillment Fund will provide additional information while participation in summer enrichment programs at local universities including UCLA, LMU and USC, will expose students to college life. Internships, service learning projects and arts classes will expose students to the demands of 21st century workforce.

Transitions - (Student and Family Mentoring) –In this peer-mentor program, high school juniors will mentor eighth grade students at feeder middle schools; their parents will similarly mentor eighth grade parents, creating and reinforcing a high-school/college-going culture.

Supports will be monitored regularly in order to improve effectiveness

School staff will evaluate programs on an ongoing basis, in order to measure 1) effectiveness in achieving program goals, and 2) effectiveness in furthering the school's mission and vision. Effectiveness will be measured in part by student feedback, mentor and advisor reports, and academic success. Revisions and improvements will be made continually to ensure maximum program effectiveness in meeting students' needs.

d. College and Career Readiness: Describe the specific programs that the school will provide to expose students to college and career opportunities as well as support them to be successful in whichever pathway they choose.

In order to achieve our vision that all students be exceptionally prepared for a college-level

curriculum with a strong humanities, visual and performing arts foundation that is central to their cognitive, emotional, and social development, STEAM will offer multiple pathway to completing A-G requirements.

Students' STEAM academic advisors will track students' progress towards meeting A-G requirements and ensure that students are on track to complete all requirements successfully, offering early college classes in partnership with local community colleges for students who show capacity and interest, advanced placement courses, credit recovery, intervention and academic remediation

Habits of Mind and Advisory

These habits will drive the school culture including advisory. An advisory is a class where students are assigned to one adult who becomes an advocate and mentor for each student. An advisory with 25 students or less best serves community building and ensures that the integrity of a personalized learning environment is maintained. An advisor will serve as an advocate for the student at all times. Advisors will be encouraged to make home visits whenever possible. Every certificated staff member will have an advisory. Advisory classes will be grouped by grade level and will loop during the students' four years at SRHS #8. At STEAM H.S. advisories will meet 4 times a week, except on Professional Development days.

Several considerations regarding the skills and behaviors toward academic and artistic disciplines are framed by these habits of mind. Additionally, the objectives and goals for advisory are that all students demonstrate civic responsibility as evidenced by their behaviors and the ILGP Portfolio goals.

Advisory Goals:

1. STEM design and prototype portfolio and College entrance Requirements

During advisory, students will research STEM programs such as summer camps, internships, and potential STEM programs and college entrance audition requirements. Internship programs will be sought out with major organizations. Above all, the advisor will assist the student with access to information regarding programs and requirements. The advisor will seek the students' STEM teacher input regarding audition preparation.

2. Community Building

Community building will occur in many stages and by many means. Participant level in robotics competitions or science fairs provide engagement leading to students becoming engaged in the process of creating and establishing identity within a learning community. Learning occurs through situating the learning in a learning environment. The participation in these communities allows the learner to gain legitimate peripheral participation through actively participating within the community as the level of engagement and involvement rises. The participant then gains legitimacy and lose newcomer status. Sergiovanni (1994) reinforces the notion of the importance of building community in terms of being part of a community of kinship, place, and mind. Characteristics of such communities rely on the identity that is developed through being participants in communities that hold shared goals, sets of values, and beliefs (Sergiovanni, 1994, and DuFour and Eaker, 1998, Wenger, 1999). Community building efforts will tie into creating a rich student-centered school culture that highlights the best of each students and prepares them for real-world experiences. Additional

goals in advisory will reinforce nutritional and wellness habits, study skills, service learning, and aim for college and career readiness.

3. Personal Health and Wellness

We will seek a partnership with the Network for a Healthy California to obtain funding for nutritional curriculum along with the harvest of the month. The harvest of the month is a program that provides schools with monthly supplies of fruit, roots, or vegetables. Each teacher will be expected to participate in this program that requires hours of nutrition-based instruction along with a supported school-wide program. Teachers will implement a nutrition curriculum, distribute the Harvest of the Month produce and curriculum. Students may choose this topic as their service learning project.

4. Civic and ethical responsibility and Service Learning

Students will be required to develop and implement a service learning project. Participation in a series of organized real-life activities that focus on identifying a community need and finding viable solutions will be executed in advisory. Dedicated time for students to identify and reflect upon their service learning project will be allocated in advisory. Service learning themes will be integrated into the advisory curriculum. Service learning projects will serve as a means for demonstrating knowledge and 21st Century skills that are consistent with the habits of community, connection, evidence, and collaboration.

Advisory teachers will be required to do the following:

- Individualized learning and growth plans
- Senior Audit in the 11th grade
- Portfolio maintenance
- Audition checklist
- Test preparation/ Homework lab
- College and Career Readiness

Adults will create a safe, trusting environment for students to engage in topics that will promote social-emotional development. Teachers will engage students in goal-setting activities and reflection as they develop Individualized Learning and Growth Plans (ILGP) as well as assist students with researching colleges and career options. As previously mentioned, students will be given time to update student portfolios every quarter and will be guided on how to create a resume by both the advisor and guidance counselor.

5. Keen Focus on College and Careers Readiness

We will establish a college-going and career readiness culture by ensuring that all of our high school teachers are committed to working with college educators. We will collaboratively develop a clear path from high school graduation to college graduation for all students, especially our C-minus average students who may be at risk of dropping out. By creating a clear path from high school graduation to college graduation, students will have less of a struggle transitioning from high school to college.

6. Goals Setting & Portfolio Development (ILPGs and IGP)

Initial in-house diagnostics include the following: STAR Reading and Math Assessments, Gardner's Multiple Intelligence Assessment and CST Prep Diagnostic, and PSAT Prep Diagnostic. As previously specified, students will work with the advisory teacher and their interdisciplinary grade-level teachers in outlining their personal, college, career, and academic goals. Students will have opportunities to continually monitor their progress towards the meeting these goals throughout their enrollment at STEAM H.S.

College Prep Classes: STEAM H.S. will also support programs that prepare students for college application requirements such as PSAT, SAT and ACT preparations courses. These classes may be offered through the Beyond the Bell Program or as summer enrichment courses, or through the College Access Plan Scholars program. Our school's curriculum is also driven by the University of California A-G requirements.

Field Trips: Our school will also support students by offering field trips to various colleges; technical schools and STEAM H.S. related job sites. These excursions will allow students to see different careers available and allow them to make better choices for their future. Students who do not choose to go to college will receive an opportunity to find a trade school that will prepare them for their desired career.

Advanced Placement Classes: STEAM H.S. will also provide college level classes that will help prepare students for college. These Advanced Placement courses will be an introduction to college material and rigor. We will offer as many AP classes as possible. Students who pass AP Exams will receive college credit, which will put them a step ahead once in college.

Local Community College Classes: As previously indicated, STEAM H.S. will be an Early College High School (ECHS) and is committed to ensuring that students take classes outside of the school at local community colleges. For instance, the city of South Gate has an East Los Angeles Community College annex where our STEAM H.S. students will be able to take college courses for enrichment. These classes will offer students an opportunity to experience college life and course work. We will also collaborate with the TAD H.S. to give our students opportunities to attend their school sponsored Saturday High, an Art Center College of Design program that offers high school students courses on their Pasadena college campus. The classes at Art Center will reinforce our art-based curriculum and allow our students to expand their artistic practices and abilities outside of the high school. If students are introduced to college early in high school they will be better prepared when it comes to making decisions for higher education. Also, once in college students will be familiar with the inner workings of a college as well the rigor.

Internships: STEAM H.S. will support students in career centered internships and jobs. Our school will make connections between students and our surrounding communities. These connections will introduce our students to the careers they are interested in and will prepare them to make better career decisions when they are ready to graduate.

Counselor: The counselor at STEAM H.S. will serve as our schools College and Career Counselor. The counselor will set up college presentations and visits and the College/Career Fair every semester and will run the schools college and career center. They will also

establish relationships with colleges and universities so that they can provide additional exposure to and opportunities for college admissions.

Career Day: In collaboration with the VAPA and TAD High School at SRHS #8, we will host a Career Day that offer information on various career paths. We will invite community members to present their career choices and the steps they took to achieve their goals.

STEM mentors

Students will also form mentoring relationships with experts in the STEM fields. The EdLab Group, non-profit group who has partnered with the National Girls Collaborative Project (NGCP) has created a STEM directory for connecting students with STEM mentors. A STEM directory of practitioners is being compiled under the guidance of the EdLab Group. The EdLab Group has extended their support of this STEAM proposal through offering professional development training for teachers and connections to STEM-related resources and directories.

***e. School Calendar/ Schedule:** Describe the school calendar and daily schedule. Discuss how students and faculty will be grouped for instruction, the target class sizes and teacher-student loads, and how the proposed schedule promotes student achievement. Attach a copy of the school year calendar as well as the daily schedule for both faculty and students. If you are a traditional pilot, ESBMM, or network partner team seeking scheduling autonomy, describe how the school will use the autonomy.*

School Calendar

STEAM H.S. will be an early start traditional school with our school year beginning in mid-August and ending in late May/early June. Students will receive a three-week Winter Break and a one-week Spring Break.

Schedule

Our schedule is designed to help students meet their A-G requirements while still satisfying their need to take courses in their interests. The schedule also provides for more rigorous courses that can be provided within the school day. STEAM H.S. will offer seven periods in one semester, which will ensure that students meet their graduation requirements. All classes will be designed to hit tier two and three of the Response to Intervention (RTI) model. We will also offer RTI classes up to four times a week for students who need extra help with their core academic classes in English and math. The seventh period also allows students in greater need to take block classes in Math and/or English. This same time period will also be open for enrichment classes called STEAM H.S. Seminars. STEAM Seminars will focus on our specific curriculum. These classes will be made available to all students during the first quarter and then to students who do not require an RTI class.

Students will receive extracurricular credit for these classes. These classes will have a block schedule with 90-minute periods. Students will attend each class three times a week on a rotating schedule. STEAM RTI, Intervention and Seminar classes will meet up to four times a week for 75 minutes each. Advisory will meet everyday for 30-minute periods, which will support our advisory plan. The block periods will also allow our art-based classes more time

to complete their projects and cover more content, which is why scheduling autonomy is so integral to the implementation of this schedule. STEAM H.S. teachers will teach 6 periods, an advisory and design, implement and run STEAM Intervention Courses/ Seminars (RTI and/or enrichment). They will work in interdisciplinary teams and will share the same students. Students in turn will share the same teachers. We estimate that core academic classes will contain 30 to 35 students and the intervention/seminar classes may consists of up to 25 students. This schedule will also support our professional development program. It allows for two hours of professional development meetings a week. The extended time for professional collaboration will allow our interdisciplinary teams to design curriculum and review student work on a weekly basis. This time will also support our various school committees with the time necessary to plan and consult.

Autonomy

STEAM H.S. will require the autonomies for “Local Instructional Schedules and Strategies” (identified as LIS Waiver #5) available through the “Local Initiative School” waiver process as referenced in the new Memorandum of Understanding (MOU) between LAUSD and UTLA. Longer block periods will be necessary in order to effectively incorporate our interdisciplinary, project-based and arts curriculum. We will also use our autonomy to extend our professional development time in order to maximize and give teachers time to plan and reflect upon our interdisciplinary plans, PLC lessons, and student data. This allocated time will also give teachers and staff opportunities for specialized training with community partners, to collaborate with the TAD, VAPA High Schools, and our feeder middle schools and to fulfill committee responsibilities.

f. Policies: Describe and/or attach the school’s policies as they relate to retention, graduation, and student behavior. Indicate whether you plan to follow LAUSD policies for some or all of these areas.

Retention Policies:

- Students who receive a D or F in English and/or Math in their first progress report will need to report to RTI classes.
- Students who fail core academic classes, including A-G requirement coursework must enroll in credit recovery coursework to ensure progress towards graduation
- Incoming STEAM Freshmen will take Summer Transitions classes.

Graduation Policies:

In order to graduate from the STEAM High School students will:

- Complete all A-G Requirements;
- Complete all LAUSD course requirements;
- Design, implement and reflect on a Service-Learning Project;
- Complete the Four-Year STEAM Program;

- Pass the California High School Exit Exam (CAHSEE) Exam.

Student Behavior: All teachers will follow the same disciplinary school procedures.

Teacher Classroom Management Procedures: In order of progression.

1. Warning
2. Seat Change
3. U in Behavior for Report Card
4. Call Home
5. Detention
6. Consultation with Counselor
7. Parent Conference
8. Meeting with Principal

Students who exceed these procedures will be referred to the counselor who will help guide positive student behavior. The counselor will report behavior problems with parents, guardians and other stakeholders. The counselor will also report their work with the appropriate teachers. Teachers will need to follow all steps in the classroom management procedures before sending students to the counselor. As a last resort, the school principal will work with the student and parents/guardian to improve classroom and academic behavior.

- Students will wear uniforms as a way to visibly identify small school students and promote safety. They must also carry their identification card with them at all times while on campus.
- Students who accumulate three tardies will be given lunch detention. Students will pick up their lunch and report to the designated detention room to complete their detention time.
- Students may be assigned detention by their teachers. Students will complete their detention hours after school or on Saturdays.
- Absent students must clear their previous day absence before attending their first class.

Along with a *Permission to Return to Class (PRC)* slip students will be given a *Missed*

Assignment Log (MAL). Students must fill in the assignments they missed due to their absence. Parents and students must sign the log to confirm they understand what assignments were missed and when they must be turned in to their teachers. The signed log will be turned in to their advisory teachers as part of their advisory grade.

B-5. Parent and Community Engagement

a. Background: Describe the community you will serve. Include an analysis of the strengths, assets, values and critical needs of the community. Discuss how the school aligns with community needs and expectations.

STEAM H.S. like the TAD and VAPA High Schools will serve the students who live in the city of Maywood. SRHS #8 will relieve Bell High School, which currently serves the cities of Bell, Cudahy and Maywood. Bell High School currently serves 4,200 students on a Three Track School Schedule. Due to the student overcrowding and the need to comply with the Williams Consent Decree Case, Bell High will end its three-track system for the 2012-2013 school year. SRHS #8 was designed to help relieve the 1/3 of the current student population at Bell High School. However, construction of SRHS #8 School has been delayed due to current litigation which on behalf of a group of Maywood residents who are opposed to the building on the current location selected by LAUSD. As such, students who will attend SRHS#8 will be bused to South Region High School# 9 in the City of South Gate. The litigation and busing circumstances heighten the need for strong parent and community engagement. A community engagement outreach plan has been developed to address the needs of parents, community members, and students of SRHS #8. The outreach plan includes meeting with parents and community groups, including community based organizations, school parent centers, and key community members. The parent/community representatives at all of the feeder middle schools have been contacted to assist the writing team with coordinating presentations to parents. School presentations will be held in conjunction with the LAUSD PSC Office. Community outreach meetings were held during the summer of 2011. The writing teams met with community organizations, parents and civic leaders to introduce their vision for SRHS #8 and will continue to meet with community groups.

Unfortunately, this community has experienced media attention and public scrutiny in the past two years due to misappropriation of funds by elected public officials not only in the City of Maywood but also in the neighboring City of Bell, where Bell High School resides. Maywood is a city with approximately 28,000 people. There are about 6,500 households in Maywood with 4,120 families who have children under the age of 18. Overall 32.6% of the population is under the age of 18. 97.4% of the population is Hispanic/Latino. Maywood has been called a “sanctuary city” for immigrants. In recent years the city has gone through political and civic turmoil due to the mismanagement of city funds, which led to the fear of city bankruptcy. The people of Maywood joined together in May 2010 and agreed to dismiss their police force and city employees in order to rid the city of its mismanagement.

Maywood citizens are determined and driven to see their community prosper. This same mentality carries over to their children who they wish to see flourish in a safe and productive environment. We are committed to creating a safe haven for the Maywood students, parents and community members. Maywood has never had an arts focused high school. The city and its neighboring communities are in need of a high school that opens the door to arts based curriculum and community centered environment. In fact, if the SRHS#8 Collaborative is chosen, they will be the only arts based high schools in Local District Six. Unfortunately, this community has not been given the opportunity to truly capitalize on their culturally rich backgrounds. We recognize this as an amazing opportunity to captivate student interests in the arts, nurture their learning, and cultivate their artistic talents. This collaborative will be an excellent addition to the Maywood and South Gate community.

Three Track History

Bell High School has followed the Concept 6, three-track calendar for over thirty years due to the overcrowding of the campus. Maywood students have experienced a school year with four months of vacation and eight months of instruction. Their school days were made longer yet this model does eliminate a substantial amount of instructional time due to frequent track changes (i.e. scheduling changes, book collection and distribution) and creates a disruption to the flow continuity and consistency of the instructional program. Track changes cause instructional delays due to operational necessities. Maywood students are in need of a more traditional schooling model that will better serve their community and family needs. Breaks will revolve around traditional times of the year. The school day will be extended in order to allow for extended time for learning, intervention and enrichment support, given current student data. Extended school days will also allow students access to the schools arts and/or participate in the school sponsored sports programs.

b. Strategies: *Describe your team's history and experience serving this or a similar community.*

Explain the team's vision for engaging this community and the underlying theory that supports it. Discuss strategies to authentically and meaningfully engage parents and guardians in their children's education. Describe in detail the programs or resources that the school will provide for parents and guardians.

STEAM Experience

Our trajectory of working in large comprehensive, year-round secondary schools for over a decade, along with teaching experience, multiple graduate degrees in the field of education, extensive knowledge of and experience in the Arts make for a proven path of success. In particular, Ms. Delia Castillo is a 12-year teaching veteran from the City of Bell, who was a member of the South Area Teacher Collaborative (SATC) Design and Implementation Team, a teacher-led group that was awarded South Region Middle School #2B and #2C (now Orchard Academies) during Public School Choice 1.0 cycle. Ms. Castillo understands first-hand the implementation challenges, including operational, curricular, and instructional needs of opening a new, small school. Ms. Castillo is currently the Instrumental Music Director, Categorical Programs Adviser (Title 1 and English Learner Programs) and testing coordinator at Orchard Academies 2B: Arts and Media, where she collaborates with the principal, leadership team, teachers, parents and community members.

Prior to moving to Orchard Academies 2B: Arts and Media, Ms. Castillo was the Instrumental Music Director at Nimitz Middle School, which serves the students from Maywood, Huntington Park, and Bell. During a ten year span while at Nimitz MS, Ms. Castillo built an outstanding instrumental music program, served as the founding lead teacher of the Arts and Communications Small Learning Academy (A-Track) for 5 years, and was the Fine Arts and Technology Department Chair for seven years. During her time at Nimitz Middle School, Ms. Castillo managed the Fine Arts Block Grant, and led instructional staff development in the Arts and Technology. Ms. Castillo also organized and taught a 10-week computer workshop for parents and helped moderate a Local District #6 community outreach effort during Public School Choice 1.0 process. The requirements for a doctoral-level Consultancy course at Pepperdine University, led Ms. Castillo to create a website for parents and community members about the Public School Choice Process 1.0. Delia sorted, synthesized, translated,

and published resources from published School District communications, PSC guides, election guidelines, and communicated community outreach meeting proceedings to better serve the Nimitz Middle School parents and community members.

Ms. Castillo was then invited to join the South Area Teacher Collaborative, the design and implementation team of South Region MS #2. Ms. Castillo was recognized with a Public School Choice Pioneer Award last spring by the LAUSD Board of Education for her service to the South Region MS #2 population and community. Delia is a Doctoral Candidate in Education at Pepperdine University expecting to complete her dissertation in 2012. Ms. Castillo holds several teaching credentials, and an administrative credential along with two graduate degrees: a Masters Degree of Arts in Educational Leadership and Administration from California State University, Northridge, and a Masters Degree of Arts in Educational Technology, from California State University, Long Beach. Ms. Castillo holds a Bachelor of Music Degree in Instrumental Music from California State University, Long Beach. Ms. Castillo has participated in Professional Institutes at Boston Arts Academy and Harvard University and is a member of multiple professional and research societies. Lastly, Delia Castillo's mission is to help people find purpose and direction by providing nurturing support, guidance and by fostering service and awareness in the fields of technology and the Arts. Ms. Castillo is a product of the City of Bell and Local District #6 schools: Corona Ave. Elementary School, Nimitz Middle School, and Bell High School.

Ms, Carla Barrera-Ortiz has been proactively involved in transforming the landscape of urban education for students of lower economic status in the Los Angeles area for over 20 years. As a first generation Mexican immigrant, Carla personally understands the linguistic, cultural, social, and educational challenges that our urban, minority students face. Even though English is her second language, she earned a Bachelor's Degree in English and American Literature from the University of Southern California. She holds a single subject teaching credential in English with an emphasis in Bilingual, Cross-cultural, Language and Academic Development in Spanish and has also earned a Masters of Science Degree in Curriculum and Instruction from USC. She has extensive knowledge and understanding of SDAIE methodology as a fellow of the USC Bilingual Student Teacher Project. While at USC, Carla was awarded the Mexican American Alumni Scholarship for four consecutive years due to her unyielding commitment and contribution to the Latino community and distinguished herself as a summa cum laude graduate. As a graduate student and paraprofessional, she was awarded the Doris Westcott "Helen of Troy" Scholarship for her outstanding academic pursuits, professional development, and humanitarian qualities.

Carla's unwavering resolve has manifested itself in diverse positions such as Bilingual/ESL Middle School English Teacher, literacy coach, school-wide testing coordinator at the Foshay Learning Center (a K-12, a California Distinguished School and Model of Education Reform—Los Angeles Times, (1998). She was recruited to join the USC Rossier School of Education Teacher Education Program as student teacher coordinator, an adjunct faculty position. She served as a liaison between USC and LAUSD who ensured that all teacher candidates were effectively supported, evaluated and exceptionally prepared to meet the demands of the inner city schools in which they were placed. She coordinated collaborative curriculum development between LAUSD master teachers and USC student teachers that were aligned

with USC's teacher education program, LAUSD instructional frameworks, and the State of California teacher credentialing mandates.

Concurrently, Carla was invited to participate in a graduate course under Dr. Gilbert Henchke, Dean of the Rossier School of Education, which focused on charter school leadership and development. This led to an invitation by Ariana Huffington to participate in a school reform symposium on the charter school and school voucher movement along with other school reform leaders, including the acclaimed writer and director of the documentary films *An Inconvenient Truth* (2006) and *Waiting for Superman* (2010), Davis Guggenheim. At this time she was appointed school administrator at a Los Angeles based charter school organization where she led the opening of its new middle school, implementation of systemic plan for collaboration with parents, the school district, community members, teachers, and the USC Rossier School of Education. Carla is a recent graduate of the Cal State Dominguez Hills Urban School Leaders Program, is actively involved in the USL's 2 program, has served as professional learning community lead teacher and is currently an English and AVID Elective teacher at Bell High School.

SRHS #8 Schools Collaborative Experience:

The SRHS #8 Collaborative is a team of teachers who have served the Southeast cities of Bell, Cudahy, Maywood, Huntington Park and South Central L.A. for over 10 years. All of the teachers in Grupo Movimiento Bellas Artes, and the TAD team have and/ or currently serve at Bell High School, Nimitz Middle, and Orchard Academies 2B. We are teachers who have worked with parents through outreach efforts and that have conducted long-term parent workshops and training sessions. The team members are committed to working with the families of the local community to engage, inform, and empower all families. Some of our teachers are also current community members and products of the local Southeast Cities of Bell and Huntington Park.

Vision for Engagement:

As a sister school of the SRHS #8 Collaborative, we envision an open campus community school. We hope to create a center for not only students but also their parents and other community members. Our goal is to fill in the gaps that have often hindered our student achievement rates by having closer professional relationships with our parents. We understand the importance of making our parents and community as equal partners in the development and achievement of our students. All stakeholders will gain from this enhanced participation and involvement. We plan to implement both formal (traditional) methods of engagement that have proven to be effective while also producing new strategies that will work for our unique situation in Maywood and in the city of South Gate.

Our plan is supported by Epstein's (1995) overlapping spheres of influence model, which argues for a family-school partnership. Essentially this partnership will create an environment that will completely support student success. When the three groups (parents, community, and school) engage in a mutually respectful collaboration we can be assured that our students are receiving all the support available. We will further recognize our parents and community members' assets and values. This acknowledgement will create a funding source of information and support that will drive and anchor our parent and community engagement

program. This method is supported by Moll's (1992) "funds of knowledge" philosophy. "Funds of knowledge" refers to the resources that students or parents bring with them to schools that in some situations have been left unused. Our goal is to understand our students and community in order to gain access to local resources that will support our school plan, which in turn will support our students.

Archived data from the relieved schools and feeder middle schools for 2008-2010 school years reveal an 88.81% of parents that responded the District Surveys 'strongly agree' or 'agree' that their respective schools provide opportunities for involvement. However, the data also indicates that a 31% of parents that submitted the school experience survey at the relieved high school reported high levels of involvement were present at the respective schools. There is an apparent decline in parent survey participation at Bell High School where there was a 1.1 percent decline in parent survey responses that were submitted over a two-year period- 2008-2010. In particular, the school experience survey data for 2009-10 indicates that less than a quarter of the parents of the students at all three relieved high schools actually responded to the parent survey. This indicates a definite need to actively involve parents at STEAM H.S.

A closer examination of the characteristics of high levels of involvement should be studied by community groups, local schools, and the local school district to better identify and target the needs of the community. Moreover, grassroots organizations that serve as advocates for students are growing in number in the Cities of Bell, Maywood, and South Gate. Bell Residents Club, Padres Unidos de Maywood, Padres Unidos de South Gate, and Padres Unidos del Sureste are community groups that exhibit a commitment to improving education and that are dedicated to developing their respective communities through the enhancement of school practices. With that said, we will strive to engage all parents and community members through opportunities held at our school.

Strategies

STEAM H.S. like VAPA and TAD High Schools will have a standing Parent Engagement and Involvement (PI&E) Sub-Committee dedicated to planning, coordinating and implementing parent workshops, needs assessment, and evaluating parental involvement and engagement. The PI&E sub-committee will ensure that maximum committee will establish and help support the following strategies and programs.

- *Community Meetings:* Due to the unique nature of SRHS #8 housed at SRHS #9, we will need to use Maywood City's resources in order to engage our parents. Maywood students will be bused to SRHS #9, which is located in the neighboring city of South Gate. We will make parent engagement meetings more accessible to parents and the community by having some events in the city of Maywood (i.e. community meeting halls). We hope that by bringing our school to the community we will be able to attract more parents and community members to get involved with our students.
- *Open House:* Parents will be invited to attend an *Open House* early each semester. STEAM will establish a stable and supportive relationship between parents and teachers. This relationship will in turn help students meet their academic and social goals.
- *Parent Conferences:* STEAM H.S. will host two school wide *Parent Conferences*. Each will take place mid-semester so that parents and teachers can meet to discuss students' grades

and behaviors. We hope that these meeting will help students pass their classes and support the working relationship between parents and the school.

- *Parent Workshops:* We will host parent workshops that will help parents understand the focus of our social justice media arts focused school. Meeting will range from computer literacy to photography. Aside from the media arts focus we will also provide seminars in college prep and parental support. In particular the Transitions Program has an essential parent component. Parents of incoming 9th grade students will be required to participate in the Transitions Parent/Family Institutes hosted by our high school parents. AVID Parent Mixers will also engage parents with the school and in their child's academic pursuits.

- *Orientation Sessions:* We will host orientation meetings to help welcome returning and new students and their families. Students, parents, and guardians will meet teachers, the counselor, o students and parents the school's procedures, programs, school staff and administration, and academic and disciplinary plans.

- *Parent Center:* We will have a parent center that will welcome parents and community members to the school. The center will be a home base for parents and guardians to be informed and educated on school related materials and functions. We are committed to making parents comfortable coming to the school and becoming a member of its community.

- *School Site Council:* Our School Site Council will have two parent sub-committees CEAC and ELAC.

- *Release Event:* A week-long event in which we acknowledge successes throughout the year. An assembly will also be used as a way to acknowledge outstanding service learning and classroom projects. For parents and community members, this helps to continue the collaborative and community nature of the STEAM School.

- *Volunteering:* Parents will be asked to volunteer their time on campus for various events and situations (i.e. field trips, assemblies, classroom presentations, performances, committees). This strategy will help parents become comfortable with the campus and with working with teachers and other school staff. STEAM will develop Parent Leads that will assist in the recruitment of volunteers every year so as to build capacity and empower parents and guardians.

Classes and workshops

Classes for parents on diverse topics will be taught by teachers and other qualified personnel. A workshop/ classes schedule will be determined by the Parent Involvement & Engagement sub-committee and confirmed by the Facilitator, Principal, Title 1 Coordinator, Parent/Community Representative (PIE) and the parent involvement and engagement sub - committee. The workshop topics, learning outcomes, and outreach will be developed by the PIE sub-committee. Parenting workshops will be sponsored through the Parent Center and facilitated by district or local district advisers. We will create a parent literacy effort that will engage parents on the following topics: Books, Book Fairs, and a "Feria del Libro" will be sponsored in conjunction with a local Public Library and through our school library's *Read Across America* event. Special attention will be given to the topic of nutrition and wellness. Nutrition and fitness education will be addressed through a campaign during the school day in

which teachers will embed nutrition and wellness awareness into the curriculum. The Harvest of the Month produce will be disseminated to teachers during a staff professional development. Teachers will engage students in discussion and reflection about each harvest of the month product. The nutrition workshops for parents will include the same information. Additional workshop topics will address special education referral and anti-bullying prevention.

Parent U-turn and the Urban Parent-Teacher Education Collaborative are grassroots, non-profit organizations that have created a parent improvement guide for urban communities. Their framework is based on Epstein’s framework. *Parent U-Turn* has modified Epstein’s parent engagement framework to make it more relevant in meeting the needs of urban communities. The following strategies focus on improving parent engagement and target urban communities such as Bell, Maywood, and South Gate. UPTEC is committed to working with Southeast LA cities. In 2006, students from South Gate HS, Southeast HS, and Bell HS were invited to Washington D.C. for a Trip to meet policymakers and experience the branches of government. UPTEC awarded scholarships were awarded to youths from Bell, South Gate HS, and Southeast HS.

Two-way communication

Dr. Epstein’s framework includes two-way communication and UPTEC reaffirms the need for improving two-way communication as an important element. Therefore, we propose to adopt the Urban Parent-Teacher Education Collaborative modification of Epstein’s model.

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	Goal	Strategy
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Type 1: Access to Information and Data Collection	<ol style="list-style-type: none"> 1. Parents using, analyzing, and collecting data about their schools. 2. Parents understanding data and using data that drives reforms. 3. Parents becoming empowered to investigate and document conditions at their schools by becoming researchers in their own communities. 4. Parent access to information about the resources, and rights to support their children. 	<ol style="list-style-type: none"> 1. Workshop on how to read the LAUSD Report Card and I'M In module. 2. CST, CELDT, Portfolio sessions. 3. Have Parents on Patrol (POP) organization present data gathered about safety from their visits to LD #6 schools. 4. Special Education services awareness workshop, EL informational meeting, IEP review meeting,
Type 2: Parents In Decision-Making Roles	<p>Parents provide leadership in schools by being at the table with teachers and administrators to:</p> <ol style="list-style-type: none"> 1) Actively develop policies and be involved in the decisions along with school leadership teams. 2) Ensure that the school has adequate resources and allocates them appropriately to carry out its mission. 3) Provide training and evaluation of school structures, physical and academic 4) Incorporate input from families and the community 	<ol style="list-style-type: none"> 1. Participate in ELAC/ CEAC, & Governing leadership council 2. Coffee with principal to brainstorm. 3. Focus group. 4. Needs assessments 5. Budget review

**Type 3:
Parents as
Student
Advocates**

Parents need to know how to navigate and negotiate the school system. We need to support the creation of an environment where parents have access to information and support systems to be effective advocates by monitoring and directing the education of our children. This includes:

- Parents need to know what children need, how to access resources and how to implement a plan of action.
- Parents need to understand a “power map” detailing the functions and structures of the system. Parents need to understand and be able to communicate in an educational setting, using terms spoken by educational professionals.
- Parents need to identify the areas of training and services needed.

Type 4: Parent Leaders at Home and in the School-Community

- Parents utilize skills the learned from workshops, institutes, and trainings to assist, mentor, and guide other parents and community members.
- Parents will utilize the skills learned from workshops, institutes, and trainings to a foster a stronger parent-child connection while guiding their children with at-home involvement.

Type 5: Effective Two –Way Communication

- Communication must be translated in languages that parents speak in their home.
- Communication between home and school is regular, two-way, and meaningful.
- There is a need to have computerized machines, newsletters, personal contact, letters/flyers and a marquee.
- Parent Liaison roles include helping bridge the open communication between school and home and helping to create effective home/ school relationships.
- Parent Liaisons will have the ability to work with all races of people.
(www.Parentinvolvementmatters.org, n.d.).

**Type 6: District
Level Support**

- Provide parents with training and capacity building opportunities to effectively engage in school reform at the local and district level.

Encourage PSC Parent Academies or training from Parent U-turn.
Parent Institutes/ Workshops
Local District #6 -sponsored
Museum of Latin American

	<ul style="list-style-type: none"> • Provide parents with information and resources to meet the needs of the whole child. • Enable parents to support students and schools programs. • Create opportunities for collaboration in providing training and services jointly with parents such as in areas of: college fair, parenting classes. School leadership and PLC's. 	Art and MOCA (Museum of Contemporary Art).
Type 7: Friendly Schools Atmosphere	Volunteering <ul style="list-style-type: none"> • Parent volunteers assist in securing the safety of all students. • Parents will assist in the parent center and in the library. • Parents will supervise before and after school hours and during lunch. • Parents on Patrol (POP) from the City of Bell will be invited to patrol the campus. • Survey development and response 	Parents will be asked to fill out a survey on services rendered and all staff members will focus on customer service in the welcome center, academy office, library, parent center, or cafeteria

English Learners Advisory Council

The council serves as an advisory board for English Language Learner program, respectively and recommend the English Learner categorical program expenditures. ELAC also ensures that compliance measures are appropriately addressed by parents along with other ELAC members and make recommendations to the governing school site council regarding English Learner needs. The ELAC membership is comprised of parents of English Learner students. Protocols for membership, roles and responsibilities of each members and officers are set through a compliance process. ELAC will help bridge the gap between parents and teachers in respect to our English Language Learners.

Compensatory Education Advisory Council

Participate in the assessment of educational needs, establishment of priorities, planning of the educational program and budget resources, evaluation of the school and its academic effectiveness. CEAC will help support STEAM's curriculum and instruction plan and create a connection between parents, community members and the school.

Parent and Community Engagement Action Plan:

The Principal, Title 1/EL Coordinator, and teachers, Parental Involvement sub-committee, and a community representative will oversee the development and implementation of the parental involvement and engagement component, as written in this section according to parental and community input. Community input will be obtained through archived data from the School Experience District surveys, and school site specific surveys developed from focus groups, and parent interviews. This data will assist *Movimiento Bellas Artes* and the TAD Team in creating a well-informed parental involvement and engagement plan for our school community. Additional recommendations or modifications of this section will be conducted by the parent advisory councils and taken up with the decision-making councils as they pertain to the oversight of said councils. Subsequently, the establishment of a parental involvement and engagement sub-committee, as highlighted in our proposed governance structure, requires a sustainable parent involvement and engagement program that ensures buy-in, support and most importantly, student assistance.

Epstein and Salinas (2004) describe a school learning community as one that welcomes all families and has established specific goals related to student learning. Epstein and Salinas affirm that a well-organized partnership program begins with an action team that executes an action plan. Our action plan for family and community engagement is based on Epstein's framework and guidelines for building learning communities.

Implementation Parent Involvement and Engagement Timeline

May 2010	Parent outreach, conduct informational meetings
June-August 2012	Student registration and entrance interviews, orientation
July 2012	Attitudinal survey
Sept. 2012	Family Orientation Title 1: CEAC/ELAC Orientation Parent Elections English Learner Informational Options Meeting
October 2012	Back to School Night/ Regreso a la Escuela Parent workshop: Data, Technology and parent information module/ Empiezo de taller de padres: Tecnologia y modulo de

	informacion estudiantil CEAC/ELAC
November 2012-	Student-led conference/ Conferencias dirigidas por los estudiantes Parent workshop #2: Special Needs Awareness/Taller de necesidades especiales de estudiantes CEAC/ELAC
December 2012	Parent Potluck/I'm In Workshop: Taller de tecnologia y convivio CEAC/ELAC
January 2013	Nutrition Workshop/ Taller de nutricion y convivio ELL Informational options meeting CEAC/ELAC

(April/May 2012) → Parent outreach meetings

(June/July 2012) → Student Registration

(Early August 2012) → Parent and Student School Orientation Meetings, Community Open House Mixer

(Beginning September 2012) → Parent workshops

c. Community Partnerships

The timeline for development and establishment of relationships is detailed and clearly articulated

Community partnerships will both build upon existing relationships of STEAM leadership, and be developed in advance of the 2012-13 school year. The Community Liaison will be primarily responsible for development and establishment of relationships over a 6 – 9 month period, as STEAM's leadership communicates and clarifies to each community partner the services needed and the results desired. See appendix for a complete timeline. All partnerships will further STEAM's mission of college and career readiness, critical thinking and communication skills, and art competency.

Plan identifies structures that will foster ongoing relationships among the school, the community, and the personnel responsible for cultivating and maintaining these relationships - Roles of and services provided by key community partners are clearly defined and strategically aligned to further the vision and mission of the school

STEAM H.S. will partner with a variety of nonprofit and public organizations in order to fulfill its mission to prepare students for global 21st century careers, and to excel in college. STEAM H.S. seeks to achieve its mission and vision by creating mentor opportunities, providing counseling services, and implementing an engaging arts curriculum.

Career Readiness- In order to help prepare students for the 21st century global workplace, STEAM will partner with the Workforce Investment Board to provide career readiness services to students, Project Echo and Network for Teaching Entrepreneurship (NFTE) to provide mentor opportunities with real professionals and develop an enterprise oriented classroom curriculum. Other partners will include the East Los Angeles Occupational Center, Coalition for Responsible Community Development, Los Angeles Communities Advocating for Unity Social Justice and Action (LA CAUSA), which focuses on youth career development including construction skills, leadership development, and team management, Streetlights which develops diversity in the entertainment industry, and the YWCA of Greater Los Angeles..

Arts Development - The Sister-school concept that STEAM, VAPA, and TAD HS offer through an arts emphasis, helps develop and maintain partnerships with arts organizations, which is crucial for students to think critically and creatively, communicate effectively, and develop a strong visual and performing arts foundation. Partners will include: Armory Center for the Arts, LACMA, Arts for All in LA County Public Schools, Center Theater Group Target Young Audiences Program, John Lennon Educational Tour Bus, Theatre of Hearts/Youth First, California Arts Council Artists in Schools Program, UCLA Extension Writer's Program, Youth Orchestra LA (YOLA), Inner City Arts, Museum of Latin American Art, , Barnsdall Arts, LA Opera, USA drum major summer camps, Idyllwild summer camps, Drum and Bugle Corps, Conservatory of Fine Arts through LAUSD's GATE program, LAUSD All-City HS Marching and Honor Symphonic Bands, the CA State Summer School for the Arts at Cal Arts and ALUMI Media Group.

ALUMI Media Group

STEAM H.S. will partner with ALUMI Media Group, a non-profit language and arts education program for English language learners. ALUMI Media group is a non-profit organization founded by Eduardo Xol of ABC's "Extreme Makeover: Home Edition". ALUMI (Alternative Learning Using Multiple Intelligences) brings multi-media, theater and arts programs to students in under-served communities who might otherwise not be given the experience. The ALUMI curriculum focuses on alternative learning methods to promote individual self-esteem, essentially teaching students the most effective ways to take ownership of their learning. ALUMI's mission is to promote the excitement of learning, foster positive self-esteem and teach English as a second language through creative media arts instruction. ALUMI's mission is aligned with our core values in that they facilitate equitable access to the core, English language curriculum through the arts. They value the arts as integral in developing our students' holistic perspective and as a necessary component of the core curriculum. Moreover, the program focuses on each student's learning style thereby creating and fostering a personalized learning experience for our ELL students. This is significant because ALUMI will help support and increase our English Language Learners' second language proficiency and simultaneously give them multiple opportunities to express and demonstrate their proficiency levels.

Parental/ family involvement is also a key component of the program in that students are encouraged to creatively and collaboratively work with their parents by integrating their families' background knowledge and cultural experiences into their arts projects, demonstrations and performances. For example, their families' oral histories serve as a valuable resource for creating theatre and musical productions. Parents are expected to assist their children with their autobiographical projects, attend all culminating project demonstrations, performances and exhibitions.

Academic - Students will be supported academically and be prepared for college with the assistance of Upward Bound and Project Grad Los Angeles. Moreover, STEAM will form partnerships with local community colleges in the Los Angeles Community College District, including East Los Angeles College and Los Angeles Trade-Technical College, Cerritos Community College, Cal State Long Beach, Cal State Dominguez Hills and Cal State L.A. to provide students access to college level courses.

College Counseling Services - Students will be further supported in college readiness through partnerships with SAT preparation organizations, scholarship funds, and college readiness events. Partners will include: Cash for College Campaign, a convention that helps students and families prepare for college, Kaplan school services, SEE College Prep, Princeton Review Foundation, and Fulfillment Fund, which provides SAT prep services, college counseling, and scholarships to low income youth.

Afterschool Support -STEAM recognizes the importance of afterschool programs and services in order to foster academic ownership and effective leadership skills. Organizations that could fulfill this need include Champions, Afterschool All Stars, L.A.C.E.R Afterschool Programs, L.A.'s Best, Rio Hondo Boys and Girls Club, Los Angeles Conservation Corps, all of which provide afterschool health and fitness, academic, and arts programs.

Professional Development for Teachers - In order to cultivate an environment of continuous improvement and accountability for all, STEAM H.S. will build relationships with professional development partners including: LMU extension for educators, USC Rossier School of Education, UCLA Principal Leadership Institute, Math for America Los Angeles, University of California Professional Development Institute, Wildwood School Los Angeles, which provides an outreach program for teachers and administrators, ALUMI Media Group, and the Museum of Contemporary Art's Contemporary Art Start, which offers professional development for teachers in school and classroom curriculum units based art types and themes.

Technology - Computers for Schools through PC Rebuilders and Recyclers, and the LAUSD Education Technology K-12 Voucher Program will ensure computers in the classroom at a low cost. Students at STEAM H.S. will have access to the technology enrichment courses and electives offered by STEAM H.S.

Thoughtful and strategic vision for engaging the broader community; integrating and establishing presence in the community; garnering support

STEAM is committed to developing strategic partnerships and engaging the community at every step by establishing and building relationships with individuals and organizations who work with the population our school will serve, and by engaging the community in the school application and development process. The Community Liaison will be responsible for involving the community and building relationships with its members. Strategies will include:

- Inviting members of the community to participate in school governance including community member seats on school sub committees
- Series of community engagement activities throughout the year beginning before the opening of SRHS #8
- Engagement of local businesses, and community members through family-friendly events, maintaining consistent contact with families, engaging local businesses, and invitations to school performing arts events.

CATEGORY THREE: LEADERSHIP THAT SUPPORTS HIGH ACHIEVEMENT FOR

STUDENTS AND STAFF

B-6: School Governance and Oversight

a. School Type: *Briefly explain the rationale for applying to operate your school as a*

Traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter school. Explain how you will handle the logistics and any challenges related to implementing a particular model, particularly if you will be transitioning the school from a different existing model. If you are a traditional pilot, ESBMM, or network partner team seeking governance autonomy, explain how you will use the autonomy.

Autonomous School Model

The design team for SRHS #8 believes that and Autonomous School Model best fits the instructional and curricular needs of its perspective students. Several governance models will be explored, such as the Pilot School Model. The Pilot school model developed in the Boston Public Schools (BPS) out of an agreement between the Boston Teachers Union and BPS in 1994. During this time, Dr. TedSizer, former Dean of the Graduate School of Education at Harvard University, was also shedding light on the realities of American High Schools. Dr. Sizer conducted several ethnographic studies at large urban high schools that were published as the Horace volumes. He addressed the need for redesigning the American high school. A framework for the redesign of the American high school resulted from Dr. Sizer's research. The Coalition of Essential Schools (CES) was erected by reform-minded individuals that believe in the viability of a support network for promoting educational change. SRHS #8 will partner with CES as a means of connecting with a network of leaders from other small schools across the country. Connecting with other small schools affords opportunities for sharing best practices, lessons learned, and strengthening a knowledge community among reform-minded individuals.

The autonomous school governance model is guided by the principles derived from TedSizer’s work such as small, personalized school settings that promote curriculum flexibility to group students by disciplines. Also, according to the guiding principles set by Dr. Sizer, curriculum is developed to reach depth over breadth and assessments are no longer dependent on stringent, standardized tests, but rather through authentic assessments such as portfolios and exhibitions. Such autonomy, therefore, is essential for meeting our goals. However, the autonomy is also dependent on the flexibility to select teachers and administrators that hold a disposition for learning, sharing knowledge, collaborative, and above all understand the need for integrating the Arts within the curriculum.

Autonomy over curriculum and instruction affords us the ability to build our specialized programs using: flexible scheduling, curriculum design, innovation, Arts Integration, project-based learning, and authentic assessments that will foster a rich love of learning through our personalized small school community. Student schedules will include 4 daily blocks that will alternate. This schedule offers structures that support personalization through features such as advisory classes, a modified intervention/enrichment class at the end of the day and dedicated time for professional development during week. The schedule will be reviewed by all stakeholders annually; data will be reviewed and used to measure the effectiveness of the instructional schedule. Any changes to the bell schedule will fall under the prevue of the Governing Council.

Governance structure of committees and sub-committees

SRHS#8 Collaborative is determined to provide the best education possible for our students and this goal will be difficult to achieve without flexibility. In order to meet our various curriculum and instructional plans, the SRHS#8 Collaborative will require teachers and other staff to work beyond our current union contracts. (i.e. supervision, planning time, specialized professional development, leading committees, sponsoring/supervising school events, etc.). Our STEAM-based school require the professional will, dedicated additional time, and energy from the entire faculty. As previously indicated, an autonomous school model allows for this elasticity and will ensure that our STEAM programs have the time, space and right people to be successful. Due to the small size of our schools all staff will be asked to take on leadership roles within the school in various instructional and operational committees. These committees are usually manned by administration however, the SRHS#8 Collaborative will not have the manpower to meet our students’ needs unless we make membership in these committees compulsory. Staff will also be asked to contribute to our facilities sports teams, clubs and other extracurricular activities, as needed. We are also requiring our teachers to be more involved with all student populations, including but not limited to our special needs populations. In effect, this requires going beyond our current contract.

As we have indicated throughout this plan, the autonomies we are requesting the following available through the “Local Initiative School” waiver process as referenced in the new Memorandum of Understanding (MOU) between LAUSD and UTLA :

- Staffing (Identified as LIS Waiver # 10)-Side Letter
 - “Mutual Consent” for Staffing (Identified as LIS Waiver #9)
- Locally determined curriculum (identified as LIS Waiver #3)

- Assessments (identified as LIS Waiver #4)
- Professional Development (identified as LIS Waiver # 7)
- Budget Control (identified as LIS Waiver #8)
- Flexibility over Intervention (identified as LIS Waiver # 2)
- Instructional Schedules and Strategies (identified as LIS Waiver #5)
- Out of the classroom assignments (identified as LIS Waiver #11)

Staffing Autonomy

In order to find staff that are qualified and have arts based/content specific expertise, SRHS#8 Collaborative will need the flexibility to select teachers that share our core values and beliefs which drive the schools' culture. Prospective teachers will sign a commitment to the plan and in so doing they agree to uphold the requisites proposed in the schools' plans before any staff recommendation can be made to Human Resources.

Fifty percent of the prospective certificated employees will undergo the interview process. Teacher applicants will be required to teach a model lesson in their current classroom or a classroom in the new school. Preference will be given to teacher applicants from the relief school site. Paraprofessionals will be required to enroll in college coursework as outlined by the LAUSD hiring process and complete a writing and math assessment as part of their application.

At the end of the First Year, teacher wishing to opt out and transfer to a different school may do so (Article XI of the District-UTLA Agreement). Principals may initiate teacher transfers pursuant Article XI, Section 2.0).

b. School Level Committees: *Describe the decision-making bodies and general areas of responsibility for each body that will exist in the school. Detail how your school governance structure allows for a real and meaningful impact on the school decision-making. Describe the process for gaining input from all stakeholders in making decisions.*

Based on the percentage of students attending the feeder middle schools and relieved high schools who qualified for Free and Reduced Lunch, the SRHS#8 Collaborative anticipates that we will be Title I Schools.

STEAM, TAD and VAPA Governing Councils (School Site Council): Our Governing Councils will be responsible for setting the school visions. The committee will be responsible for writing the *Single Plan for Student Achievement* on a yearly basis. They will approve and continuously update the Single Plan for Student Achievement to best align with instructional needs and data findings. The Governing Councils will serve as the School Site Council for categorical programs and will also act as the governing body that will oversee and develop school site policies regarding per pupil monies. The Governing Council will monitor the allocation of categorical funds and resources. The council will also select the principal at their respected schools. The council will revise the election-to work agreement by February 1st to ensure all staffs are given the agreement before the February 15th deadline. The council will recommend the selection of the school leader with the Superintendent having final authority. The Governing School Council also is responsible for managing the internal appeals process.

Parent Advisory Councils: The ELAC and CEAC are parent advisory councils.

ELAC (English Learners Advisory Council): Serve as an advisory board for English Learner program, respectively and recommend the English Learner categorical program expenditures. ELAC also ensures that compliance measures are appropriately addressed by parents along with other ELAC members and make recommendations to the governing school site council regarding English Learner needs. The ELAC membership is comprised of parents of English Learner students. Protocols for membership, roles and responsibilities of each members and officers are set through a compliance process.

CEAC (Compensatory Education Advisory Council): CEAC will work to ensure the development of an effective educational program and plan that raises the success of disadvantaged students.

Responsibilities:

Participate in the assessment of educational needs, establishment of priorities, planning of the educational program and budget resources, evaluation of the school and its academic effectiveness

Assess the educational needs of students

Establish data-related priorities

Plan the educational program and budget resources

Evaluate the school and its academic effectiveness

School-level sub-committees

We will establish several sub-committees that will make recommendation to the Governing Council. Each sub-committee will serve an advisory role and will report to the Governing Council on a monthly basis or as needed if necessary.

Budget Sub-Committee: Provide reports that identify how categorical and per-pupil funding are being spent.

Parent Involvement and Engagement (PIE) Sub- Committee: Responsible for planning, coordinating and implementing parent workshops, needs assessment, and evaluating parental involvement and engagement. The PI&E sub-committee will ensure that maximum parent participation is achieved in submitting school experience surveys.

Technology Sub-Committee: The technology subcommittee will create the technology use plan that will address goals, metrics for technology use and school wide policies. The technology sub-committee will maintain and update technology inventory records.

Grant Writing/ Fundraising Sub-Committee: Responsible for finding and writing appropriate grants for the schools. They will also serve to raise funds for all stakeholder needs; students, teachers, parents and community.

Nutrition Education Sub-Committee: The Nutrition education sub-committee will ensure that nutrition education is prevalent throughout the school year for students, teachers, and parents. The sub-committee will design staff professional development related to nutrition education. Monthly nutrition professional development training will be scheduled. An action plan will be created to that addresses wellness, fitness, and nutrition goals and includes a nutrition awareness initiative, contests, and harvest of the month program.

GATE Sub-Committee: A GATE sub-committee is necessary to assist with screening of potential gifted students. Both gifted and talented assessments involve student screening. Therefore, the GATE sub-committee would meet before designated deadlines to review applications and make recommendations. This sub-committee will meet twice a semester. The GATE sub-committee will also monitor identified GATE students to ensure adequate professional development on differentiation and acceleration curriculum benchmarks are in place.

Curriculum and Instruction Committee (Instructional Leadership Committee)
STEAM/TAD/VAPA: This committee will oversee our Interdisciplinary Grade Teams (IGTs), Professional Learning Communities (PLCs) and Professional Development Plan. Create the *Professional Development Plan on an annual basis*. Ensure that professional development is aligned with the mission and vision of the school. Plan, coordinate, implement, monitor, and evaluate in-school professional development. The C & I Committee will recommend approval of teacher requests for off-site professional development and for school-wide professional development trainings.

They will also run the instructional program for our libraries, which will include:

1. Purchasing resources
2. Determining instructional needs
3. Collaborate with the School Librarian to ensure that the School Wide Information Literacy Standards are met.
4. Facilitate the *passport* classes that are available to all three schools.
5. Special Education, GATE, EL programs will be evaluated yearly using data to monitor progress.
6. Ensure that Advisory program aligns with the mission and vision of each school.
7. Instructional technologies will be evaluated to measure the effectiveness of its' use within Instructional programs.

Horizontal Team: Interdisciplinary Grade Teams (IGTs): The IGTs will plan interdisciplinary lessons and assessments. The team will also play a significant role in our intervention program and will work closely with advisory and special education teachers. The IGTs will be required to attend IEPs for their students and be an active participant to meet all students needs.

Vertical Team: Professional Learning Communities (PLCs): Our PLCs will create and follow content specific Pacing Plans and Curriculum Maps. They will contribute to common

lessons and assessments. The core subject PLC teams will also help prepare students for the California State Exams.

Site Facilities Council: The council is made up of all three sister schools (SRHS#8 Pilot Schools Collaborative). It is designed to help assist in-site facilities and grounds. Members include the principal of every school who will report back to their respected schools and a parent representative from each sister school. The council will be responsible yet not limited to, the following:

- School Safety Plan: Security issues
- Shared space: scheduling, maintenance
- Resources: computers, furniture, arts and sporting equipment.
- Address Vandalism
- Bus Schedule
- Drills
- Communication (PA System)
- Shared Budget account

The Site Facilities Council will only make operational decisions and will not interfere with each sister schools' instructional plans.

Discipline sub-committee: A discipline sub-committee will meet monthly to review discipline-related data and make policy recommendations to the School Facilities Council.

Extracurricular Activities Oversight Council: Sub Committee for the Site Facilities Council that will handle sports/ extracurricular activities for all three schools.

Other Committees: As the school progresses we anticipate the need for more committees.

All teachers will be required to serve on an Interdisciplinary Grade Team and in a Professional Learning Community. Teachers will also join one to two other committees for the year, as needed.

c. Governing Council: *Describe the composition of the Governing Council and the process for membership selection.*

All stakeholders will be represented in the Governing Councils. This will include certified, classified, and unclassified staff; parents; students; and community members.

Membership on the Governing Council will consist of a total of 12 members with 50% representing teachers/classified and 50% representing the parents, students and community. At least one representative from each stakeholder group must be represented on the Governing Council. This method of membership will allow all relevant stakeholders to be a part of the decision making process.

The principal will automatically be a member of the Governing Council and is considered a member of the teacher/staff representatives on the council. Additionally, a classified personnel member will be elected to this council by other classified personnel and will represent the teacher/staff membership. An election will take place to select the other members of the council. Interested candidates will be asked to complete a letter of intent and their respected constituents will have the final voting decision.

B-7. School Leadership

a. Principal Selection: Describe the criteria for selecting a leader for the school, and explain how these characteristics align with your school's unique mission and vision. Also describe the process that will be used to select the school leader. In the appendix, attach a formal job description for the Principal

Principal Job Description

The STEAM School must select an exemplary principal who is an instructional leader with a strong commitment to fully uphold and realize the mission and vision of STEAM H.S.. They must embrace and exemplify the core values of the school. Additionally, they must be entrepreneurial in garnering resources that will help support the school's programs and in seeking and maintaining ties with professional and community partners. An ideal instructional leader is a person that has a proven trajectory handling instructional, curricular, and operational issues pertaining to a small school setting. Additionally, an ideal instructional leader for the STEAM H.S. must have experience implementing professional development that includes STEM and Arts-based interdisciplinary lessons, problem and project-based learning, and must possess knowledge of development and learning theory. The UTLA Principal Survey and an accountability rubric will serve as reflective tools for assessing performance outcomes. We will hold our instructional leader accountable for outcomes based on instructional, curricular, and operational and community goals.

We believe that our school leader must ensure the academic achievement of all students by being committed to fulfilling the ISSLC Standards for School Leaders. The purpose of ISLLC is to redefine the roles of school administrators through the introduction of a set of common standards, which delineate the expected behavioral outcomes produced by K-12 educational leaders. Nearly thirty-five states have either adopted or adapted the ISLLC standards and over 25,000 copies of the ISLLC standards have been disseminated (Council of Chief State School Officers, 2002). The Interstate School Leaders Licensure Consortium's (ISLLC) standards serve to define expected outcomes and activities for effective school leaders. As such, the standards provide a comprehensive overview of leadership in our nation's schools and serve as important referents for measuring school improvement and effectiveness. The Interstate School Leaders Licensure Consortium's (ISLLC) standards are intended to serve as an impetus for dialogue on K-12 leadership and a set of behavioral outcomes that school leaders can use to bring about substantive and sustained school improvement. Therefore, we

will continually refer to these standards as we evaluate and reflect upon our school's leadership and performance.

There are six core standards within the ISLLC standards (Council of Chief State School Officers, 2002). The standards articulate that school principals are responsible for:

1. Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;
2. Advocating, nurturing, and sustaining school culture and instructional programs conducive to student learning and staff professional growth;
3. Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;
4. Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;
5. Acting with integrity, fairness, and in an ethical manner; and
6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

The principal will be accountable to all STEAM H.S. stakeholders for implementing the core values, beliefs, curriculum, instruction, and best practices in ensuring the success of all students. The principal at STEAM H.S. will also be accountable for ensuring systems are in place for meeting API goals as stipulated by the No Child Left Behind Act.

All administrative positions will be advertised through LAUSD Human Resources. A principal job posting will be disseminated. We will form a principal hiring committee consisting of design team teachers, two additional teachers, one student, parent, community members, community partners and a local district designee. A Pool of qualified candidates will be selected and invited to interview for the principal position. The committee will meet and develop a comprehensive set of questions that address the specific qualities of a school principal. The hiring committee will complete an initial paper screening of application packets after the LAUSD Human Resource division has verified that the individual meets the requirements. Each packet will be screened as yes/no/further consideration. After reviewing individual ratings, a discussion will take place to narrow down the field of candidates and to commit to the interviewing of our top 3-5 candidates. Interviews will take place in March- be scheduled as needed and will be conducted by this committee. The committee will reach consensus on the final candidate to be offered the position after agreement has been reached with the local district. The final selection will then be submitted to the Local District 6 Superintendent for approval.

In accordance with the current LAUSD Memorandum of Understanding, the principal will be evaluated and reviewed on an annual basis by our Governing School Council and his/her contract will be revised and reviewed annually as well. The principal will serve under the purview of the Governing School Council and the STEAM HS Stakeholders. A more detailed job description for the role of principal is available in Appendix.

b. Leadership Team: Identify any leadership positions beyond the principal position. Discuss the role the leadership team will play in the development, implementation, and evaluation of

the instructional program. Discuss how the leadership team will collaborate with the faculty and staff to set goals, develop and implement the curriculum, assess progress in meeting goals and hold each other accountable for meeting such goals.

The initial school design team, along with the principal, will play the lead role in establishing the new school, with the goal of including all staff in the critical roles for operating the school. Each teacher will participate in school committees where they may assume a role or project consistent with their area of experience or interest, and will collaborate with colleagues to fulfill their responsibilities.

At STEAM H.S a distributed leadership model where all faculty members will take on leadership responsibilities and share in the administration of the school will be adopted. Because the school is based on an interdisciplinary model, the grade-level teams will play a large role in curriculum design, implementation, and evaluation. The focus of this team is to ensure that there is integration of curriculum both horizontally through each grade level and vertically across grade levels. Each grade-level team will have a lead teacher that will support the efforts of the teachers from all the disciplines in that grade-level. The grade-level team lead will have the autonomy to create and solicit community partnerships related to instructional units, project-based assignments, or the mission and vision of the school that will support student needs and achievement. They will be able to reflect on their professional development needs and present professional development opportunities to the curriculum and instruction sub-committee for funding as well as conduct professional development to school staff. Lastly, the grade-level team lead will meet with grade level teams on a weekly basis during professional development time to ensure that the intended interdisciplinary curriculum is being delivered to meet the needs of all students.

Interdisciplinary teacher teams will design their curricular units and projects each semester to ensure continual improvement, meet weekly during the length of the course, and assess the unit during and after the semester through protocols for looking at student work. Student feedback and observations from staff members from other teams and the principal will validate the team's evaluation of the unit. Each year, teams will update or re-design units, based on prior input and feedback, with the long-term goal of continually improving the school's instructional practices and curriculum. At the end of each semester, the entire staff and established community partners will convene for a reflective retreat, at which we will revisit and update our mission, vision, values and goals based on ongoing evidence of student achievement. All findings, revisions and updates will be shared with the TAD and VAPA Sister High Schools in an effort to ensure continuous improvement collaboration, and share best practices.

B-8. Staff Recruitment and Evaluation

a. Staffing Model: *Discuss the academic and non-academic staffing needs of the school from start-up through year three. Include all personnel along with the number and type of positions. Explain how the proposed staffing model aligns with the mission, vision and instructional program. Additionally, discuss how your staffing model ensures adequate instruction and services to special education and EL students.*

The table below indicates the school's staffing needs from year 1 through year 3. We project a class size average of 20-34 students per teacher. This will enable teachers to acquire a solid understanding of their students' needs, foster positive relationship with students and parents, create a sense of advocacy on behalf of students, address individual learning needs, and develop the adopted habits of mind in advisory. Staffing and budgets will be reviewed every semester as part of a continual effort to lower class sizes and teacher-student load.

STEAM H.S. STAFFING	Year 1	Years 2-3
Enrollment	386	450
Grades	9-11	9-12
Certificated Staff		
English Language Arts (includes ESL, class-size reduction)	3	4
Social Studies	2	3
Mathematics (Engineering or Computer Science background)	3	4
Science	2	3
Foreign Language	1	2
Physical Education (shared off-norm position)	.5	.5
Visual Art	1	1
Computer Science	1	1
Special Education (RSP/SDC)	2	2-3

Total Certificated Staff	16	20.5-21.5
Certificated (Out of Classroom)		
Principal	1	1
Counselor	1	1
Teacher Librarian (Shared between TAD, STEAM and VAPA)*	.3	.3
Total Certificated (Out of Classroom)	2.3	2.3
Classified Staff		
School Administrative Assistant (Shared between VAPA and STEAM)	.5	.5
School Clerk (Shared between VAPA and STEAM)	1.5	2
Total Classified Staff	2	2.5
Instructional Aide	1	3
Library Aide (Shared among TAD, VAPA and STEAM)	.3	.3
Campus Aide	1	2
Parent and Community Liaison/Representative	1	1
Total Classified Staff (pending categorical allocations)		

The teacher librarian position is an off-norm position that will require an early release funding adjustment to ensure the teacher librarian position is funded and opened prior to opening day.

Utilizing leadership committees for school curricular, instructional and operational needs allow our staffing model to foster shared leadership and maintains the integrity of the instructional program by having teachers in the classroom. This will lower class size and provide more personalized support where needed. All members of the teaching staff will be assigned to interdisciplinary grade level teams and disciplinary teams who meet regularly and create interdisciplinary units. This collaboration is necessary to enable students to internalize what they are learning and apply it to all classes, as well as to their own lives. By collaborating on curriculum in teams, STEAM H.S. teachers are able to create lesson plans driven by shared enduring understandings and based on California State Standards across disciplines. Interdisciplinary units provide students with opportunities to access content from multiple perspectives and the project-based nature of lessons and culminating activities allows for knowledge creation through multiple modalities. Lessons based on enduring understandings that provide real-world connections and have authentic assessments produce independent and creative thinkers.

			1st	2nd	3rd	4th	5th	6th	7th
1	ELA	9		9ELA1	9ELA2	9ELA3	9ELA4	9ELA5	ELA INT
2	SCI- GEOLOGY	9	9BIOAB1		9BIOAB2	9BIOAB3	9BIOAB4	9BIOAB5	
3	ALG 1AB/GEO	9, 10	ALG1AB1	ALG1AB2		ALG1AB3	GEOM 1	GEOM2	MATH INT
4	WORLD LANG		SPAN1AB1	SPAN1AB2	SPAN1AB3	SPAN2AB1	SPAN 2AB2	SPAN 2AB3	SPAN1AB5
5	ELA- CSR	10	10ELA1		10ELA2	10ELA3	10ELA4	10ELA5	10ELA6
6	MATH + Engineering		ALG1AB4	GEOM3		GEOM4	ALG1AB5	ALG1AB6	Engineering
7	SS-WH-US	10,11	10WH1	10WH2	10WH3		10SWH4	USHAB4	10SCI?
8	ELA	11		11ELA1	11ELA2	11ELA3	11ELA4	11ELA5	
9	SS-US	11	UHAB1	UHAB2	GOVT1		UHAB3	GOVT2	GOVT3
10	ALG 2/TRI		ALG2AB1	ALG2AB2	TRIG1	TRIG2	AIG2AB3	CALC	Math-Eng.
11	SCI- CHEM/PHYS		11CHEM AB1	11CHEMAB2		11CHEM A	11CHEM4	PHYSICS AB1	
12	PE	10,11	PE	PE	PE	PE		PE	PE
13	VISUAL ART + Web		ART1	ART2	ART3	ART4		ART5	ART6
14	COMPUTER SCI	10	CS1	CS2	CS3	CS4	CS5		CS6
	PE (shared)	9	PE		PE	PE	PE	PE	SPORTS
	ELA, CSR*	9,10		9ELA6	9ELA7	9ELA8	10ELA7	10ELA8	ESL

Sample Matrix includes common conference periods and A-G Access.

The goal is for every student at the STEAM H.S. is to have equal access to a rigorous and relevant curriculum rooted in high expectations and coupled with the support to meet those expectations. Careful consideration will be made regarding staffing needs to align staff experiences with the vision for STEAM HS. Teachers with a background in STEM, Computer Science, Art, and/or Engineering will be sought for STEAM HS.

PE	PE	PE	PE	PE	PE	PE	PE
HIST:	WH10AB1	WH10AB2	WH10AB3	WH10AB4	UHAB1	4 secs/ 30	
US HIST	UHAB1	UHAB2	UHAB3	GOV	GOV	3 secs/US/Gov	
ELA9	ELA9AB1	ELA9AB2	ELA9AB3	ELA9AB4		8 secs/20	
ELA10	ELA10AB1	ELA10AB2	ELA10AB3	ELA10AB4	ELA10AB5	8 secs/17	
CSRELA /ESL	CSR-ELA9AB	CSR-ELA9AB	ELA9AB7	ELA10AB6	ELA10AB7		
ELA 11	ELA11AB1	ELA11AB2	ELA11AB3	ELA11AB4	ELA11AB5	5 secs/ 20	
MATH	ALG1AB1	ALG1AB2	ALG1AB3	GEOMAB4	GEOMAB5	25:1/6 secs.	
	GEOMAB1	GEOMAB2	GEOMAB3	ALG1AB4	ALG1AB5	5 secs. Geom	
	ALG2AB1	ALG2AB2	TRIG1	TRIG2	CALC1AB	25;1	
LAB SCI	9BIO1	9BIO2	9BIO3	9BIO4	BIO5	5 secs./ 30	
	CHEM1	CHEM2	CHEM3	CHEM4	PHYS 1AB1	4 secs CHEM	

Sample Course sections that meet A-G Curriculum Requirements

Teachers will support our English learner students in meeting the high expectations of the STEAM School by organizing curriculum around relevant themes, building on a students' background knowledge and experiences, and planning collaborative activities that scaffold instruction and build academic proficiency. Teachers will build on student experiences, cultures, and languages by developing personal relationships with them and their families. Teachers will explicitly teach, model, and provide guided practice in a variety of strategies, including think-alouds, cognitive strategies, and meta-cognitive reflections. Teachers will employ heterogeneous groupings and create language-rich classroom environments. English learners will benefit from an increased focus on using background knowledge to build academic proficiency and project-based learning to increase oral language proficiency.

Our Resource Specialist will work with general education teachers to implement strategies that ensure effective methods to reach students with learning challenges. Some strategies include co-teaching, small group instruction, co-planning, and individualized pre/re-teaching of concepts across disciplines in order to build prior knowledge and reinforce learning, respectively. This creates an environment by which students with processing difficulties, deficits in attention and memory, etc. can be active participants during classroom instruction. The Resource Specialist will ensure that all teachers are aware of and are using accommodations detailed in the student's IEP.

b. Recruitment and Selection of Teachers: Describe the criteria the school will use to select teachers, and explain how the criteria align with your school's unique mission and vision. If you are a traditional, pilot, ESBMM, or network partner team requesting staffing autonomy, explain how you will use the autonomy. Note that pilot school applicant teams must attach a copy of your draft Elect-to-Work Agreement that teacher will be required to sign.

Criteria

The LAUSD and Board policy on staffing new schools will be followed as it pertains to teacher selection and according to the new Memorandum of Understanding (MOU) regarding the design and implementation of the Local School Empowerment Initiative between LAUSD and UTLA. As stated under the "Local Initiative School" Authority, "there are variations among District schools and the communities they serve [that] are not always best addressed through uniform system-wide rules." As previously stated, the unique needs of our perspective students and their communities require the autonomy afforded to new schools under the Local School Empowerment Initiative that gives STEAM H.S. the authority to exercise "local process/methods for determining assignment of teachers to grade levels, departments, subjects and classes, (e.g., looping, team-teaching, ungraded instruction, multi-age classroom, etc.), LIS Waiver #10.

Priority selection may be given to teachers from the relieved school, Bell High School. However, due to the tailored philosophy of STEAM H.S., we will need to be selective in order to ensure that our mission and vision are successfully carried out. We expect to have a mix of experienced and new teachers with an interest in the STEM and the Arts. It is critical that candidates embrace our school's mission and vision, especially fidelity to STEM, visual and performing arts, technology, and design focus. Teachers must have the professional will to augment their teaching practices in order to fully support the needs of students through an

interdisciplinary and project(s) based environment. The autonomy to select staff member who will be committed to adopting this rigorous and relevant instructional model is essential for the success of the STEAM High School's program.

All STEAM School teacher candidates will meet the following criteria:

- Demonstrate mastery of their discipline content (single subject credential), be NCLB compliant, and have familiarity with content standards;
- Demonstrate an interest in interdisciplinary and projects-based teaching, STEM and the Arts;
- The Professional will to become experts at engaging and serving English Learners and students with disabilities;
- Experience and/or willingness to use critical inquiry and project-based learning as their primary instructional strategies;
- A strong commitment to work in a collaborative, accountable, and instructionally rigorous environment;
- Demonstrate flexibility, innovation, and an unwavering commitment to the success of students in the community;
- Understand the importance of writing across the curriculum and the willingness to use discipline-specific and interdisciplinary writing as a form of summative assessment;
- Responsible for supporting an advisory cohort of students from matriculation to graduation;
- Willingness to participate in rigorous, fair, and multifaceted performance reviews;
- Participate in the multiple fundraising and resource efforts such as grant writing, fieldtrip mandatory training in order to help support STEAM H.S projects, service-learning opportunities, and programs;
- Develop and implement STEAM Intervention/ Enrichment Instruction;
- Embrace the mission and vision of the STEAM H.S. and the SRHS #8 Collaborative.
- Uphold STEAM H.S. Disciplinary Policies
- Uphold LAUSD's Professional of Code of Conduct
- Sign and agree to the "Commitment to the Plan" in accordance with the new Memorandum of Understanding between LAUSD and UTLA

Selection Process

All interested candidates will participate in a review process before gaining employment at the STEAM School. Recruitment will take place through the LAUSD website, recommendations from teacher education programs such as UCLA's Teacher Education Program, CSUN, CSULA, etc., and outreach to current and former high quality teachers within LAUSD. The applicant review team will consist of the principal, a student representative, a parent representative, and a design team representative. Applicants will initially be required to submit a resume, provide references in the form of recommendation letters; a sample lesson or unit plans. Upon a positive reference check, applicants will be asked to participate in an interview with the applicant review team and schedule a time for the selection team to view a lesson, or conduct a demonstration lesson. The applicant review team will review the above referenced criteria prior to commencing the selection process and will continually reference the criteria language at all phases of the selection process.

Alignment with Mission and Vision

STEAM H.S. will be a project-based school with a STEM with Arts focus. It would be the first of its kind in this area and we feel that the key to our success is selecting individuals to join the school that share a passion for equity and access for students of historically marginalized communities. Our selection process will align with our mission and vision in that we will seek professionals who are collaborative, believe that all children can learn, and are willing to use innovative and creative methods of inquiry in their practice. Teachers who are problem and project-based trained or willing to be trained will be hired in order to meet our curriculum goals. We will further search for teachers with a STEM and Arts visual interest or background to support our school's focus and provide equity for students. Lastly, in order to meet our mission we will recruit candidates that want to see our students and our communities achieve unprecedented successes. We believe we can only realize the STEAM H.S. mission and vision when all stakeholders support and implement the school's plan for student success in a transparent and collaborative manner.

Autonomy

In order to meet the STEAM H.S. mission and vision we seek the autonomy to staff our school with employees that are willing to adhere to the mission and vision of the school. We will follow the staffing guidelines listed in the new Memorandum of Understanding (MoU) between LAUSD and UTLA. The best candidate for each unique position will be chosen. Mutual consent must be established between perspectives teachers and the school's personnel selection committee. Mutual consent must also be established between classified staff and the school's personnel selection committee. The success of the school's program will depend on finding and selecting teachers who feel passionate about the school's goals and are committed to the success of students. Staffing autonomy gives STEAM H.S. the freedom to address the needs of our students, with autonomy as a way to increase accountability and monitor fidelity to the school's mission, vision and core values. STEAM H.S. teachers will be required to perform additional duties in order to meet the needs of students as explained in this plan.

Additional duties may include, but are not limited to:

- Become the advisor for a cohort of students who they will loop with throughout their enrollment at STEAM H.S., implement and monitor ILGPs, service learning projects, and portfolios;
- Attend all professional development sessions (some of which will occur during summer vacation and throughout the academic year) and facilitate up to four professional development sessions, as needs;
- Provide instruction during STEAM HS Intervention/ Enrichment periods and assist with the supervision of students during the school day and school events, as needed;
- Participate in or facilitate at least one school committee per year;
- Conduct and sponsor at least one extra-curricular activity, school promotional activity, or club each semester;

- Attend at least two community events each year.

c. Performance Reviews: Describe the development, evaluation, and support process for teachers, administrators, and other certificated staff. For internal teams: Explain how the following four measures will be incorporated into evaluations: observation of teacher practice, contributions to student outcomes, stakeholder feedback, contributions to school community.

We believe in using a rigorous, fair, and multifaceted approach to evaluate all certificated staff, which is consistent with the VAPA and TAD Schools evaluation systems. The evaluation and support system will utilize the California Standards for the Teaching Profession (CSTPs) for teachers, the Interstate School Leaders Licensure Consortium's (ISLLC) for the school principal, and the California Standards for the School Counseling Profession (CSSCPs) for the school counselor.

Teachers: During the first month of each school year, each teacher will fill out a pre-observation form listing his/her goals for the year. These goals may also be developed in collaboration with fellow members of a teacher's grade-level team. Each teacher will meet with the principal for a pre-observation conference to collaboratively develop the teacher's Professional Growth Plan (PGP). With student growth in mind, we will look at test scores, other student data, and student work to determine teacher performance. As a school, we value the learner as a whole and do not view the quality of our students' success on test scores alone. We will examine lesson plans, culminating projects, observation notes, teacher interviews and reflection. In addition, when we evaluate student learning we will also consider a variety of student assessment data that will guide our efforts towards meeting our students' instructional needs. As such, the PGP will include goals dealing with student achievement, professional conduct, and contributions to the school community as outlined this plan. We see collaboration as intrinsic to our program, thus we know it must be a part of the evaluation process as well. We will adhere to Adaptive Schools and Critical Friends' protocols to make sure the process is fair and constructive. Formal and informal observations will be conducted throughout the year by the principal and by grade-level team members. A post observation meeting between the teacher and the principal will follow all formal observations. The final piece to our teacher evaluation process is self-evaluation. Teachers will look at student data and their individual CSTPs at the beginning of the year to set goals and then repeat the process at the end of the year. Teachers will then assess their own practice.

At STEAM HS, we also value student voice. At the end of each course, students will be use an anonymous and online course evaluation system to give their teachers feedback. We will also ask our students to evaluate their teachers at the end of the year using a student-friendly survey. Parents will be also part of the process and will be given their own survey to share their feedback. Copies of evaluations will be made available to the staff member for review and filed with LAUSD and in the STEAM School in employee personnel files. Teachers who experience challenges in helping students achieve or in meeting their PGP will receive additional support through a professional assistance plan that will be collaboratively developed by the instructional leadership committee and peer teacher mentors. The professional assistance plan will include additional supervision and reflective opportunities to observe peers as well as access to Local District and online resources. The school principal

and the teacher will identify strengths, weaknesses, areas of growth and improvement, through this reflective process. The teacher will be asked to 1) identify the specific problem in relationship to the Professional Teaching Standards, 2) develop and implement a plan for improvement in the Professional Teaching Standards, 3) gather evidence to show improvement in the Professional Teaching Standards, 4) reflect, and 5) re-do. If the teacher does not meet the goals in the professional assistance plan, the certificated staff member is then placed on a professional intervention plan for 20 weeks. Intervention includes focused observations and conferences based on the Professional Teaching Standards. At this point, the the school leader will write a formal professional intervention plan in collaboration with an assigned peer mentor teacher and the teacher. At the end of the 10th week of the intervention period, all three will reconvene and discuss current progress towards meeting the professional intervention goals. The teacher will continue working towards meeting their professional intervention goals for one semester. Failure to successfully continue to meet the standards and goals as indicated in the professional intervention plan will result in a formal write-up that will be placed in their personnel file at the school site and at the district's personnel file. Additionally, the teacher's LAUSD Stull evaluation will reference the goals outlined in the professional intervention plan.

At STEAM H.S., we see teachers as both team members and as individuals. We will support our teachers through the evaluation process and communicate to them areas of improvement. We will adhere to the language of the UTLA/LAUSD contract for excising. Failure to comply with the duties and responsibilities outlined in this plan may result in negative evaluations and excising.

Administrator: As a sister school of the SRHS #8 Collaborative; STEAM H.S. will adopt a principal evaluation system similar to the evaluation systems at the TAD and VAPA High Schools. The principal at STEAM H.S. will be evaluated using a multifaceted approach that includes feedback from all stakeholder groups and self-generated goals related to student achievement and school culture. Prior to the beginning of the academic school year, the school community will come together to give input towards developing the Single Plan for Student Achievement. This goals listed in this document will be used as one of the measures for evaluating the school principal.

The principal will also create his/her own goals based on the Interstate School Leaders Licensure Consortium's (ISLLC) standards. These standards will serve to define expected outcomes and activities for effective school leaders. As such, these standards will provide a comprehensive overview of leadership at STEAM H.S. and serve as important referents for measuring school improvement and effective school leadership. The principal will be expected to utilize each category of the ISLLCs in developing their goals. The principal will present these goals periodically throughout the school year to the Governing Council. Each committee will evaluate the principal through the unique perspective of the committees' purview, responsibilities, and function. These various reports will allow for a multifaceted approach for evaluation of the school principal. The use of committee performance reports will provide the principal an opportunity to reflect on areas of leadership that may at times be overlooked or overshadowed by others.

The final measure will include an online and anonymous survey conducted by teachers, students and parents of STEAM H.S. All of the measures used to evaluate the school principal

1) goals outlined in the Single Plan for Student Achievement, 2) ISLLC-based, self-generated goals, 3) STEAM H.S. committee performance reports, and 4) STEAM H.S. stakeholder surveys will be reviewed by the STEAM H.S. Governing Council who will issue a final report evaluating the principal for the academic year. This final report will address the principal's areas of strength, weakness, and suggestions for improvement. This report will be made available to the principal, to LAUSD, and will be filed in the principal's personnel file at the school site.

Counselors: An ideal counselor must have a proven trajectory with handling instructional, curricular, and operational issues unique to a small school setting. Additionally, an ideal counselor should be sensitive to and experienced in effectively dealing with students' socio-emotional developmental and sensitive manner. They must understand the cultural needs of the students and their families and work towards improving communication and engagement. They must have a proven record of successful caseloads that lead towards successful academic counseling, social needs assessments, and appropriate placement in A-G courses. We believe that an effective counselor holds the key to creating outstanding STEAM learning opportunities for children and as such, they must value and support the STEM and the Arts. Finally, the counselor must have successful expertise in creating master schedules and programming that ensure all students are given equitable access to A-G curriculum, opportunities for enrichment, instructional support, and preparation for college and career pathways.

Counselors at STEAM H.S. will primarily be evaluated based on their fidelity to the mission and vision of the school as witnessed through contributions to the school community and through evaluations by the other stakeholder groups of students, teachers, the principal, and parents. As members of the STEAM learning community, the counselors must embrace the core values and beliefs that drive the school culture. As such, they are expected to collaborate with all team members by attending all team meetings. Counselors are expected to run at least one program each semester for all stakeholders by conducting workshops for students, teachers and parents during the academic year. They will lead professional development on compliant issues such as hate-crimes, bullying, harassment, and teen pregnancy, etc. The counselor will serve as a special education administrative designee during IEPs whenever necessary and must be well informed about each case. The counselor will be expected to handle disciplinary concerns and provide behavior modifications. Additionally, they must provide guidance and support for students who have attendance-related issues.

The school counselor will meet with the principal to identify goals using the California Standards for the School Counseling Profession as a framework. The Counselor's goals should revolve around students' needs, parent participation at special programs, participation rates at college related events such as SAT and PSAT testing sessions, attendance at college application workshops and on generating partnerships with community organizations, higher education institutions, and local business. The STEAM H.S. counselor will also investigate the California Results-Based School Counseling and Student Support Guidelines as the means to create programs for the school's community of stakeholders.

B-9 Sharing a Campus

a. For applicant teams proposing and/or expecting to share a building with other teams, whether they are internal or external teams, explains how you will ensure all operations run smoothly onsite. Describe how you would ideally like to coordinate key resources such as indoor/outdoor space and professional development staff, as well as critical protocols such as safety procedures and bell schedules. Note that final decisions regarding spaces shared by charter and internal District teams will be made via the Shared Use Agreement (see Appendix M for sample). If you are proposing to collaborate with any other applicant teams for the campus, please indicate which applicant teams you plan to partner with.

The SRHS #8 Collaborative is composed of *Movimiento Bellas Artes* and the TAD School. The two design teams have collaborated to develop policy for shared facilitate the school site management.

Site Facilities Council: The council is made up of all three sister schools (SRHS #8 Pilot Schools Collaborative). It is designed to help assist on-site grounds and facilities. Members include the principal of every school who will report back to their respected schools and a parent representative from each sister school. The council will be responsible yet not limited to, the following:

- School Safety Plan: Security issues
- Shared space: scheduling, maintenance. Any events requiring the use of shared spaces will be taken by the Site Facilities Council ninety days before the proposed event dates.
- Resources: computers, furniture, arts and sporting equipment.
- Address Vandalism
- Bell Schedule
- Bus Schedule
- Drills (Fire and Earthquake)
- Communication (PA System)
- Shared Budget account

Discipline subcommittee:

A discipline sub-committee will meet monthly to review discipline-related data and make policy recommendations to the School Facilities Council.

Extracurricular Activities Oversight Council: Sub Committee for the Site Facilities Council that will handle sports/ extracurricular activities for all three schools.

Distribution of shared room and spaces

An agreement between the SRHS #8 Collaborative regarding shared use of the campus acknowledges that the Site Facilities Council will have purview over policies pertaining to the shared use of the campus. Specifically, the use of rooms will be distributed on an equitable basis according to the specific needs of each school. The percentage of the shared use space

will be determined upon formal approval of the school plans, the selection of each school's principal. In the event that SRHS #8 is shared by an LAUSD School and an independent charter school, an LAUSD principal will be the designated administrator that will sign off on shared agreement matters.

C. Internal Management

This section is applicable to internal and Network Partner teams only. Briefly highlight the areas in which autonomies are necessary for the implementation of your Instructional Plan and proposed budget development process.

C-1. Waivers. Identify what, if any, waivers from LAUSD Collective Bargaining Agreements are needed to support and ensure the successful implementation of the school. Complete and attach the Waivers Request form to request waivers needed in the 2012-2013 school year.

The list below reflects the automatic waivers that we will utilize based on the Local Schools Initiative Agreement between LAUSD and UTLA. Additional waivers will be requested through the attached side letters (see Appendix).

- Staffing (Identified as LIS Waiver # 10)-Side Letter
 - “Mutual Consent” for Staffing (Identified as LIS Waiver #9)
- Locally determined curriculum (identified as LIS Waiver #3)
- Assessments (identified as LIS Waiver #4)
- Professional Development (identified as LIS Waiver # 7)
- Budget Control (identified as LIS Waiver #8)
- Flexibility over Intervention (identified as LIS Waiver # 2)
- Instructional Schedules and Strategies (identified as LIS Waiver #5)
- Out of the classroom assignments (identified as LIS Waiver #11)

The waivers that we are requesting will ensure that the integrity of the proposal is maintained and the optimal learning conditions are created for our students through the available autonomies. We are requesting the following waivers from the Collective Bargaining Agreement:

Requested waivers

We are requesting a waiver from the Collective Bargaining Agreement (CBA), Article IX, which will grant us the autonomy to determine the dates, times and hours of operation of the school that are based upon site specific needs. This will inevitably determine and impact the working schedules of our staff.

3.0 Requested Rights subject to Article IX- Hours, Duties, and Work Year:

Article IX, Sec. 1.0, General workday provisions

- Dedicate at least two hours a week afterschool (unpaid);

At least two hours of unpaid afterschool time of unpaid school time (i.e. beginning of the school year) will give teachers opportunities to provide enrichment and instructional support to our students, to collaborate with colleagues, and take part in committees. Upon release of categorical monies, teachers will be compensated for afterschool and Saturday intervention and enrichment support.

Article IX, Sec. 4.4 Two pupil-free day's meetings

Teachers will be expected to attend on-site professional development that will be held prior to the first day of instruction. Additionally, teachers will be expected to attend off-site professional development conducted by our community partners such as MOCA, PLTW, and Mobilize. Likewise, teachers will be expected to meet during vacation for curriculum planning and specialized training.

- 5 Professional development days prior to opening day of the school
- 5 Professional development days with our community partners, if applicable.
- Employees and staff will report to work one week prior to the first day of instruction for PD and school setup and three days at the closing of the school year.
- Attend Saturday 9th grade orientation
- Meet during vacation for curriculum planning

Article X, Sec. 3.0 - Evaluation and Discipline- Frequency

Continuous school improvement is a very important part of this school proposal and can be best achieved through having teachers collaborating and reflecting on their teaching practice. Therefore, teacher growth is dependent on teacher evaluation through observation, reflection, and intervention methods if necessary. A jointly developed teacher evaluation system will be in place to evaluate the continuous growth of all of our teachers. This teacher evaluation system entails a cyclical reflective process for evaluating teachers and relies on having autonomy over the frequency of teacher and staff evaluations.

- Annual evaluation of teachers and staff

Article IX, Sec. 5.0 Duty-Free Lunch and Nutrition

We are committed to ensuring the safety of all students. However, we anticipate that staff size limitations will impact effective supervision of students. We will need to employ the assistance of all teachers in monitoring the school grounds, including the library media center before school, during lunch, during nutrition or after school on a rotational-basis. Limited staffing calls for intensive supervision to ensure that ...”special situations requiring intensive supervision” are handled adequately and appropriately and will ensure the safety of all students and teachers and staff.

- Monitoring school grounds before school, during lunch, during nutrition or afterschool (Rotation)
- Monitoring the library media center before school, during lunch, during nutrition or after school. (Rotation)

ARTICLE XI - Transfers 9.3b. Teacher transfer requests will be handled according to the instructional needs of the school and will not be subject to transfer clauses in Article XI, Sec. 9.3b, which currently allows for multiple teacher transfer requests to be determined based on consecutive service at the worksite. We seek autonomy in this regard to be able to select teacher's transfer requests based on teacher qualification, willingness and professional fit at VAPA H.S. and STEAM H.S.

BANKED PD TIME Article IX-B, Section 2.0

We will utilize the automatic waivers to determine our professional development time however; we seek a waiver for professional development.

Professional Development Waiver Request:

The Superintendent of Local District 6 has the authority to and has indicated that she will approve a waiver request to combine professional development banked days with shortened day hours so that the school can schedule professional development Mondays throughout the school year. This professional development waiver will allow us to meet weekly, thus enabling our staff to divide our meeting time between PLC, interdisciplinary, and professional development needs. Increasing the frequency of our weekly meetings will provide more consistency and coherence for collaboration, planning and evaluation.

C-2. Budget Development: *For Traditional, ESBMM, Pilot and Network Partner Schools.* Review the budgetary flexibilities granted via Budgeting for Student Achievement (see Appendix J). Outline your school's priorities from start-up through year three. Describe the process for developing the annual school budget. In particular, explain how you will engage and incorporate input from a broad cross-section of stakeholders.

We have selected per pupil budgeting because this funding type offers more site-based flexibility and transparency over general fund allocations. Being able to make site-based budgetary decisions that align with our instructional plan and goals is essential. Site-specific needs require access to site-based budgetary allocation for which decisions have to be made, and that cannot wait until categorical funding is released. Carrying out "the strategies that lead to high student achievement, superintendents and school-based staff need resources" (Rizzo in Clinchy, 2000), which can be better attained with site-based decision making over funding and resources. Per-pupil funding best allows school sites to identify needs, plan for improvement, and decide the allocation of resources. Potential needs include funding shared positions among the three small schools at SRHS #8 on 9, instructional supplies that are not purchased with start-up monies. Being a STEAM-based school requires content specific curriculum, equipment, and supplies that may not be met with operational start-up monies. Additionally, per pupil funding is ideal to our school setting because it offers the application of cost savings from unused funding to support other instructional and curricular needs.

Budget Development

Budget development is a process that begins with identifying the instructional, curricular and operational needs to support student learning. This process begins with examining data to determine student needs. A needs assessment will then be developed with input from all stakeholders. These needs will help outline goals for the Single Plan for Student Achievement (SPSA), which also addresses benchmarks and action plans. A ranked list will then be compiled and priorities will be jointly developed by staff, committees, and advisory councils and presented to the Governing Council. The following are examples of priorities:

Priorities:

Start-up to year three:

1. Teacher needs - classroom supplies, instructional technology, arts textbooks;
2. Parent needs - supply the Parent Center, instructional technology;
3. Student needs - daily planners, uniforms, musical instruments;
4. Professional development - facilities rental, attendance costs;
5. Instructional needs - textbooks, start-up equipment, instructional materials;
6. Operational needs - identification cards, instructional technology;

Development Process:

The fact that we will be a community school will open our doors to not only the families of our community but also the resources of our community. We will create an environment where the school becomes a shared resource whose financial stability will be a shared responsibility. For this reason, all stakeholders will be given opportunities for giving input during several needs assessment processes. During the development of the budget, we will focus on two major goals: transparency and meeting the needs of our students by maintaining the integrity of our school's vision and mission.

We will make the budget process as transparent as possible to make sure all stakeholders know how all parts of the budget are being used. As a true community school, the resources we use will truly belong to the community, and they would have a right to see how these resources are being used. All stakeholders will have a direct voice in this process through their voting role on the governing council – this would include parents, students, and other community members. There will be a community partner representative and a parent representative on the school level budget committee and all budget committee meetings will be publicized and open to all stakeholders.

During the course of the school year, and as we begin to re-examine the budget for the subsequent school year, community meetings will be held to gain input from the community on all aspects of the school and specifically, the use of funding. As the year proceeds, the budget will be re-evaluated on a monthly basis in regards to anticipated ADA funding, categorical funding, student data analysis, and additional funding from private sources. All budget items will be evaluated to make sure that

they are focused on meeting a specific need of our vision and/or mission. Needs assessments conducted with teachers and input from advisory councils will outline needs. Further discussion of instruction, curricular and operational needs will ensure that our proposed expenditures are aligned with our Single Plan for Student Achievement goals. Doing so reaffirms our commitment to the instructional program and needs of our students.

D. Operational Management

D-1. Portfolio Development.

- **Portfolio Growth.** *For charter schools and network partners.* Describe the organization's proposed scope of growth over the next five years both in LAUSD and beyond (years, number and type of schools, target cities, etc.).

N/A- STEAM HS is an LAUSD Internal school.

- **Operations.** *For charter schools and network partners.* Provide evidence of the organization's successful management of the non-academic operations of schools/campuses in your portfolio (e.g. back-office support, facilities maintenance). Indicate "N/A" if you have not managed schools/campuses before.

N/A- STEAM HS is an LAUSD Internal school.

- **Portfolio Evaluation.** *For charter schools, network partners, and local districts.* Identify the key areas for improvement within your portfolio of schools and discuss how these are being addressed network-wide. If your organization does not operate multiple schools or campuses, please indicate the areas of improvement for the school you operate. Indicate "N/A" if you have not managed schools/campuses before.

N/A- STEAM HS is an LAUSD Internal school.

D-2. Organizational Responsibilities and Goals. (For charter schools and network partners.)

1.Core Functions. Describe the core functions of the organization in relation to the schools/campuses it operates or will operate both now and in five years. Not applicable

2. Leadership. Describe the organization's leadership team and how reporting relationships in the organization will evolve with the addition of a new school. Describe any additional roles/positions that will be added to the organization to strengthen capacity to support school growth and reflect the school community you seek to serve. If you are an organization planning to operate schools for the first time, please discuss how your organization will staff up to support the new work.