

# SCHOOL PLAN OUTLINE

Susan Miller Dorsey High School

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*"Learning Matters Here!"*



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SCHOOL PLAN OUTLINE

A. VISION AND INSTRUCTIONAL PHILOSOPHY (1-3 pages)

**A1. What is your school's vision for the child or youth who will matriculate from your school?**

The vision of Dorsey High School (DHS) is to produce competitive college- and career-ready citizens of the 21<sup>st</sup> Century. Furthermore, we believe our students must be effective communicators, critical thinkers, and problem-solvers. To accomplish these goals, DHS will provide rigorous standards-based instruction that will empower students with the tools to write coherently, tackle complex equations, demonstrate proficiency, and link learning to the broader world.

This is a transformational plan supported by the DHS 2012 WASC Plan,<sup>1</sup> Linked-Learning,<sup>2</sup> and 90/90/90 Case Study<sup>3</sup> that helps to delineate how we will improve learning outcomes for our students and strengthen DHS as the community's school of choice. (APPENDIX H) To achieve such success, our efforts will be based on nurturing high expectations for our students and on an unwavering belief that college will provide them access to future career opportunities. We will continually strive to emphasize that preparation of our students for college and career is not just limited to their earning satisfactory grades in A-G<sup>4</sup> required courses but also includes their development into well-rounded lifelong learners prepared to succeed in facing the challenges of the 21<sup>st</sup> Century.<sup>5</sup>

Our vision for the success of our students is in agreement with the LAUSD Performance Meters, as well as the 2010 DHS Western Association of Schools and Colleges (WASC) Three Year Review Visiting Committee Report that recommended the improvement of teacher capacity to implement a rigorous and comprehensive standards-based curriculum and data-driven assessments. Thereby, DHS scholars will:

- **Effectively communicate, orally and in writing**, for varied audiences and disciplines;
- **Problem-solve and construct meaning** by applying critical thinking skills;
- **Demonstrate responsibility and respect** for themselves and others by working collaboratively in a culturally diverse community;
- **Use technology effectively** and gain insight into real workplace skills; and
- **Transition to college, career, and engaged citizenship.**

**A2. What is the vision of the school that will help achieve the vision of the successful future graduate described above?**

Because DHS has historically had a record of low California Standards Test (CST) results and marginal improvement, we acknowledge the importance and urgency of establishing school-wide reform that leads to improved student outcomes. Consequently, it is the intent of this plan to provide a framework for transforming the DHS school culture into one that provides quality programs and services that meet the full range of our students' needs so that they come to school ready and able to learn every day.

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<sup>1</sup> The 2012 WASC Plan is the 3-year Revisit Review of the DHS WASC review of 2010.

<sup>2</sup> Linked Learning Pathways is a LAUSD supported program that transforms students' high school experience by combining strong academics, demanding career and technical education, and real-world experience.

<sup>3</sup> The term "90/90/90" refers to research focused on the strategies of high achieving schools that have at least 90% combined minority, at least 90% free or reduced lunch qualified students, and at least 90% success on standardized testing. See D.B. Reeves (2000) *Accountability in action: A blueprint for learning organizations*. Denver, CO: Advanced Learning Press.

<sup>4</sup> A-G Courses prepare students for college. DHS seeks to increase our A-G pass rate to 32% this school year, and increase that rate to 100% A-G completion by 2016.

<sup>5</sup> National Education Association, *Meeting the Needs of the Whole Child*, 2010 (accessed September 17, 2012); available from <http://educationvotes.nea.org/wp-content/uploads/2010/04/WholeChildBackgrounder.pdf>

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To prepare students to meet the challenges of a competitive global society and meet Academic Performance Index goals set forth by California, LAUSD, and DHS-- our staff commits to:

•**Continuously improving academic instruction and attendance** by implementing a core curriculum that will allow students to demonstrate creativity, to problem-solve, to construct meaning, and to gain proficiency in the basic technological skills required in the workplace. Student-centered and aligned to the California State Standards and by 2013-2014 the Common Core State Standards, all courses will use standards-aligned textbooks and instructional materials adopted by LAUSD. All A-G requirements, course titles, and objectives will be delineated through the LAUSD curriculum guides and course descriptions.

In transforming DHS into a place that prepares students for the rigors of life and citizenship through access to a variety of postsecondary educational and career options, we intend to exceed a 700 API score, improve daily attendance, and to increase our student enrollment in the next three to five years. This achievement will reflect the accountability of this DHS plan for a more rigorous and relevant curriculum and assessments that elevate our students to higher order thinking and performance skills. We will increase English Language Arts proficiency from the current rate of 26% to 50%, Mathematics proficiency from 8% to 35% and meet the district's standard of attendance: 71% of students with 96% or above. Furthermore, we believe that continuous academic improvement correlates to reclaiming neighborhood students and increasing enrollment because many parents are vying to place their children in other schools based in part on achievement data. Similar to our renowned athletic teams we will become more academically competitive and attractive to parents.

•**Personalizing the learning environment** through meaningful and sustained connections between teachers and students so that students experience dignity, respect, and responsibility. When DHS teachers know who their students are and how they learn, they can then adjust instruction to leverage the strength of each student and to build a curriculum around issues relevant to the student. In addition, teachers can then demand higher levels of achievement if their expectations are based on a personal understanding of each student's capabilities. And because of such sustained and mutual trust, students will in turn be more prone to grant their teachers the authority to challenge them as learners.<sup>6</sup>

•**Implementing meaningful learning experiences** from which students construct meaning and link their learning to the broader world of career, community, and engaged citizenship. To do so, we will establish Career Academies that are linked to the careers that they represent. Using 21<sup>st</sup> century skills as well as the Linked Learning and the California Career and Technical Education Standards, our students will be allowed to choose a Career Pathway that will allow them to think critically about their future and self sufficiency as citizens in the global economy. These Career Academy pathways will include: Law, Public Service & Protective Services, Engineering & Health Sciences, Business & Entrepreneurship, and Arts and Humanities.

The Career Academies design will provide the vehicle for a Linked Learning pathway structure that will sharpen our unwavering focus on academic **Rigor**, curricular **Relevance**, and personalized **Relationships**<sup>7</sup>, integral aspects of the DHS instructional program as follows:

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<sup>6</sup> Linda Darling-Hammond, *Redesigning Schools: What Matters and What Works (10 Features of Good Small Schools)*, (Stanford, CA: School Redesign Network at Stanford University, 2002); see also Mary Beth Lambert and Louise Lowry, *Knowing and Being Known: Personalization as a Foundation for Student Learning*, (Seattle, WA: Small Schools Project, 2004).

<sup>7</sup> National Conference of State Legislatures, *Improving High Schools through Rigor, Relevance, and Relationships* (Washington, D.C., 2012).

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**Rigor** -ensuring rigor through collaborative backwards planning that aligns departmental curricula with CST blueprints. Rigor will be measured by Bloom’s Taxonomy and begin with students’ ability to analyze meaning and synthesize the learning;

**Relevance** – connecting learning to real life applications to showcase how learning is applied in career/workplace settings so students understand the importance of learning beyond high school; and

**Relationships** – organizing Career Academy teambuilding activities and personalization strategies to connect students to the staff and school so that individual needs are met and students “experience” high school and exemplify school pride through their high school activities.

•**Building professional learning communities** by participating in Critical Friends Training focusing on building the trust our teachers need to engage in direct, honest, and productive conversations with colleagues about the complexities and challenges of their teaching experiences and that will provide structures for our teachers to improve their teaching by giving and receiving feedback.<sup>8</sup> To assess progress and the attainment of the aforementioned outcome, DHS will institute a two-prong evaluation cycle. In phase one, teachers will analyze PLC, student, and school wide data to inform their practice. In phase two stakeholders will participate in classroom observations that will gather a biannual “snapshot” of the school wide implementation of core initiatives. In this phase, the Teaching and Learning framework protocol will be used by selected staff, parents, students, and community members in a School Review Process to provide meaningful feedback to the staff about promising practices or needs for improvement.<sup>9</sup> (PROFESSIONAL DEVELOPMENT WAIVER; APPENDIX D)

•**Increased opportunities for parent participation** by developing relationships and outreach to the parents and community. Research confirms that strong family values and support from extended family members exert a positive influence on the academic achievement of our students.<sup>10</sup> We realize that our partnership with parents and the larger community benefits from a strong and strategic alliance built on a foundation of trust, communication, and parent outreach and involvement strategies. DHS will work in partnership with the parents to provide them with the necessary information to help them assist their children to successfully graduate from high school and attain post secondary experiences.

**A3. Describe the instructional philosophy that is connected to achieving the vision of the child/youth who will matriculate from your school and the overall vision of the school. Why do you believe this is the best approach?**

Dorsey’s instructional framework will be informed by a philosophy that rests on two approaches to learning:

**Constructivism:** This theory explains how our students learn most effectively by constructing their understanding and knowledge of the world through reflections on their experiences.<sup>11</sup> We believe that this view of learning serves to transform students into creators of their own knowledge by asking questions, exploring, and assessing what they know. For the classroom, this constructivist view calls for teaching practices at DHS that will encourage and prompt students to use active techniques (e.g., experiments, real-world problem-solving) to create more knowledge and to reflect on and talk about what

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<sup>8</sup> Deborah Bambino, “Critical Friends. Redesigning Professional Development,” *ASCD* 59: 25-27 (2002); see also Richard DuFour, “What is a “Professional Learning Community?”” *Educational Leadership* 61 (May 2004.): 6-11.

<sup>9</sup> *Teaching and Learning Framework* (accessed September 17); available from <http://sac.lausd.net>. Based on the work of Charlotte Danielson, *Enhancing Professional Practice: A Framework for Teaching* (Alexandria, VA: ASCD, 2007).

<sup>10</sup> Joyce I. Epstein, *School, Family, and Community Partnerships: Preparing Educators and Improving Schools*, 2<sup>nd</sup> edition (Boulder, CO: Westview Press, 2010).

<sup>11</sup> See Jacqueline Grennon Brooks & Martin Brooks. (1999). *In Search of Understanding: The Case for Constructivist Classrooms* (Alexandria, VA: ASCD 1999).

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they are doing and how their understanding is changing. When our students encounter something new, we will guide them to reconcile it with their previous ideas and experiences, to construct meaning. We will encourage them to constantly assess how an activity is helping them gain understanding. By questioning themselves and their strategies, our students will learn how to think critically and become “expert learners” with ever-broadening tools.

**Whole Child Learning:** At the same time, research and practice confirm that a whole child learning approach of addressing the comprehensive needs of our students further develops and prepares them for success in becoming “expert learners” and seizing the opportunities of today and tomorrow. We believe that a whole child approach of ensuring that students are healthy, safe, engaged, supported, and challenged will be essential for DHS to achieve long-term success in comprehensive and sustainable school improvement for student achievement.<sup>12</sup>

To create a personalized constructivist environment for learning based on individual needs of students, we will utilize our Career Academies that are proven to increase student motivation, interest, attendance, achievement, and the likelihood of high school graduation.<sup>13</sup> Pathways for learning within the academies will create a school culture that shifts the teaching and learning process from one of “teacher does” to one of “student does” so students will be able to construct their own meaning and understanding through their learning process. Similar to an athletic coach who uses practice to build player capacity and strategize, our teachers will use measurable objectives and assessments to daily assess student understanding and to drive instruction and professional development to high levels of expectations. Our professional learning communities will refine instructional practices and professional skills to plan and analyze student work and assessment, while personalizing the learning experience for the diverse needs of students.

### **B. SCHOOL DATA PROFILE/ANALYSIS (3-5 pages)**

***B1. Where is the school now? What does the data/information collected and analyzed tell you about the school?***

#### **Community Profile**

Susan Miller Dorsey, a Program Improvement Five Plus School, is a large comprehensive urban high school. Serving 1255 students in grades 9-12, the school is predominately African American and Latino: 52 percent and 46 percent respectively. The demographic representation of the school is as follows:

<b><u>Student Characteristics</u></b>	<b><u>Percentage</u></b>
African American	52
Latino	46
Socio-economically Disadvantaged (Identified)	51
English Learners	17
Special Needs	17
Gifted/Talented (Identified)	0.5
Live in Foster Care/Special Placement	15

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<sup>12</sup> *The Whole Child Initiative*, ASCD, Alexandria, VA.: ASCD, 2007 (accessed September 24); available from <http://www.wholechildeducation.org/assets/content/mx-resources/wholechildindicators-all.pdf>.

<sup>13</sup> J.K. Kemple and J.C. Snipes *Career academies: Impacts on students' engagement and performance in high school* (New York, NY: Manpower Demonstration Research Corporation, 2000). See also, H.S. Bloom, etc. al., *Transforming the High School Experience: How New York City's New Small Schools are Boosting Student Achievement and Graduation Rates* (New York, NY: Manpower Demonstration Research Corporation, 2010).

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The Dorsey Community is an ethnically, linguistically, and socioeconomically diverse neighborhood located in the Baldwin Hills/Crenshaw neighborhood of Los Angeles. It is rich in traditions and an important cultural center for the arts and businesses in the African American community that makes up 71.3% of the population. The Dorsey Community continues to be one of the few remaining primarily African-American neighborhoods in Los Angeles. The community is becoming more ethnically diverse, as more Hispanics/Latinos, whites, and Asians are moving into the area. Latinos, the second largest ethnic group, comprise 17.3% of the population.

The property values of homes in the Dorsey community range from modest \$200,000 to more than \$1,000,000. The DHS community is primarily a residential area with homes ranging from \$200, 000 to more than \$1,000,000. The average household income is approximately \$38,000, although 35% of households earn less than \$20,000. Approximately 24% of adults aged 25 years and older have a college degree—about average for Los Angeles—but 22% of all adults report that high school is their highest level of education which is above the average for Los Angeles. Approximately 32% of DHS households are headed by a single parent, one of the highest rates in Los Angeles. This diversity of property values, income, education, and parental households reflects a broad background of life experiences within our student population that we will focus on to make learning culturally relevant and meaningful for meeting the individual needs of each student.

### **Performance and Achievement**

Over the past five years, Dorsey’s Academic Performance Index (API) has steadily increased from 545 to 624. This 79 point increase exceeds the level of API growth of LAUSD, the state of California, and other LAUSD similar schools; however, inconsistent trends in the performance of student subgroups has resulted in Dorsey not meeting Annual Yearly Progress (AYP) goals.

TRENDS	ACADEMIC PERFORMANCE INDEX					5-Year Change
	2008	2009	2010	2011	2012	
<b>SCHOOLWIDE</b>	545	573	571	595	624	79
<b>AFRICAN AMERICAN</b>	536	578	579	580	628	92
<b>HISPANIC/LATINO</b>	559	557	551	611	618	59
<b>ENGLISH LANG LEARNERS</b>	535	524	541	581	599	64
<b>SOCIOECONOMICALLY DISADVANTAGED</b>	547	567	571	602	633	86
<b>STUDENTS W/ DISABILITIES</b>	442	438	381	405	426	<b>(-16)</b>

Embedded in the CST data is the context for schoolwide reforms to improve academic instruction and to implement structures that will personalize learning and support teacher collaboration.

As indicated in the 2011-12 AYP data, DHS students are demonstrating progress at 29.9% in Math and 29.6% in English. They are not demonstrating adequate growth in these core subjects. Likewise their underachievement reflects the achievement gap of African Americans and Hispanics/Latinos when compared to their white and Asian counterparts. This is significant because if we are creating competitive scholars we must prepare them to compete in all arenas. For example, DHS has made notable gains in CST Algebra 1 and CST Algebra 2 over the past five years.

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Test	% Proficient or Above					Change
	2008	2009	2010	2011	2012	
<b>ALGEBRA I</b>	1%	1%	4%	6%	6%	5%
<b>GEOMETRY</b>	1%	1%	0%	5%	5%	4%
<b>ALGEBRA II</b>	2%	3%	1%	5%	11%	9%
<b>HS MATHEMATICS</b>	0%	4%	7%	3%	17%	17%

Algebra 1 – DHS has increased its mean scale score in Algebra 1 from 261 in 2008 to 277 in 2012. While this mean score still ranges in the Below Basic category, DHS has made a leap in decreasing the percentage of students in the Far Below Basic category. In 2008, 89% of our students were in the FBB/BB category and only 1% of students were proficient. In 2012, the number of students in this category decreased to 78% with 6% of students' proficient.

Algebra 1	% Far Below Basic	% Below Basic	% Basic	% Proficient	% Advanced	# Tested
Dorsey AA	28%	44%	24%	4%	0%	122
LAUSD AA	25%	37%	21%	13%	4%	5,548
LAUSD Latino	19%	36%	22%	17%	5%	48,677
Dorsey Latino	31%	53%	8%	7%	1%	134
LAUSD White	8%	18%	20%	29%	24%	4,543
LAUSD Asian	3%	11%	14%	30%	42%	1,857
Dorsey SPED	48%	43%	4%	4%	0%	23
LAUSD SPED	41%	40%	12%	6%	1%	4,706
Dorsey MST	0%	63%	25%	13%	0%	8
Dorsey Law	10%	47%	27%	17%	0%	30

Algebra 2 – In 2008, the mean scale score was 242 with 92% of students in the FBB/BB category and 2% in Proficient. In 2012, the mean scale score increased to 276 with 72% of students in FBB/BB. While this 2012 decrease remains in the BB category, it is shifting in a positive direction. It is also notable that 11% of students were proficient/advanced.

Algebra 2	% Far Below Basic	% Below Basic	% Basic	% Proficient	% Advanced	# Tested
Dorsey AA	52%	15%	23%	8%	3%	120
LAUSD AA	40%	31%	20%	7%	1%	2,471
LAUSD Latino	33%	32%	23%	10%	3%	20,404
Dorsey Latino	55%	24%	12%	7%	2%	113
LAUSD White	3%	12%	23%	38%	24%	1,447
LAUSD Asian	8%	14%	24%	24%	29%	1,422
Dorsey SPED	79%	14%	3%	3%	0%	29
LAUSD SPED	68%	21%	7%	3%	1%	1,450
Dorsey MST	33%	19%	38%	10%	0%	21
Laws	50%	3%	21%	16%	11%	38

Although it is not on par with the performance expectations of the District nor of our school community, this math data reflects that the math is demonstrating some growth.

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Similarly in 2012, DHS increased its percentage of students in the proficient and advanced categories in CST English Language Arts (ELA) and social science:

- ELA growth:
  - Grade 9 - increased by 7 points from 22% in 2008 to 29% in 2012 (African Americans 29%; Hispanic/Latino 26%). (During the 2011/2012 school year, a little more than one third (36%) of Dorsey’s grade 9 students were in the FBB/BB categories, compared to more than one half (51%) in 2011. In 2008, 44% of students were in the FBB/BB categories.)
  - Grade 10 – increased by 11 points from 14% in 2008 to 25% in 2012. (In 2008, 57% of grade 10 students were in the FBB/BB categories, compared to 43% in 2012.)
  - Grade 11 – increased 14 points from 12% in 2008 to 26% in 2012. (In 2008, 59% of students were in the FBB/BB category, compared to 40% in 2012.)
  
- Social Science Growth:
  - World History increased 19 points. In 2008, 80% of DHS World History students were in the FBB/BB categories and only 6% of students were in the proficient/advanced categories. In 2012, the percent of World History students in the FBB/BB category decreased to 54% and 15% of students were proficient or advanced.
  - US History increased 36 points. In 2008, 71% of Dorsey’s US History students were in the FBB/BB categories and 5% of students were proficient or advanced. In 2012, the US History students in the FBB/BB category decreased to 41 % and 26% of students were proficient/advanced.

Science was the only core subject to decrease in the mean scale score that may have been caused in part by the departure last year of five science teachers—all Teach for America Fellows.

SUBJECT	2008	2009	2010	2011	2012	Change
BIOLOGY	309	323	323	328	316	(-12)
CHEMISTRY	282	314	310	310	299	(-11)

English Learners continue to demonstrate growth as they move towards reclassification.

English Learners	2010	2011	2012	Change
Reclassified	5.5%	7.4%	11%	3.6
On Track to Acquire Proficiency	49%	43%	54%	11

From the 2007-2008 school year to this current school year, DHS has experienced a 28% decrease in enrollment as it continues to compete with neighboring Magnet Programs, charters, and private schools. Less than five percent of identified gifted students within the DHS attendance boundary will attend DHS. We attribute this persistent decline in enrollment to perceptions and misconceptions primarily regarding the student body and teacher effectiveness. In the larger school community our school is praised for its athletic achievements but regarded as unsafe and not clean.

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ENROLLMENT	Ninth	Tenth	Eleventh	Twelfth	Total	Change
2007-08	485	425	494	339	1743	N/A
2008-09	513	409	397	437	1756	13
2009-10	457	432	326	342	1557	(-199)
2010-11	375	370	363	318	1426	(-131)
2011-12	312	373	310	334	1329	(-97)
2012-13	264	316	354	321	1255	(-74)
<b>Decline</b>	<b>(-221)</b>	<b>(-109)</b>	<b>(-140)</b>	<b>(-18)</b>	<b>(-488)</b>	

The survey results of the School Review Process Walkthrough Protocol used by our selected staff, parents, students, and community members in September 2012 to provide meaningful feedback to the staff about promising practices or needs for improvement: 70% of DHS classrooms were determined to have a competent or highly competent Learning Environment, while less than 60% of classrooms were determined to be competent or highly competent in the areas of Intellectual Engagement, Classroom Talk, and Assessments.

In addition, the table below reflects survey results reflecting stakeholder perceptions of DHS. Listed in order of most importance, 78% of the current student population, 75 % of faculty and staff, and 10 % of the Parents/Community responded to the questionnaire. Fifty percent of the Community responses were from DHS's Motivated Men and members of Enterprise Mentoring Group.

Strengths			Weaknesses		
Students (78%)	Faculty and Staff (75%)	Parents/Community (10%)	Students (78%)	Faculty and Staff (75%)	Parents/Community (10%)
1. Good Relationships with Teachers	1. Family atmosphere and faculty relationships	1. Academic Intervention Programs	1. Lack of Cleanliness of campus and bathrooms	1. Lack of Student Accountability and Consequences	1. No evidence of wall to wall, bell to bell academic rigor; low academic standards - teaching below grade level
2. Athletic Programs	2. Small classroom sizes	2. Saturday Parent Education and Information Workshops	2. Food choices in cafeteria	2. Poor Parent Participation	2. Lack of an effective safety net for failing students; failure to communicate with parents in a timely manner regarding failing students; no online access to student performance
3. School close to home and family	3. Community, School History and traditions	3. Dedicated personnel in key areas	3. Dress Code	3. Cleanliness of Campus	3. Inadequate counseling services for students; lack of vocational skills course offerings
4. Food in Vending Machines	4. Students	4. Retention of veteran teachers	4. Tardy Sweeps and Bell Schedules	4. Outdated or lack of technology; lack of supplies and access to equipment	4. Lack of Cleanliness on Campus; low parent participation

The survey data results indicate that the learning and working environment rank high with students and teachers while learning outcomes rank highest with parents and community. The need for a clean campus environment was a common concern for each group of participants; however, 83.7% students stated they agree/strongly agree with the statement "I feel safe on campus." Yet the misperception that DHS has an

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unsafe campus is prevalent within the District. Guests on campus frequently express surprise when they observe by calm orderliness on our campus and the mature behavior of our scholars. We have made great progress over the last couple of years to minimize suspensions—from 370 lost instructional days to 125 days—and to teach citizenship and pride as suggested by improvement in student attendance. Last year’s attendance rate was 94.22%—up from 92.58%, slightly below the district target: 96%.

Schoolwide, graduation rates continue to be a strength at DHS. Yet, Hispanic/Latino, and students with disabilities do not attain the same success as other subgroups. Although approximately 25% of the student body is involved in some type of school related extracurricular activity, this percent represents less than 10% of our Hispanic/Latino and English Learner populations. For example, only five Hispanic/Latino students are represented in Student Leadership, Cheer Squad or Drill Team combined. Various factors contribute to students’ selection of extracurricular activities, but the failure of this significant population to emerge in these types of organizations appear to indicate a disconnection of the subgroups with the school.

Graduation Rates	2011
School wide	72.65
African American	81.95
Hispanic/Latino	60.70
English Language Learners	47.80
Students with Disabilities	63.16
Socioeconomically Disadvantaged	73.00

### **Parent and Community Support**

The fact that Dorsey’s student outcomes have been enhanced by parent and community organization support provides convincing evidence that confirms the accuracy of the Policy Brief published by the National Education Association in 2008. “The research is clear, consistent, and convincing: Parent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs.”

In 2008, DHS African American students achieved only a 14 point CST increase. In response, some African American teachers and involved parents held a motivational assembly to provide networking and mentoring support for African American students. The following year, African American students exceeded their growth target of 13 points by achieving an increase of 42 points.

In 2011, African American students again did not meet their growth target, instead decreasing by 7 points. (This was the only subgroup that decreased that year.) Again, the community responded. But this time, instead of a quick visit, the community coalesced to provide a sustained presence on campus and to replicate academic success for all students.

***B2. Based on your analysis please identify the most central and urgent issues/challenges that are hindering the school from improving student learning and achieving the vision of the successful future graduate and the school articulated above? What is the supporting evidence that leads you to identify the items listed above as high priorities?***

Based on the school data, we have analyzed and identified five urgent challenges that are significantly

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hindering the growth and attainment of our school vision for the students who will matriculate from DHS:

Although DHS has the capacity to implement schoolwide reforms that will result in accelerating student outcomes, inconsistent implementation of basic first order changes in instructional strategies, assessments, and practices (e.g., Intellectual Engagement, Classroom Talk, instructional coherence, and rigor) continue to have a significant impact on increasing student achievement.

1. Although DHS has the capacity to implement schoolwide reforms that will result in accelerating student outcomes, inconsistent implementation of basic first order changes in instructional strategies, assessments, and practices (e.g., Intellectual Engagement, Classroom Talk, Assessments, instructional coherence, and rigor) continue to have a significant impact on increasing student achievement.
2. The DHS data does not substantiate a positive correlation between the current Small and Professional Learning Communities structure and the personalization necessary for student learning and achievement. Ineffective establishment of community partnerships, minimal teacher collaboration, lack of purity within the program, and low enrollment serve to lessen the impact on the potential benefits of a small learning environment for our students.
3. While DHS continues to demonstrate API growth, historic sporadic and uneven performance within subgroups serves to negatively impact the performance outcomes for meeting the AYP targets and reinforce the need for Culturally Relevant and Responsive Education. Furthermore, the data indicates a “widening” achievement gap between Non-Magnet and Magnet and between general education and special needs students.
4. Whereas an analysis of state and district data indicate that students are progressing, the absence of a holistic approach to assessments and timely feedback to inform instruction hamper school wide reform efforts.
5. As evident in the enrollment data, DHS continues to experience a significant decline in enrollment which, in turn, reduces the availability of school resources in the absence of immediate intervention.

In response to these urgent challenges, we have identified the following five Key Priorities necessary to turnaround DHS:

**Priority 1:** Consistent implementation of a common rigorous curriculum and instructional strategies in all subject areas that will accelerate student learning outcomes;

**Priority 2:** Personalize the Learning Experience via Career Academies, where students are vested and known, and Professional Learning Communities of teacher led professional development to share best practices that serve to build and nurture student comprehension and mastery;

**Priority 3:** Culturally Relevant and Responsive Education (CRRE);

**Priority 4:** A holistic approach to assessment, to include career academy project based learning, school-wide diagnostic assessments, and common departmental summative assessments; and

**Priority 5:** Improve school articulation and recruitment to increase student enrollment.

### C. SCHOOL TURNAROUND (8-10 pages)

<p><i>C1. Building on the priority areas identified above as central to turning around your school, what specific strategies, practices, programs, policies, etc. must be employed to address each</i></p>
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*priority area? What do you expect will change as a result of implementing these strategies, practices, programs, policies, etc.? What is the underlying theory/research that supports why you believe the strategies, practices, programs, policies, etc. identified above will dramatically improve student learning at your school?*

Although DHS continues to improve, student performance has not accelerated at a pace to meet the expectations of our school nor that of the Los Angeles Unified School District or the State of California. Thus, we intend to create a turnaround of school-wide improvement using second order changes, built on a solid foundation of first order changes, to propel us toward achieving our vision of graduating competitive college- and career-ready students who are effective communicators, critical thinkers, problem-solvers, and life-long learners.<sup>14</sup> And much of the framework within which these changes are to occur will consist of purposeful implementation of Career Academies and Professional Learning Communities that support them, Culturally Relevant and Responsive Education (CRRE), project-based learning and formative assessments.

**Turnaround Key Priority 1: Consistent implementation of a common rigorous curriculum and instructional strategies in all subject areas that will accelerate student learning outcomes.**

The core of the instructional program is effective classroom instruction. And pathways will be the way in which DHS students will build on core content area skills, while preparing themselves for the demands of college and careers. (APPENDIX I; E) The implementation of small career academies within the larger high school will continue to increase personalization while preparing students for life after high school. The California Career Technical Education network established Linked Learning Pathways to lead students to higher graduation rates and success in college and the workforce<sup>15</sup> along with a study by America's Edge<sup>16</sup> identifying four linked learning structures of successful pathways to learning for students that Dorsey will implement as follows:

a. **Academic Component:** Project-based learning will prepare our students for success in post secondary programs. Pathways are complimented with project-based instruction in core-academic classes that link to real-world applications. Teachers at DHS will create a project-centered curriculum for each academy to increase **rigor** so that students can comprehend and evaluate complex tasks across many disciplines.<sup>17</sup> Students will complete annual interdisciplinary performance assessments to demonstrate their ability to gather, comprehend, evaluate, synthesize, and report on information and ideas for 21<sup>st</sup> century skills.

b. **Technical Component** delivers concrete knowledge and skills through a cluster of “pathway” courses that enhance the technical knowledge of the students in the career field. Each academy will have succinct partnerships that help expose all students to the career pathway of choice. Engaging in technical classes will help students see connections, and build **relevance**, between core subjects and the real world, allowing them to transfer knowledge and make greater meaning of complex problems.

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<sup>14</sup> “First-order” change is change that is consistent with prevailing values and norms, meets with general agreement, and can be implemented using people’s existing knowledge and skills. A change becomes “second-order” when it is not obvious how it will make things better, it requires people to learn new approaches, or it conflicts with prevailing values and norms. See R. J. Marzano, T. Waters, & B. McNulty, B., *School leadership that works: From research to results* (Alexandria, VA: ASCD, 2003).

<sup>15</sup> California State Plan for Career Technical Education, 2008-2012 (accessed September 10, 2010); available from <http://www.schoolsmovingup.net/cs/ctep/print/htdocs/ctep/home.htm>.

<sup>16</sup> *Can California Compete?* Reducing the Skills Gap and Creating a Skilled Workforce through Linked Learning, 2011. Washington, DC: America’s Edge.

<sup>17</sup> *Common Core State Standards* (accessed September 4, 2010); available from <http://ccss.lausd.net>

c. **Work-based learning** offers opportunities to learn through real world experiences that enhance classroom instruction by building a possible school based enterprise. As a result, students are engaged in a career at the high school level by participating in a club/activity related to their career choice. Examples include: starting a business, creating a marketing proposal, representing clients in teen court, or creating a health center for athletes.

d. **Support Services** include career and socio-emotional counseling as well as additional instruction in reading, writing, and mathematics to help students succeed within a challenging program of study. Support services will personalize the educational experience by helping students build **relationships** with adults on campus through an advisory system that monitors students through the use of Individual Academic Plans (led by the counseling department).

Linked Learning pathways will provide the structure that DHS requires to support 21<sup>st</sup> century skill development in its students and to help teachers support individual student needs, while common strategies and curricular interventions will ensure that teachers address the students' academic needs.

Across the curriculum, teachers will use the following common research-based strategies:

a. **Accountable Talk**<sup>18</sup> Structured discussions to promote student engagement, retention and language acquisition that help them create their knowledge through questions, exploring, and assessing;

b. **Cornell Notes**<sup>19</sup> An advanced graphic organizer system used to aide students as they inquire, construct meaning, and clarify and organize their learning, and understand that writing is a tool for learning mathematics as well as other subject areas; and

c. **Writing to Learn**<sup>20</sup> The use of writing as an effective tool to guide and assess learning as students “write to think” about new information and clarify their thought processes.

DHS is aware of the persistent need to significantly improve core instruction. As a result, on “School-wide Academic Tuesday” (SWAT), core teachers will combine a focused intervention and formative assessment system. We will modify the **D.A.R.T.S.** method of instruction, whereby teachers focus on power standard mastery by **D**iagnostics the skill set, **A**ssessing student learning regularly, **R**e-teaching students when gaps exist, and finally **T**ranslating the material to real world context while focusing on student literacy through **S**tory problems. Using this methodology all teachers will not only focus on assessment, but also on student literacy, critical thinking, and application of content to a broader context.

**Turnaround Key Priority 2: *Personalize student learning experience via Career Academies, where students are vested and known, and Professional Learning Communities where teachers led professional development to share best practices that serve to build student comprehension and mastery.***

### **a. Career Academies**

Through linked-learning, Dorsey will engage students in the educational process and be able to address the chronic underperformance of students. To be successful, DHS will reorganize its existing six Small Learning Communities (SLCs) (2 magnets and 4 SLC) into four Career Academies (2 magnets and 2 Career Academies) using the Linked Learning structure. We will close the lowest performing academy, REACH, and

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<sup>18</sup> See for example, Kim Mikyung, et al. (*Accountable Talk in Reading Comprehension Instruction* (Pittsburgh, PA: University of Pittsburgh, 2006).

<sup>19</sup> Walter Pauk & Ross Owens, *How to Study in College* 10<sup>th</sup> edition. Boston (Massachusetts: Wadsworth, 2010).

<sup>20</sup> D.B. Reeves, *Accountability in action: A blueprint for learning organizations* (Denver, CO: Advanced Learning Press 2000). See also Robert Marzano, “Writing to Learn.” *Educational Leadership* 6, no. 5 (2012): 82-83.

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just like the Magnets, add the Freshman Academy to the Arts and Humanities and Career and Technical Education Academies. Teachers within each Career Academy will teach common students in a cohort model that will connect career pathways and electives. The SLC to Career Academy merger will include the following:

<b>2012-13 SLCs (current enrollment)</b>	<b>2013-14 Career Academies (projected)</b>
Ninth Grade Academy (180)	<i>Dorsey will close the Freshman Academy and Merge to 9<sup>th</sup> grade cohort model within each Career Academy so that supports and teacher planning can still exist as students transition to high school (Spring 2013)</i>
Career and Technical Education (240)	Careers in Business and Entrepreneurial Studies (400-500 students)
Arts & Humanities (228 students)	Arts and Humanities (400-500 students)
Recreation Education and Careers in Health (207)	<i>Merge (Students select pathway in Spring 2013)</i>
<b>2012-13 Magnet</b>	<b>2013-14 Magnet Career Academy</b>
Math, Science, & Technology Magnet (120 )	Highly Gifted MST: Engineering & Health Sciences Magnet (140 students)
Law, Public Service & Police Magnet (233)	Law, Public Service & Police Magnet (260 Students)

Embedded within this design will be a support structure to aid ninth graders as they transition to high school. Although DHS has had SLCs on campus since 2006, our proposed SLC re-design is intended to improve structural weaknesses that characterize our current efforts. Our current SLCs do not each reflect the optimal number of students recommended for an SLC population with equitable distribution of student subgroups and resources. It is understood that in order for these SLCs to thrive and to retain instructional purity, they must function as small schools and maintain a student enrollment of 400-500 students. Furthermore, the SLCs and Magnets will be regarded as Career Academies and governed by the comprehensive school: DHS.

### **b. Professional Learning Communities**

To assess progress and attain optimum outcomes, DHS will institute a two-prong PLC common planning cycle. In phase one, teachers will develop common lessons with assessments analyzing classroom, Career Academy, student, and school wide data that inform their practice. In phase two stakeholders will biannually participate in classroom and office “snapshot” observations of school wide implementation of core initiatives. Using the Teaching and Learning framework, teachers, parents, students, community members, and administrators will participate in the School Review Process Walkthrough Protocol to provide feedback that informs the Instructional Leadership Team (ILT) and professional development.

Time will be allocated for teachers to meet, plan lesson, and debrief regarding student work, and student performance in order to ensure that all faculty and staff are focused on improving student outcomes. (SCHEDULING AUTONOMY WAIVER; APPENDIX F) Not only will this system be important for teachers to monitor their effectiveness, but it will also give the staff time to develop performance assessments each semester—also known as Career Academy Semester Portfolio Projects—which will bridge the gap between content specific and 21<sup>st</sup> century skills. In each Career Academy students will be grouped in cohorts to allow teachers to address their academic needs. Grouping the students will assist teachers to provide common school-wide department assessments, while assigning academy specific performance that will bring learning alive.

### **Turnaround Key Priority 3: *Culturally Relevant and Responsive Education (CRRE)***

We will ensure that all DHS students have access to a Culturally Relevant and Responsive Education (CRRE) that addresses their cultural needs through a highly rigorous, culturally relevant pedagogy in all

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classrooms.<sup>21</sup> Although the majority of our DHS students— are classified as Standard English Learners (SELs), there is no standard assessment for their identification and they are deemed involuntary minorities (e.g. African Americans, Mexican Americans) that must learn the language of the dominant society. We have observed that these students may be fluent in English but often attempt to combine the syntax, inflections, patterns, and nuances of their language when speaking and writing English. To address their needs, we will implement the Academic English Mastery Program (AEMP), a comprehensive and research-based component of the District's Master Plan,<sup>22</sup> that will coincide with the implementation of cooperative grouping, accountable talk, performance-based curriculum, and developing integrated units around universal themes as mentioned throughout the Key Priorities.

We will also work collaboratively with the AEMP office, an important component of the District's Master Plan, by means of ongoing, comprehensive professional development and training for administrators, teachers, and other support staff relative to meeting the cultural, linguistic, and academic needs of all of our students.

We will also work collaboratively with the AEMP office, an important branch of the LAUSD's Master Plan, by means of ongoing comprehensive professional development and training for administrators, teachers, and other support staff in order to identify and meet the cultural, linguistic, and academic needs of our students.

In addition to AEMP, we will make learning more **relevant** for students through use of Project Based Learning (PBL) in which teachers will be able to plan a curriculum that meets the needs of their Career Academy. PBL will not only help students see connections between the core standards and the real world, but will also help students increase their critical thinking skills and ability to connect disciplines. Furthermore, using PBL will encourage our students to benefit from using a collaborative model that increases their fluency with high-level content specific vocabulary. It is also our goal to create students who cannot only perform well on End-of-Course exams, but also speak candidly and fluently about what they have learned and how these lessons authentically impact the broader world. As a result, teachers will be expected to model a strong collaborative model in every classroom—a model that allows students to debate and dialogue, thus yielding high levels of engagement.

**Turnaround Key Priority 4: *A holistic approach to assessment, which will include career academy project based learning, school-wide diagnostic assessments, and common departmental summative assessments.***

While students are progressing, the lack of consistent and uniformed formative assessments leaves many teachers to question whether students are demonstrating mastery of the standards at an acceptable pace and rate. As a result, DHS will implement a series of department and Career Academy assessments that will help track student performance.

DHS must address the needs of students entering school below grade level standard, and ensure that all students move up one or more band in the end of year performance measures. Students entering DHS will take Diagnostic exams when entering school. These exams will diagnose student needs and help promote appropriate placement of student in classes with added intervention components (such as Math/English Tutorial coupled with the grade level course).

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<sup>21</sup> Gloria Ladson-Billings, "But That's just good teaching! The case for culturally relevant pedagogy," *Theory Into Practice* 34 (1995): 159-165. See also Tyrone C. Howard, "Culturally relevant pedagogy: ingredients for critical teacher reflection," *Theory Into Practice* 42 (2003): 195-202.

<sup>22</sup> AEMP (accessed October 1, 2012) [http://notebook.lausd.net/portal/page?\\_pageid=33,130169&\\_dad=ptl&\\_schema=PTL\\_EP](http://notebook.lausd.net/portal/page?_pageid=33,130169&_dad=ptl&_schema=PTL_EP)

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Instruction is only effective when we know that students have learned the standards and can demonstrate proficiency as measured by student mastery of California standards. To this end, our teachers are charged with aligning the standards, curriculum, and assessment. Benchmark assessments and daily measurable objectives are used to refine pedagogy and practice as teachers receive meaningful feedback through the use of the Teaching and Learning Framework.

To exceed district proficiency averages over the next 3 to 5 years, DHS will implement core instructional strategies and structures that ensure instructional coherence. Teachers will learn from each other as they collaborate and develop common lessons and assessments

Teachers in all subjects will also monitor student progress toward grade level standards on a regular basis through establishing common assessments in core classes, and using regular and ongoing formative assessment in all classes. In addition to District periodic assessments, DHS teachers will have common unit/summative assessments in core classes that will clearly align with high needs areas of improvement for students. Teachers will also give common weekly formative assessments during “School-wide Academic Tuesdays” (SWAT) where teachers will assess whether the weekly objectives and standards are being met department wide (BENCHMARK ASSESSMENT WAIVER). Teachers will be able to reflect on student results during weekly Career Academy morning meetings, using Critical Friends Groups to analyze data as well as student work. Using a data analysis protocol will create a dialogue around data that allows all stakeholders to help students meet their potential.

In order to promote 21<sup>st</sup> Century skills, DHS will also assess students with semesterly Career Academy Projects. **Career Academy Projects** will be interdisciplinary and play on the theme of the linked learning career academies, helping students to truly understand how every day instruction plays out in the real world.

Assessment results and individual student progress will be monitored in weekly advisory meetings, where students will have teacher advisors that help students create short and long-term goals. Advisors will track student performance on benchmark assessments, as well as help to establish Career Academy culture. Career Academy counselors will plan weekly advisory goals that integrate academic performance, with character building, and goal setting to help students meet their post-high school goals.

### **Turnaround Key Priority 5: Improve school articulation and recruitment to increase students’ enrollment.**

The approval of this transformational plan will signify the beginnings of the rebranding of Dorsey High School. With the grand opening of the new state of the art educational complex slated for August 2013, we believe we can attract neighborhood students, so our greatest challenge will be student retention, community outreach, and public relations.

To that end, we will negate negative perceptions with a campaign to recreate the image of the DHS.  
**Please see Section C3.b.**

*C2. Describe the culture and climate (academic and non-academic) that is central to turning around your school and aligns with the instructional philosophy above. Why do you believe the culture described is one that will turn around your school?*

#### **Academic Culture:**

DHS’s priority is to create an academic environment where students want to learn, care about learning,

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and achieve personal and school goals. Similar to 90/90/90 schools, DHS will clearly communicate high expectations for all stakeholders. Walking through campus everyone will know that “learning matters here.” Fostering this safe and welcoming environment will mean that everyone is connected to student achievement. Creating such an environment will encourage students to question their world, engage in the curriculum, and to feel proud of their progress toward set goals.

In order to help shift the culture to one of intrinsic student motivation toward learning, DHS will implement an Advisory system where students meet with their advisors weekly. This advisory time will be used to help students create short and long-term goals, to monitor student progress, and to build a personalized learning environment where teachers can help students in the pursuit of their academic goals. In each Career Academy, teachers will build relationships with students where they will keep track of student progress toward their goals. It is here that students will be monitored through an Individual Academic Plan (I-AP), using benchmarks set forth by CTS results and Career Academies.

Helping students belong to the school will also foster college and career readiness. While Career Academies limit the breadth of class availability to students, they increase the depth of study. Students will be able to engage in thematic interdisciplinary curriculum and will be well aware of the career opportunities once they leave the Career Academy. Using Career and Technical Education (CTE) Pathways, students will be able to explore career opportunities within the context of the classroom. Career Pathways will also increase the level of personalization between students and families. Using Linked Learning to drive the Career Academies, students will have teachers that meet in cohort teams to help monitor their progress each year. As a result, we expect that students will experience a sense of belonging and familial relationship with their teachers.

Having an environment and schedule that maximizes learning time is essential to creating an academic school culture. Within each Career Academy students will have access to A-G courses, as well as Advanced Placement level courses offered throughout the school day and online, when class schedules do not permit the availability of teacher-led instruction.

Increasing the rigor in classes will allow students to communicate more effectively and think critically. Thus, DHS will ensure rigor through backwards planning to align departmental curricula with CST blueprints and Common Core by 2014. Our instructors will make sure that each unit will link back to essential questions and will use daily measured opportunities to check for understanding. Each teacher in every core department will use common formative and summative assessments throughout the school year that will be based on the new 2014 common core standards. Furthermore, teachers will use student generated research questions and assign work that gauges mastery of power standards.

In order to create support systems for staff that will ensure students are career-prepared and college-ready, DHS will establish a flexible bell schedule that will provide time for planning and tracking of curriculum fidelity. (BELL SCHEDULE WAIVER).

College-and-career success will not stop when the bell rings at our school. DHS will have various activities to connect students to the school community and Career Academy: Eco Club, Mock Trial, Amigos Club, Black Student Union, Fox Mentor Program, ACE Mentor Program, Yearbook, Leadership, Drama Club, Athletic Scholars, etc.

### **Non-Academic Culture:**

Creating a *shared leadership structure* will be integral to the fidelity of the turnaround effort. “When you share authority, you share responsibility” and accountability. By sharing authority, responsibility, and accountability teacher leaders have the autonomy to create personalized learning experiences for their

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students. PLCs will also make distributed leadership structures more desirable, as each Career Academy team will work to meet the needs of their students.

To help our staff with the transition into this culture DHS will implement Critical Friends Protocols to change professional development from the “drive-by” model to one on “inquiry, reflection, and action.” In this model a team will meet two hours each month to set student learning goals, help each other improve teaching practices, examine student work together and identify issues in the school culture that affect student achievement.<sup>23</sup> Using this model as a guide, DHS will build a reciprocal accountability system that helps teachers to use their data to reflect on what next steps need to take place in order to ensure success hold all stakeholders accountable for high and clearly-defined expectations for student success.<sup>24</sup>

As a result, it is imperative to create “Dorsey Pride” days for community members, parents, staff and students to help beautify the campus in light of District cuts in maintenance. Building a culture of high expectations for all stakeholders will increase student and staff engagement on campus. Through weekly Career Academy PLC meetings staff will have the opportunity to discuss individual student challenges and successes as well as the curriculum.

***C3. How will you engage your school community faculty staff students and parents so that they are able to understand and effectively implement elements of the instructional philosophy and turnaround plan? a. Given your community context, what needs to be true for your colleagues, students and parents to join you in the transformation of our school?***

DHS parents are interested in their child’s success, but due to limited time, information must be streamlined, clear, and concise. As a result, faculty must be open to communicating using traditional and non-traditional forms of communication such as: phone, email, conferencing before and after school, during conference periods, or by mail. Staff needs to maintain records of family communication and help support the school in its efforts to change the perception of DHS in the community.

DHS staff will be invited to participate in community walks, phone banking days, and open house events to help build awareness of the structural changes and school performance successes that will occur as a product of implementing this PSC plan. Staff and faculty will also have to buy-in to the initiatives listed in this document. Having full buy-in from all stakeholders will help the school meet the community’s needs and ultimately increase student attendance levels over the next three to five year period. (MUTUAL CONSENT WAIVER)

The community needs:

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

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<sup>23</sup> This is a model for PD created by Marnie Curry and based on her research examining PLCs and high school restructuring reforms. See Marnie Curry, “Critical Friends Group,” *Teachers College Record* 110, no. 4 (2008): 733–774.

<sup>24</sup> See WestEd, *The Tipping Point School Turnaround Strategy* ( accessed October 1, 2010); available from <http://www.wested.org/tippingpoint/downloads/turnaround.pdf>

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- resources for substance abuse.

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

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

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

In order to see the connection between classes and career, Dorsey High School will work with students through Career Academy specific mentor programs and, for older students, apprenticeships.

Our students will be vested in their education and their future success, eager to learn, and perceive that their effort is worth the long term outcome of college and career success. We will continue to build a resilient student body who will have the coping skills necessary to succeed. (APPENDIX G)

***C3b. Given your community context how are you going to share communicate and generate interest and excitement about your plan for turning around your school?***

Over the past five years, a decline in enrollment correlates to the number of charter schools opening in Dorsey's community. Families in the neighborhood understand that education is a stepping-stone to a better future for their children. Unfortunately, many parents send their students outside their neighborhood school. In order to eliminate community misconceptions regarding DHS, the school will publicize Dorsey's improved yearly progress, the creation of the Career Academies and college admission rates. Whether students participate in one of the Career Academies or magnet programs, DHS will attract students by offering a more rigorous and high quality education within Career Academies that personalize education and help teachers make connections between careers and core content.

Upon approve of this transformational plan, DHS will:

1. Create signage in the community that celebrates Dorsey's successes

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2. Help our partners get the word out, by celebrating partnerships on websites, social media, and through our school publications
  - a. Utilize local newspapers to publicize DHS successes and events
  - b. Use our electronic marquee to celebrate college entrance
  - c. Develop an email system to send information to students, family and community
  - d. Flyer throughout the community
3. Work with Parent Center Directors to ensure that families have up to date and information regarding our progress.
4. Attend feeder school parent and back to school nights to make schools aware of our improved position for incoming students.
5. Participate in semesterly community walks to introduce community to staff and programs on campus
6. Create a monthly newsletter for families regarding goals, activities and plans for students
7. Create a DHS infomercial (short video) to exhibit the strengths of our students and staff.
8. Seek a partnership with a Public Relations Firm or university with a communications program that may require students to intern or complete community service projects.

DHS wants to capitalize on our rich history and strong community ties. In addition to encouraging continued support for our renowned athletic program, Dorsey will bring parents and guardians to meaningful activities on campus, take information about Dorsey into the community, serve as a clearinghouse for selected community resources, and involve parents and guardians in the school through events such as Parent Appreciation Day, empowerment workshops, School Review Walkthroughs, and participation in school site council and other advisory councils.

DHS will engage the community through student, faculty and parent participation in community activities. DHS will hold school-sponsored community activities--including, but not limited to, the Dorsey Community Picnic, Tailgate, Athletics Day, dramatic performances, orientations, Parent Appreciation, Dorsey Fest, and arts displays on campus. The use of the electronic banner to publicize events will help to tighten the bonds between community and school. Dorsey will create and maintain a community link on the school website, to help everyone access the information quickly and easily. In addition, the Parent Center will work closely with the Parent Community Services Branch to conduct monthly workshop trainings for parents.

Dorsey's Parent Center is a strong, active presence on campus. It hosts a number of school activities that engage parents, support students, and build community. DHS wants to utilize parent time efficiently by continuing monthly meetings, where all interested parents participate in a large parent group meeting, and then move on to break-out sessions to discuss particular needs.

Many parents and community members are eager to help and need a structure to connect them to the school. Some are interested in what is going on at DHS, but do not have the time or resources to visit the school. They need information to be available, either online, in newspapers, close to where they work or shop, or easily obtained at school. DHS will make information about school programs and events available through automated phone calls, the school website, satellite office meetings, and flyers. Communication with parents will be frequent and will continue to be in both Spanish and English.

### **D. IMPLEMENTATION (2-3 pages)**

<i><b>D1. How will you monitor the implementation of your proposed turnaround efforts?</b></i>
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We are currently reducing our six Small Learning Communities to four Career Academies, which will

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allow us to have pure teacher and student cohorts. It is within these cohorts that we will plan collaboratively by grade level to broaden our pockets of success to reflect interdisciplinary curriculum that promotes higher order thinking school-wide. For example, we find that in our Math Science magnet, there is a 51% proficiency in ELA whereas in our general population, the percentage is roughly 25%. Clearly, our magnet program can share with our general population some of the strategies they use that lead students to this proficiency rate. We will build on connecting such pockets of success to create school-wide success as follows:

**Monitoring Key Priority 1: *Common rigorous curriculum in all subject areas:*** In order to strengthen our ability to work in cohorts to develop lessons and activities, we will receive *Critical Friends* training. This training will teach us to openly and effectively communicate, to trust and respect one another, to help us work collaboratively and democratically, and to collectively focus on student learning.

After receiving proper training, teachers will be given ample structured time prior to the first day of school and within the school day each week throughout the year to plan subject specific and interdisciplinary projects and activities, to discuss student progress, and to develop strategies to support students needing additional support. Teachers will also discuss their progress in implementing projects and activities.

By day one of the first semester, each cohort will submit a pacing plan to his or her assigned administrator. We will conduct random peer observations; create protocols and goals to aid in accountability, and create I-APs for our students. Additionally, we will have a school review team comprised of administrators, teachers, and students who will monitor our program monthly and conduct instructional classroom walks (per TLF #5). Administrators will complete observation forms that will be linked to teachers' Stull evaluations and classroom feedback.

**Monitoring Key Priority 2: *Teacher led collaboration and professional development by grade level cohorts and student personalization within career academies:*** PD will shift from whole school to departmental. The Instructional Leadership Team, comprised of department chairs, lead teachers, coordinators, and administrators will use CST and common assessment scores to determine students' greatest needs. From these findings, the ILT will select three instructional strategies that all teachers will use to address students' needs school wide. Once the teaching strategies have been determined by the ILT, faculty members will review the strategies and will adhere to the following cycle:

1. Learn the first strategy to be implemented
2. Plan common lessons using the agreed upon strategy
3. Develop and deliver the common lesson
4. Reflection stage 1: Examine student work and refine instruction
5. Reflection state 2: Examine the pros and cons of the strategy
6. Reflection state 3: Departments will share the findings of the cycle
7. We will evaluate our PD based on student performance

We will also implement the new EL Master Plan to support EL and SEL students in their academic success with random checks for teacher success and need.

**Monitoring Key Priority 3: *Culturally Relevant and Responsive Education:*** Administrators and teachers will receive on-going PD on Culturally Relevant and Responsive Education as it relates to student learning, communication, behavioral, and cognitive styles of our student population. All students will receive a CRRE using the following strategies: working together in groups, participating in project based learning, teachers honoring what students bring with them into the classroom, students honoring

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what teachers bring into the classroom, and incorporating identity development. Cultural relevance will also be conveyed through classroom set-up, “walls that speak,” literature and activity choices.

All teachers will be observed in monthly walkthroughs using the tenets of the Academic English Mastery Program and will be provided with feedback. Additionally, we will utilize the LAUSD Teaching and Learning Framework, and Master Plan during walk-throughs to ensure that each teacher demonstrates knowledge of content and pedagogy; and knowledge of students’ needs, interests, and cultural heritage.

**Monitoring Key Priority 4: A holistic approach to assessment:** Like the 90/90/90 schools, we will develop and submit common rigorous assessments in every discipline built around common core standards and using the built in interventions from our matrix. We will also focus on the needs of students based on an analysis of student performance data. We will meet collaboratively every month to review student work, to identify students’ strengths and problem areas for intervention; to plan, implement, and revisit data after intervention has occurred; and to determine the effectiveness of the intervention and the assessment tool. This cycle will continue as we work to build student mastery in all subject areas. As a team of teachers who work as facilitators, we will use our data to inform us of student progress in reading to write and writing to learn. We will hold ourselves accountable for the submission and maintenance of compliance documentation regarding our data, assessments, planning, and in-class interventions.

**Monitoring Key Priority 5: Improve school articulation and recruitment to increase student enrollment.**

We will revisit student enrollment data monthly to check that student enrollment numbers are stable or rising. We will also continue to communicate with feeder schools to recruit students.

***D2. What are the most significant barriers you foresee to successfully implementing the strategies, practices, program, policies, etc. identified for turning around your school?***

<b>Barriers &amp; Solutions</b>	
<b>Key Priority 1: Rigorous curriculum in all subject areas using Linked Learning</b>	
<b>Students</b>	
<i>Challenges</i>	<i>Solutions and Expected Results</i>
<p>Many of our students encounter the absence of relevance and cohesiveness among disciplines. We find that in andragogy, adults learn best when they see the relevance of the subject matter that they are studying. If they see the relevance of it, they are more likely to be successful in the study of it. Like adult learners, students need to see how subjects fit in relation to their goals and be able to determine the relevance of what they are learning. Otherwise, students may unconsciously ask, “How is this information valuable?” or, “How will I use it in achieving my goals?” or even, “Why learn it?” By not having answers to these key questions, student intrinsic motivation is stifled because of the lack of relevance.</p>	<p>By adopting Linked Learning, students are able to see real world connections and will place their issue or goal at the center of their sphere and identify how each discipline inter-connects as part of their academic pursuit. As a result of the rigor that will be implemented in each of the classrooms and within each career academy, students will connect multi-disciplinary meaning and importance as it relates to their objective. We will reframe how students view “being smart,” reversing the tradition of learned helplessness, and empower students to succeed. Students’ perceptions will change in that they will be able to connect what they are doing now with their future goals through accountable talk. For example, if a student has dreams of becoming a physician, yet fails most core classes, s/he must</p>

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	understand that today's decision will affect tomorrow's opportunities.
<b>Instructional</b>	
<i>Challenges</i>	<i>Solutions and Expected Results</i>
There is a lack of trust among many of the teachers on our campus, which explains why many work in isolation. Although we have pockets of success and some great teachers, this lack of trust inhibits collaboration. As a result, students receive an inconsistent education with rigor in some classes and no rigor in others.	Teachers will receive <i>Critical Friends</i> training which will allow us to openly and effectively communicate candidly during collaboration. Teachers of the same career academy will become team members and will work together to implement rigorous and cohesive lessons among disciplines, thus re-invigorating their enthusiasm with teaching their subject matter with a similar discipline. Additionally, by working alongside other disciplines, teachers will have a voice in the creation of curricula built around Common Core Standards, and will be given ample time to unpack the standards and plan. We will honor each other's voice and will develop into effective teams that will enhance student learning. In addition to this training, we will adopt a bell schedule that will allow us to have built in planning time before students come into the classroom.
<b>Operational</b>	
<i>Challenges</i>	<i>Solutions and Expected Results</i>
District mandates are a reality and can circumvent any tentative topics for department or career academy PD. As a result, teachers, departments, and career academies are not able to meet on a regular basis.	By having enough time to plan and conduct effective PDs, faculty will be able to plan, revisit data, and make informed decisions that will benefit students and raise test scores.

<b>Barriers &amp; Solutions</b>	
<b>Key Priority 2: Teacher led Collaboration and Professional Development using PLCs</b>	
<b>Instructional</b>	
<i>Challenges</i>	<i>Solutions and Expected Results</i>
Teachers must be given enough time to prepare and authentically lead the PD. When teachers do not have this freedom, they shrink may refuse to participate. Teachers will also confront the reality that what we need to accomplish may require more time than we are given.	We have established a specific structure that we will utilize for PD. This gives faculty/staff a voice in how to effectively structure our PD. We will also put into place teacher leaders who we will provide extra support to make this process run smoothly. By adhering to our norms, guesswork is removed from the equation and student data is used to inform our decision-making. As a result, all decisions are linked to student achievement while consistently monitoring the effectiveness of the topics, the cyclical structure, and student progress. Teachers will also need to decide how we will meet outside of our established PD if additional time is needed.

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<b>Operational</b>	
<i>Challenges</i>	<i>Solutions and Expected Results</i>
District mandates are a reality and can circumvent any tentative topics for department or career academy PD. As a result, teachers, departments, and career academies are not able to meet on a regular basis.	By having enough time to plan and conduct effective PDs, faculty is able to plan, revisit data, and make informed decisions that will benefit students by raising test scores.

<b>Barriers &amp; Solutions</b>	
<b>Key Priority 3: Culturally Relevant and Responsive Education</b>	
<b>Students</b>	
<i>Challenges</i>	<i>Solutions and Expected Results</i>
We surveyed a focus group of students who do not feel that the block schedule that we are following this school year is productive. They feel that teachers are not using the time effectively, that some do not plan for the entire period (which speaks directly to a need for training in how to utilize a block). One problem they state is that teachers need to consistently check for understanding instead of being more concerned with getting through the curriculum. Their rationale is that many of their favorite teachers were RIF'd and the replacement teachers are not interested in the school or the students. As a result, many disconnect from what is occurring in the classroom. Added to this, some students may come into the classroom accustomed to feeling no sense of connection to what is offered in the classroom. This is due in part to them not seeing themselves in the literature, lessons, and classroom structure and strategies that help them to learn.	We understand that we must value what students bring with them. Numerous studies exist on the positive effects of incorporating culturally responsive curriculum in the classrooms. For example, in a math case study of two low-performing urban schools “preliminary testing of students has indicated a trend toward higher test scores on publishers’ unit tests when personal experiences are included in lessons versus when only textbook problems are used” (Ensign, 2003, p. 420). In another study of African American and Latino 10th grade students, students whose math teachers incorporated culturally relevant pedagogy in their classrooms experienced greater success on achievement tests and went on to take higher level math courses (Langlie, 2008, p. 5). As such, all academic teams will seek opportunities to make their subject matter and teaching more culturally relevant and responsive while utilizing bell-to-bell instruction.
<b>Instructional</b>	
<i>Challenges</i>	<i>Solutions and Expected Results</i>
Some teachers have embraced deficit thinking and biases, which cause them to focus on what students are unable to do rather than how we can build their skill set. This deficit thinking leads teachers to under provide academically and can allow them to think that only their philosophy is accurate. These teachers have locked-in mindsets that are not open to any other methods. This could be rooted in fear because the question becomes, “Can we impact student learning?” or “What will happen if I change my method of delivery?” Teachers must understand that the focus is not on teacher competency, but on student learning. In	Teachers will be trained school-wide in CRRE and AEMP. Through collaboration, teachers will create culturally relevant lessons that build on what students bring with them. As a result, we expect to see student skill levels rise on CSTs and common assessments, contributing to student success.

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<p>addition, teachers must learn to trust one another while communicating effectively. In short, teachers fear the unknown. Such fear can likely bring about more stress stemming from uncertainty. Although many of our teachers have heard of Culturally Relevant and Responsive Education, they limit it to selection of literature. Because they have never been trained in CRRE and the effective strategies that accompany it, they are at a loss as to how to move their students toward mastery.</p>	
<b>Operational</b>	
<i>Challenges</i>	<i>Solutions and Expected Results</i>
<p>Since administration will visit each classroom monthly and will check for CRRE, administration, too, must know what it looks like in the classroom. Therefore, administration will be trained to make informed judgments of what they encounter in the classroom and be able to offer needed support.</p>	<p>By being trained in CRRE and AEMP, the administration will be able to support teachers should what they find in the classroom not be representative of CRRE. As a result, teacher confidence is built, students are able to connect to and participate in the coursework and student progress becomes visible.</p>

<b>Barriers &amp; Solutions</b>	
<b>Key Priority 4: A Holistic Approach to Assessment</b>	
<b>Students</b>	
<i>Challenges</i>	<i>Solutions and Expected Results</i>
<p>Our data analysis indicates that one of our most significant challenges will continue to be students who enter DHS scoring FBB and BB in Language Arts and/or Math on the CST. Because of their low skill levels, students must have interventions at the center of their academic program. Based on “Pre-algebra and Algebra Enrollment and Achievement by Lindsey Musen, “...critics argue that requiring algebra in eighth and ninth grade for all students without the proper supports and structures could increase course failures, grade retentions, and dropout rates (Allensworth and Nomi 2009). Unfortunately, 90% of incoming students’ math is below 9<sup>th</sup> grade, reflecting only a 10% proficiency school-wide. Likewise, roughly 25% are proficient in English. We recognize that interventions are necessary in order to decrease the probability of failure and to increase the likelihood that students will be college ready because studies tell us that two-thirds of students who enter college and take remedial courses drop out.</p>	<p>In addition to district periodic assessments, students will receive support classes or in- class interventions if they enter DHS FBB or BB in Math and/or Language Arts. This will give students needed intervention to be successful. Our expectation is that by receiving the needed support, students will begin to build their skill level, allowing them to transition from FBB and BB to Basic and above.</p>
<b>Instructional</b>	
<i>Challenges</i>	<i>Solutions and Expected Results</i>

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Teachers are consistently challenged with motivating students to exhibit their true academic success on standardized tests such as the CST because students' believe that since they are not graded on the assessment, they don't have to exhibit what they know. Another challenge is building student capacity to score proficient on standardized tests.	Teachers will revisit student data from MyData, from grades to CST results, and will share this with students. This will empower students to set goals regarding what they need to do in order to be more successful throughout their high school career. By reviewing student data and using it to drive instruction and intervention, we expect for our student proficiency rates to increase.
<b>Operational</b>	
<i>Challenges</i>	<i>Solutions and Expected Results</i>
If our matrix is not built before the end of the school year, our program will not be as structured and will not be effective. Additionally, if teachers are not given their course schedule before the end of the year, it becomes difficult to meet as a team to plan, thus inhibiting the success of the program.	Administration and counseling will meet in early Spring to build the matrix and determine the class scheduling. Teachers will be given their courses before the end of the school year and will know who is on their learning team. Teams will meet to create common lessons and pacing plans in like subjects, as well as to create their annual interdisciplinary project to be completed by students.

<b>Barriers and Solutions</b>	
<b>Key Priority 5: Improve school articulation and recruitment to increase student enrollment.</b>	
<b>Students</b>	
<i>Challenges</i>	<i>Solutions and Expected Results</i>
Parents and students feel threatened as a result of the negative publicity that Dorsey has received.	We will rebrand or recreate the image of our school as one of safety and security.
<b>Instructional</b>	
<i>Challenges</i>	<i>Solutions and Expected Results</i>
Instilling the confidence within our student population that reflects the caliber of student that is competitive in career and post-secondary pursuits.	A rigorous academic program, student led articulation, student leadership, and student led publicity. Teachers will also monitor hallways and pathways during passing periods.
<b>Operational</b>	
<i>Challenges</i>	<i>Solutions and Expected Results</i>
Two of the comprehensive programs in our area have been designated as Magnet Schools and will draw on our student population. These schools also do not have to accept students after the fourth week of school. Therefore, we anticipate the district re-defining our attendance boundaries which could result in cross-rival gang conflicts on campus which will result in an increased need for structures for school safety. In addition, we must face the reality that we must compete with local Charter schools.	Refine Positive Behavior Support, rewrite our dress code, and increase the number of school organizations and clubs that serve to unite our student population. Additionally, we will utilize our community resources such as Motivated Men and Safe Passage to reinforce student safety.

### E. ALTERNATIVE GOVERNANCE MODELS AND AUTONOMIES (2-3 pages)

***E1. If applicable, what alternative governance model have you chosen? What is your rationale for selecting this governance model? Why do you believe this model will best support the successful implementation of your proposed plan?***

We have chosen the LIS governance model in order to best meet the needs of our students. The LIS model allows for autonomies that will help raise the bar on student achievement and make our school team stronger. Having the ability to choose accountabilities using the LIS model, helps the school move beyond its capabilities as a traditional school and hold staff accountable for student achievement.

LIS will support the implementation of our school plan because it allows us to select the waivers that are most beneficial to our students. Creating Linked Learning Career Academies accounts for several factors that distinctly differ from the traditional model. In order to meet the needs of scheduling purity, professional learning communities, interdisciplinary curriculum, formative assessment, and overall school accountability, DHS needs the autonomies that LIS school model provides.

***E2. What autonomies do you anticipate you will need to effectively implement the elements of the plan? What is your rationale for requesting this autonomy?***

**Autonomy 1:** School-determined methods to improve pedagogy and student achievement, such as articulation between grade levels and departments, intervention strategies and intervention/special support programs.

**Rationale:** In order to meet the needs of diverse learners, teachers will need to add intervention strategies into the core curriculum. Requiring teachers to built- in intervention and enrichment during the instructional block as well as track student data during the advisory program is one way that we will be able to link pedagogy to student achievement (creating Individual Academic Plans for each student). DHS will also improve student achievement through articulation between grade levels, through the establishment of Professional Learning Communities. Here teachers will be expected to articulate curriculum to grade level standard.

**Autonomy 2:** Locally determined curriculum (subject to State and District minimum curriculum standards); local instructional standards, objectives, and special emphases

**Rationale:** In order to meet the needs of Linked Learning Career Academies, the school needs autonomy over curriculum. Adding Career and Technical Educational courses to the curriculum will allow students to be 21<sup>st</sup> century ready; however, DHS will need autonomy over elective course descriptions to meet the needs of each academy. Teachers will also need flexibility over district pacing plans, when planning an interdisciplinary curriculum that meets the needs of students in their academy.

**Autonomy 3:** Local instructional schedules and strategies, including modified daily instructional days/minutes, the school's schedule of activities and events, and special schedules such as those designed to accommodate additional prep time for elementary teachers

**Rationale:** In order establish true Professional Learning Communities, DHS needs autonomy over scheduling. This autonomy will allow DHS to establish time during the school day for teacher collaborate without impacting conference periods which should be devoted to planning, conferencing with parents, and additional job related responsibilities.

**Autonomy 4:** School's internal organization plan, such as division into academies, small learning

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communities, houses, etc. within the assigned student population;

**Rationale:** Career Academies are the cornerstone of our turnaround effort. These academies will function as a small school within a comprehensive high school. As such, each academy will offer Career and Technical Pathways that align to post-secondary requirements. Teachers and students will maintain purity of programming in order to best support students as they reach the goals of the Career Academy. Each Academy will consist of the following support staff: assistant principal, counselor, lead teacher and clerical staff.

**Autonomy 5:** A requirement for “mutual consent” by school and applying employee with respect to the filling of UTLA-represented, site-based openings at the school, meaning no District-mandated priority placements, but schools must still comply with return rights or other placement rights to the school that are created by legal mandates or by the District-UTLA Agreement;

**Rationale:** Having mutual consent will allow DHS to implement this transformational plan with fidelity. Teachers hired must agree to the tenets of the PSC 4.0 document. The mutual consent standard will create Career Academy teams of like-minded staff, while building a positive community. It is DHS’s intent to not only transform the structure of the school, but also the culture, climate, and instructional expectations. Mutual consent will ensure that “must place” teachers not be placed on the DHS campus. Such restrictions on teacher placement will create a team that will work in tandem with the reforms outlined in the PSC 4.0 plan.

**Autonomy 6:** Local professional development plans aligned with the school’s Instructional Plan/Single Plan for Student Achievement (SPSA).

**Rationale:** Student achievement data and school review data indicate that teachers are not being challenged. As a result, DHS must be able to provide mandated professional growth opportunities that build teacher capacity to implement: Culturally Relevant and Responsive Education, AEMP, DARTS, Schoolwide Academic Tuesday, interdisciplinary curriculum planning/project based learning.

The staff petition vote confirms the staff’s support of the aforementioned Local Initiative School (LIS) waivers.

<b>Yes</b>	<b>55</b>	<b>No</b>	<b>6</b>	<b>Abstentions</b>	<b>1</b>
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### F. SCHOOL PLANNING TEAM (1 page)

<p><b><i>F1. Who are the members of your planning team? Who is the leader of the planning team? How was this person identified?</i></b></p>
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**Reginald Sample, Ed.D.**, (Principal) was selected as principal of Susan Miller Dorsey High School in Fall 2010. Dr. Sample has over 15 years of experience as a school leader. He is passionate about the DHS community and helping our children to realize their full potential. A graduate of the University of California Irvine, he holds a doctorate degree in K-12 Urban School Leadership with specialty in Special Education and Culturally Relevant and Responsive Education. His creativity toward school reform, as well as his background as a special educator, empowers the staff to truly consider the needs of every child. As the principal of DHS, Dr. Sample appointed the writing team and PSC Coordinator (Planning Team Leader).

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Appointed by the principal to lead the PSC process, **Tracy Murray** (Assistant Principal), specializes in instruction and coordinates plan writing at DHS. During her twenty year tenure with the district, Mrs. Murray has been an English teacher, student sponsor, district literacy specialist, instructional specialist, and administrator. She is a seasoned administrator who is experienced in school operations, instruction, and monitoring the implementation of District initiatives at the central, local district, and school site.

***Who are the members on the planning team? What are the credentials of each member? What process was in place to identify or select members of the planning team?***

The DHS planning team consists of four primary subgroups: writing, design/implementation, publicity and study, **collectively these members are our Design Team**. All teachers had an opportunity to complete a self-nomination reflection and nomination form application and commitment. Members of the writing team volunteered and were selected before this process was put in place. Teachers not listed participated in the process and committed to joining the community-at-large, a team primarily responsible for providing feedback and participating in PSC professional development activities. In addition, our parent representative serves on all teams to ensure that the parents' voice and feedback (honed during meetings and informal conversations on campus) is reflected throughout the plan.

**Beverly Pendleton (Publicity)** a DHS administrator since 2005, Beverly is the Assistant Principal of Secondary Student Services. She oversees the Attendance Office and brings in-depth knowledge of the services and needs of students.

**Carolynn Libuser (Study Team)** is in her third year at DHS and has been a math teacher for 9 years. She has a substantial background in data and statistics, and holds a Ph.D. in Management from UCLA's Anderson School.

**Carolyn Middleton (Publicity)** an 8 year member of DHS faculty in Law Magnet is currently English Dept Chair; a UCLA Writing Project Fellow who teaches upper division English classes as well as AP Language & Composition; served 4 years as BTSA mentor and 7 years on ILT promoting school culture reform & interdisciplinary curriculum design..

**Elizabeth Orue Roses (Publicity)** – a special needs and resource teacher Orue Roses has worked at DHS for three years. She currently teaches special day English classes.

**Jeremy Mc David (Design Team)** is in his second year at Dorsey High School. As an accomplished administrator, Mc David leads the Behavior Support and Intervention plan, helping Dorsey decrease its suspension rate by more than half in one school year.

**Joseph Llamas (Design Team)** in his second year at DHS, as Title I/EL coordinator he works to ensure compliance and to establish succinct operations on campus.

**Karimu McNeal, Parent/Community Representative (All Teams)** has been an involved and committed to parent representative at Dorsey for 10 years. The parent of DHS alum, she has empowered parents with knowledge to help them improve their children's academic achievement and to become lifelong learners.

**Lindsey Corcoran, (Writing Team)** an 8 year member of the DHS team, served as an English Teacher and Activities Director where she specialized in activating student voices on campus. Three years ago she was appointed Coordinator over Dorsey's Magnet Centers and has worked to established linked-learning pathways within these programs.

## Susan Miller Dorsey

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**Miriam Graham Rogers, (Writing Team)** a 9-year member of the Dorsey High School team, served as a special needs educator for five years and the Data & Testing Coordinator for four. The Data /Testing Coordinator she specializes in helping teachers to analyze data and to connect data to their practice.

**Noah Lippe-Klein, (Design Team)** UTLA Chapter Chair, has served at DHS for 14 years. A resident in the community, he has worked to organize parents to play a more active role in the school community.

**Orlando Johnson, (Study Team)** is vested in the DHS community. An alumnus, he is currently serving in his second year as an Administrator, Instructional Specialist. A former Math Coach, his career is grounded in data analysis, mathematics, and collaborative coaching. He currently leads Dorsey's Response to Intervention and Instruction (RtI<sup>2</sup>).

**Rebecca Kinney, (Writing Team)** a 13-year member of the DHS team, has held various leadership roles on campus including English Department Co-Chair. A National Board Certified (NBC) teacher and professional development facilitator, Rebecca is currently a member of the Freshmen Academy and teaches English 9 as well as Advanced Placement Literature.

***If a selection process was in place why were the persons identified above chosen to participate?***

Seven of the eight teacher members listed above are self-nominated. It was our intention to select the most qualified candidates for each team; however, this was not necessary since few people volunteered. The realities of the demands of this work and promotions resulted in eight members (not listed) not participating. This was most evident on the design/implementation team in which three of the original members were not able to consistently participate. As a result, all the teams were merged, all stakeholders were encouraged to participate in team meetings and workshops, and the principal enlisted the support of the UTLA Chapter Chair to replace dwindling teacher participation.

***F .2 In what ways did you engage parents in the development of your plan?***

Dorsey Parents were invited to five parent meetings (Parent Empowerment and Principal's Town Hall), where they were given the opportunity to provide feedback on the PSC plan. Parents were also invited to contribute to the plan by participating in surveys and two School Review Instructional Walkthroughs. In addition, Dorsey parents and community members provided integral feedback during two seminars led by the LAUSD Community and Family Engagement Branch.

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## Public School Choice 4.0 Letter of Intent Form

If you are interested in applying for a school in PSC 4.0, you must submit an initial Letter of Intent Form no later than **12 PM noon on Friday, June 29<sup>th</sup>**. Only those teams that submit a Letter of Intent Form will be eligible to participate in PSC 4.0 and submit a proposal on October 31<sup>st</sup>.

Please respond to each question as best you can at this point in time. You may indicate if you have not decided on a specific area by noting **TBD**. This document is not binding and changes may be made to the final application.

TEAM/ORGANIZATION INFORMATION		
<b>PSC 4.0 School Site:</b> Susan Miller Dorsey High School		
<b>Proposed School Name:</b> Dorsey High, School for Advanced Studies		
<b>Team/Organization Name (if applicable):</b>		
<b>Org. Address:</b> 3537 Farmdale Ave. Los Angeles, CA 90016	<b>Org. Website:</b> Dorseydons.org	
<b>Main Contact(s):</b> <i>Do not list all Design Team members—all communications related to PSC 4.0 will be directed to the names and contact information listed below:</i>		
<b>Name</b>	<b>Phone</b>	<b>Email</b>
1. Dr. Reginald Sample		Reginald.sample@lausd.net
2. Tracy Murray		Tracy.triplettmurray@lausd.net
<b>Basic Information:</b>		
Possible grade level configuration for 2013-14: _____ 9-12 _____		
Possible thematic units or areas of focus (e.g., STEM, arts): Arts and Humanities, Careers in Health and Technical Arts, Freshman Academy (College and Career Services), STEM, Law and Public Service, School for Advance Studies		
Plan to coordinate with another applicant team to share site: Yes / <input checked="" type="radio"/> No If YES, which team(s)? _____		
<b>Proposed Governance Model:</b>		
<input type="checkbox"/> Traditional	<input type="checkbox"/> Network Partner	
<input type="checkbox"/> Pilot	<input type="checkbox"/> Limited Partner	
<input type="checkbox"/> Expanded School Based Management (ESBMM)	<input type="checkbox"/> Technical Assistance Partner (TAP)	
<input checked="" type="checkbox"/> Local Initiative School (LIS)		
<input type="checkbox"/> Affiliated Charter		
<b>Proposed Budgeting Model:</b>	<b>Plan to Apply for Waivers/Autonomies?</b>	
<input checked="" type="checkbox"/> Norm-Based Funding Model	<input checked="" type="checkbox"/> Yes; will likely request one or more.	
<input type="checkbox"/> Per Pupil Funding Model	<input type="checkbox"/> No; likely will not request	

## Public School Choice 4.0 Waiver/Autonomy Checklist

**School Site:** Dorsey High School

**Proposed School/Design Team Name:** Dorsey High School

**Proposed Governance Model** (mark all that apply):

- Traditional                       Pilot                       Expanded School Based Management
- Local Initiative School       Affiliated Charter       Technical Assistance Partner
- Limited Network Partner     Full Network Partner

**Waiver/Autonomy Requests**

Mark all the autonomies requested in your plan and provide a page reference to where the rationale for the request can be found in the narrative of the application.

**X Methods of improving pedagogy.** Rationale on page(s): 27

*School-determined methods to improve pedagogy and student achievement, such as articulation between grade levels and departments, intervention strategies and intervention/special support programs (such as parent contacts, homework clinics, directed focus of services to assist struggling students and after-school reading rooms or math coaching on a rotating basis).*

**X Curriculum.** Rationale on page(s): 27

*Locally determined curriculum (subject to State and District minimum curriculum standards); local instructional standards, objectives, and special emphases (supplementing District standards).*

**X Scheduling.** Rationale on page(s): 27

*Local instructional schedules and strategies, including modified daily instructional days/minutes, the school's schedule of activities and events, and special schedules such as those designed to accommodate additional prep time for elementary teachers ( all of the above being subject to District-mandated annual number of school days and minimum annual minutes of instruction and calendar requirements, and contractual pay in the case of additional required hours of regular daily instruction).*

**X Internal organization.** Rationale on page(s): 27

*School's internal organization plan, such as division into academies, small learning communities, houses etc. within the assigned student population.*

**X Professional development.** Rationale on page(s): 28

Appendix C

*Local professional development plans aligned with the School's Instructional Plan/Single Plan for Student Achievement, except as to training relating to legal/compliance mandates.*

**X Mutual consent requirement for employees.** Rationale on page(s): 27-8

*A requirement for "mutual consent" by school and applying employee with respect to the filling of UTLA-represented, site-based openings at the school, meaning no District-mandated priority placements, but school must still comply with return rights or other placement rights to the school that are created by legal mandates or by the District-UTLA Agreement.*



*Los Angeles Unified School District*  
**SUSAN MILLER DORSEY**  
 2013-2014

**Professional Development Proposal**

This year's comprehensive and cohesive, yearlong PD plan must:

- a) Focus on the Master Plan for English Learners, the Teaching and Learning Framework, and Common Core State Standards
- b) Support the implementation of Linked Learning Career Academies
- c) Guide stakeholders to implement Project Based Learning and Culturally Relevant and Responsive strategies
- d) Improve school-wide pedagogy, practice and culture; by focusing in on checks for understanding and formative assessments

Literacy: Master Plan for EL & AEMP	
Professional Development Focus	Date(s)
Implementing Strategies for SEL & EL Stds	TBD
Review: CRRE Literacy using AEMP	TBD
EL Master Plan Strategies	TBD
Literacy Objectives	TBD
<b>Lead By:</b> Access to Core Coach & EL Coordinator	

Teaching and Learning Framework	
Professional Development Focus	Date(s)
Observation Protocol	TBD
Assessing students understanding	TBD
Core strategies	TBD
<b>Lead By:</b> Administrators and EGDC Teachers	

Common Core State Standards	
Professional Development Focus	Date(s)
Revisit: Common Literacy Standards	TBD
Common Core and Dept Standards	TBD
Increasing rigor in classes	TBD
<b>Lead By:</b> DHS Common Core Facilitators	

PLCs: Data Analysis	
Professional Development Focus	Date(s)
Reflecting on Diagnostic Data to determine student needs	TBD
Quarter 1: Data Analysis, In-Class Intervention, & SWAT	TBD
CST Data Analysis Protocol: How last years scores impact this years students	TBD
Interventions, Homeroom & SWAT	TBD
Qtr 3 Data Analysis in prep for finals	
<b>Lead By:</b> Dept. Chairs and Lead Teachers	

PLCs: Career Academy Projects & PBL	
Professional Development Focus	Date(s)
SLCs: Culminating Task, Link-Learning, Student Career Connections	TBD
Essential Questions & Aligning Interdisciplinary Skills	TBD
Creating Career Academy Projects	TBD
Project Check in	TBD
<b>Lead By:</b> Administrators, Coordinators, Lead Teacher	

Dept: Formative & Summative Assessment	
Professional Development Focus	Date(s)
Common Department Pacing & Exams	TBD
SWAT Maps	TBD
Data Collection and Analysis	TBD
Reflecting on Periodic Assessment Data	TBD
Indicators of Success & Benchmarks	TBD
<b>Lead By:</b> DEPARTMENTS	

PLC & Dept: Integrating CTE Standards into Core	
Professional Development Focus	Date(s)
Due 12/1	
<b>Departments:</b> Common Lessons	TBD
Intro to Career & Tech Ed Standards	TBD
Creating a CTE Lesson	TBD
CTE lesson student work review	TBD
<b>Lead By:</b> CTE/Lead Teachers	

Susan Miller Dorsey

## DORSEY HIGH GRADUATION REQUIREMENTS

	Grade 9	Grade 10	Grade 11	Grade 12	CREDITS
<b>A-History</b> (2.5 years required)	<b>FRESHMAN Academy Elective Pathway</b>	World History	US History	Principles of American Democracy	<b>25 CREDITS</b>
		<i>World History H</i>	<i>US History H</i>	<i>AP Government</i>	
<b>B-English</b> (4 years required)	English 9+ Block	English 10 + Block	American Literature/Comp	Expository Comp/Modern Literature	<b>40 CREDITS</b>
	English 9	English 10	American Literature/Comp H	Advanced Comp/World Lit	
	<i>English 9 H</i>	<i>English 10 H</i>	<i>AP Literature</i>	<i>AP Language</i>	
<b>C-Mathematics</b> (3 years required/4 recommended)	Alg 1 + Block	Geometry + Block	Algebra II	Statistics	<b>30 CREDITS</b>
	Algebra 1 (H)	Geometry (H)	Algebra II (H)	Trigonometry	
	<i>Geometry (H)</i>	<i>Algebra II (H)</i>	<i>Trigonometry</i>	<i>AP Statistics</i>	
			<i>Statistics</i>	<i>Trigonometry</i>	
			<i>AP Calculus</i>	<i>AP Statistics</i>	
<b>D-Laboratory Science</b> (2 years required/3-4 recommended)	Biology	Physiology	Chemistry	Physics	<b>20 CREDITS</b>
	<i>Biology H</i>	<i>Chemistry (H)</i>	<i>Physics</i>	<i>AP Biology</i>	
			<i>AP Chemistry</i>	<i>Physics</i>	
				<i>Physiology</i>	
			<i>Microbiology</i>		
<b>E-Foreign Language</b> (2 years requires/3 years recommended)	French I	French II	French III		<b>20 CREDITS</b>
	<i>Spanish I</i>	<i>Spanish II</i>	<i>Spanish III</i>	<i>AP Spanish</i>	
	Spanish SP I	Spanish SP II	AP Spanish		
<b>LAUSD Graduation Requirements</b>	Physical Education I	Physical Education II			<b>20 CREDITS</b>
<b>Capstone Electives</b>	<b>F-Visual &amp; Performing Arts</b>	<b>CAREER PATHWAY</b>	<b>CAREER PATHWAY</b>	<b>CAREER PATHWAY</b>	<b>40 CREDITS</b>
	<b>G-College Prep Elective</b>	<b>CAREER PATHWAY</b>	<b>CAREER PATHWAY</b>	<b>CAREER PATHWAY</b>	
<b>TOTAL CREDITS</b>		<b>55 CREDITS</b>	<b>110 CREDITS</b>	<b>170 CREDITS</b>	<b>230 CREDITS</b>

*\*Italics indicate emerging School for Advanced Studies Pathway(s)*

### 9th Grade REMEDIATION

ELECTIVE PATHWAY	ELECTIVE A	ELECTIVE B
<b>FULL Remediation</b>	Math Tutoring Block	Strategic Literacy
<b>Math Remediation</b>	Math Tutoring Block	Foreign Language
<b>English Remediation</b>	Foreign Language	Strategic Literacy
<b>On Track</b>	<i>Foreign Language</i>	<i>Choose: CAREER PATHWAY</i>

## DORSEY HIGH SCHOOL CAREER ACADEMY PATHWAYS

		GRADE:	9TH	10TH	11TH	12TH	
CAPSTONE ELECTIVES FOR CAREER ACADEMIES & MAGNET PROGRAMS	School of Arts & Humanities	<i>Performing Arts</i>	Humanities	Stage Design	Drama	Advanced Acting	
				Beginning Dance	Adv. Dance		
				Choir I or Beg. Band	Choir II or Adv. Band	Keyboarding or Guitar	
		<i>Visual Arts</i>		Art I	Painting	Art History	
		<i>Film</i>		Screenplay Writing	Film I	Film II	
		<i>Additional Requirements</i>	<b>Perform in 1 or more of following:</b> Concerts/ Recitals, Film Festivals, Dorsey Art Walks; Annual A&H Capstone Projects; Senior Portfolio; Participate in Fox Mentor Program				
	School of Business & Entrepreneurial Studies	<i>Entrepreneurship</i>	Introduction to Business		Prof. Readers & Writers/ Accounting	NFTE	
		<i>Interactive Media</i>		Introduction to Computers	Internet Pub I	Internet Pub II	
		<i>Culinary Arts/ Hospitality</i>		Foods & Nutrition	Food Service & Hospitality	Culinary Arts	
			<i>Additional Requirements</i>	<b>Create Business Plan Presentation; Annual Culminating CTA Capstone Projects; SAT/ACT; Senior Portfolio; Participate in LA Futures Academy</b>			
	Magnet School of Engineering Sciences	<i>Engineering</i>	Introduction to Computers	Exploring Computer Science	Engineering	Adv. Engineering	
		<i>Computer Hardware</i>			Digital Imaging	Computer Repair	
		<i>Robotics</i>			Robotics I	Robotics II	
			<i>Additional Requirements</i>	<b>Participate in:</b> STEM Fair, 3 Webinars with Net-Generation Youth, 120 Hours Community Service; Annual Culminating STEM Capstone Project; SAT/ACT; Senior Portfolio; Participate in MESA Program, ACE Mentor Program			
	Magnet School of Law & Public Service	<i>Legal Services</i>	Law Youth	Juvenile Justice	Sports Law Forensics	Constitutional Law	
<i>Protective Services</i>		Administration of Justice/ Physical Training	Juvenile Justice/ Physical Training	Forensics/ Physical Training	West LA College POPP Program		
<i>Human Services</i>		Law Youth	Speech	Psychology	Journalism I/II		
		<i>Additional Requirements</i>	<b>Participate in:</b> 50 hours of Teen Court/70 Hours Community Service, Young Lawyers Program, City Year Hero, and/or Mock Trial; Annual Culminating LPS Capstone Project; SAT/ACT; Senior Portfolio				

Susan Miller Dorsey  
 Los Angeles Unified School District  
 Susan Miller Dorsey High School  
 ISIC (+1)  
 Bell Schedules/Horarios de Campanas

2013



2014

**Regular Day/Horario Regular**  
**(Mon/Thurs: Even & Wed /Fri: Odd)**  
**Dismissal at 3:10 p.m./Salida a las 3:10 p.m.**

*Mondays/Lunes, Wednesdays/Miércoles, Thursdays*  
*/Jueves Fridays/Viernes*

	Start– End	Min
<b>Warning Bell</b>	7:50	
Period 1/2	8:00 – 9:40	100
Advisory	9:40-9:50 <i>(No Movement)</i>	10
<b>Nutrition</b>	9:50 – 10:05	15
Period 3/4	10:10 – 11:50	100
<b>Lunch</b>	11:50 – 12:20	30
Period 5/6	12:25 – 2:05	100
Period 7	2:10 – 3:10	60
<b>(5 minute passing)</b>	<b>Total Minutes</b>	<b>370</b>

**School Wide Academic Tuesday (SWAT)**  
**Every Tuesday/Cada Martes**  
**Dismissal at 3:10 p.m./Salida a las 3:10 p.m.**

	Start– End	Min
<b>Warning Bell</b>	7:50	
Period 1	8:00 – 9:00	60
Period 2	9:05 – 10:05	60
<b>Nutrition</b>	10:05 – 10:20	15
Period 3	10:25 – 11:25	60
Period 4	11:30 – 12:30	60
<b>Lunch</b>	12:30 – 1:00	30
Period 5	1:05 – 2:05	60
Period 6	2:10 – 3:10	60
<b>(5 minute passing)</b>	<b>Total Minutes</b>	<b>360</b>

**Shortened Day PD Tuesdays/ Horario Martes**  
**Dismissal at 1:30 p.m./Salida a las 1:30 p.m.**

	Start– End	Min
<b>Warning Bell</b>	7:50	
Period 1	8:00 – 8:45	45
Period 2	8:50 – 9:35	45
Period 3	9:40 – 10:25	45
<b>Brunch</b>	10:25 – 11:00	35
Period 4	11:05 – 11:50	45
Period 5	11:55 – 12:40	45
Period 6	12:45 – 1:30	45
<b>1:50 – 4:20</b>	<b>PLC/Department Planning</b>	
<b>(5 minute passing)</b>	<b>Total Minutes</b>	<b>270</b>

**Shortened Late Start / Horario Martes**

	Start– End	Min
<b>8:00 – 10:00</b>	<b>PLC Planning Time</b>	
<b>Nutrition</b>	10:00-10:20	20
Period 1/2	10:25 – 11:25	60
Period 3	11:30 – 12:30	60
<b>Lunch</b>	12:30 – 1:00	30
Period 4/5	1:05 – 2:05	60
Period 6/7	2:10 – 3:10	60
<b>(5 minute passing)</b>	<b>Total Minutes</b>	<b>240</b>

Susan Miller Dorsey

## **PARENT CENTER LEADERSHIP PLAN: ENGAGING FAMILIES AS PARTNERS**

Dorsey will work to complete the following items in order to engage and welcome families:

- 1. Helping parents to engage with meaningful participation with the school and teachers when visiting and volunteering at the school.**
  - a. Creating Dorsey Volunteer Services Form
  - b. Establishing Dorsey Pride Community Volunteer Days
- 2. An organized Campus Visiting Program facilitated by parent and community volunteers.** This program will include the following services:
  - a. Family liaison or information at front door when families enter;
  - b. Parent Center to provide structure for volunteering on campus through outreach, organization, and support in the volunteer application process;
  - c. Guidelines and tips worksheet for visiting classrooms and meeting with teachers, counselors, coordinators, and administrators;
  - d. 9th-grade Parent Orientation Day and a Grandparent's Day at the start of each school year, Parent Day and Monthly Parent Seminars
  - e. An annual survey/questionnaire to provide opportunities for parents, guardians and community members to bring their talents and strengths onto campus.
- 3. Activities in the community which increase parent and community engagement**
  - a. Satellite Offices for community engagement. Dorsey will do this by:
    - i. Finding non-traditional, central, off-campus locations for meetings and trainings (local parks, banks, local churches, communal areas in apartment buildings, community center);
    - ii. Partnering with feeder elementary and middle schools to hold events for future Dorsey students;
    - iii. Displaying Dorsey's calendar of important events at local shopping locations (the Crenshaw Mall, Albertsons, Rave 15 Theater, etc.) and in local newspapers and websites that serve the community, and
    - iv. Creating a quarterly news column in the local neighborhood newspapers from a student, staff member, or parent highlighting compelling events at Dorsey
- 4. Training, education, and support for families, community, and students**
  - a. On campus and online resources providing information and training to support the student as well as the parent/guardian, community and family. Dorsey will do this by:
    - i. Providing a handbook of resources, both online and printed;
    - ii. Providing technology training for parents and families, and
    - iii. Creating a Parent-Career Academy Newsletter
    - iv. Welcoming parents to Parent Day & Parent Celebrations
- 5. Activities to engage parents in governance and the decision making process**
  - a. Parent/Guardian participation in the governance and decision making for the school by holding positions on the governing board. This will be done by the following:
    - i. Positions reserved in the School Governing board reserved exclusively for parents/guardians, and
    - ii. Parent participation and decision making in ELAC, School Site Council

## Dorsey High School Magnet Centers

# EXCELLENT OPTIONS!!!

English Proficiency			Math Proficiency		
1	Hamilton Music	70.6%	1	Westchester GIFTED	23.7%
2	USC HS MST	68.2%	2	Orthopedic Medical	20.0%
3	Westchester GIFTED	60.5%	3	Hamilton Music	19.2%
4	Orthopedic Medical	60.2%	4	<b>Dorsey Law</b>	<b>18.3%</b>
5	Fairfax Visual Arts	60.0%	5	Fairfax Visual Arts	17.1%
6	<b>Dorsey MST</b>	<b>50.7%</b>	6	<b>Dorsey MST</b>	<b>14.9%</b>
7	Washington SH MST	46.8%	7	USC HS MST	13.0%
8	<b>Dorsey Law</b>	<b>42.4%</b>	8	ICEF Douglass	12.3%
9	Westchester ENVIRO SCI MAG	41.7%	9	ICEF View Park	9.75%
10	ICEF View Park	37.3%	10	Westchester ENVIRO SCI MAG	8.4%
11	ICEF Douglass Charter	37.2%	11	Washington MST	7.7%
12	Westchester HEALTH & SPORTS MEDICINE	36.6%	12	ICEF Lou Danzler	5.1%
13	ICEF Lou Danzler	25.5%	13	Westchester HEALTH & SPORTS MEDICINE	4.2%
14	Crenshaw Teacher Training	14.0%	14	Crenshaw Teacher Training	0%

*We STACK UP to the competition!*

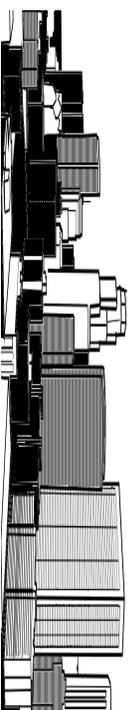


Championship Athletics ♦ New Facilities ♦ \$1 Million Scholarships Awarded ♦ Pride ♦ Rigor  
Law, Public Service & Police Magnet ♦ MST: Engineering & Health Sciences Magnet

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## Dorsey High School

*We STACK UP to the competition!*



API Scores by Subgroup	African American	Latino
Westchester	629	749
<b>Dorsey</b>	<b>628</b>	<b>618</b>
Los Angeles	605	643
West Adams Prep	600	633
Crenshaw	564	579
Washington Prep	547	614
Manual Arts	536	603

Championship Athletics ♦ New Facilities ♦ \$1 Million Scholarships Awarded  
♦ Pride ♦ Rigor ♦ Responsibility ♦ Integrity ♦ Determination ♦ Equity

# YOUR COMMUNITY SCHOOL!!!

**Dorsey High School Career Academy Planning Sheet**

Pathway: Business, Culinary Arts	Projects & Essential Questions	Articulation/Dual Enrollment	Work-based Learning	Support Services, College Awareness
9 <sup>th</sup> Grade Classes				
Eng 9 (H) Biology Alg I/Geom (H) ( <i>Support</i> ) PE IAB Foreign Lang I CTE: Intro to Business	CTA Career Exploration Project			<ul style="list-style-type: none"> <li>Volunteers of America Talent Search/West LA Upward Bound</li> <li>Advisory (I-AP)</li> <li>CYFC (Children, Youth, Family Collaborative)</li> <li>AP Boost</li> <li>UCLA Bruin Corps Tutors</li> <li>Motivated Men</li> </ul>
10 <sup>th</sup> grade Classes				
Eng 10 (H) Chem (H)/Physio Geom/Alg II (H) ( <i>Support</i> ) World History (H) PE IIAB Foreign Lang II CTE: Culinary Arts	CTA Portfolio		-FHA-Hero -Pro-Start	<ul style="list-style-type: none"> <li>Volunteers of America Talent Search/West LA Upward Bound</li> <li>Advisory (I-AP)</li> <li>CYFC (Children, Youth, Family Collaborative)</li> <li>AP Boost</li> <li>UCLA Bruin Corps Tutors</li> <li>Motivated Men</li> </ul>
11 <sup>th</sup> grade Classes				
Am.Lit/Cont Comp/AP Language Chem/AP Chem Alg II ( <i>Support</i> )/Trig H US History (H) Foreign Lang III CTE: Culinary Arts CTE: Interactive Media I CTE: Advertising I	-CTA Portfolio -L.A. Futures Academy: Mock Marketing Campaign (spring semester) -Web Design	Currently building partnership with Santa Monica College/West LA College  Ideal Course(s): Accounting I, Speech 101	-FHA-Hero -TBWA/Chiat/Day (Advertising Agency)	<ul style="list-style-type: none"> <li>Volunteers of America Talent Search/West LA Upward Bound</li> <li>Advisory (I-AP)</li> <li>CYFC (Children, Youth, Family Collaborative)</li> <li>AP Boost</li> <li>UCLA Bruin Corps Tutors</li> <li>Motivated Men</li> </ul>
12 <sup>th</sup> grade Classes				
Expo Comp/Great Books/AP Lit Physics/Physio Trig/AP Calculus Prin. Am Dem/AP Gov't+Econ Art CTE: Culinary Arts CTE: Interactive Media II CTE: Adv. Business and Marketing	-CTA Portfolio -Culinary Competitions -NFTE: Business Plan -L.A. Futures Academy: Non-Profit Marketing Campaign (fall semester)		-NFTE -TBWA/Chiat/Day (Advertising Agency)	<ul style="list-style-type: none"> <li>Volunteers of America Talent Search/West LA Upward Bound</li> <li>Advisory (I-AP)</li> <li>CYFC (Children, Youth, Family Collaborative)</li> <li>AP Boost</li> <li>UCLA Bruin Corps Tutors</li> <li>Motivated Men</li> </ul>

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**Dorsey High School Career Academy Planning Sheet**

Pathway: Filmmaking, Performing Arts	Projects & Essential Questions	Articulation/Dual Enrollment	Work-based Learning	Support Services, College Awareness
9 <sup>th</sup> Grade Classes				
Eng 9 (H) Biology Alg I/Geom (H) ( <i>Support</i> ) PE IAB Foreign Lang I CTE: <u>Humanities AB</u>	What can you do to improve your community during high school? Your community is social, academic, and environmental and there are essential projects that high school students can accomplish that contribute to the improvement of the community. How can art (drawing, painting, drama, music, dance, sculpture, and filmmaking) improve the community?	<ul style="list-style-type: none"> <li>Humanities (Environmental Stewardship) &amp; Biology</li> <li>English 9 &amp; Humanities</li> </ul>	<ul style="list-style-type: none"> <li>Humanities (Environmental Stewardship)</li> <li>Students will generate a digital portfolio that will document work and projects completed during their tenure in the Arts + Humanities SLC. This will include projects and proposals surrounding the year's essential question(s).</li> </ul>	<ul style="list-style-type: none"> <li>Dorsey Ivy</li> <li>College Profile Projects</li> <li>Volunteers of America Talent Search/West LA Upward Bound</li> <li>Advisory (I-AP)</li> <li>CYFC (Children, Youth, Family Collaborative)</li> <li>AP Boost</li> <li>UCLA Bruin Corps Tutors</li> <li>Motivated Men</li> </ul>
10 <sup>th</sup> grade Classes				
Eng 10 (H) Chem (H)/Physio Geom/Alg II (H) ( <i>Support</i> ) World History (H) PE IIAB Foreign Lang II CTE: <u>Cinema AB</u> CTE: Stage Design/Choir/Band	How do students become more effective communicators of the importance of community and the importance of art in society? Students will complete several projects that tie learning about how the world works (i.e. world history, art history, chemistry, physiology, cinema, etc) across almost all disciplines.	•Cinema AB & Engl 10	• Students will maintain and complete work / art portfolios (digital / virtual) that show completed projects and evidences of learning that document what a student has completed and how they have progressed along their high school trajectory. This will include projects and proposals surrounding the year's essential question(s).	<ul style="list-style-type: none"> <li>Dorsey Ivy</li> <li>826LA Writing projects</li> <li>Volunteers of America Talent Search/West LA Upward Bound</li> <li>Advisory (I-AP)</li> <li>CYFC</li> <li>AP Boost</li> <li>UCLA Bruin Corps Tutors</li> <li>Motivated Men</li> </ul>
11 <sup>th</sup> grade Classes				
Am.Lit/AP Language Chem/AP Chem Alg II ( <i>Support</i> )/Trig H US History (H) Foreign Lang III CTE: <u>Filmmaking 1</u> CTE: Drama/Adv. Choir/Adv. Band	How can we learn, act, and behave at a local level that will have both national and international implications? Students will look at the history of the U.S. and its diversity to better understand how they impact and influence things in their own communities that will have national and international implications. (Work in all classes target awareness of self and community and the important bond that exists between the two.)	<ul style="list-style-type: none"> <li>Filmmaking 1 &amp; Art I</li> <li>U.S. History &amp; Am. Lit</li> </ul> <p>Currently building partnership with Santa Monica College/West LA College</p> <p>Ideal Course(s): TA 200 Theater Arts</p>	<ul style="list-style-type: none"> <li>Students will add to their work / art portfolios (digital / virtual) that show completed projects and evidences of learning that document what a student has completed and how they have progressed along their high school trajectory. This will include projects and proposals surrounding the year's essential question(s). The portfolio will help inform future college applications, resumes, and any employment applications.</li> </ul>	<ul style="list-style-type: none"> <li>Dorsey Ivy</li> <li>College Match (for top performing students)</li> <li>Volunteers of America Talent Search/West LA Upward Bound</li> <li>Advisory (I-AP)</li> <li>CYFC</li> <li>AP Boost</li> <li>UCLA Bruin Corps Tutors</li> <li>Motivated Men</li> </ul>
12 <sup>th</sup> grade Classes				
Adv.Comp/AP Lit Physics/Physio Trig/AP Calculus Prin. Am Dem/AP Gov't+Econ Art CTE: <u>Filmmaking 2</u> CTE: Adv. Acting/Adv. Choir/Adv. Band	Reflecting upon and being informed by the projects and work of the previous three years, students will focus on the following: What work will be done now and beyond high school that will have a positive impact on the school, the community, the country, and the world?	<ul style="list-style-type: none"> <li>Filmmaking 2 &amp; English 12 (or AP Lit)</li> </ul> <p>Ideal College Course(s): Art History 102</p>	<ul style="list-style-type: none"> <li>Students will complete their portfolios (digital / virtual) that contain completed projects and evidences of learning that document what a student has completed and how they have progressed during high school. This will include projects and proposals surrounding the year's essential question(s). The portfolio will help inform college applications, resumes, and any employment applications.</li> </ul>	<ul style="list-style-type: none"> <li>Dorsey Ivy</li> <li>College Match (for top performing students)</li> <li>Great Los Angeles Personal Statement Day (sponsor 826LA)</li> <li>Various College Fairs</li> <li>Volunteers of America Talent Search/West LA Upward Bound</li> <li>Advisory (I-AP)</li> <li>CYFC</li> <li>AP Boost</li> <li>UCLA Bruin Corps Tutors</li> </ul>

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**Dorsey High School Magnet Career Academy Planning Sheet: Part One**

Pathway: Law, Human, Protective Service	Projects & Essential Questions	Articulation/Dual Enrollment	Work-based Learning	Support Services, College Awareness
<b>9<sup>th</sup> Grade Classes</b>				
<b>Logic</b>				
Eng 9 (H) Biology Alg I/Geom (H) (Support) PE IAB (Police PE) Foreign Lang I CTE: <u>LAW Youth</u>	Projects: Career Exploration I-Search, Mock Trial Essential Questions: Essential Questions: • How does the use of logic impact the search for truth? • What factors keep ideas and arguments from being evaluated objectively? • How does the stereotype influence choice?		Teen Court Loyola Law School Young Lawyers Program USC Street Law	•Volunteers of America Talent Search/West LA Upward Bound •Advisory (I-AP) •CYFC (Children, Youth, Family Collaborative) •AP Boost • UCLA Bruin Corps Tutors Motivated Men •USC Law School Mentors/9 <sup>th</sup> grade SC Visit •Volunteers of America Trio
<b>10<sup>th</sup> grade Classes</b>				
<b>Inequality/Equality</b>				
Eng 10 (H) Chem (H)/Physio Geom/Alg II (H) (Support) World History (H) PE IIAB (Police PE) Foreign Lang II CTE: <u>Juvenile Law</u>	Projects: Crime Scene Investigation Essential Questions: • Is democracy an institution that supports complete equality? • Is equality the best thing for a society? • Are there some ways in which we can use equality to achieve progress? Can equality hinder progress?		Teen Court Loyola Law School Young Lawyers Program	•Volunteers of America Talent Search/West LA Upward Bound •Advisory (I-AP) •CYFC (Children, Youth, Family Collaborative) •AP Boost • UCLA Bruin Corps Tutors Motivated Men •Sidley Austin Career Day
<b>11<sup>th</sup> grade Classes</b>				
<b>Transformation</b>				
Am.Lit/AP Language Chem/AP Chem Alg II (Support)/Trig H US History (H) Foreign Lang III CTE: <u>Forensics</u> CTE: <u>Psychology/SportsLaw</u> CTE: <u>Police PE</u>	Projects: Research Paper Essential Questions: • How do American innovations in industry, technology and policy impact lives today? • How does one's identity transform?	Currently building partnership with Santa Monica College/West LA College  Ideal Course(s): Admin Justice/Sociology 1	Teen Court Mock Trial Public Defenders Internship Southwestern Law School Contracts	•Volunteers of America Talent Search/West LA Upward Bound •Advisory (I-AP) •CYFC (Children, Youth, Family Collaborative) •AP Boost • UCLA Bruin Corps Tutors Motivated Men
<b>12<sup>th</sup> grade Classes</b>				
<b>Ethics</b>				
Adv.Comp/AP Lit Physics/Physio Trig/AP Calculus Prin. Am Dem/AP Gov't/Econ Art CTE: <u>Constitutional Law</u> CTE: <u>Police PE</u>	Project: Innovation Project + Senior Portfolio Essential Questions: • How are values determined by individual and groups? • Whose values become the cultural /scientific norm? • How do value's impact society at large?	Ideal Course(s): Speech 101/Psychology 1	Teen Court Mock Trial Internships	•Volunteers of America Talent Search/West LA Upward Bound •Advisory (I-AP) •CYFC (Children, Youth, Family Collaborative) •AP Boost • UCLA Bruin Corps Tutors Motivated Men

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**Dorsey High School Magnet Career Academy Planning Sheet: Part Two**

Pathway: Gifted Engineering & Health Sciences	Projects & Essential Questions	Articulation/Dual Enrollment	Work-based Learning	Support Services, College Awareness
<b>9<sup>th</sup> Grade Classes</b>				
<b>Logic</b>				
Eng 9 (H) Biology Alg I/Geom (H) (Support) PE IAB Foreign Lang I CTE: <u>Intro to Computers</u>	Projects: Health Disparities Isearch, Career Explorations Project Essential Questions: • How does the use of logic impact the search for truth? • What factors keep ideas and arguments from being evaluated objectively? • How does the stereotype influence choice?		MESA Future Scientists and Engineers of America	•Volunteers of America Talent Search/West LA Upward Bound •Advisory (I-AP) •CYFC (Children, Youth, Family Collaborative) •AP Boost • UCLA Bruin Corps Tutors Motivated Men • MESA (UCLA Engineering Day)
<b>10<sup>th</sup> grade Classes</b>				
<b>Inequality/Equality</b>				
Eng 10 (H) Chem (H)/AP Bio Geom/Alg II (H) (Support) World History (H) PE IIAB Foreign Lang II CTE: <u>Physiology</u> CTE: <u>Exploring Computer Science</u>	Projects: Access to technology Essential Questions: • Is research/science an institution that supports complete equality? • Is equality the best thing for a society? • Are there some ways in which we can use equality to achieve progress? Can equality hinder progress?		MESA Future Scientists and Engineers of America	•Volunteers of America Talent Search/West LA Upward Bound •Advisory (I-AP) •CYFC (Children, Youth, Family Collaborative) •AP Boost • UCLA Bruin Corps Tutors Motivated Men
<b>11<sup>th</sup> grade Classes</b>				
<b>Transformation</b>				
Am.Lit/AP Language Chem/AP Chem Alg II (Support)/Trig H US History (H) Foreign Lang III CTE: <u>Robotics</u> CTE: <u>Sports Therapy</u>	Projects: Research Paper Essential Questions: • How do American innovations in industry, technology and policy impact lives today? • How does one's identity transform?	Currently building partnership with Santa Monica College/West LA College  Ideal Course(s): Computer Science I, Biology	MESA Future Scientists and Engineers of America Internships	•Volunteers of America Talent Search/West LA Upward Bound •Advisory (I-AP) •CYFC (Children, Youth, Family Collaborative) •AP Boost • UCLA Bruin Corps Tutors Motivated Men
<b>12<sup>th</sup> grade Classes</b>				
<b>Ethics</b>				
Adv.Comp/AP Lit Physics/Physio Trig/AP Calculus Prin. Am Dem/AP Gov'+Econ Art CTE: <u>Digital Imaging</u> CTE: <u>Adv. Sports Therapy</u>	Project: Innovation Project + Senior Portfolio Essential Questions: • How are values determined by individual and groups? • Whose values become the cultural /scientific norm? • How do value's impact society at large?	Ideal Course(s): General Engineering 101	MESA Future Scientists and Engineers of America Bridge Building Competition Internships	•Volunteers of America Talent Search/West LA Upward Bound •Advisory (I-AP) •CYFC (Children, Youth, Family Collaborative) •AP Boost • UCLA Bruin Corps Tutors Motivated Men •Bridge Building Competition

Public School Choice 4.0