

## PSC 3.0 INFORMATIONAL SCHOOL PLAN SUMMARY

FOR: A STRONGER DORSEY

PROPOSED BY: SUSAN MILLER DORSEY REGINALD SAMPLE, ED.D.

FOR: SUSAN MILLER DORSEY HIGH SCHOOL

### Mission & Vision of the School

Providing a Whole Child approach to education, A Stronger Dorsey will cultivate the Habits of Mind, character, and academic skills necessary to prepare students to meet the challenges of a competitive global society. Grounded in rigorous and relevant standards based education and linked learning, Dorsey scholars will thrive in an environment where they are held to high expectations and empowered to take ownership of their learning. Dorsey scholars will be effective communicators, multi-faceted problem-solvers, and critical-thinkers, who demonstrate responsibility and respect, and successfully transition to college and “to the broader world of career, community, and engaged citizenship.”

Dorsey scholars will be relentlessly focused on their personal and career goals. College and career planning will be seen as pathways for future success and as a major component of each scholar’s educational plan. Upon graduation, Dorsey Scholars will:

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

### Designing Data Driven & Student Centered Instructional Programs

- Dorsey’s performance meters have consistently fallen short of District, State, and Federal targets. African American students’ API growth has been slow, increasing only 44 points over a five year period with a 9 point decrease in the 2010-11 school year.
- Students with Disabilities API showed very minimal gain – from 381 to 399 over a five-year period.
- From the 2007-08 school year to 2010-11, the graduation rate increased only 8% - from 36% to 44%.
- The numbers of students taking A-G courses was short of LAUSD’s 2010-11 goal by 18 percentage points (20% vs. 38%).
- Less than 50% of parents talk to their teachers about their child’s schoolwork and during the 2010-11 school year, only 6 % of parents participated in the School Experience Surveys
- The percent of students who feel safe on school grounds decreased from 75% in 2008-09 to 71% in 2010-11.
- Attendance rates for students with 96% or higher attendance was 34% in the 2010-11 school year, nearly 32% lower than LAUSD’s target of 66%.
- **English:** Over the past 2 years, English Language Learners showed a 3.9% increase and the following year dropped to 1% proficiency. The special education proficiency is 0%. In English 9 and 10, students have the largest need in writing strategies. English 9 and 10 students are below district average in all sub strands. In English 11, students demonstrate need in Written and Oral Conventions (47.6%), Writing Strategies (48.9%) and Reading Comprehension (49.5%).
- **Math:** Historically students enter Dorsey under-prepared for Algebra 1. There is no statistically significant difference between African American and Latino student proficiency. All students are in need of strong improvement.
- **Science:** Students do not meet district subgroups average number correct in the following: Life Science NCLB strands: cell biology, physiology, ecology, evolution, investigation & experimentation.
- **Social Science:** In the 2011-12 school year, US History scores increased by approximately 0.5%. World History saw a larger increase of 5.36%.

*Preparing students to meet the challenges of a competitive global society, Dorsey commits to research-based student services and interventions as follows:*

- **Response to Intervention and Instruction (RTI<sup>2</sup>)** is a student-centered, research-based framework for ensuring that all students get high quality instruction that caters to their specific needs. This framework includes the evaluation of teaching and learning and data analysis to support teachers in making instruction more meaningful and appropriate for students of all ability levels. Examples include Saturday School, California High School Exit Exam (CAHSEE) Afterschool Preparation classes, school day interventions (such as math and English tutorial/support classes, Advisory classes, AVID, etc.) and enrichment classes (such as subject-specific and advanced electives-Cultural, Mexican American Studies, African American Studies, Humanities, etc.)
- **School-wide Academic Tuesday (SWAT)** mock testing. Department common assessments administered and analyzed to inform lesson planning, reteaching, pacing, and extended learning opportunities.
- **Seven Period Day Schedule-** designed to allow more time/opportunities for credit recovery, intervention, and enrichment classes. Also designed to aid students as they develop and monitor their Individual Academic Plans (I-AP), a roadmap and portfolio system in which students and an advisor set goals and monitor their success throughout their high school career.
- **Small Learning Communities (SLCs) & Magnets** personalize the instructional program and operate as a smaller school-within-a-school. Students are more vested in the school because of the relationships they develop and their interest. SLCs include: **Magnet School of Law and Public Service; Magnet School of Math, Science & Technology; School of Arts and Humanities; School of Career and Technical Arts: Entrepreneurial Business Studies; School of Recreation Education and Careers in Health; Freshman Academy.** In addition, Dorsey teachers will collaborate monthly as departments, SLCs/magnets, and small learning communities to share best practices, analyze formative data, develop lessons, and receive additional training in differentiating instruction.
- **College-Going Culture-** The organizational structure of a Stronger Dorsey is based upon a university campus. Dorsey SLCs/Magnets are thematic and foster college and career exploration
- **Linked Learning-** a research-based approach that emphasizes an integrated curriculum, project-based learning, and work-based learning. Dorsey scholars will benefit from an education that is tailored to their particular skills and interests, and prepares them for future success in college and careers.
- **Academic English Mastery Program-** designed to promote equity and access to rigorous standards-based, college preparatory, curricula for Standard English Learners and other underperforming students. The program supports teachers in their use of culturally responsive pedagogy and their creation of a culturally relevant learning environment. This means it builds upon the strengths of students and does not devalue their home language or culture.

**Instructional Program**

To deliver effective instruction that addresses the needs of all student sub-groups, teachers will utilize

- Culturally Relevant and Responsive Education (CRRE),
- Differentiated instruction, and
- Project-Based Learning

These are research-based methods that are proven to be effective with students in all subgroups. We have adopted the instructional approaches of the Academic English Mastery Program (AEMP), the WestEd Reading Apprenticeship Framework, and Response to Instruction and Intervention (RTI<sup>2</sup>) as the overarching research-based frameworks to fulfill these three principles. Teachers will also explicitly cultivate the Habits of Mind that will sustain Dorsey Scholars as life-long learners.

Targeted Instructional Need (Why)	Targeted Subgroups	Core Instructional Practice (What)	Instructional Strategies/Approach (How)
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<ul style="list-style-type: none"> <li>• Meet Proficiency for All targets: ELA (26%), Algebra (12%), math (11%) &amp; Reclassification (13%)</li> <li>• Improve academic achievement of Standard English Learners and English Language Learners</li> <li>• Engage African American and Latino students</li> <li>• Improve the learning and engagement of students with disabilities, and Special needs students</li> </ul>	<ul style="list-style-type: none"> <li>• SWD</li> <li>• SEDS</li> <li>• SN</li> <li>• GS</li> <li>• ELL</li> <li>• SEL</li> </ul>	<b>CRRE (Culturally Relevant Responsive Education)</b>	<ul style="list-style-type: none"> <li>• AEMP (a comprehensive program)</li> <li>• SDAIE</li> <li>• Reading Apprenticeship</li> </ul>
<ul style="list-style-type: none"> <li>• Meet graduation target (60 %)</li> <li>• Meet Proficiency for All targets: ELA (26%), Algebra (12%), math (11%) &amp; Reclassification (13%)</li> <li>• Improve academic achievement of Standard English Learners, English Language Learners</li> <li>• Improves the proficiency and learning for students with disabilities, socio-economically disadvantaged students, and special needs students.</li> <li>• Engages and challenges Gifted students</li> </ul>	<ul style="list-style-type: none"> <li>• SWD</li> <li>• SEDS</li> <li>• SN</li> <li>• GS</li> <li>• ELL</li> <li>• SEL</li> </ul>	<b>Differentiated Instruction</b>	Modifications through: <ul style="list-style-type: none"> <li>• Content</li> <li>• Process</li> <li>• Product</li> <li>• Choice</li> <li>• RTI<sup>2</sup></li> </ul>
<ul style="list-style-type: none"> <li>• Meet graduation target (60%)</li> <li>• Meet Proficiency for All targets: ELA (26%), Algebra (12%), math (11%) &amp; Reclassification (13%)</li> <li>• Engage all students – Students with disabilities, socio-economically disadvantaged students, special needs students, gifted students, English language learners, and standard English language learners.</li> </ul>	<ul style="list-style-type: none"> <li>• SWD</li> <li>• SEDS</li> <li>• SN</li> <li>• GS</li> <li>• ELL</li> <li>• SEL</li> </ul>	<b>Project-Based Learning</b>	<ul style="list-style-type: none"> <li>• Culminating Projects</li> <li>• Linked Learning</li> </ul>

**Students with disabilities = SWD Socio-economically disadvantaged students = SEDS English Language Learners = ELL Special needs students = SN Gifted students = GS Standard English Learners = SEL**

**School Culture**

We envision *A Stronger Dorsey* as a learning environment that is student-centered, academically-challenging, safe, welcoming, respectful and affirming of diversity. Everyone will know that students and their learning are valued here. Throughout campus, displays and rituals will be unified in celebrating academic achievement. The personalized structure of the magnets/SLCs will allow students to build strong, meaningful relationships with teachers and support personnel over the course of their high school career. Literacy, technology, high expectations, standards-based instruction and culturally responsive teaching will be evident in every class. All stakeholders, students, parents, faculty, staff, and community, will demonstrate accountability and pride.

**A day in the life of a Dorsey Don-7:30am.** Joshua, an 11th grader, walks to school early for a meeting with his science teacher during Office Hours. He is working closely with his science and history teachers, and intends to review the research for his culminating project which he did in the computer lab the day before. The bell rings and Joshua makes his way to his first class, English. He has an IEP that sets goals and accommodations for him in his English and history classes, and drives his I-AP academic goals. The RSP paraprofessional in his English class checks on every student, but double-checks with Joshua. She ensures that he is making progress in his reading and reminds him to ask her if he needs any particular help. Joshua's favorite class is science. He is interested in becoming a doctor, and works closely with his teacher and counselor to make sure he is completing A-G requirements and involved in SLC activities that will support his admission into college. Joshua is referred to CAHSEE Prep and stays after school to get extra tutoring with his math teacher before going home.

*Using bullet points, list some of the extracurricular activities that will be provided at the school.*

In addition to typical extracurricular activities-- sports, cheerleading, academic decathlon, choir, etc., Dorsey High School also offers a multitude of career pathway extracurricular activities. Sample extracurricular activities include:

- *Architecture, Construction, Engineering (ACE) Mentoring*—Introduces students to careers in architecture, construction and Engineering.
- *NetGeneration of Youth and STEM*- Focused on the design, research, and construction aspects of the engineering field, this active features interactive and hands-on learning. Topics and projects include: an introduction to the design and engineering process, engineering careers, aeronautics, simple machines, and robotics. The organization also participates in the international “NetGeneration of Youth/NASA” program and involves virtual collaboration with schools in Calgary Canada and Stamford Connecticut, and the UCLA MESA program.
- *Bridge Building Competition*—Students learn engineering principles through mentoring partnerships with engineers from the City of Los Angeles. The mentor meets with students after school to teach a lesson and help students design and build bridges based on physics concepts used in engineering.
- *Network for Teaching Entrepreneurship (NFTE) Partnership*- Students create businesses, design actual products, and engage in real-life problem solving and marketing as they develop their own business skills.
- *Fox Studios*- Students engage in critical thinking, creative writing, and all technical aspects of film production.

### Parent Engagement & Involvement

We will have a four-pronged approach to meaningfully engage parents and guardians and the larger Dorsey community. They will include the following:

- An organized Campus Visitation Program facilitated by parent and community volunteers.
- Satellite Offices for increasing community engagement.
- On campus and online resources providing information and training to support the student as well as the parent/guardian, community and family.
- Parent/Guardian participation in the governance and decision-making for the school by holding positions on the governing board and decision making-bodies.

Through the Parent Center Dorsey will hosts a number of school activities that engage parents, support students, and build community among all stakeholders. Parents, families, and guardians are encouraged to visit the school, observe classroom instruction, and meet with faculty and staff. Additionally, parents are encouraged to attend and assume leadership positions at the CEAC, ELAC, Magnet, Healthy Start and Dorsey Parent Group Meetings. All meetings are simultaneously translated into Spanish and are held in the mornings, evenings, and on Saturdays to accommodate all parents and schedules. Dorsey will make information about school programs and events available through automated phone calls, the school website, satellite office meetings, and flyers. Communication with parents, guardians, and stakeholders will be more frequent and available in both Spanish and English.

### Staffing

As noted throughout the plan, Dorsey will have a laser-like focus on student achievement; therefore, it is imperative to staff the school with individuals who are committed to continuous improvement. The Ideal Candidate will:

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

### Applicant Team Contact Information

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