

Small Learning Community: Gardena High School - AME - Arts, Media, Entertainment

A. Vision Statement	<p>The vision of the Arts, Media, and Entertainment Small Learning Community (AME) is to provide a creative, challenging, nurturing environment that offers students preparation for higher education and a career in the arts. AME will support the foundation on which students will graduate from high school as life-long learners who will enrich their lives as well as those of their community.</p> <p>Motto: "Do what you love - love what you do."</p>
B. Mission Statement	<p>AME SLC provides a rigorous curriculum while allowing students to develop their creativity. We provide majors in the areas on Fine Arts, Music, Theatre, Technical Theatre, and Media Arts.</p> <p>AME is designed to meet the academic and artistic needs of students. Students focus on one major area in the arts while being exposed to all facets of the arts. We offer a rigorous college A-G curriculum and a comprehensive arts education program that inspires creativity, promotes thought and instills academic excellence. The Humanitas program has been incorporated in this small learning community to ensure that students have a strong, interdisciplinary humanities background which focuses on the Visual Arts, Media Arts, Performing Arts, Music, Film, Technical Theatre, and Broadcast Journalism. The approach utilized within our school is to ensure that students are provided with thematic instruction linking English, History-Social Studies, and the arts. Our program enables graduates to enroll in the finest art institutes, colleges, and universities.</p> <p>AME focuses on the Visual Arts, Media Arts, Performing Arts, Music, Film, Technical Theatre, and Graphic Production.</p>
C. Describe the culture of your SLC. i.e.....traditions, college/career	<p>AME will embrace the Humanitas philosophy to ensure that students have a rich, interdisciplinary background in the humanities and liberal arts. The essence of AME's design is to meet the academic and artistic needs of our students. The rigorous curriculum features college preparatory A-G requirements as well as a comprehensive arts education program, based on the California State Content Standards and VAPA Standards, and inspiring self-expression, promoting critical thinking, and instilling academic excellence. Focus in a major AME pathway will strengthen student exposure to all facets of the arts. Our program is developed and designed in response to the rising demand for high-level academic students who possess talent and interest in the arts, and will further their aspirations among the finest art institutes, universities, and colleges.</p> <p>The philosophies of critical thinking and habits of mind will be cultivated within and beyond the classroom. Students will be guided towards reasoned thinking, self-reliance, and an outlook that promotes the common good.</p> <p>Our community will reinforce the concept that education in and through the arts is a stimulant for enhanced learning and achievement. Learning via the arts can improve academic performance, energize teachers, and transform educational environments through a differentiated curriculum. AME intends to make real strides in achievement by engaging students in subject matter that connects with their interests; hence, attendance and graduation rates increase to reflect a sense of personal involvement and school commitment.</p> <p>Our program is vital and unique, enriching student lives and allowing them to flourish through a network of courses, teachers, and administrators who will become the student's academic family during their sophomore, junior, and senior years. Teachers will share the same students allowing for collaboration, culminating performance</p>

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tasks, and thematic semester project-based learning assignments linking subject areas, providing a sense of community and personalization for all students. Teachers in the AME SLC will be provided with common planning time to develop cross-curricular units of study, to collaborate with staff members, and to develop the unique attributes of their communities. With the foundation of the Humanitas learning model and determination of those dedicated to a community spirit, AME will create an environment that is welcoming, nurturing, and fulfilling.

As a small learning community, AME provides greater personalization, improved instruction, and a strong focus on academics as well as an equal emphasis on relationships. Furthermore, we encourage stronger adult-adult, student-student, and adult-student relationships with the vision of closing the achievement gap of all students, and AME will provide an advisory period for students. Research has shown that an effective high school advisory program improves personalization on campus, allows each student to create a close bond with at least one adult on campus, and is deemed highly effective in school reform.

All stakeholders of AME will play a role in planning the curriculum of the advisory. The advisory curriculum will address the student's academic, social, and college and career needs. It will enhance the school climate by allowing all stakeholders a time to work on project-based learning, college and career readiness, and extra-curricular activities that will improve the physical, behavioral and social environment of the school.

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D. Electives and CTE Pathway Courses	<p><i>Performing Arts Electives (F Requirement)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Marching Dynamics, 9-12 grades, Per. 7 <input type="checkbox"/> Beginning Band, 9-12 grades <input type="checkbox"/> Advanced Band, 10-12 grades <input type="checkbox"/> Orchestra, 9-12 grades <input type="checkbox"/> Keyboarding 1, 9-12 grades <input type="checkbox"/> Keyboarding 2, Grades 10-12 grades <input type="checkbox"/> Music Technology (pre req. Keyboard 2) 11-12 grades <input type="checkbox"/> Chorus AB, 9-12 grades <input type="checkbox"/> Choir, 10-12 grades <input type="checkbox"/> Vocal Ensemble, 11- 12 grades <input type="checkbox"/> Drama AB, 9-12 grades <input type="checkbox"/> Play Production, (pre req. Drama), 10-12 grades <input type="checkbox"/> Beg. Dance, 9-12 grades <input type="checkbox"/> Beg Dance, Ballet Folklorico 1, 9-12 grades <input type="checkbox"/> Beg. Dance, Ballet Folklorico 2, 11-12 grades <input type="checkbox"/> Advanced Dance <input type="checkbox"/> Auxiliary, Drill Team <input type="checkbox"/> Stage Design, 9-12 grades <input type="checkbox"/> Theatre Workshop 	<p><i>PE &/Or VAPA Credit</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Drill/Auxiliary, Per. 7 <input type="checkbox"/> Beginning Dance <input type="checkbox"/> Advanced Dance <input type="checkbox"/> Marching Dynamics, Per. 7 <p>APPLIED TECHNOLOGY CREDIT</p> <p>CTE's</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stage Craft <input type="checkbox"/> Stage Design <input type="checkbox"/> New Media <input type="checkbox"/> Filmmaking 1 <input type="checkbox"/> Filmmaking 2 <input type="checkbox"/> Filmmaking Production <input type="checkbox"/> Digital Imaging 1 <input type="checkbox"/> Digital Imaging 2 <input type="checkbox"/> Digital Production <input type="checkbox"/> Music Technology
	<p><i>Visual Arts Electives (F Requirement)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Drawing 1 10-12 grades <input type="checkbox"/> Painting 1 10 - 12 grades <input type="checkbox"/> Painting 2. 11-12 grades <input type="checkbox"/> AP Art Studio AB <input type="checkbox"/> Ceramics 1 <input type="checkbox"/> Ceramics 2 <input type="checkbox"/> Digital Imaging 1 AB <input type="checkbox"/> Digital Imaging 2 AB, 10-12 grades <input type="checkbox"/> Digital Production - 12th <input type="checkbox"/> Filmmaking 1, 10-12 grades <input type="checkbox"/> Filmmaking 2 (future course) <input type="checkbox"/> Filmmaking Production (future course) 	<p>School Service</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yearbook <input type="checkbox"/> Academic Decathlon <input type="checkbox"/> Leadership <input type="checkbox"/> Leadership, Senior Activities <input type="checkbox"/> Journalism

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<p>E. Differentiated Instructional Techniques that will be used across your SLC</p>	<p>AME will have the Humanitas principles of scholarship and well-reasoned thought firmly embedded in its curriculum framework. Humanitas addresses the State standards in all content areas through its interdisciplinary approach to academics. By its nature, the Humanitas program stresses standards-based instruction, cooperative learning, differentiated and project-based instruction, attention to learning styles, and the use of multiple modalities over the traditional lecture model. This translates to an environment where students actively engage in self-guided learning and teachers evolve to the role of mentor-coach.</p> <p>Instructional techniques: Research-based, data driven to maximize outcomes for student population</p> <ul style="list-style-type: none">• Standards-based, rigorous instruction• Informed instruction via data analysis; common planning time• Bloom's taxonomy; Costas's level of questions; Costa's habits of mind• Marzano: <i>Classroom Instruction that Works</i>• Hill and Flynn: <i>Classroom Instruction that Works with English Language Learners</i>• Tomlinson and McTighe: <i>Understanding by Design</i>• Linda Schaffer: Writing across the curriculum• Kate Kinsella: Vocabulary instruction - academic, tiered• Closing the Achievement Gap access strategies: academic language; reciprocal teaching; collaborative learning; graphic organizers; Cornell Notes• SDAIE (Specially Designed Academic Instruction in English)• SIOP (Sheltered Instruction Observation Protocol)• Project-based learning• Interdisciplinary instruction <p>AME differentiates instruction through interdisciplinary-thematic pedagogy in multilevel classes and offers Honors in 10th - 12th grades as well AP classes for academically gifted students in the 11th and 12th grades. In addition, AME offers academic support classes in math and reading for struggling students through the Beyond the Bell afterschool program. With an emphasis on independence of choice in the creation of art, AME provides youngsters pre-career courses in the arts within the context of a comprehensive, college preparatory academic curriculum. Within a three-year scope, students have the choice to pursue any one of the five disciplines of the creative arts: Visual Arts, Media Arts, Performing Arts, Music, and Film and Television Production in an environment that emphasizes graduation and scholarship. Aligning with California State Content Standards and VAPA Standards, and A-G requirements, AME ensures instructional sequencing across grade levels by offering electives in their major areas of study at each grade level to support the core content classes and empower students to develop their own sense of aesthetic as they mature into creative thinkers going to college or into the workforce.</p> <p>The AME-based Visual Arts program seeks to provide a visual literacy education to all of our students. It offers year-long elective instruction to most of the school population (passport) in the foundations, principles, and elements of art in drawing and painting, with progress towards higher concepts and skills including Ceramics and Art History in junior and senior years.</p> <p>The AME-based Media Arts program, through the pathways for technical theatre, film, digital imaging, encourages the belief that all adolescents, from gifted children to those needing a more flexible pace than what is possible in a</p>
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	<p>traditional school, can achieve mastery of the key concepts and skills they need to succeed. It is this mastery that allows them to reach their personal potential. Therefore, anyone wanting a career in the graphic arts, technical theatre, or digital imaging production should seek much more than a basic understanding of computers. Incorporating English language and real-world experiences with the skills of visual or commercial art enables AME students to enhance self-expression and communication styles. It provides easy access for our Journalism class and its successful completion of the yearbook annually. It prepares students for a vocational linkage to career choices including vocational schools, two-year colleges, and universities.</p> <p>The AME-based Music pathway recognizes the needs of students who have previous musical training as well as students who have not had any preparation. It provides 10th through 12th grades with opportunities to develop and master instrumental performance within the realms of marching band (beginning and advanced), orchestra, and the newly-created jazz band.</p>
<p>F. What partnerships do you have/possible partnerships/ and what is their role?</p>	<p>Creative relationships within the local community are essential to AME's vision. Established partnerships that have been integral to the artistic development of performing arts events include Los Angeles Harbor College Drama Department, San Pedro City Ballet-Dance Company, Long Beach Ballet, and Hill Street Studios (advertising and photography), Fashion Institute of Merchandising and Design (FIDM), Thomas Heck PACE Program, and "Beyond the Bell (BTB)" (see attached). Our 12th grade students will establish internships with industry partner to develop further hands-on experience in major arts focus areas. Together, these and other partnerships reflect a spectrum encompassing graphic, theatrical, and technical production arts opportunities. AME believes in blending passionate self-expression with personal and professional aspirations.</p>
<p>G. Ways to celebrate successes and student achievements.</p>	<p>AME's programs offer culminating performances in music, dance, and drama. These presentations showcase thematic or seasonal selections celebrating fall and spring events. Performances highlight accomplishments in all the range of performing arts: advanced band and drum-line, orchestra, and soon to include the recently-created jazz band; vocal concerts spotlighting group and featured solos; beginning and advanced dance; feature-length drama-musical productions, and student-scripted one-act plays. Recognition for student-staff of the month, and year-end selection of inspirational teachers at during Senior Activities, expresses AME's community spirit towards its members. AME's philosophy is to cultivate the relationship between student achievement and school connections formally and informally throughout the year.</p>
<p>H. What is the draw for your SLC?</p> <p>What is so special about your SLC for each grade level that students</p>	<p>All students are valued members of a creative, trusting, caring, and intellectual learning community. Focusing on the creative energy and leadership skills within each student, we create an environment that inspires and motivates students to express themselves in a positive manner. Through authentic classes and yearly projects incorporating major areas of study, students demonstrate their artistic abilities, who they are, and what they believe. Students are able to complete at least three years of visual, media and/or performing arts, their graduation requirements, and select from viable post-secondary options from the world of work to colleges and universities.</p> <p>AME offers students, by the beginning of 10th grade, an opportunity to:</p> <ul style="list-style-type: none"> • select a career path by choosing from the AME strands one area of specialty for their 10th-12th grade years; • develop common, research-based instructional strategies within the core content areas to provide the "glue" for AME identity;

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<p>will want to join?</p> <p>Which activities or events happen in each grade level?</p>	<ul style="list-style-type: none"> • use project-based learning; student presentations, demonstrations of learning, and other performance-based assessments as part of each student’s high school experience; • create senior culminating project/portfolio with smaller culminating projects in 10th and 11th grades to demonstrate mastery of standards under a performance-based assessment system in a Senior Seminar course. • implement weekly advisories, 10th-12th grades; • expand community and work-based learning and career exploration via student internships, job shadowing, guest speakers, field trips, mock interviews, etc.; • incorporate small school thematic materials in core classes; • emphasize ELA proficiency in pedagogy; infuse more practice in oral and written language, ELD/SDAIE techniques and culturally relevant materials; • expand the use of technology through multi-media presentations, online research, and online learning tools sequenced with course curricula.
	<p>9th grade: Students select AME during Spring semester SLC Recruitment Fair.</p>
	<p>10th -11th grades</p> <p>One of AME’s features is advisories - these are envisioned as workshops during 10th and 11th grades where students begin preparation of their creative portfolios that will culminate in 12th grade. Students will begin to participate in creative writing, music, drama, and technical production company internships through professional partnerships cultivated in the community. AME’s vision to nurture and celebrate student talent and expertise will be upheld through the creation of industry opportunities and real-world experiences.</p>
	<p>12th grade: Senior Advisory and Seminar</p> <p>By 12th grade, AME’s featured advisory transitions to an advisory and seminar workshop for seniors to culminate their projects in creative writing, music, drama, and technical production company internships through professional partnerships cultivated in the community. AME’s vision to nurture and celebrate talent and expertise becomes a reality as students deepen relationships with industry opportunities and real-world experiences, and extend to life beyond high school. Seniors serving as mentors for 10th- and 11th-grade students establishes and reinforces these connections in the earlier years, highlighting a community-based connections and “it takes a village” perspective.</p> <p>Graduating seniors may also apply for return to GHS as an intern in Stage Design or Advanced Band to continue study and become mentors to our advanced-level students.</p>
<p>I. Proposed interventions during the day for “D” and</p>	<p>We will have teachers trained in Response to Instruction and Intervention (RTI²) practices promoted by the District’s Discipline Foundation Policy, and Specifically Designed Academic Instruction in English (SDAIE) to support AME English Learners. The needs of Special Education students will be met through accommodated and differentiated instruction as well as periodic monitoring. RSP students are fully included in a collaborative model and supported by a RSP teacher assigned to the academy. Teachers scaffold instruction for multiple learning styles and embed</p>

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<p>Fail students.</p>	<p>appropriate technology into daily instruction. English, math, science and social studies teachers use periodic assessments to drive instruction to address students' needs.</p> <p>AME will make available intervention strategies and instruction for students who need academic support within and beyond the classroom. Counseling and guidance staff will provide literacy and social tools, including the use of technology and peer tutoring, to strengthen student achievement. Students who may not be reaching their goals in coursework or CAHSEE completion will receive the support and assistance they need for making their way through high school.</p> <ul style="list-style-type: none"> • Differentiated instructional methods • Modified student performance products • Progress monitoring • Student Support Services • Parental involvement • Guidance • Counseling • Study skills • Pair/Share (Gifted) • Socratic Inquiry (Gifted) • Attendance improvement • Health/Wellness • Referral for community agency support, as eligible • Limited English Proficiency (LEP)/English Language Learner (ELL) Services <p>Academic intervention plans are developed for under-achievers who are not meeting proficiency in either language arts or math areas. Across the school year, AME teachers observe students' performing behavior and analyze students' test score data to provide differentiated instruction guided by the results of My Data. Teachers work with students in grades 10th-12th who are in need of additional academic instruction, with a particular emphasis on seniors needing extra support. Identified students needing additional reading, writing, and or math instruction are provided enrichment within the curriculum either through extended after school or Saturday instructional opportunities. Periods 7 and 8 study hall is provided for Band, Theatre, Drill, and Cheer members. These classes help students gain skills and develop effective strategies.</p>
<p>J. How will your SLC support specialized populations? i.e. . special needs students,</p>	<p>We will have teachers trained in Response to Instruction and Intervention (RTI²) practices promoted by the District's Discipline Foundation Policy, and Specifically Designed Academic Instruction in English (SDAIE) to support AME English Learners. The needs of Special Education students will be met through accommodated and differentiated instruction as well as periodic monitoring. RSP students are fully included in a collaborative model and supported by a RSP teacher assigned to the academy. Teachers scaffold instruction for multiple learning styles and embed appropriate technology into daily instruction. English, math, science and social studies teachers use periodic assessments to drive instruction to address students' needs.</p>

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ELL, Honors, AP, AVID

- Special Needs
- ELL
- Honors
- AP

All AME teachers are trained annually during 16 hours of professional development for GATE strategies, instruction, and curriculum to support student needs.

Honors and Advanced Placement classes will be available to students who are committed and prepared to tackle the challenges of an enhanced and rigorous course of study. These courses will be led by the same energetic and motivated teachers who keep up with trends in differentiation, vertical teaming, and ongoing research in the field of education. Highly creative and experienced art teachers, currently on the faculty and continually recruited, offer students a dynamic curriculum in the Visual Arts, Media Arts, Performing Arts, Music, and Film and Television Production.

Gifted and Talented Education (GATE): AME Honors and AP classes, and the achievement of the ESLRs supported by the A-G requirements have retained a significant amount of identified Gifted and Talented students whose enthusiasm demands the specific strategies and services that will serve and meet their needs. They require differentiated curricula so that they will experience greater depth and complexity in a discipline. The pace of the courses, especially AP, is an example of accelerated learning with assignments and expectations closely aligned to college courses. Our GATE coordinator will follow the mission of the Gifted Program, which is to continue identifying all students who are functioning at a level that is at least two years above grade level in accordance with the California State standards, and those who have attained a prescribed combination of academic subject marks and/or scores in specified subject areas. The Gifted Program also serves all identified students with at least 200 minutes of instruction weekly in their identified gifted area(s). This is accomplished by placing the students in one or more Honors or AP courses each semester, as well as high-end levels of other AME programs to enhance and build their talents in the arts. The identified students must first secure parental consent to be included in the Gifted Program. These students are then monitored and evaluated annually to measure their progress and to ascertain that their special needs are being met.

Because AME believes that gifted children are gifted for life, its Gifted Education Program provides learning experiences for identified gifted students. These students are exposed to learning in the arts, sciences, mathematics, social sciences, and technology. Some are programmed into Honors, AP and creative arts classes based on multiple assessment procedures including testing, or simply teacher recommendations for identification. The goals of the AME Gifted Program are to strengthen students higher order thinking skills, provide students academic rigor, nurture their creative and critical thinking abilities, and assist in their social/emotional development. These students include ELD, gifted, underachievers, and students from under-represented groups, such as economically disadvantaged and at-risk students. The program monitors and sets clear expectations for the gifted to learn by the end of the program session. AME also incorporates regular differentiated instruction training in the Staff Development Plan. In addition, GATE teachers participate (16 hours) in mandatory annual GATE trainings or conferences, as well as planning opportunities for students to be identified as gifted and talented.

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K. What does assessment look like in your SLC?	<p>Our curriculum will be based on thematic-interdisciplinary instruction, project-based learning, multiple assessments, formative and summative, which address students' learning modalities as well as their cultural and linguistic needs. Our core courses emphasize the theme of our SLC in units taught throughout the year. Whenever possible, the core subjects include lessons and units tied to the fields of arts, media and entertainment. We are in the process of creating thematic interdisciplinary lessons and units based on the Humanitas model.</p> <p>Research-based instruction and strategies will inform assessment through data analysis. A close relationship between these components will be fostered to address achievement gap concerns and data-driven solutions. The spectrum of assessments, State CSTs and CAHSEE, District Periodic Assessments, school site exams and presentations, will be evaluated to best measure progress and determine intervention strategies. With AME's emphasis on the arts and creativity, performance assessments, long-considered an alternative form, will be benchmarks for student expression. Informal assessments will be emphasized through personalized instruction that is modeled by the small learning community structure.</p> <ul style="list-style-type: none"> • Diagnostic assessments • Early reading/literacy assessments • Subject-matter assessments • Curriculum-based measures • Formative assessments • Reading inventories • Standardized CSTs • Culminating activities; thematic, project-based learning
L. What does the role of the parent look like in your SLC?	<p>A partnership concept extends to parents as well as the professional community: AME's vitality will rely on the exchange of ideas and involvement of students and families. Continuous feedback and communication will include an orientation assembly, newsletters, bulletins, semester meetings, and informational letters. Students and families have a similar commitment to the three-year program that begins with submitting an application, embracing a rigorous curriculum, and, once accepted to the program, includes:</p> <ul style="list-style-type: none"> • parent-student attendance at yearly, start-of-school orientation for students • student's mandatory participation in performances throughout the school year • parent's attendance at student's concerts, shows, and culminating performances • parent's participation in volunteer activities to support performances throughout the school year • parent-student signed contract to support learning at home: setting aside study area; scheduled study hours; computer access; library card and regular visits • parent-student participation in decision making <p>Through these measures, the goal of AME is to develop a Parent/Commerce Advisory Board to support both the student and professional communities.</p>
M. What is the	<p>AME's vision, identity, and focus on student achievement will be enhanced by extensive and targeted professional</p>

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goal of your professional development plan and how will it address new teachers that come to your SLC?	<p>development emphasizing these components:</p> <p>Improving content knowledge in core academic subjects:</p> <ul style="list-style-type: none">• AME members will receive Humanitas training from personnel experienced with the philosophy and program at District high schools; teachers will participate in development of interdisciplinary lessons and project-based learning establishing a unifying theme across the curriculum.• AME members teaching Honors and Advanced Placement courses and GATE students will attend conferences to strengthen content knowledge and instructional strategies.• AME members will attend subject-specific conferences (e.g.: art, music, drama, technical production) to expand expertise and contemporary arts awareness. <p>Creating a “highly qualified” cadre as defined by No Child Left Behind:</p> <ul style="list-style-type: none">• AME members will monitor and ensure that California clear-credentials are maintained for all classroom teachers, with appropriate follow-up and intervention, if necessary. <p>Advancing understanding and application of research-based instructional strategies for improving student achievement (particularly those below grade level):</p> <ul style="list-style-type: none">• AME members, along with parents and student representatives, will attend training, seminars, brainstorming sessions, and conferences featuring personnel experienced with SLC implementation as integral to closing the achievement gap.• AME members will receive training in Sandra Kaplan’s differentiated curriculum in depth and complexity, and thematic interdisciplinary instruction, to enhance and strengthen the intellectual development of all students: GATE, English language learners, special needs, grade level, and underachieving; developing curriculum to ensure access and equity as well as enrichment or advanced learning.• AME members will be supported by regular and frequent opportunities to collaborate on instructional pedagogies and project-based learning, aligned with California content subject area requirements for continued integration of standards-based curriculum.• AME members will receive training in research-based strategies for successful CAHSEE completion and CST performance; strategies will be integral with standards-based curriculum to further student achievement.• AME members will receive training in literacy techniques and strategies that connect struggling students with reading and writing activities. <p>Enhancing skills to participate in development and implementation of SLC concepts, including</p>
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	<p>capacity to deliver effective instruction and support students:</p> <ul style="list-style-type: none"> • AME members, along with parents and student representatives, will attend training, seminars, brainstorming sessions, and conferences featuring personnel experienced with transforming a comprehensive high school to wall-to-wall SLC campus, capable of assisting with concerns and providing feedback on accomplishments of other schools. • AME members will attend meetings to discuss SLC curriculum and course selections. • AME members will visit and observe SLCs established at other schools to examine the various working models, and evaluate application of best practices for continuous improvement. • AME members will receive training on how to work with Advisory Boards and maintain effective communication with volunteers to strengthen community-school relationships for long-term SLC support and sustainability.
<p>N. What is the leadership beyond the Principal? i.e.....PD Committee, Advisory Council, Assessment Committee</p>	<p>AME-Gardena shared governance has been established through the implementation of the following three groups that work with the Gardena principal: the School Site Council (SSC), SLC Lead Council, and administrative staff. The SSC accommodates one elected AME teacher and student and meets monthly to make decisions on the five areas: budget, discipline, schedules, activities, and school equipment. The remaining SSC members include other SLCs representatives, one at-large teacher representative, one classified and one certificated representative. The SLC Lead Council, consisting of SLC administrators, Lead Teachers, the Principal and Title I and Bilingual Coordinators, meets biweekly and discusses and makes decisions affecting AME and the other SLCs and whole school.</p> <p>AME will be lead by an assistant principal, lead teacher, and counselor as the core leadership team.</p> <p>Accountability and Distributed Leadership</p> <p>The success of our SLC is based on our students' academic achievement as well as their success in the visual and performing arts. Successful students will be well rounded, knowledgeable of and proactive in their artistic talents, interests, and academic and real-world skills. This success can be achieved in part by teachers collaborating to address students' academic and behavioral needs. Therefore, common planning time and professional development are essential for student achievement and the development of our SLC.</p> <p>Administrator</p> <p>Each administrator meets with the lead teacher, the counselor and SLC teachers on a regular basis to monitor the day-to-day progress, issues and concerns. The administrator coordinates the discipline, attendance and scheduling matrix, and serves as a liaison to the guidance staff.</p> <p>The administrator concentrates efforts on reviewing strategies for curriculum design, SLCs and student activities</p>

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based on the plan backed by academic research. The administrator assists the lead teacher in the staff development of technical content and advanced teaching techniques. Each new member of the leadership team is responsible for maintaining relationships with the Advisory Board.

SLC Counselor

The counselor recruits students, coordinates scheduling and advises students. Responsibilities extend to coordinating senior advisories for students, teachers, and community partners, and actively communicating with parents. The SLC counselor will collect data from teachers and administrators, and submit to the data coach for analysis; complete required grant reports, and report progress to the SLC Advisory Board and assistant principal. The counselor will be a proactive partner with the SLC Advisory Board.

Lead Teacher

Each SLC lead teacher plans and facilitates team meetings, and serves as a liaison to the Administration and the SLC Advisory Board. The lead teacher works directly with the principal, assistant principal, and SLC Advisory Board to provide leadership in each SLC. The lead teacher organizes communication with parents, staff and community; maintains ongoing student portfolios and academic paperwork. The lead teacher also assists teachers in gathering necessary data to be given to the Project Evaluator. The lead teacher co-manages the work of the Leadership Team, coordinates timelines, schedules and integration of the various components of the plan. He/she is also responsible for outreach to the community through the SLC Advisory Board.

Teachers

AME teachers will work cooperatively and collaboratively with colleagues, students, and faculty as they make student achievement their top priority. Teachers will maintain a safe and welcoming classroom environment, working with and exploring current technology and related support programs, software, and websites. Teachers will cultivate relationships that accentuate rapport and insight to help students move forward. Achieving and struggling students alike will be identified for appropriate acceleration, referral, or intervention. Parent and family relationships will be utilized to reinforce guidance, decision-making, and resolution of issues.

AME teachers are eager and proactive participants, committed to frequent and meaningful meetings with stakeholders to discuss and establish educational standards and expectations concerning student behavior, use of facilities, and school safety.

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O. Post your
SLC logo
here.....



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SOUTH BAY CENTER FOR COUNSELING (SBCC) AFTER SCHOOL PROGRAM (ASP) HISTORY

South Bay Center for Counseling (SBCC) was awarded its first 21st Century Community Learning Center Grant. In September 2007, SBCC established the first Beyond the Bell (BTB) After School Program at Gardena High School. SBCC established collaborative relationships with other community-based organizations (CBO) to give students the opportunity to have a safe environment after school.

SBCC'S AFTER-SCHOOL PROGRAM (ASP) PURPOSE

“We believe the family unit is the most important component of our society and that the health and well being of our communities is a direct reflection of the health and well being of the families who live in them.

We are committed not only to providing quality mental health and social services and supports, but to leveraging the inherent strengths of our community to effect positive change.”

Established in 1973, South Bay Center for Counseling (SBCC) is an incorporated non-profit mental health agency that provides services to the residents of Los Angeles County. Its purpose is to meet the mental health and social service needs of individuals and families, regardless of economic status. For 30 years, SBCC has been developing into a provider of multidisciplinary services which include education and training for mental health professionals, child abuse treatment, in-home social services, child care, counseling, school-based support programs, community engagement activities, family support services, and extensive community outreach.

SBCC'S AFTER SCHOOL PROGRAM (ASP) WITH BEYOND THE BELL (BTB)

SBCC'S ASP receives funding from the Los Angeles Unified School District (LAUSD) BTB to provide an ASP at Gardena High School for three hours after each school day. The programs offer homework assistance, academic enrichment, special interest clubs, field trips, and sports in a safe, supervised environment. GHS is a Title I school and has a high population of students that come from economically disadvantaged areas of Los Angeles. All activities and clubs are designed to enhance student's academic skills, increase attendance at school, and provide safe alternatives to drugs or violence. These activities help keep students connected to their school and community, which is recognized as a key element in a successful high school experience.

AFTER SCHOOL PROGRAM ACTIVITIES:

Academic Support: Academic Tutoring, Academic Decathlon, AVID, College Center Sunrise, ELL Tutoring, Science Bowl, and Study Hall all serve to help improve student's academic skills and stay interested in school.

Athletics & Physical Activity: Advanced Band, Beginning Dance, Boy's Basketball, Boy's Soccer, Football, Girl's Tennis, Girl's Basketball, Baseball, Boot camp, Cheerleading, SBSM Fitness Club, Students Run L.A., and the Auxiliary Team offer physical and team activities.

Special Interest Clubs: Dancing In Style Club, Stage Management, Drama Club, Women's Leadership Project, Book Club, Korean Club, After School Leadership “Take Action”, Teen Court/Teen Justice Club, Ukulele Club, Key Club, and High School Task Force offer weekly meetings for specialized interests.

Small Learning Community: Gardena High School ~ AME ~ Arts, Media, Entertainment

Field Trips: Students and ASP advisors or instructors plan and participate in neighborhood field trips as well as more elaborate field trips requiring special transportation planning, and chaperones. Examples of field trip destinations include: theatrical performances, Drum-Line trainings, Teen Court, Band Competitions, Camps, Community Outreach, Political Meetings, and the Women's Conference in Long Beach.

Parenting classes: Parent Project, a six- to eight-week, court-approved, parenting class, is offered in English and in Spanish.

Community Partners: Harbor UCLA Family Medicine, LAPD, LAUSD Police Department, Gardena Adult School, Gardena Drug & Alcohol Program, LA County Human Relations.

AME CLASSES:

Dancing In Style Club-DISC

DISC is a dance club which offers all students the opportunity to break-dance, pop & lock, free-style, and crump. DISC was initially started by a student with four members, and now, as an after-school class, has grown into a class of 20 or more students on a weekly basis. They often perform in school performances and participate in "showcases" in the community.

Stage Management

Stage Management teaches the technical aspects of theater productions, includes a film component, and gives students skills they can transfer to a job in the industry after high school. This class meets multiple days per week. This program includes an internship following graduation, which GHS alumni are eligible for.

Drama Club

The Drama Club is comprised of students interested in acting or performing, students meet weekly to perfect their craft, with support from the drama teacher and from each other. Students participate in writing, improvisation, singing, dancing, and performing.

Dance

Students learn the basics of modern and classical dance. Students also learn a choreographed dance to be performed in annual theatrical performances.

Advanced Band

The Advanced Band is the marching band for GHS which has grown into a 45 piece group. Students practice daily, as well as participate in Drum-Line competitions. Students often perform at community events on the weekends.

Ukulele Club

The Ukulele Club offers any interested students the opportunity to learn to play the Ukulele. Students receive their own instrument and participate in school performances whenever possible.