



Public School Choice School Plan Guide for SUSAN MILLER DORSEY

Guiding Questions	Explanation	Rationale	Glossary of Terms
<p>Section 1: Vision of the Student</p> <ul style="list-style-type: none"> • What skills and knowledge will students gain to prepare them for the next level of learning? • What will students know and be able to do when they leave this school? 	<p>Our future graduates will be college- and career- ready. We seek to create highly functioning Small Learning Communities using a Linked Learning Academy structure where students graduate with a clear understanding of what they choose to achieve after high school. Our students will be able to select from the following Academies¹: School of Arts & Humanities, School of Business and Entrepreneurial Studies, Magnet School of Engineering & Health Sciences, and Magnet School of Law, Police & Public Services.</p> <p>Our schedule and course selection will allow all students to complete the A-G Requirements of high school courses needed to enter the University of California and the California State University systems while also pursuing their career interest in electives that are aligned with 21st Century Career Pathways.</p> <p>Students will be able to articulate their career goals and pathway to achieving these goals, while having a clear understanding of their academic performance on standardized and classroom-based assessments, and determining the progress toward their goals.</p> <p>That “learning matters here” is evidenced in our rigorous curriculum that will prepare students to enter college on-track and ready for college courses. Also, students will have opportunities to extend their learning beyond their high school day by taking courses at junior colleges and interning at companies related to their chosen career field.</p> <p>Our vision for the success of our students is that DHS scholars will:</p> <ul style="list-style-type: none"> • Effectively communicate, orally and in writing, for 	<p>Students need 21st Century skills in order to compete in today’s society. With jobs more difficult to find, it is extremely important that all students develop a skill-set that allows them to graduate with a clear goal and viable pathway for attaining that goal. Doing so will allow Dorsey’s graduates to be the leaders of our future generation.</p> <p><i>Expanding Pathways, Transforming High School Education in California states, “Growing evidence shows that pathways hold promise for reducing high school dropout rates, increasing academic achievement and learning, and increasing students’ earning power when they graduate. Equally compelling, studies show that students enrolled in pathways perform as well as their traditionally educated counterparts on key measures” (January. 2008).</i></p>	<p>21st Century Skills: The Educational Testing Service (ETS) in its publication, <i>Digital Transformation: A Literacy Framework for ICT Literacy</i> (2007), defines 21st century learning skills as the ability to a) collect and/or retrieve information; b) organize and manage information; c) evaluate the quality, relevance, and usefulness of information; and d) generate accurate information through the use of existing resources.</p> <p>Linked Learning: Connects core academic content to career related skills and interests.</p> <p>Career Pathways: <i>Pathways</i> are programs of high school study that connect learning in the classroom with real-world applications outside of school. They integrate rigorous academic instruction with a demanding technical curriculum and field-based learning—all set in the context of one of California’s 15 major industry sectors.</p> <p>A-G Requirements: College Entrance requires a C or better in the following courses: 4-years of English, 2 years of history, 2 years of lab science, 3 years of math, 1 year of Art, and 1 year of college prep elective or additional academic course.</p> <p>Standardized Assessments: refer to End-of-Course California Standards Test and Educational Testing Service (ETS) exams for college entrance including the PSAT, ACT, SAT, and SAT Subject Tests.</p>

¹ Names of Academies may change; however, career focus and student opportunities will remain the same.



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	<p>varied audiences and disciplines;</p> <ul style="list-style-type: none"> • 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. 		
<p>Section 2: Vision of the School</p> <ul style="list-style-type: none"> • What will the school feel like for students and parents at your school? • What must the school do to make sure all students are successful and prepared to be successful at the next school level and beyond? 	<p>Dorsey High School is committed to producing competitive college- and career-ready citizens of the 21st century. We believe our students must be effective communicators, critical thinkers, and problem-solvers. Furthermore, we believe every student should graduate with fully developed language, literacy, and numeracy skills for critical thinking and problem-solving so that they will be college-prepared and workforce-ready. Students will be empowered to take ownership of their college and career paths and learning that will all be linked to the workplace and engaged citizenship.</p> <p>Students and parents will always feel invited to walk onto Dorsey’s campus and feel an essential part of the vision and mission to have every student career-and-college ready. In doing so, Dorsey seeks to create Career Academies that are fully functional and inclusive for the participation of all stakeholders.</p> <p>To ensure that all students are successful, we will create a collaborative environment where teachers, students and parents work as partners and are vested in the school community. We will further develop an environment that values academic achievement and student engagement. All teachers will be able to create clubs that help to amplify the students’ experiences on campus. Teachers will be expected to hold “office hours” for students who need support in their classes, post assignments and grades online, and help communicate regularly with parents and students regarding progress.</p>	<p>Creating a welcoming and nurturing environment for all stakeholders will help our students meet their full potential and succeed. In order to ensure that all of our students are successful, Dorsey High School will build and support a comprehensive structure that fosters pride in individual achievement and the extended school community.</p>	



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	<p>Parents will be invited to help us achieve these goals for student success through:</p> <ol style="list-style-type: none"> 1. Establishment of an open-door policy for parents and community volunteers; 2. Working parent experience surveys in all offices; and 3. Monthly parent meetings along with workshops that will engage parents and community members in the educational experience of the children. <p>School Counselors, advisory teachers, and support services will help our students understand their career goals, while also providing students the support to meet their goals.</p>		
<p>Section 3: Where is the School Now? Student Performance</p> <ul style="list-style-type: none"> • What is the current reality of the school? • What areas of the school show strength? • What areas of the school are of concern and require growth? • What information was used to determine where the school is currently in terms of student's school performance? • How will you address the needs of each subgroup of students? 	<p>Over the past five years, Dorsey's Academic Performance Index (API) has steadily increased from 545 to 624.</p> <ul style="list-style-type: none"> • As indicated in the 2011-12 Adequate Yearly Progress data, DHS students are performing at 29.9% proficiency in Math and 29.6% proficiency in English. • Algebra 1 mean scale score has increased from 261 in 2008 to 277 in 2012. • Algebra II 2008 mean scale score was 242 and 92% of students were in the FBB/BB category with 2% of students' proficient. In 2012, the mean scale score increased to 276 and 72% of students were in the FBB/BB. • ELA 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.) • ELA 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.) • ELA 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.) 	<p>Building in systems that allow teachers to:</p> <ol style="list-style-type: none"> 1. <i>Collaborate</i> 2. <i>Build personal relationships with students and families and</i> 3. <i>Use research based strategies</i> <p>will enable teachers and students to take ownership of the teaching and learning process.</p> <p>Using thematic instruction through performance assessments and Small Learning Community semester projects will engage students and prepare them for career and college success. (It personalizes the curriculum to meet the interest of the students and their own career goals.)</p> <p>Clustering students will afford teachers the opportunity to provide in-class extension and interventions.</p> <p>Early mathematics and English interventions will be provided during</p>	<p>English Language Learners: A student whose primary language is other than English. A student's initial language classification or status is determined by their overall performance on the CELDT Test, Based on this performance level, a student may be classified as an English Language Learner or Initially Fluent English Proficient (IFEP).</p> <p>CAHSEE: California High School Exit Exam is a test required for graduation.</p> <p>Checking for Understanding: Checking for students' understanding of important ideas and concepts helps instructors gauge what students are getting and what they need to work on more. It also provides useful feedback to help you plan ways to better meet your students' needs. Instructors who check for understanding usually feel more connected to their students' learning and have a better sense of what to expect from their students' writing.</p>



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- *Advanced Placement qualifying rates increased for African American and Latino students 4.4 to 6.4 and 12.9 to 27.4 respectively.*
- First time CAHSEE pass rates increased in ELA and Math 58 to 61 and 58 to 63 respectively.
- Utilizing the School Review Process Walkthrough Protocol: 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.
- School suspensions have decreased from 370 lost instructional days to 125 days.
- *Attendance has increased to 94.22%--up from 92.58%.*
- Graduation rates continue to be strength, 72.65, although there are inequalities in subgroup performance.

Based on the school data above, we identified four urgent challenges:

1. Although DHS has the capacity to implement schoolwide reforms that will result in accelerating student outcomes, inconsistent implementation (of core reform such as Intellectual Engagement, Classroom Talk, Assessments, instructional coherence, and rigor) continue to have a significant impact on increasing student achievement.
2. The 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.
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.
4. Whereas an analysis of state and district data indicates that students are progressing, the absence of a holistic approach to assessments and timely feedback to inform instruction hamper

the school day in double blocks and afterschool as resources are available.

Checking for understanding strategies will be essential so that teachers may be self-reflective of student learning. (Just because we taught it; doesn't mean that students learned it.)

Culturally relevant and responsive education will honor the cultures and experiences that students bring to the classroom.



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schoolwide reform efforts.

We will tailor our instructional program to meet the needs of all subgroups as follows:

- Project-based learning.
- Placement of students based on student performance. (This includes **clustering** for our gifted/high achievers and underperforming students.)
- Students support through early mathematics and English **intervention**.
- Teachers will use methods of **checking for understanding**.
- Teachers will work together to analyze data from common assessments.
- Common Core Standards will ensure that every teacher will teach literacy.
- **Culturally Relevant and Responsive Education and tenets of the Academic English Mastery Program (AEMP)** will help our Standard English Learners and English Language Learners increase their reading and writing skills.



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<p>Section 4: School Plan Priorities To Turnaround Student Performance</p> <ul style="list-style-type: none"> • What are the top three to five priorities must the school address to improve student achievement? • What is required to achieve the growth needed to get to the school of the future where all students are high achievers? • What type of academic strategies will be implemented? • What type of support is needed for faculty and staff to turnaround the school? 	<p>In response to our urgent challenges, we have identified the following five Key Priorities necessary to turnaround the school as we actualize our vision.</p> <p>Key Priority 1: Consistent implementation of a common rigorous curriculum and instructional strategies in all subject areas that will accelerate student learning outcomes.</p> <p>Key Priority 2: Personalize the Learning Experience via Career Academies, where students are vested and known, and Professional Learning Communities— Teacher led professional development to share best practices.</p> <p>Key Priority 3: All students will receive a Culturally Relevant and Responsive Education (CRRE) as it relates to student learning, communication, behavioral, and cognitive styles. CRRE will be implemented using the following strategies: working together in groups, participating in project based learning, honoring what students bring with them into the classroom, and incorporating identity development. Cultural relevance will also be conveyed through classroom set-up, “walls that speak,” literature and activity choices.</p> <p>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.</p> <p>*Key Priority 5: Improve school articulation and recruitment to increase students’ enrollment.</p> <p>To truly link learning and to provide a holistic education, Dorsey will commit to the structures that will lead to success of the</p>	<p>The core of the instructional program is effective classroom instruction. The linked learning framework will be the vehicle in which students build on core content area skills, while preparing themselves for the demands of college and career.</p> <p>Linked Learning serves to structure the school to support 21st century skills and to help teachers support student needs, while common strategies and curricular interventions will ensure teachers are meeting students’ glaring academic needs.</p>	<p>Formative assessments: Used to inform teachers whether students have learned the material. Strong formative assessments will indicate that students are ready to move on to the end-of-unit or summative assessments.</p> <p>Accountable Talk: A way of engaging students through conversation to help push learning forward and increase critical thinking skills.</p> <p>Cornell Notes: A model for note taking that gives students the ability to ask questions and respond to new information.</p> <p>Thinking Maps: Organizational charts that help students process information in a more comprehensive manner.</p> <p>*Key Priority Five: addresses DHS continues to experience a significant decline in enrollment which, in turn, reduces the availability of school resources in the absence of immediate intervention.</p>
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Career Pathways.

- a. **Academic Component:** Teachers at DHS will create project-centered curriculum for each academy, which will increase **rigor** so that students can comprehend and evaluate complex tasks across a range of disciplines.
- b. **Technical Component** 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.
- 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 the career at the school level, by participating in a club/activity related to their career choice.
- 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).

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

- Accountable Talk- Promotes student engagement, retention and language acquisition through structured discussions.
- Cornell Notes- An advanced graphic organizer used to aide students as they inquire,



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construct meaning, and clarify their learning.

- Writing to Learn- The use of writing as a tool to guide and assess learning as students grapple to make sense of new information.

Administrators and teachers will receive on-going professional development and trainings to support schoolwide implementation.