



PSC 3.0 INFORMATIONAL SCHOOL PLAN SUMMARY

for: The Technology, Arts, and Design High School (The TAD School)

PROPOSED BY: The TAD School

FOR: SRHS #8 (on the campus of SRHS #9)

Mission & Vision of the School

The Technology, Arts, and Design High School (The TAD School) expects to create a school where all students will graduate with high levels of academic and interpersonal achievements. We will prepare students for success in either a career or college through the use of our project and mixed subject approach to teaching. We expect students to become critical thinkers that can be productive members of society that care for others and their well-being before their own.

TAD School graduates will be the best representatives of our school because of what they will know and be able to do. All of our graduates will be able to demonstrate mastery of the California State Content Standards. Students at the TAD School will exhibit the following qualities: be able to work and collaborate together, be responsible for their actions, be respectful of others and their opinions, and speak with knowledge and confidence. Upon graduation, students from the TAD School will also be able to use the latest technological tools that will allow them to be ready for work in the media and technological arts or to continue their studies in a related field.

Designing Data Driven & Student Centered Instructional Programs

Findings about student’s needs at Bell High School:

- 94% of all students are attending classes every day;
- 63% of students pass the California High School Exit Exam the first time they take the test as 10th graders;
- 57% of students who enter as 9th graders graduate within four years;
- 31% of all students scored proficient or advanced in English Language Arts; 27% in Math;
- 21% of students are passing college preparatory classes with a grade of C or better;
- 14% of English Learner students are exiting the English Learner program;
- 5% of English Learners scored proficient or advanced in English Language Arts; 11% in Math;
- 3% of Special Education students scored proficient or advanced in English Language Arts; 2% in Math.

Student Services and Interventions:

- Use the *TAD 2.0* Intervention program to help students with difficult concepts and skills;
- Monitor student graduation progress with Individualized Graduation Plans and Individualized Learning and Growth Plans;
- Design an advisory program that identifies strategies for successful high school graduation and beyond;
- Use Student Intervention Meetings for grade-level team teachers to meet with students and/or parents to discuss academic, emotional, and social needs;
- Create a High School Exit Exam and California Standards Test review program for use in the advisory class;
- Create a High School Exit Exam program to use during the intervention classes and/or during *TAD 2.0S* Saturday program for those students who are having difficulty with the test;
- Use the LAUSD MyData system to identify student strengths and weaknesses;
- Train teachers on strategies to use with English Learners;
- Start a college access and awareness program to promote graduation and college enrollment;
- Start a peer mentor/teaching assistant tutoring program;
- Conduct parent workshops for parents to understand graduation requirements, college and financial aid applications, and strategies to help their children;
- Establish partnerships with local middle schools.



Instructional Program

Standard English Learners (the following strategies will also be used with all other subgroups)

- Rigorous, California standards-based and A-G University requirement aligned instruction;
- Use of strategies such as cooperative and collaborative student groups, Shared Inquiry lessons, "TAD Talks", community supported instruction, writing across the curriculum, physical exercises, inclusion of prior academic and cultural knowledge, college-focused seminars and advisories, culminating projects, periodic assessments, text-based discussions, use of Accelerated Reader, Accelerated Math, and other personalized intervention programs, job shadowing and internships;
- Use of interdisciplinary, thematic, and arts-based lessons to engage and improve student achievement.

Students with disabilities

- Full inclusion in both classrooms and across the school;
- Use of appropriate accommodations and strategies;
- Comply with federal requirements to provide the least restrictive environment;
- Provide assistance from trained personnel, supplemental services and aids, adapted curriculum and materials;
- Full inclusion into the structure of the technology-integrated, arts-driven, and project-based nature of the school.

Socio-economically disadvantaged students

- Use of culturally relevant strategies to improve academic English, reading, and writing skills;
- Use Student Intervention Meetings (SIMs) with grade-level teacher teams, parents or guardians, and students to address mental, physical, and emotional well being, as well as, academic achievement;
- Use multimedia, art, and technology as part of instruction.

Special needs students

- Use the advisory program to create a small and supportive space for academic, personal, and social needs;
- Allow and accept various forms of participation and learning methods;
- Follow and address all Individualized Education Program (IEP) goals;
- Regular discussions and updates between the home and school and in grade-level teams based on observed data, multiple assessments, and student feedback.

Gifted students

- Use the teacher as a partner in gaining knowledge through project-based experiences;
- Use the California Department of Education guidelines for instruction for gifted students:
 - Opportunities for learning based on the gifted student's abilities and talents;
 - Alternative environments where gifted students can learn at advanced and creative levels;
 - Develop skills that help gifted students develop respect, collaboration and responsibility to others;
- Access to Advanced Placement courses, online enrichment opportunities courses, individualized tutoring, community college courses through East Los Angeles College, and college-ready programs.

English Language Learners

- Use background knowledge to build academic achievement and collaboration to increase oral language skills;
- Use curriculum that is culturally relevant, guides learning, and builds academic skills;
- Use of Specially Designed Academic Instruction in English (SDAIE) strategies such as graphic organizers, interactive notebooks, etc.;
- Build classroom groups that are collaborative and exhibit mixed learning and language abilities;
- Writing and speaking across classroom lessons that use modeling, guided activities, and individual practice;
- Co-teaching models that provide support.



School Culture

The school culture at the TAD School will be one where all students practice the four values of the school: Collaboration, Accountability, Respect, and Evidence. This will also be a school where students will know that they will be able to transition to the career or college of their choice because they have learned the skills necessary for the 21st Century. We will also be a supportive environment where students will know that there is at least one adult, most likely more, that they may go to when they are experiencing, academic, personal, or social concerns.

Robert is a 10th grade student at the Technology, Arts, and Design High School. His friends, teachers and the community like to call it the TAD School because it is a place that feels like home. While he has to get up earlier to board the bus to get to the SRHS #9 campus, he knows that his younger brother and sister will soon have their own TAD School in the city of Maywood. On the way to school he sits with his friends from advisory class and they discuss the project that is due on Friday for his 10th grade unit on the ecology. Because he is in a group of four, each of his classmates are leading a portion of the project. Once he arrives on campus, he walks through the Welcome Center to get a flyer about a community event where his group will be presenting their project. He wants to take the information home to his parents so they can decide if they will see the presentation at the TAD School or at the Maywood Activities Center, depending on their work schedule. In Period 1, his World History class he is examining World War I and discussing the environmental and emotional impact of the war on soldiers. In Period 2, his Biology class, he is looking at how different chemical compositions like those used in poison gasses during World War I can have biological effects on humans and the environment. After brunch, where Robert and his friends figured out who would be presenting at the next "TAD TALK", he makes his way to Period 3 for English. In this class Robert is reading selections from Rachel Carson's *Silent Spring* and Jack London's *White Fang*, which are all about our ecology system and how man can destroy or enhance it. For Period 4, Robert is enrolled in Graphic Design where he will be responsible for creating the visual features for the group's ecology presentation. Because today is Monday, Robert will be dismissed from school at 1:20 so that his teachers may stay and do professional development. Instead of going home, Robert will be working on his internship project with a local poster design business where he will be able to use the skills he learned in his graphics design class and begin to expand his technical knowledge of this media art.

The TAD School will offer students the following extracurricular activities (some of these will be in conjunction with the SRHS #8 Small Schools Collaborative, which include the VAPA and STEAM academies on the campus)

- Saturday High - offered through Art Center College of Design
- Community College and university field trips
- Various team sports and cheer leading
- Choir and Music Ensemble
- Photography and other Media Arts Clubs
- Student Government (Associated Student Body)
- Various Student Clubs - GSA, Latinas Guiding Latinas, College Access Plan Scholars, and others.

Parent Engagement & Involvement

The TAD School will have a Parent Engagement and Involvement Committee dedicated to planning, coordinating and implementing parent workshops and evaluating parental involvement and engagement. The committee will establish and help support the following strategies and programs.

- *Community Meetings*: held locally in the city of Maywood (i.e. community meeting halls);
- *Open House & Parent Conferences*: parents will be invited to attend these events each semester;
- *Parent Workshops*: classes in computer literacy, photography, college preparation and parental support;
- *TAD Beta Sessions*: orientation meetings to welcome students and families, to meet staff, and learn the school's procedures, programs, and academic and disciplinary plans;
- *TAD Release Event*: a week-long event to recognize successful student, teacher, and community projects;



- *Volunteering:* use UCLA's Parent Project as a model to develop Parent Leads that will assist in the recruitment of volunteers every year so as to build a volunteer staff and grant parents greater access.

The TAD School understands that parent involvement as well as a parent's presence at schools are very important. We will establish a Parent Center that welcomes parents and other community members to the school. This center will provide parents with information about the school and also community resources. Also, signs in the school will be posted in both Spanish and English and interpreters will be made available for parent conferences and other events. When possible, student volunteers will provide child care services during events for parents to fully participate. Lastly, parents will be invited to become integral members of all committees on campus so that their voice is heard and represented.

Staffing

The TAD School expects to have a mix of experienced and new teachers with an interest in media arts, technology, and design. Teachers must be willing to use interdisciplinary and project-based methods for their classroom instruction. Teachers will be expected to collaborate together to build rigorous lessons that include writing and critical thinking that support English Learners and students with disabilities. Also, teachers must be willing to contribute time to the school by providing office hours, participating in school committees, sponsoring an event or student club, and attending community events. Lastly, teachers must believe that all students can learn and that all students should be supported to succeed.

Applicant Team Contact Information

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