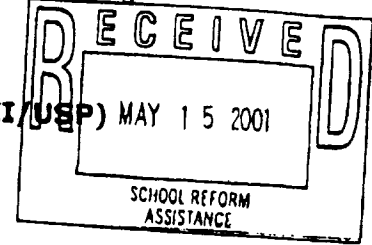


01 - 02 Los Angeles Unified
Dorsey (Susan Miller)



**Immediate Intervention/
Underperforming Schools Program (II/USP)**

**SCHOOL APPLICATION
For II/USP Funding**



Part I: Application Information: Complete for school submitting application for funding.

Name of Applicant School: Dorsey (Susan Miller) Senior High School		Total School Grant Amount Requested: FY 2001-2002 \$ 377,400.00 FY 2002-2003 \$ 377,400.00	
14 Digit County/District/School Code: 19-64733-1932383		Dates of Project Duration: July 1, 2001 to June 30, 2003	
Principal: Dr. Evelyn Mahmud		External Evaluator: Action Learning Systems, Inc.	
Address: 3537 Farmdale Avenue		Address: 174 W. Foothill Blvd. #306	
City: Los Angeles (323)	Zip: 90016 (323)	City: Monrovia, CA (626) 357-8041	Zip: 91016
Phone 298-7120	Fax: 298-8501	actionlearningsystem.com E-mail:	

Part II: Signatures (Signatures must be original. Please use blue ink.)

The Principal and the External Evaluator submitting the application sign on behalf of all staff and parents/community members.

Dr. Evelyn Mahmud
Printed or Typed Name of Principal

Evelyn Mahmud 3/28/01
Signature of Principal Date

Action Learning Systems, Inc.
Printed or Typed Name of External Evaluator's Organization

Andrea L. Kobliner 3/28/01 *Andrea L. Kobliner*
Printed or Typed Name of External Evaluator Date Signature of External Evaluator

Action Plan Team Members' Signature Page

II/USP

The following members of the Action Plan Team certify involvement in the development of the school's Action Plan, as required by legislation and outlined in these Guidelines.

Typed or Printed Name and Position	Signature	Date
External Evaluator: Andrea Kobliner	<i>Andrea Kobliner</i>	3/28/01
Arienne Mack, Community	<i>Arienne Mack</i>	
EVERLYN Mahmud, PRINCIPAL	<i>Everlyn Mahmud</i>	3/28/01
Catherine Webb - ASST. PRINCIPAL	<i>Catherine Webb</i>	3/28/01
Donald Singleton - Teacher	<i>Donald Singleton</i>	3/28/01
Beverly Matthews - Parent	<i>Beverly Matthews</i>	3/28/01
Deborah Childs - Parent	<i>Deborah Childs</i>	3/28/01
Cecyl Favarote - Community	<i>Cecyl Favarote</i>	4/3/01

As needed, please duplicate this form to accommodate the names and signatures of additional Action Plan Team Members.

Quality Review Criteria Checklist

1. Governing Board Policies

The school site Action Plan clearly identifies and describes:

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A. Schoolwide and districtwide barriers to improvement in student achievement and underlying causes for low performance.	1-4
B. Solutions/strategies for overcoming these barriers and underlying causes.	4-8
C. School and district crime statistics, addressing any of the factors that negatively impact student achievement.	9

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F. School-specific short-term academic objectives for pupil achievement for a two-year period that will allow the school to make adequate progress toward the growth targets established for the school.	12-13
G. The process administrators and teachers use to monitor and evaluate the implementation of the Action Plan and its impact on student achievement.	13

2. Parental and Community Involvement

The school site Action Plan clearly identifies and describes:

A. How parents and the community have been actively involved in developing the Action Plan and how they will be involved in carrying it out.	15-16
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3. Fiscal Management

The school site Action Plan clearly presents evidence that expenditures are:

A. An effective and efficient allocation of II/USP, matching funds, and other resources.	16
B. Linked to overcoming barriers to achievement.	16-17
C. Not in excess of available funds (II/USP and other sources).	17

4. Personnel Management

The school site Action Plan clearly identifies and describes:

A. The number and percentage of fully certificated teachers that are in place in each core academic subject area and at each grade level.	17
B. How any lack of certificated/qualified teachers is addressed through specific strategies with measurable outcomes.	17-18

C. How professional development is provided to all teachers.	18
D. How professional development is aligned to core content standards and is specific to standards-based instructional materials used at the schoolsite.	18-19
E. How professional development is directly related to areas where student academic performance needs improvement.	19

5. Curriculum Management

The school site Action Plan clearly documents the extent to which:

A. Each student has a complete set of instructional materials aligned to the state core content standards.	19
B. Schools have instructional materials adopted by the State Board of Education for kindergarten through grade eight.	19
C. The local governing board selects instructional materials aligned to the State Board of Education-adopted content standards, for grades nine through twelve.	19
D. Any lack of instructional materials is addressed.	19-20

The school site Action Plan clearly identifies and describes:

E. How administrators and teachers use the results of state and local assessments to modify instruction and improve student achievement.	20
F. How disaggregated data regarding pupil achievement and other indicators are used to determine adequate short-term and long-term progress among all groups of students.	20

1. GOVERNING BOARD POLICIES

1A. School-wide and district-wide barriers to improvement in student achievement and underlying causes for low performance.

The Los Angeles Unified School District (LAUSD) provides educational services to more than 750,000 students in grades K-12 in 899 schools and children's centers. Thirty percent (30%) of all students in LAUSD are eligible for AFDC (CalWorks), and 87% are eligible for free or reduced-priced lunches. During the 1999-2000 school year, 430,000 students received services from Title I.

In the 1999-2000 academic year, in an attempt to be more responsive to the needs of students and their families, the District was divided into 11 local districts (A-K), each with its own superintendent and administrative management structure. This new structure began operations on July 1, 2000.

Local District G (LDG) provides support to 60,253 students, 70 locations (including magnets) and 55 schools K-12. This district serves an inner city-low to mid socio economic population of 52% Hispanic and 47% African American students with the other 1% divided among 4 other ethnicities. Of these students, 34% are English Language Learners (ELL's) and 15.9% receive Special Education Services. All of District G schools receive Title One funding with 24 Schoolwide programs. More than 60% of the students' families in these schools receive CALWorks supplemental services.

Local District G (LDG) had 16 schools selected to be II/USP schools and contracted with Action Learning Systems to assist them in developing a district-wide program to help coordinate their programs. The District G Administrative and Instructional Staff identified the following barriers that they are working to resolve with the LAUSD Central staff: (1) Lack of experienced teachers in schools in South Central; (2) overlap and poor coordination of central and local calendars; (3) inadequate communication and/or coordination of available resources; (4) no structured, data driven reading and math programs. The first barrier exists because of a continual influx of new teachers into those schools that have vacancies, vacancies that occur because teachers with seniority leave to go elsewhere. The second barrier has resulted in duplicate programs, responsibilities and meetings that keep local administrators too frequently absent from their school sites. The third barrier has led to a misallocation of funds that prohibits schools from making appropriate instructional and operational decisions. The fourth barrier exists because teachers do not have access to data in a timely manner to aid them in making informed instructional decisions.

DORSEY HIGH SCHOOL

Dorsey High School (Dorsey) provides services for 1,935 students in grades 9-12. Of these students, 70.1% are African American, 28.7% are Hispanic or Latino and the remainder .5% each of White, Asian and other populations. Almost 16% are English Language Learners (ELL), 58% receive free/reduced price

meals and 37% are from families eligible for CalWorks supplemental services. Dorsey has the highest number of students (over 40%) living in group care or kinship care situations in the state. Responding to the emotional, health and personal needs of this huge student group is a major challenge for the school.

Dorsey has three career path academies and a large comprehensive traditional school.

STUDENT ACHIEVEMENT

In the 1999-2000 API Growth Report, the schoolwide target was 18 and was missed by 17 points. The Hispanic or Latino subgroup exceeded its growth target by one point. The African American subgroup target missed their target by 18 points, and the socioeconomically disadvantaged subgroup scored 11 points less than its growth target (GT).

SUBGROUPS SCORES

	# of students	2000 API	1999 Base	GT	99-00 Growth	Met Target
African American	724	445	449	14	-4	No
Hispanic or Latino	408	429	414	14	15	Yes
Socioecon-Disadv.	801	434	431	14	3	No

In a comparison of scores from the 1999 to the 2000 SAT-9 testing, there was some improvement in reading and math at the 11th grade level and language at the 9th grade level. However, the number of students scoring above the 50th percentile in any category is below 26% except for grade 11 Social Science, where 37% of the students scored above the 50th percentile. No LEP student in the school scored above the 50th percentile in reading and language except for the 9th grade, where 1% scored at the 50th percentile. In math, the highest %ile was 8% at the 11th grade level. When the API and SAT-9 data is disaggregated, students in the career academies met API targets and outperformed their peers in all areas.

DATA COLLECTION

SURVEY: Along with API and S-9 data, a survey was completed by 27 faculty and 84 - 11th grade students. Parent surveys were distributed, and none were returned. Of the respondents, teachers agreed that they hold high expectations for students, but more than 60% disagree that they work/and or plan collaboratively on developing units of study and assessments. Teachers generally agreed that they were teaching to the standards, but the classroom visitations contradicted those assertions.

INTERVIEWS: Staff, including certificated and classified, parent groups and students were interviewed on issues similar to the survey. Eight hundred students participated in two focus groups. Students felt although many teachers cared about their learning, the large class sizes, inexperienced teachers and lack of materials made learning very difficult. All groups agreed that a major concern was that until October, the administration and staff was in flux. Since then a new principal, a new assistant principal and many new

teachers have been added to the staff. The interviews from all groups indicated that there is no common academic vision in the school and inconsistent expectations for student performance. However, there was consensus that the new administration is bringing an "achievement focus" to the school.

CLASSROOM VISITS: were conducted in 30 Language Arts and Math classes to determine if standards-based instruction was being implemented in the classrooms. The classroom visits reflected no consistent program in place for standards implementation or assessment of standards mastery. There was little evidence of standards-based instruction in the classrooms or examples of strong, direct instruction. Very little student work was displayed and although the LAUSD standards were posted in a few classrooms, the state standards were not. When asked, students showed no awareness of the state standards nor if their classroom assignments were aligned with them. Cooperative learning was taking place in some math classes.

RESULTS: The Action Planning Team (APT) used the data collected by the external evaluator to identify barriers to student success. They are the following:

BARRIER 1: CURRICULUM, INSTRUCTION AND ASSESSMENT: The absence of a comprehensive, standards-based curriculum has led to a lack of commonly-held expectations for student achievement and no formal structured language development programs for African-American students or English Language Learners. The failure to implement reading/language arts and mathematics standards, align instructional strategies with those standards and use assessment information to inform instruction has prevented a significant percentage of students from developing adequate reading, language arts, and math skills. As a result, they are unable to access the core curriculum and/or access a rigorous academic program of the A-G requirements. Although this is true for all students, it is particularly true for African American students and those that are socio-economically disadvantaged.

BARRIER 2: PERSONNEL & PROFESSIONAL DEVELOPMENT: The school is experiencing a shortage of experienced, trained teachers. Consequently, there is a need for an ongoing, formal, effective professional development program. The teachers expressed a lack of knowledge in the use of instructional strategies and resources in language arts and math to address the diverse needs of the total student population. They also felt they had neither adequate training in the effective use of specific intervention strategies for reading language arts and math or in teaching Standard English for ELL students and African American students. Finally, there was insufficient release time and resources for staff development, collaborative planning or peer coaching.

BARRIER 3: PARENTS and COMMUNITY: School/parent communication/collaboration is limited and not focused on the academic needs of students, expectations for student behavior nor how parents might

support their students' learning at home. In the case of group homes and other domestic care situations, the feasibility of any support is very limited.

1B. Solutions/strategies for overcoming these barriers and underlying causes.

Dorsey, like so many large high schools throughout the country, suffers from the lack of opportunity to plan and coordinate programs so that all students can receive equal access to a rigorous academic program. Although this school has a number of high-performing students, most of them are enrolled in the career academies. The majority of students fall well below the acceptable level of student performance.

However, with a new, instructionally oriented principal and substantial support from the District, the school is preparing for a major restructuring. Using the research from the federally funded Small Learning Communities Initiative, the staff recognizes the necessity to promote a school-wide culture where academic achievement and meeting district and state standards are a priority. Therefore, Dorsey has adopted the following objectives:

- Implement and monitor an academic program that enhances the primary language of African Americans and ELL students and allows all students to meet the A-G requirements.
- Establish research-based structured professional development processes for the entire school for coaching, training, student assessment and ongoing self-reflection and peer support.
- Provide appropriate intervention programs that link directly to identified student needs as assessed through summative and formative assessments and provide the skill mastery required for the attainment of the content standards.
- Develop and implement a Parent Institute/training program to actively involve the parents as teaching partners.

To achieve these objectives, the staff recognizes that 9th grade students need a warm, caring, personalized environment that provides security and support. Thus, six Freshman Success Academies (FSA) of approximately 75 students each, will be created. The teaching staff of each academy will consist of three teachers who will work together during a common planning time to develop curriculum, instructional practices and assessments that align with state standards. Moreover, these teachers will discuss student performance and behavior, plan events that focus upon career option, develop intervention strategies and talk with parents. The FSA will conduct student conferences in which all three teachers, the counselor, and the 9th grade administrator will meet with individual students and their parents to discuss academic and behavioral issues.

During the sophomore year, the academy model will continue and become more delineated. Students will choose one of five career paths/clusters. These paths will focus upon be broad-based industry areas,

and introduce students to careers from job entry to professional level in those areas. The career path/cluster model will provide a structure that organizes students according to their career goals and interests and become the foundation for integration of high academic standards, technical skills and knowledge. Within each path/cluster the academic and technical skills needed by students as they transition from high school to post-secondary education and/or employment will be identified. The five career paths/clusters that the school is working to develop are Math, Science and Technology, Law and Public Service, Visual and Performing Arts, Travel and Recreation and Police Science.

Using this model, Dorsey hopes to reduce the effects of the three major barriers to student achievement that were delineated above. A comprehensive, two-year Action Plan has been developed, not only to address those barriers but also to improve student achievement and SAT 9 scores school-wide. Since only one of the subgroups reached its target API, special attention will be paid to each of the other subgroups and their individual needs.

In order to impact learning throughout the total school, all faculty and staff will begin the school year with a two-day retreat where they will develop yearly goals and expectations, review state standards and frameworks and begin to align all content curriculum to meet the state standards.

Throughout the year, teachers will meet both by content and grade level to develop strategies in reading and writing across the curriculum as well as pedagogical strategies that will help them better understand and meet the needs of the targeted students.

The following 28-step Action Plan, pages 6-8, provides a step-by-step overview of the program that will be implemented, the person(s) responsible for implementation and the beginning and completion dates for the activities. By the end of two years, the APT expects that all programs will be implemented and sustainable and that all students will begin to make significant academic growth not only in their API scores, but also in their high school graduation rate and other factors determining school success.

The following are the solutions and strategies for overcoming the barriers and underlying causes of underachievement

ACTION PLAN – Code - P-principal, APT - Action Planning Team - C – coordinator, LC – Literacy coaches, Cons. – consultants -OG - ongoing

Action #	Solutions/strategies:	Resp.	Year 1	Year 2
1.	Provide a two-day retreat for all staff for developing yearly goals and expectations, reviewing standards and frameworks and aligning curriculum.	P/APT	Aug	Aug
2.	Provide time for departments to discuss the State Content Standards, instructional strategies and assessment measures identified in the frameworks and standards documents in reading, language arts and math.	P / APT	Aug.	OG
3.	Provide a summer training and on-going collaboration time for the Algebra teachers to develop the course syllabus and assessments and share promising practices.	P/Coor. Math Dept	Aug/ Sept	OG
4.	Establish and train a governance team comprised of APT members including the principal, project coordinator, teacher advisors and department chairs to analyze and use achievement data to determine academic needs of students including enrichment and remediation.	P/Coor. APT	Sept	OG
5.	Train staff for implementing 9 th grade Freshman Success Academies – provide advisory time for teachers and counselors.	P/Coor.	Sept	OG
6.	Provide on going modeling in best practices, use of reciprocal teaching and coaching for 9/10th grade Language Arts teachers. Provide summer and on-going training.	P/Consults	Sept/ Oct	OG
7.	Provide on-going training in literacy techniques, teacher researcher programs, Academic English Mastery, SDAIE, and California Literacy project to improve reading and writing across the curriculum,	P/District/ Consults	Sept/ Oct	OG
8.	Provide on-going training in standards-based lesson design and curriculum alignment.	P/District Consul.	Sept/ Oct	OG
9.	Implement holistic writing programs aligned with the HSEE.	Dept. Chairs	Nov/ Dec	OG

Action #	Solutions/strategies:	Resp.	Year 1	Year 2
10.	Provide training for all instructional aides in the teaching of reading and tutoring	P/Cons.	Nov.	OG
11.	Implement and train teachers to use the Accelerated reading and math programs	P/Coor.	Nov.	OG
12.	Institute a Freshman Success Academy for all 9 th graders.	P/Coor	Aug	OG
13.	Provide additional advisory support so that all 9 th graders have a post-secondary plan by the end of their sophomore year.	P, Coun/ Coor.	Nov.	Nov.
14.	Provide additional counseling and support staff to assist student achievement and career development	P, Coun.	Aug.	On- going
15.	Reorganize school into career path academies – each with a career focus.	P/ Coor.	Aug/ Sept	OG
16.	Develop programs/tutorials to assist struggling readers; e.g. reading enhancement class for low level readers, expand Accelerated Reader, institute Sustained Silent Reading programs and summer reading programs.	Advisors P/Coor	Sept	OG
17.	Provide on-line AP tutorials for advanced students	P/Coor.	Sep/Oct	OG
18.	Provide more access to upper division and AP classes through on-line access and local colleges.	P/Coor. Couns	Sep/ Oct	OG
19.	Identify targeted groups of students who require specific interventions in reading, language arts and/or in math including enrichment and remediation and provide support.	P/Coor. Couns	Sep/ Oct	OG
20.	Provide specific mentoring programs for African American males who are most danger of not completing 4 years of high school.	P/Coor. Coun.	Sep/ Oct	OG
21.	Pursue grants such as Federal Small Learning Communities, Title VII and State Academic Partnership Programs to ensure funding after IUUSP funds are completed.	P/ Consults	Nov/ Dec	OG

Action #	Solutions/strategies:	Resp.	Year 1	Year 2
22.	Hire an external evaluator and data analysis technician to assist with providing data to staff on a regular basis.	P/Coor	Sept.	OG
23.	Establish quarterly governance meetings with APET, evaluator and community reps.	P/Coor APT. Eval	Sept.	OG
24.	Establish on-line and telephone calendar system for improving parent/home communication.	P/Coor	Nov.	OG
25.	Organize telephone trees for meeting announcements	P/Coor	Nov.	OG
26.	Offer Family and Parent Leadership training to prepare parents for leadership roles	P/Coor	Nov.	OG
27.	Pilot student-led conference model with Freshman Success Academies	P/Coor	Nov.	OG
28.	Offer monthly orientation nights for parents on issues concerning their students and events. Publish and mail-home a monthly newsletter to all parents. Have student designed and maintained Web-site for faculty directory, e-mail, calendar and parent information	P/Coor	Nov.	OG

1. C. School and district crime statistics, addressing any of the factors that negatively impact student achievement.

From 7/1/00 to 9/30/00 LDG reported 28 crimes against persons, 116 property crimes, 6 possession of weapons, 12 drug and alcohol offenses and 8 other crimes including bomb threats, destructive devices and trespassing. During the 1999/00 school year Dorsey's crime statistics included 8 possession of weapons, 40 property crimes, 15 robberies, 22 incidents of chemical abuse and 5 incidents of assault with a deadly weapon. Parents, teachers, students and other staff members indicated the campus is a very safe place, since random weapon searches occur daily, which tends to keep the crime rates on campus to a minimum.

Opportunity Transfers, expulsions and suspensions are not collected by individual school, but generally the numbers are quite high, and discipline is a high priority. A Healthy Start Grant is dealing with personal and community issues. In-seat attendance at Dorsey is improving yearly but below LDG and LAUSD.

Student Yearly Attendance %	1996-97	1997-98	1998-99	1999-00	98-99 to 99-00 Change
Dorsey	79.86	79.75	83.13	84.18	+1.05
LDG	89.39	89.54	90.62	90.85	+0.23
LAUSD	91.50	91.81	92.44	92.73	+0.29

Another factor that tends to affect student learning is teacher absence. The average number of days of absence grew in the past year, and is higher than LDG and the LAUSD.

Average # of days certificated absence	1997-98	1998-99	1999-00	98-99 to 99-00 Change
School	7.608	7.955	9.563	+1.608
LDG average	8.577	7.862	8.656	+0.794
LAUSD	7.752	7.225	7.924	+0.699

1. D. How school and district conditions in the School Accountability Report Card are being addressed, as needed.

Local District G outlines its Vision and Mission through Accountabilities which, in turn, are communicated to principals and assistant principals through monthly meetings and monitored through school and classroom observations. District Accountabilities include:

District Accountabilities

- Meet or improve student achievement as measured by S-9 and meet/exceed API growth target
- Improve transition rate of non-English speaking students to English instruction
- Reduce the drop-out rate at Middle and High Schools
- Improve pass rates for college preparation classes (A-G)
- Increase the number of students enrolled and the number of sections offered in Advanced Placement (AP) courses at High Schools
- Increase the percentage of graduating High School Seniors
- Increase student and staff attendance

In addition to the information reported in section 1C related to attendance, the other factors affecting Dorsey are the redesignation rate and the DropOut rate. See Charts below.

Percent Redesignated	1997-98	1998-99	1999-00	98-99 to 99-00 Change
School	14.38	8.57	1.67	-6.90
LDG	19.18	19.72	18.78	-.09
LAUSD	17.78	18.94	20.34	+1.40

Drop-Out Rate	1997-98	1998-99	1999-00	98-99 to 99-00 Change
School	10.53	9.83	18.60	+8.77
LDG	6.50	3.09	2.14	-0.95
LAUSD	2.85	2.26	1.83	-0.43

Another major factor is the number of students enrolled in A-G required classes, numbers enrolled in advanced placement classes and students taking and passing Advanced Placement Exams. Data for Dorsey in comparison to LDG and LAUSD follows.

	% in A-G classes				A-G Pass Rate			
	97-98	98-99	99-00	Chg.	97-98	98-99	99-00	Chg.
DORSEY	47.7	47.7	49.6	+1.9	52.35	55.60	56.77	+1.17
LDG	57.9	57.9	58.0	+0.1	54.98	55.58	54.79	-0.79
LAUSD	56.6	56.6	56.6	-0.1	59.98	60.26	60.05	-0.21

Most of the students in the accelerated classes are from the magnets and the academy. Although the numbers of students enrolled are increasing, all students should be enrolled in A-G classes. The APT

believes that the academy model will help all students improve academically and be better prepared for upper division classes.

	# enrolled in AP classes				% of AP Exams passed			
	97-98	98-99	99-00	Change	97-98	98-99	99-00	Change
DORSEY	165.0	163.5	248.0	+84.5	10.71	13.41	13.50	+0.10
LDG	1390.0	1575.5	1920.0	+344.5	27.81	24.02	26.34	+2.30
LAUSD	22553	25622.5	28335.5	+2713.0	54.27	52.33	50.66	-1.67

1. E. Annual growth targets at least as high as those adopted by the State Board of Education.

Growth Statements

It is the intent of the staff to improve scores yearly in compliance with the state's requirements. During this school year, plans have already been made to help students' improve test taking techniques, to make students more aware of the importance of taking the SAT-9 test and to provide tutorials and assistance for the most at-risk and lowest reading students. However, these short-term interventions will not change the way students perform. The Action Plan provides for systemic change by first, changing the techniques and processes that teachers use through the implementation of research-based effective practices that will help them align their curriculum with the state standards. Working together, staff will share best and most effective practices. Training will be provided for all staff in the skills of teaching reading and writing across the curriculum and how to align their curriculum with the High School Exit Exam (HSEE). Based on the awareness that occurred during the months of planning, we expect that students will meet or exceed their API in all areas. In addition, we expect the following:

By June 2002 the overall API scores will increase a minimum of 18 points over the June 2001 score for the total school to the 2002 Growth Target (GT) of 477 or better. By June 2003, the overall API scores for the total school will continue to increase a minimum of 5% over the previous year's scores. In addition, the scores for the significant subgroups will improve as follow:

African American

2000 API	GT	2001 API	Estimated GT	2002 API	Estimated GT	2003 API
445	14	459+	14	473+	14	487+

Hispanic or Latino

2000 API	GT	2001 API	Estimated GT	2002 API	Estimated GT	2003 API
429	14	443+	14	457+	14	471+

Socioeconomically Disadvantaged Students

2000 API	GT	2001 API	Estimated GT	2002 API	Estimated GT	2003 API
434	14	448+	14	462+	14	476+

1.F. School-specific short-term academic objectives for pupil achievement for a two-year period that will allow the school to make adequate progress toward the growth targets established for the school

Percent Scoring At or Above the 50th Percentile STAR Comparison 2000 vs. 1999

Grade	Reading		Math		Language		Science		Soc. Science	
	2000	Change	2000	Change	2000	Change	2000	Change	2000	Change
9	11%	-1	17%	-1	25%	+4	14%	-2	20%	+4
10	14%	+1	11%	-2	15%	-3	21%	+2	12%	-3
11	17%	+4	18%	+3	26%	-3	18%	-1	37%	+5

The previous chart represents the STAR-9 data for the 2000 school year. Based on a review of this data and that in the following chart, the APT determined what specific areas needed to be addressed. This data helped the APT focus on the need to re-focus the Math and Language Arts programs to be able to promote a larger number of students to be successful at the 50th %ile or above. Since the SAT-9 is fully aligned with the API results, we need all students to improve in all areas. We also think that the teaching of reading and writing across the curriculum will help students improve their ability in the academic areas that need to be strengthened in order for students to be successful on the SAT-9 and the HSEE.

Percent Scoring At or Above the 50th Percentile

	Reading			Math			Language			Science			Soc. Science		
	All	Not LEP	LEP	All	Not LEP	LEP	All	Not LEP	LEP	All	Not LEP	LEP	All	Not LEP	LEP
9	11%	15%	0%	17%	21%	5%	25%	33%	1%	14%	16%	8%	20%	23%	9%
10	14%	16%	0%	11%	13%	3%	15%	17%	0%	21%	24%	5%	12%	14%	2%
11	17%	21%	0%	18%	20%	8%	26%	33%	0%	18%	20%	6%	37%	42%	18%

ALL: All students, including Limited English Proficient (LEP) - NOT LEP: Students identified as not Limited English Proficient (LEP) - LEP: Students identified as Limited English Proficient (LEP)

The previous Chart above looks at ALL students and LEP (ELL) and without ELL. This also indicates what academic areas need to be strengthened in order for students to attain the S-9 scores needed to raise their API. The Not LEP population is composed primarily of African American students. This chart also supported our need to provide our teachers with literacy, AEMP and SDAIE techniques so that more students will be able to perform at or above the 50th %ile.

Based on the collective data, the APT agreed to the following objectives:

By June 30, 2003

- There will be an increase by 5% or better in the percentage of all students scoring at or above the 50th percentile in reading, language arts, math, science and social science from 2001 to 2002 and a further 5% from 2002 to 2003.
- There will be an increase by 5% or better in the percentage of African American students scoring at or above the 50th percentile in reading, language arts, math, science and social science from 2001 to 2002 and a further 5% from 2002 to 2003.
- There will be an increase by 3% or better in the percentage of ELL/LEP students scoring at or above the 50th percentile in reading, language arts, math, science and social science from 2001 to 2002 and a further 5% from 2002 to 2003.
- There will be an increase by 5% or better in the number and percentage of ALL students completing the A-G courses from 2001 to 2002 and a further 5% from 2002 to 2003.
- There will be an increase by 5% or better in the number and percentage of African American male students successfully completing 4 years of high school from 2001 to 2002 and a further 5% from 2002 to 2003.

1G. *The process administrators and teachers use to monitor and evaluate the implementation of the Action Plan and its impact on student achievement.*

An evaluation team will be established, composed of representatives from the Action Planning Team as well as other key school members and an external evaluator. This team will meet quarterly to review the summative and formative sections of the Action Plan (AP). This ongoing comprehensive evaluation will facilitate project improvements and provide information for long-term site planning. The evaluation design is basically a gap reduction model that measures the educational progress of project participants among and between all participants. The school will use an electronic database program designed to disaggregate all forms of state and district data in order to assist schools in pin-pointing the individual needs of students

and design the appropriate interventions and enrichments. Along with examining the yearly SAT-9 and API data, the evaluation is designed to explore the following questions.

- To what degree is the Action Plan successful in helping all subgroups as well as all students achieve competency in meeting the state standards and SAT-9 performance standards?
- To what extent does the Action Plan make changes on school educational programs such as: (a) the ability of teachers to teach the core content areas and align their work with the standards; (b) the degree to which new and emergency credentialed teachers have learned and are using information from training programs designed to improve their efficacy and; (c) the extent to which the parent training programs are positively affecting student achievement?
- Are all our students learning to high levels and progressing towards the quantifiable goals?
- How are ELL and African American students achieving the state standards and meeting the rigorous academic goals?
- How do we want to organize our students and our time to optimize student learning?
- How will the teachers co-ordinate their efforts and work and learn together towards achieving student academic goals?
- How do we want to relate to parents and community to form and strengthen partnerships?

The Action Planning Evaluation Team (APET) will monitor the extent to which each student has appropriate textbooks and supplementary materials aligned with the state core content standards and will also be responsible to provide and facilitate the use of all assessments to alter instruction and improve academic achievement. Finally, the APET will monitor the extent to which the staff and community are building a capacity for change so that they will be able to sustain their programs after the funding ends and in what ways does the district support/hinder the capacity-building process.

The degree of success in each of these areas will be measured through a yearly formative and summative evaluation report. Surveys, evaluations, and examination of hard data will all be measured. At the end of the two-year process, staff, students and community will again be asked to complete the original survey in order to compare their responses from the original study.

- An external evaluator with experience in data collection and data analysis will be hired to collect data that will be used to review and realign, as appropriate, the existing instructional program for All students and for all student subgroups. This evaluator will, through analyses of the data and progress of the students, provide on-going feedback to the APET as to refinements and/or corrections necessary to meet the project goals.

- Both formative and summative data will be collected and analyzed. Summative data is listed under each objective. Ethnographic and formative data will be collected as to the efficacy of the management, appropriate use of funds and other oversight management issues.

Data instruments will include but not be limited to the SAT-9 (English) a norm-referenced testing instrument. For *quantitative analysis*, the students will be assessed using the appropriate norm-referenced instruments aforementioned. For *qualitative analysis*, teachers will use various authentic assessment instruments to supplement the quantitative. This includes the use of student portfolios, electronic portfolios, writing samples, journals, student self-reporting, parent interviews and teacher observations, which will all be evaluated against the state standards.

2. Parental and Community Involvement

2.A How parents and the community have been actively involved in developing the Action Plan and how they will be involved in carrying it out.

In order to assure that both parents and the community were involved in the development of the Action Plan, several strategies were implemented. The External Evaluator met with both the School-site Council and other grade level Parent Groups. The evaluator conducted separate focus group meetings with parents where they were asked their opinions about the instructional program, the culture of the school, their participation and their involvement. One parent and two people from the community were members of the Action Plan Team. Parents agree that communication from the school does not occur on a regular basis. Student achievement reports are sent home four times per year that is not always adequate to assist their student prior to a low final grade being given. Although some parents can request a "weekly" or even "daily" progress report, this information is not widely known. Parents rarely receive information about the curriculum, are not clear about how standards are used to inform education and state that there is no established training program for helping their child to become a better learner. One of the major areas of discussion is how to provide timely information to parents. One of the major action items in the plan is to examine the current parent information system and institute a more equitable program that will allow parents to help their student in a more timely manner. Some parents meet with individual teachers when requested to do so.

Dorsey High School has a long tradition of achievement and there are many graduates who would like to see the school return to its former grandeur. Support has been offered in a variety of ways including attending the quarterly governance meetings, providing scholarships and internships, among others. An

alumni association is currently working with Local District G to finalize plans for a new multi-purpose community center that will include a gymnasium and several state of the art classrooms.

Parent Involvement on the APET will include participation on the quarterly governance and evaluation meetings, assisting with the development of parent training programs, assisting with the dissemination of materials, recruiting parents for training programs, among others.

The school's plan in engaging the parents includes:

- Making the school an accessible, safe and friendly place for parents.
- Promoting greater multicultural understanding among the school families.
- Helping parents increase their skills in supporting their children's academic progress.
- Implementing maximum communication between home and school.
- Providing home-school communication in the students' languages.

3. Fiscal Management

3. A. An effective and efficient allocation of II/USP, matching funds, and other resources.

The allocation of II/USP funds extends, complements and supplements the budget for Dorsey primarily in the areas of staff development, the purchase of resources and materials, and the hiring of additional personnel to support meeting the needs of targeted groups of students and to develop the academy program. Additional personnel will support at-risk students in 9th and 10th grades through bridge programs, tutorials and special advisement. These funds will specifically assist the school in establishing a "college-going culture" and beginning the process of focusing totally on student academic achievement. The II/USP funds permit staff to build capacity as they have opportunities to collaborate, have scheduled and focused common and extended grade and content level planning time, attend conferences and observe the use of specific instructional strategies in model classrooms.

3. B. Linked to overcoming barriers to achievement.

The dollars projected for expenditures are each directly related to overcoming the three barriers identified by the External Evaluator.

Barrier 1: Curriculum, Instruction and Assessment

The sum of \$134,200 has been allocated to alleviate this barrier.

Barrier 2: Personnel and Professional Development

The sum of \$216,600 has been allocated to alleviate this barrier.

Barrier 3: Parents and Community

\$26,000 has been allocated to alleviate this barrier

3. C. Not in excess of available funds (II/USP and other sources).

The projected expenditures are within the funds available through II/USP and current funds and other resources made available to Dorsey. Based on the 1999/00 October CBEDS student body enrollment of 1,887, the school expects to receive \$377,400 per year for two years for a total of \$754,800 and match that amount with \$490,517 per year from the following major resources, Title 1, State Comp. Ed., Bilingual Funds, Healthy Start, SB1882, School Site Block Grant, DHS Grant, and AP Challenge Grant.

4. Personnel Management

4. A. The number and percentage of fully certificated teachers that are in place in each core academic subject area and at each grade level.

Dorsey has 89 teachers. Of these, 60 have a clear credential and 29 hold an emergency credential. Based on 1999/00 data, there are 53 teachers with permanent credentials, 11 with probationary credentials, 10 holding a provisional credential, 9 in the pre-intern program and 4 in the District Intern program. The final 2 are long-term subs.

Of the total teaching staff, all teachers teaching in the core academic areas are teaching in their credential area except two in Social Science and one in Science.

4.B How any lack of certificated/qualified teachers is addressed through specific strategies with measurable outcomes.

The lack of certificated/qualified teachers is a statewide problem that has been exacerbated in the last four years through the implementation of Class Size Reduction. Schools in the inner city such as Dorsey usually suffer more from this lack of teachers. At the beginning of the school year there were more than 29 day to day substitutes. Currently, all classes are covered with permanently assigned teachers. The school, LDG and LAUSD are addressing this issue of non-credentialed teachers. Commitments have been made to recruit more permanent and mature teachers to the school. In the meantime, there is a school-wide program of professional development and peer support to assist all probationary and provisional teachers. Dorsey will implement an effective support system for new teachers including peer coaching and peer consultation opportunities and re-instituting the practice of holding weekly meetings. The literacy coach supports new teachers on a regular basis. Teachers will receive additional support through department meetings that focus on the implementation of specific instructional strategies and the use of state frameworks to ensure coverage of the content standards.

In addition, the new structured, ongoing professional development training will be augmented by "mini" in-services for timely and frequent assistance. The new teachers and their mentors or team leaders will meet once a week to develop teaching methods, management strategies, or lesson plans. They will be taught teaching strategies compatible with the existing knowledge base and cultural backgrounds of their students. The teachers will be encouraged and will receive support for BCLAD/CLAD and full credentialing process from the district and the administrators. The paraprofessionals at the school will also be encouraged and motivated to complete their university degree process and be offered teaching positions at the school. Such strategies will retain them as "veteran" educators.

Simultaneously, the District has strengthened its professional development program to attract trained teachers as well as those with bilingual credentials to the school. The recruitment efforts will be supported through priority hiring of bilingual teachers and bilingual paraprofessionals at the district level.

4.C How professional development is provided to all teachers.

Professional development for teachers, instructional aides and administration is the major strategic component of this plan. Building staff capacity through intensive training, coaching and monitoring will provide the long-term effect that needs to be accomplished. Training will be provided in the summer before school begins, during school time through release days, through "banked" time days and through other minimum and state authorized buy-back days. Some of the training will include extra support in Reading and Math programs, curriculum alignment, SDAIE techniques for the ELL student and Academic Mastery for the African American learner. Teachers will learn how to use assessment to improve teaching, among others, as outlined in the Action Plan.

4.D How professional development is aligned to core content standards and is specific to standards-based instructional materials at the schoolsite.

LAUSD has adopted the rigorous curriculum of state approved content standards in the areas of Language Arts, Mathematics, and English Language Development. All District G training is based on the use of the core content standards and state frameworks. The external evaluator found that one of the main needs was the institutionalization of a model where standards and frameworks are used as the base of planning and assessment discussions and where teachers use these materials to drive their lesson planning. The implementation of this model is the major focus of this plan.

The content standards assist teachers to establish and maintain focus for instructional planning. Courses of study are available for all classes to ensure alignment to state standards. Each school's APET, led by the site principal, will monitor the instructional program and professional development efforts.

4.E How professional development is directly related to areas where student academic performance needs improvement.

Year One will focus on professional development in the alignment of curriculum with the state standards, and the needed instructional support for teachers, paraprofessionals and students in reading, writing and math instruction. Year Two will continue this support in deepening and strengthening these practices and include peer coaching and modeling. By the end of two years, there will be a process in place that will be easily replicated without additional funding.

5. Curriculum Management

5. A. Each student has a complete set of instructional materials aligned to the state core content standards.

During Year One, all language arts and math materials will be aligned to the state content standards. During Year Two, all science and social science materials will be completely aligned to the state content standards.

5. B Schools have instructional materials adopted by the State Board of Education for kindergarten through grade eight.

Not applicable

5. C. The local governing board selects instructional materials aligned to the State Board of Education adopted content standards, for grades nine through twelve.

Some of the major textbooks used by Dorsey teachers are as follow:

<u>Content</u>	<u>Textbook</u>
Language Arts	<i>Elements of Literature</i> (Specific series for each literature class)
Math	<i>HRW Algebra, Algebra, Geometry, Pre-Calculus Math and Calculus</i>
Science	<i>Physics, Principles and Problems, Modern Biology, Environmental Science, and Chemistry, a Modern Course.</i>
Social Studies	<i>World History Continuity and Change (10th) , American Nation (11th), McGruder's American Government and Economics, McGraw Hill (12th)</i>

5. D Any lack of instructional materials is addressed.

All supplementary materials are fully aligned with the adopted texts. The school has a wide variety of tutorial and reference materials on CD ROM's and as a Digital High School will use technology and the Internet to supplement and augment academic programs.

5. E How administrators and teachers use the results of state and local assessments to modify instruction and improve student achievement.

Based on the informational database, administrators and teachers will be able to disaggregate data in a wide variety of forms. For example, in order to provide appropriate remediation and/or specific skills tutoring, staff could look for all 9th grade students for scored below the 25% in reading/language arts on the SAT-9. Staff would then make a list of these students, pull their SAT-9 individual scores to see in which areas of the reading/language arts content clusters they were deficient and then assign appropriate interventions. This type of disaggregated data could be applied to any grade level and/or specific content area. Teachers could input their own assessment information and begin to see how this information correlated with the skills in the SAT-9. The purpose of all of these assessments is to pinpoint the student's weaknesses that need support as well as the student's strengths that need enhancement.

One of the expectations of this Plan is that student data along with student work will be examined on an on-going basis or at a minimum once a month. This examination of student work and data will also allow teachers to provide more timely information to parents as to the successes and needs of their child. Both teachers and parents will be trained in the use of the assessment data so that optimum support can be provided for each student.

5. F. How disaggregated data regarding pupil achievement and other indicators are used to determine adequate short-term and long-term progress among all groups of students?

Disaggregated data regarding student achievement will be used throughout the school year to pinpoint student needs, both for tutoring and enrichment in order to meet the short-term academic goals as outlined in Section 1G. However, the Action Plan has been designed to be a data-driven process where teachers use the state and district assessment information to determine how to change their instructional needs to meet the needs of the students. The evaluation plan delineates both the short term and long term assessment procedure and expects that teachers (over a period of two years) will learn to use student performance data to modify their instructional practices. But the major focus of this program is to institute a model where all data is examined quarterly and where both instructional and school-wide management decisions are made related to that data and to the needs of the students.

School Site Implementation Grant Budget
 Immediate Intervention/Underperforming Schools Program-State Funds
 Fiscal Year 2001-2002

Name of District: Los Angeles Unified School District
 CDS Code:19-64733

Name of School: Dorsey (Susan Miller) High School
 CDS Code:19-64733-1932383

School Contact Person: Evelyn Malmud, Principal	Phone: (323) 296-7120 FAX: (323) 298-8501	E-mail: None
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SACS Resource Code: School Enrollment: 1887 (From 1999-00 CBEDS)
 SACS Revenue Code: Cost per student: \$200. (Up to \$200 per student)
 Non-SACS Income Account Code:

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds & Source Code
	1000	Certificated Personnel Salaries		
		Stipends for teachers, counselors and extra duty pay	\$116,940	
		Categorical coordinators		(1)
	2000	Classified Personnel Salaries		
		.2 FTE Administrative data Asst. .2 FTE clerical Library Asst.	\$22,842	
				(10), (26)
	3000	Employee Benefits		
		Included in cost as listed 1000 Cat.		
	4000	Books, Materials, Supplies		
		Instructional Supplies & Materials:	\$44,800	(1) (9)
	5000	Services and Other Operating Expenses (Including Travel & Direct Costs)		
		Contracted Consultants	\$145,118	(18) (1) (9)
		Program Evaluation	\$15,000.	
	6400	Capital Outlay (Equipment)	\$17,500	(26) DHS
	7310	Indirect Costs	\$15,200	
		Total Amount of II/USP Funds Requested	\$377,400	
		Total Matching Funds & Source Codes		\$450,000

Dorsey High School
Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2001-2002

1000 Certificated Personnel Salaries - \$116,940

Staff training 2 day retreat stipends of \$150 - 90 staff members	\$13,500
9 th grade Sumer Bridge Program Counselors - 3 counselors 6 hours per day x 10 days at \$35 per hour	6,300
Planning time for 9 th grade Success Program - 10 staff members 2 hours per day x 10 days at \$80.00 per day	8,000
Planning time for Career Paths Program -12 staff members 2 hours per day x 10 days at \$80.00 per day	9,600
Teacher advisors - 3 with 2 periods per day - \$10,000 per period	60,000
New Teacher after school training stipends - 12 teachers 2 hours per day x 30 days at \$50 per day	18,000
New Teacher Coach/Trainer 2 hours per day x 22 days at \$70 per day	1,540

2000 Classified Personnel - \$ 22,842

.5 FTE - Administrative/data assistant, 3 hours per day	7,842
.5 FTE - Clerical assistant/library, 3 hours per day	15,000

3000 - Benefits - All benefits have been included in the costs in Categories 1000 and 2000

4000 Instructional Materials - \$44,800

Teacher training materials	3,800
Student reading/math supplementary materials	12,000
Software for SAT Prep, AP Prep	7,000
Software for reading/math tutorials	6,000
AP On-line Courses	6,000
Paper and office supplies	10,000
40 classroom white boards	6,000

<u>5200 Teacher Conferences and Travel</u>	\$160,118	
Staff 2-day retreat – meals and lodging		37,000
5600 Rent for training facility		3,000
5700 Copying/Printing		12,818
5800 Contracts		
• Professional Development/Coaches		35,000
• Retreat Facilitators/trainers		12,000
• Web-site Management for home school communication		2,500
• II/ISP Data Analyst/Evaluator		15,000
• Parent/student/staff Leadership Training Consultant		15,000
• Parent Orientation Meetings and Training Consultants		3,500
• Buses – Bridge Program - 4 for 15 days \$270/day		16,200
• Bridge Remedial Program 2 for 15 days \$270/day		8,100
<u>6400 Capital Outlay - \$17,500</u>		
5 computers/Monitors/Printers for Advisors, Data		12,000
2 mini-copiers for 9 th grade program		5,500
Indirect .422%		15,200
TOTAL EXPENDITURES -		\$377,400

**School Site Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2002-2003**

Name of District: Los Angeles Unified School District CDS Code:19-64733				
Name of School: Dorsey (Susan Miller) High School CDS Code:19-64733-1932383				
School Contact Person: Evelyn Malmud, Principal			Phone: (323) 296-7120 FAX: (323) 298-8501	E-mail: None
SACS Resource Code:		School Enrollment: <u>1867</u> (From 1999-00 CBEDS)		
SACS Revenue Code:		Cost per student: <u>\$200</u> (Up to \$200 per student)		
Non-SACS Income Account Code:				
SACS Function Code	Object Code	Description of Line Item	Amount of II/JSP Funds Requested	Amount of Matching Funds & Source Code
	1000	Certificated Personnel Salaries		
		Stipends for teachers, counselors and extra duty pay	\$116,940	
		Categorical coordinators		(1)
	2000	Classified Personnel Salaries		
		.2 FTE Administrative data Asst.	\$22,842	
		.2 FTE clerical Library Asst.		(10), (26)
	3000	Employee Benefits		
		Included in cost as listed 1000 Cat.		
	4000	Books, Materials, Supplies		
		Instructional Supplies & Materials:	\$44,800	(1) (9)
	5000	Services and Other Operating Expenses (Including Travel & Direct Costs)		
		Contracted Consultants	\$145,118	(18) (1) (9)
		Program Evaluation	\$15,000.	
	6400	Capital Outlay (Equipment)	\$17,500	(26) DHS
	7310	Indirect Costs	\$15,200	
		Total Amount of II/JSP Funds Requested	\$377,400	
		Total Matching Funds & Source Codes		\$450,000

Dorsey High School
Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2002-2003

1000 Certificated Personnel Salaries - \$116,940

Staff training 2 day retreat stipends of \$150 - 90 staff members	\$13,500
9 th grade Sumer Bridge Program Counselors - 3 counselors 6 hours per day x 10 days at \$35 per hour	6,300
Planning time for 9 th 10 th grade Success Program - 10 staff members 2 hours per day x 10 days at \$80.00 per day	8,000
Planning time for Career Paths Program -12 staff members 2 hours per day x 10 days at \$80.00 per day	9,600
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• I/ISP Data Analyst/Evaluator		15,000
• Parent/student/staff Leadership Training Consultant		15,000
• Parent Orientation Meetings and Training Consultants		3,500
• Buses - Bridge Program 4 for 15 days \$270/day		16,200
• Bridge Remedial Program 2 for 15 days \$270/day		8,100
<u>6400 Capital Outlay - \$17,500</u>		
5 computers/Monitors/Printers for Advisors, Data		12,000
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TOTAL EXPENDITURES -		\$377,400