The Performing Arts Academy
Of
John Marshall High School

Smaller Learning Community Proposal
Submitted for consideration to

Marshall High School
SSC
Office of School Redesign
Local District 4 and
LAUSD

May 4, 2007
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1. Unifying Vision and Identity

A. Vision

The Performing Arts Academy of John Marshall High School offers students the opportunity to achieve their academic potential while developing advanced skill level in theatre and music. Students with a strong interest in the performing arts progress through a sequence of courses designed to maximize their growth, develop their talents, and support their transition to appropriate college, university or arts conservatory programs upon graduation. All students will learn to use the arts as a means of discovering the world, and a perspective through which they may view their own life experiences, becoming decisive, resourceful individuals, able to thrive emotionally and intellectually.

Students work with a small group of core subject teachers throughout their years at Marshall, integrating academic and artistic curriculum through thematic instruction.

The graduate of the Performing Arts Academy will have achieved the following expected learning outcomes:

- Ability to use the arts as a means of making sense of the world, as a means of expressing one’s own experience, and as an avenue for life-long learning.

- Proficiency in California State Learning Standards of the A-G requirements as measured by grades, CST (STAR) and California High School Exit Exam, and LAUSD performance assessments. Our students will exhibit fitness as measured by the California Fitness Test and complete the service-learning requirement for graduation.

- Development of self-discipline and a strong work ethic. The ability to sustain themselves in individual and group endeavors, and to realistically appraise their talents and work consistently to improve them.

- Ability to think critically on important issues, to make informed decisions, and to express one’s opinions cogently and articulately. The ability to find appropriate resources, and to be an advocate for oneself.

- Value diversity and seek an understanding of the world beyond one’s own experience. The desire to be open, responsive, creative members of their community.

- Knowledge of post secondary study and careers though the research, exploration, and the creation of a post-secondary plan

The Performing Arts Academy will be a small school where all stakeholders will collaborate to create a rich and vibrant learning community. Through arts and music-centered field trips, including attendance at concerts and theatrical performances, our students will gain from the role models and exemplars that the rich arts community of Los Angeles can provide. Articulation with Los Angeles Community College, Cal State Universities, UC, USC, and Cal Arts will help
provide our students the guidance to develop post secondary plans, whatever their chosen field or career.

The performing arts are a natural venue for parents and community members to connect to school life. The public performance of student work is a model we will apply to the arena of academic life so that our students can thrive through the creation of valuable work that contributes to the academic arena. Multiple forms of student assessment will be used to measure student progress toward academic and arts standards:

- Student Performances of classical music and theater
- Contemporary Student-written performances
- Interdisciplinary projects
- Portfolios of student work
- Traditional standards-based assessments and metric assessments

PAA recognizes the opportunity that an SLC provides for an interdisciplinary faculty to work together enabling a small group of students, to connect to school and their own learning. Teachers, including ESL and Special Education teachers, will share and develop research-based learning strategies to ensure that our students learn and retain knowledge.

Through parent advisory groups, student government, and community engagement, PAA creates avenues for all-stakeholder participation in SLC governance, helping us monitor progress and achievements of our students. Our PAA staff team, including our counselor, administrator, faculty, and support staff, work closely with our Principal Teachers to monitor student achievement and collaborate on issues regarding scheduling, staffing, budget, safety and other SLC-wide issues affecting student life.

PAA values the unique histories and experiences our students bring; we recognize the richness and power of these diverse backgrounds to enhance artistic expression and vision among young people. Likewise, PAA recognizes that the arts are a way to help its students make sense of the world, develop resilience, and increase their capacity to develop their voices and contribute to their society.

Many skills that students develop by participating in the performing arts are also critical for success in academic fields. Through performing arts, students learn to develop a voice and express themselves; through practice, they learn to become self-reliant, self-corrective, motivated, and take initiative. They develop an appreciation of the process for learning, discipline, and the ability to motivate themselves to accept challenge and follow through. Through, rehearsal they learn to collaborate and communicate with others and to create powerful artistic expressions. Through performance design, they learn to think critically, understand perspective, and make decisions, carry them through, and assess results.

All these skills are necessary for a student to succeed in school and life. At PAA all these skills will be integrated into and enhanced by the core academic curriculum in an instructional program that is invigorated and responsive to students’ unique backgrounds and skills.
B. Identity

The Performing Arts Academy was initiated at Marshall High early in 2004 by a group of teachers who understood the effectiveness of using teenagers’ natural love of music and drama as a means to academic success and personal fulfillment. The first group of students entered the academy in August 2004. We celebrated our First year with a school-wide event, “Back, Rock & Shakespeare” at the Greek Theater in April, 2005. Our community partners include Southwest Camber Music, Silverlake conservatory of Music, the Greek Theatre, The Flouris Foundation, Cal Arts Community Arts Partnership, USC Classical Guitar Department, the Center Theatre Group. Since then the academy has grown to approximately 350 students, specializing in orchestral or rock instruments or acting.

In September, 2006, a group of eleven committed teachers met to begin the process of discussing the LAUSD-identified attributes of a Small Learning Community and developing the Humanitas Performing Arts Academy program into an SLC model. Ongoing discussions among the staff, parents and students of the academy have resulted a design that will enhance and sustain the successful results of the Performing Arts at Marshall High School.

Composition

The Humanitas Performing Arts Academy is an SLC of 400-500 students offering A-G courses and performing arts courses in grades 9-12. A team of 14 teachers, a counselor, and an administrator will comprise the staff. Our student population reflects the diversity of Marshall High School, serving all groups of students, including ELL and Special Education students. PAA ensures that our students have access to the full range of AP, honors, specialized courses, and electives that Marshall offers.

Location

The PAA classrooms will occupy contiguous space on the Marshall High School Campus. This space includes the Music Building, Building 600, Drama Rooms 133 and 160, and the Auditorium Building. In addition, students and faculty will take advantage of the shared campus facilities, such as the auditorium, library, oral arts room, physical education facilities, cafeteria. PAA will also share services of the nurse, academic coaches, community representatives, college and career center, parent center, literacy and math coaches, Title 1, ESL, and other school-wide services. The PAA design team works closely with the School Wide Design Team and The Architects for Achievement to design new rehearsal and studio space for our students.

A-G requirements

Through the Marshall High School Passport system, our students will be able to take full advantage of A Track AP classes, specialized electives, and Technical Arts classes that they need to fulfill the A-G requirements and make the most of their Marshall High School education.

Enrichment

Remedial programs include campus-wide initiatives including Gear-Up, Title 1 counseling and family services, after-school tutoring, and Beyond the Bell. Acceleration opportunities include after-school Master Classes and courses through local colleges and universities.

Technology

Performing Arts students will have access to computers in classrooms and computer labs shared by the entire campus. Specialized software programs include Word, music composition, and technical applications utilized for stagecraft.
**Leadership**

PAA will adopt a collaborative model of leadership and governance. The Principal Teachers will orchestrate and direct the involvement of all staff, including our faculty, designated administrator, and counselor, in SLC matters such as safety, conduct, data collection and analysis, master schedule, and budget. This leadership team will establish the following committees whose membership shall represent all the stakeholder groups of the school: Parent, Advisory, Community Service, Publicity, Technology, and Professional Development. Parents and community members will be engaged through their participation on the PAA governing council that will meet biannually to monitor school progress and student achievement.

**Course offerings**

The Humanitas Performing Arts Academy proposes the following schedule for course offerings. Through the “passport system” our students will utilize of all Marshall High School select classes, such as AP classes, visual arts, computer technology, and all others necessary for them to complete A-G requirements. As well, our students will be able to take embedded math and English intervention classes as provided by SAIT.

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PAA faculty will offer elective courses in the following four strands:

**acting**
- Drama/AB
- Inter. Acting A/B
- Shakespeare Produc
- Play Production

**Rock Instruments**
- Guitar A/B
- Instruments A/B
- Jazz EnsbA/B
- Music Technology

**Orchestra**
- Beginning Orch
- Adv. Orchestra
- Strings A/B
- Instruments
- AP Music Theory
2. Rigorous Standards-Based Curriculum

The Humanitas Performing Arts Academy offers a sequence of standards-based classes aligned to LAUSD graduation and UC entrance requirements, as well as state content and performance standards.

The Interdisciplinary component of the core curriculum for the Performing Arts Academy will develop as teachers gain the opportunity to collaborate during conference periods. Vertical and horizontal teams will determine Essential Questions, for example “What are the social/political obligations of a performer?” or “Is the role of art to reflect or to shape culture?”, the exploration of which will permeate all classes and integrate the curriculum.

In addition, English teachers will select and coordinate literature, which expands upon these interdisciplinary themes, acknowledges cultural and academic diversity, and allows students to practice skills in alignment with State Standards and district Performance Assessments.

Another coordinating feature will be arts-centered performances and field trips, including attendance at concerts and theatrical performances in the Los Angeles Community.

Expected Learning Outcomes
All PAA students will become proficient in core academic subjects and performance based standards that enable them to graduate high school ready for college and/or career. Our students will complete the A-G requirements and all California State requirements for graduation. Our students will read, write, listen, and think critically and mathematically to a level of proficiency as measured by the California State Learning Standards Tests and LAUSD performance-based assessments in reading, writing, and mathematics.

The graduate of The Performing Arts Academy will achieve the following expected learning outcomes:

- The proficiency in California State Learning Standards of the A-G requirements as measured by grades, CST (STAR) and California High School Exit Exam, and LAUSD performance assessments. Our students will exhibit fitness as measured by the California Fitness Test and complete the service-learning requirement for graduation.
- The development of self-discipline and a strong work ethic, including the ability to sustain themselves in individual and group endeavors, and realistically appraise their achievement and work consistently to improve.
- To think critically, make informed decisions, find appropriate resources, express opinions cogently and articulately, and to be an advocate for oneself.
- The ability to use the arts as a means of expression and as an avenue for life-long learning.
The Performing Arts Academy of John Marshall High School

- To value diversity and to seek an understanding of the world beyond one’s own experience. The desire to be open, responsive, creative members of their community.

- To find directions for post secondary study and training though the research, exploration, and creation of a post secondary plan

A graduate of PAA will be a critical thinker with excellent communication skills who is
- open-minded, ready to take on challenges and make decisions.
- ready to sustain him or herself in individual and group efforts
- able to recognize his or her unique talents and build on them
- able to make goals, find resources, and take charge of their own advancement.

Course offerings
The Humanitas Performing Arts Academy proposes the following schedule for course offerings. Through the “passport system” our students will be able to take advantage of all Marshall High School select classes, such as AP classes, visual and performing arts, technical art classes, and all others necessary for them to complete A-G requirements. As well, our students will be able to take embedded math and English intervention classes as provided by SAIT.

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A-G requirements
Through the Marshall High School Passport system, our students will be able to take full advantage of A Track AP classes, specialized electives, and Technical Arts classes that they need to fulfill the A-G requirements and make the most of their Marshall High School education.
**Enrichment**
Remedial programs include campus-wide initiatives including Gear-Up, Title 1 counseling and family services, after-school tutoring, and Beyond the Bell.

Acceleration opportunities include after-school Master Classes and courses through local colleges and universities.

**Technology**
Performing Arts students will have access to computers in classrooms and computer labs shared by the entire campus. Specialized software programs include Word, music composition, and technical applications utilized for stagecraft.

**Common Strategies for teaching and learning**

**Standards Based Instruction**
All instruction in Performing Arts Academy will be based on the California State Learning Standards. PAA will provide each student with a rigorous, standards-based curriculum that will include multiple avenues for project-based learning, collaboration, culturally relevant content and specific skill instruction so that each student graduates with a fulfilled personalized learning plan.

Many skills that students develop by participating in the performing arts are also critical for success in academic fields. Through performing arts, students learn to develop a voice and express themselves; through practice, they learn to become self reliant, self corrective, motivated, and initiative; they develop an appreciation of the process for learning, discipline, and the ability to motivate themselves to accept challenge and see it through. Through, rehearsal they learn to collaborate and communicate with others; they learn the value of collaboration to sustain the individual and to create powerful artistic expressions. Through performance design, they learn to think critically, understand perspective, and make decisions, carry them through, and assess results.

All these skills are necessary for a student to succeed in school and life. At PAA all these skills will be integrated into and enhanced by the core academic curriculum in an instructional program that is invigorated and responsive to students’ unique backgrounds and skills.

**Key instructional strategies**
PAA recognizes that, in order to gain sufficient practice toward mastery, students will profit from teachers’ use of a consistent, developmental, and repeated set of instructional strategies across all subject areas. In that regard, faculty of PAA has selected a set of instructional strategies that will be common to all classes.

1. **Collaborative learning groups.** PAA students work in small groups to create, interpret, analyze, and perform in both arts and academics.

2. **Oral presentation.** PAA students well learn to express themselves orally. They will learn how to compose and prepare, how to rehearse, and how to speak to an audience. In all classes, whether it is explaining a scientific experiment, a math solution, defending an historical position, or reciting a poem, students will learn specific skills in oral presentation and express themselves in multiple ways, both informally and formally. Discrete instruction
will be scaffolded throughout all four years. Faculty will create a four-year rubric that will include all developmental stages in speaking that lead the beginning student to read aloud, and teach the practiced students expertise in debate and public speaking. Modes will include creative, analytical, informational, and essay work that will increase students’ literacy at all levels. Identified resources include the Order of Demosthenes, Linkletter technique, Socratic seminar, and SPAR.

3. **Socratic Seminar.** PAA recognizes that professionals in many fields use questions to develop a line of inquiry leading to valuable results. Our students will learn to ask questions. They will learn how to find resources, analyze and assess information, develop opinions, and support those opinions with evidence from the text. Identified resources include Coalition of Essential Schools (Essential Questions), Socratic Seminars (Paideia), Great Books.

4. **Participation component for the grade in all classes.** For students to develop critical thinking and communication skills, they must participate actively in classroom academic life. To underscore this importance, participation will become a graded component in each class. Classroom practice will reflect multiple and scaffolded avenues for students to participate. In addition students will receive discrete instruction and practice in methods for participation and interactive listening. Identified resources include Cansella’s *Academic Vocabulary for English Language Learners*, and Reciprocal Teaching.

5. **Shared key vocabulary:** PAA recognizes that vocabulary development is key to success in many fields. To increase our students’ ability to understand and converse in the language of various classes, students will learn, in depth, key vocabulary and sets of words in common, including arts vocabulary. Teachers will identify specific word sets and academic vocabulary to be taught, used, and practiced throughout. Resources identified include *Academic Vocabulary for English Language Learners* (Cansella) and reciprocal teaching.

**Enrichment and Intervention**
Remedial programs include campus-wide initiatives including Gear-Up, Title 1 counseling and family services, after-school tutoring, and Beyond the Bell. The Principal Teachers will also coordinate data collection for the SLC along with the APSCS, to enable teachers to track student progress and recommend appropriate interventions. The PAA SLC team will monitor grades, student work, and CST scores to provide early intervention for struggling students. Common conference times will be used to give our staff frequent opportunities for creating collaborative strategies to help individual students. Embedded interventions provided through SAIT will be available to our students. Also, our staff will organize support networks for these students through advisors, peer study partners and mentors. In addition, the faculty will conduct a “yearly review” for all students.

**ELL and Special Education**
In all classes teachers will employ SDAIE strategies to ensure that all our ELL students can fully engage the curriculum. Through professional development, teachers of Special Education and ELL on our staff will provide the expertise that all our teachers need to apply accommodation and SDAIE strategies fully.

**Acceleration**
Acceleration opportunities include after-school Master Classes and courses through local colleges and universities.
**Technology**
Performing Arts students will have access to computers in classrooms and computer labs shared by the entire campus. Specialized software programs include Word, music composition, and technical applications utilized for stagecraft.

**Assessment**
PAA will administer, monitor, and evaluate the following achievement measures to gauge our students’ progress towards graduation and scholastic mastery.

**Metric measures of student learning**
- California Standards Test (CST)
- CAHSEE
- LAUSD periodic performance assessments
- California Fitness Test

**Performance based assessments**
Multiple forms of student assessment will be used to measure student progress toward academic standards and performance goals:

- Student Performances
- Concerts
- Interdisciplinary projects
- Portfolios of student work
- Traditional standards-based assessments and performance assessments

**Articulation**
Articulation with Los Angeles Community College, Cal State Universities, UC schools, and Cal Arts will provide our students with the means to create successful college and post-secondary plans. The Principal Teacher will aid the staff by making these connections. Field trips to these colleges will help students prepare informed post-secondary plans.

**Indicators of school success**
At bi annual PAA Governance Councils, all stakeholders, including parents, students, community members and staff will meet together to review PAA’s progress. The PAA staff team will use results from these meetings and the advise of stakeholders to make adjustments and refinements in the school program.

PAA will use the following indicators to gauge success of school programs:

- Increased graduation rate
- Lower drop out rate
- Increased attendance rate
- Lower referral rate
- Increased student success in college and careers: post-graduation longitudinal study
- Increase in parent participation
- Disaggregated student achievement data
3. Equity and Access

The staff of PAA recognizes that, in the past, inequities and unequal access have resulted in the achievement gap for members of our student population. Our staff is dedicated to closing the achievement gap by adhering to the following principles:

- To provide challenging, differentiated, and culturally responsive learning environments where each student can learn how to speak, read, write, and use mathematics to a level where he or she can negotiate successfully upon graduation
- To provide heterogeneous mixed classes
- To provide diverse role models
- To offer challenging classes such as honors or Advanced Placement.
- To provide interventions for students needing assistance
- To include all students, including ELL students and special education students in the daily classroom learning and in the life of the school.
- To use the richness of experience and talents that students bring to the class from whatever their backgrounds.

Enrollment

PAA welcomes any A Track student enrolled at Marshall High School. The design team collaborates with the Schoolwide Design Team to ensure an equitable school-wide selection process so that the SLC student population reflects the overall demographics of Marshall High School. With representatives from all SLCs on A Track, the PAA design team, including students, will visit each of our feeder middle school to describe our program to 8th graders and their parents or guardians at a series of evening meetings in February. Each incoming student will complete a preference form signed by a parent or guardian and will be assigned a code which identifies any special program or other subgroup affiliation. As outlined in the Impact Report, a committee of representatives from each SLC and their assigned counselors, along with the APSCS, will align students to SLCs based on their first choice, when possible, in a manner that insures equal representation from each sub-group. Counselors will balance all SLC enrollments in terms of academic proficiency. Students taking the orchestra electives are asked to have attained two years of instruction prior to enrollment.

Data analysis

Disaggregated data provided by LAUSD and the state of California will enable our staff to monitor the success of various portions of our student population. The staff will use this data to adjust the instructional responsiveness to the students’ diverse needs, (including both academic and cultural issues), to help the faculty focus on targeted instructional areas, and respond to groups of students in particular need.

Interventions and curricular support

Our common conference periods will allow advisors, our counselor, classroom teachers, and our GEAR-UP counselor to monitor students’ progress on a timely manner. For targeted students, PAA will provide early intervention, including meeting with parents and arranging for after-school tutoring. For students needing additional help, PAA will take advantage of Marshall school-wide embedded interventions (reading, math, CAHSEE preparation) and extended Saturday school.
Special Education and ELL
The Performing Arts Academy will include many Special-Day-Class and resource students. Our faculty includes two Special Education teachers who will assist the staff with curriculum development and differentiation strategies to ensure that Special Education students and others with special needs are successful. The majority of the PAA teaching staff has BCLAD, CLAD, or 1969 certification, and will likewise collaborate to facilitate the success of English Learners.

Staffing
Teachers in the Performing Arts Academy share an interest in the arts and a willingness to nurture the creativity of students from all backgrounds and at all levels of ability. The Performing Arts faculty will include the experienced, qualified, credentialed teachers necessary to provide a rigorous standards based curriculum. To sustain a qualified staff, when new teachers are hired for PAA, the Principal Teacher and content area teachers will participate on selection committees and inform all hiring decisions.

Safety and conduct
The safety of each of our students is a primary concern of the PAA staff. Because our classes will be clustered in a distinct area of the Marshall campus, we will have the opportunity to affect the conduct and safety of students in a positive manner. With input from student and parent advisory committees, the faculty will draft its discipline plan and communicate that plan to all. The discipline committee will work with students to create plans that address conflict resolution, communication, and student-centered issues. Our counselor will meet regularly with student advisors to monitor student attendance so that our students come to school and attend class. The Principal Teachers will meet regularly with campus security to provide safety for all students. In addition, the faculty will act in pro-active ways, providing adult supervision on campus, attending doorways during class change, being available to students before and after school, and instigating all measures as enacted by Marshall High School.
4. Personalization

From our experience with students in the PAA program over the past four years, we notice the benefit our students gain in working continuously with a small group of teachers. These students have a deeper connection to school and to their own learning. Whatever gains we make in developing curriculum, our achievement data shows that some students have undeveloped skills in accessing that curriculum. Many of our students are afraid to make decisions, to find resources, to complete assignments, and to advocate for themselves.

Our SLC design will include an elaborated initiative of personalization that builds on the successes of our performing arts program.

Culturally Responsive and differentiated curriculum

For our student to attain their full potentials, personalization principles will be infused throughout the core curriculum. SDAIE strategies will be practiced throughout. Teachers will attend to the accommodations for special education and resource students. Moreover, our faculty will use the expertise of special education teachers in creating differentiated instruction. Creating culturally relevant curriculum will be a theme of professional development sessions.

Advisory

Our goal is to create an advisory class with one teacher serving as advisor for 24 students. This class will focus on connecting students to the life of the school and to their own studies. Advisory curriculum will focus on learning skills, building resilience, career and post-secondary planning. Advisors are the student’s the link between school, parents, and community. The advisor will guide this group of 24 for all four years.

Orientation

When a new class of ninth graders enters the PAA, they will receive series of orientation events led by teachers and upper level students. These will include assemblies, meetings with advisors, GEAR-UP counselors, and student mentors. Specialized assemblies with Invited arts community members and early field trips will help students in the new class connect with the program, with each other, and with their teachers. An evening social event for parents will acquaint parents with the student and teacher community, their child’s advisor, and each other. A more formal orientation meeting will acquaint parents with procedures, expectations, and support services.

Intervention

Twice a semester, students with a high failure rate will be summoned; parents will be notified, and students will be counseled.

Data

At the beginning of the school year, the Principal Teachers, counselor, and special education teachers will provide each teacher with appropriate student data so that teachers know who needs special education accommodations or specialized attention. CST data and any data on reading or math will be provided for each student. Advisors will work with their advisees’ core subject area teachers to exchange achievement data, identify struggling students, and arrange for early intervention. In common planning time, the PAA faculty will look at disaggregated student achievement data to identify any sub-groups needing additional support.
**Community building**
Our students will know that they are essential and valued members of a strong community designed to support their learning and success. Several initiatives will support this principle.

**Showcase**
Periodically PAA will meet in the theater to show case student work. This venue provides an avenue for parents and community members to participate in valuing the quality of student work. Younger students can gain from the role models provided by older students and the exemplars for their own aspirations.

**Connections to the performing arts community.**
PAA will increase the adult role models available to students through an intensive field study program. Beginning in 9th grade orientation, students will participate in field trips to performing arts venues and other study arenas such as museums and colleges. PAA will provide a diverse array of field opportunities that represent the rich cultural diversity available in Los Angeles. During the transition years, PAA hopes to create a 9th–12th grade developmental plan that will include interviews, job shadowing, career exploration, and field experience.

**Extended day**
Through our performing arts program, our students have wonderful opportunities to extend their learning beyond the school day. Every elective class performs student work to real audiences, and that means rehearsal. After school our studios and teaching staff are available for students to prepare for performance, and often our studios are alive with students collaborating to build sets or rehearse. Often student performances are on weekends or evenings. Our faculty sees this model as one that can be extended to the academic arts as well, as students increasingly use open house and back to school night to showcase their academic work with their parents through student-led conferences and portfolio demonstrations.

**Parent involvement**
A smaller learning community can help parents increase their participation in the life of the school and their child’s learning. Our organization engages parents in all arenas of school life, including professional development.

**Post-secondary planning**
PAA will ensure that each student graduates with a Post-secondary plan. With the assistance of GEAR-UP counselors and the Marshall College/Career Office, the staff of PAA will design a developmental program through students’ four years of study. This will include onsite assemblies with community professionals, visiting professionals to provide expertise and role models for student projects; field trips, and service learning experiences. In the junior and senior years, this planning will focus on college exploration, college visits, job shadowing, and interviewing. Each students’ advisor and counselor will monitor and guide the development of the post secondary plan. These plans will be shared with parents at student-led Back to School night and other conferences. Students will help design the components of their graduation portfolio and college/career research.
5. Accountability and Distributed Leadership

The Performing Arts Academy will employ a collaborative leadership model that connects the life of the school to our stakeholders and the greater LAUSD community.

**collaborative and distributed leadership**

The leadership team of PAA will include two elected Principal Teachers, all faculty, our counselor, and a designated administrator. Occasionally classified staff, plant managers, safety personnel, or community members will join this team on an ad-hoc basis. Our Principal Teachers will lead this team to design professional development, align master schedules and budgets to student outcomes, and decide school issues. Regularly, this team will evaluate student achievement data and the recommendations of the PAA governing council to make improvements in the program.

The Principal Teachers will call and chair faculty meetings, represent PAA in Marshall HS Curriculum Council, and connect with all Marshall high school support services, such as Title 1, ESL, and intervention, and District 4 curricular coaches. In addition, the Principal Teachers will serve as liaison to parent groups and community organizations.

The following duties will be delegated by the PAA Principal Teachers:

- Parent engagement and education
- Advisory program design and orchestration
- Service Learning and Community engagement
- Publicity and communication,
- Technology research, access, and integration
- Professional Development aligned with student outcomes, research and development
- Data collection and review for student achievement, intervention

**Staffing**

The Performing Arts Academy expects to sustain its faculty over the years. However, should it be necessary to hire any new staff, including the counselor, the Principal Teacher of PAA and the appropriate subject department member will participate in Marshall HS hiring committee decisions. PAA will follow UTLA/SLC guidelines in programming and hiring matters, including the election of Principal Teachers.

**governance**

Humanitas Performing Arts Academy recognizes the value of all stakeholder voices in the design and implementation of our school community. Representatives of all stakeholders will comprise the PAA Council. This council will meet bi-annually to review student achievement data, discuss and decide school issues, and monitor the implementation progress of our SLC design.

Parent Advisory: The parents of PAA students will comprise the Parent Advisory. The function of this group will be to support the needs of parents, to increase communication, and to advise the PAA staff. With the faculty committee point person, parent leaders representing each class will steer the direction of the Parent Advisory and aid parent participation.
Student Voice: PAA will form its own representative council that will meet to inform school design and increase the participation of students in school life. Further, this council may inform and advise the PAA leadership team on issues about student learning and school design. Members of this elected council will represent students in the PAA Stakeholder Governing Council and the Marshall High School school-wide student body leadership.

Bi Annual Review: Governing Council: The Principal Teachers will convene the Governing Council in order to bring the expertise and ideas of all stakeholders to bear on the success of PAA. This council will review student achievement data and indicators of progress. This council will make recommendations to the PAA Leadership Team, the Parent Advisory, and the Student Voice Council.

Indicators of school progress include:
- Increased graduation rate
- Lower drop out rate
- Increased attendance rate
- Lower referral rate
- Increased student success in college and careers: post-graduation longitudinal study
- Increase in parent participation
- Disaggregated student achievement data
- Student academic work samples and student performance in performing arts
6. Collaboration

Parent and Community Engagement

Parents
The engagement of parents as learning partners is a key component of our students’ achievement. Increasing participation in both the life of the school and their child’s learning is a goal of the Performing Arts Academy. The following components have been designed to help parents help their children succeed in school.

School selection
Performing Arts Academy will participate in the Marshall High School school-wide outreach program for incoming 9th graders. Representatives from all SLCs will visit our feeder schools, King MS and Irving MS to provide an evening orientation faire for all incoming students and their parents, including ESL and Special Education students. APSCS counselor will provide students and parents with information on graduation requirements and Marshall’s academic expectations and strategies for achievement. Parents and students will meet with all SLC groups. Parents will receive a brochure exhibiting all choices in their child’s track. With the assistance of their GEAR-UP counselor and their parents’ input, students will make their preferences on their enrollment form for submission to Marshall. The Marshall counseling staff will balance this information with demographic and academic information to assure that all SLCs have an equitable and diverse mix of students.

9th grade Orientation and communication
PAA will hold 9th grade orientation events specifically for our new students. This will include a field trip. An evening assembly for our parents will introduce them to PAA goals and expectations. Email, telephone, and print communication will be established so that each parent has open communication channels with the school. Throughout the year, all parents will be invited to accompany students on field expeditions to colleges or arts venues. Parents and community representatives will be invited to attend showcases of student work and all student performances.

Monitoring students’ progress and early intervention
PAA will engage parents in the active monitoring of their child’s progress. Parents will work with teachers to design the homework policy and monitoring process. A sample design would link the parent, advisor, and student in a weekly homework check where parents would receive a weekly list of homework assignments and a weekly progress report prepared by the student. In a Parent-teacher-student contract, parents would agree to provide nightly time and space for their child’s study. Attendance at the first Back to School Night is mandatory if a child had any failing grades.

Participation in governance and design
PAA welcomes parents’ involvement in the creation, design, and governance, of our smaller learning community. Parents can provide the expertise that will lead us to design programs that are truly effective and successful with their children. The Principal Teachers and Parent Committee point person will bring parent issues to the fore in regular team meetings. Parents will be invited to professional development, and, for specific issues, inform SLC team meetings. Parents leaders will be members of the SLC Governing Council and participate in all decisions. Bi-annually, this council will review student achievement data and indicators of school progress.
Community partners

Since 1998, The Performing Arts program has engaged many community partners in order to expand and elaborate the experiences of our students. These partners include

- The Southwest Chamber Music
- Silverlake Conservatory of Music
- The Greek Theatre
- The Flourish Foundation,
- Cal Arts Community Arts Partnership
- USC Classical Guitar Department
- The Center Theater Group

Our community partners provide invaluable opportunities for PAA students. They provide exemplars of professional work and role models and mentors. As advisors, they help both students and faculty gauge the quality of authentic student work. As invited participants in class study, they help raise the stakes and inculcate the aspirations to achieve them. In participation in school governing councils, they bring professional business expertise to help PAA create a prosperous management model. PAA engages professionals in all these ways.

Our program has been focused on performing arts (a natural avenue for community partners) in the past. As a new SLC, our goal will be to use this model to infuse the benefits of community interaction in all classes.

Cultural relevance

PAA recognizes that the involvement of community partners from Los Angeles performing arts community offers an extraordinary opportunity to provide richly diverse cultural experiences for our students and infuse our curriculum with models from the community. PAA will endeavor to create and sustain relationships with theater and music companies and performing arts groups that reflect the culturally diverse population of Marshall High School. With the help of students and parents, our Lead Teachers will research and explore local venues and initiate partnerships for our students.
7. Professional Development

The goal of our professional development program is to enable our faculty to provide a richly interactive, standards-based, and student-centered curriculum that will close the achievement gap and enable each child to succeed. Common conference periods and banked-time professional development will be used for staff collaboration to monitor and assess student work and progress; to learn common, cross-curricular instructional strategies; and to learn the additional skills to transform the Performing Arts program into a fully functioning Smaller Learning Community. In doing this we will use all the resources provided by Marshall High School (including Title 1, ELL, and Special Education), LAUSD, Local District 4, (including math and literacy coaches) and the State of California SAIT program. PAA will use the California standards of Professional Development and the collaborative model of the Professional Learning Community to steer its professional development program.

Looking at Student Work and monitoring progress
The PAA teachers and our counselor and assistant principal will meet during common conference periods to look at grades and samples of student work, to identify individual students with particular needs, and to develop common classroom strategies for intervention and remediation.

Common cross-curricular instructional strategies
In order for students for students to become accomplished scholars, they need to practice a set of skills deeply and thoroughly through across the curriculum and throughout four years of study. PAA has identified a set of strategies that will lead our students to acquire the necessary inquiry and expression skills for all learning. In professional development banked-time, our faculty will collaborate in articulating and scaffolding these skills in a four-year developmental fashion. Included in this work will be lesson study and cross-curricular observation of the following common strategies.

- Collaborative learning groups
- Socratic Seminar
- Oral expression
- Key vocabulary, academic vocabulary, and arts vocabulary
- EL strategies
- Accommodations and differentiation

In addition, this professional development time will be used for developing a core literature sequence for 9-12th grades that is aligned with the social science curriculum and that is culturally responsive to the diversity of cultures at Marshall HS. Cross-curricular performance assessments will be attached to this curriculum. Strategies for collaborative, project-based learning in the arts courses curriculum are to the core curriculum. Teachers will implement EL scaffolding strategies and learn to make their learning environments linguistically responsive. Lesson study and looking at student work will be integrated into this articulation. The Principal Teachers with the Professional Development “point person” will identify resources to help our faculty learn from best practices developed locally and nation wide.
**SLC planning and management**

In order to fully distribute leadership and move from a program to a full SLC, our staff has identified several areas in which we will benefit from additional training.

**Advisory**

To create an effective advisory program, we will need to research successful models and develop a curriculum, an implementation plan, and a monitoring process.

**Engaging parents**

To create a small school where parents are essential members of the school community will need planning and attention by the PAA staff.

**Funding**

As a small school, PAA may have the opportunity to secure grants and program funds from multiple external sources. In addition, portions of LAUSD funds and Title 1 funds will be allocated to PAA. PAA staff will need training in managing budgets, aligning budgets to student outcomes, and securing grants in aid.

**Leading and facilitating effective meetings**

SLC Principal Teachers and other leaders will need coaching and support to lead effective governance councils, stakeholder meetings, and peer collaborative meetings.

**Identified resources**

PAA design team has identified the following resources to help create a dynamic and effective professional development program.

- Common Conference time for core academic teachers
- Banked Time Tuesdays Professional Development
- After school faculty meetings
- Classroom peer observations
- Marshall High School, District 4 literacy and math coaches
- LAUSD instructional aims, models, and resources
- Marshall High School Literacy Cadre (Professional Learning Community Model)
- Research and field observations of LAUSD SLCs
- Field observations: Coalition of Essential Schools Mentor Schools; Unite-LA study tours; Stanford University study tours
- External sources of SLC experience and research: Coalition of Essential Schools, Stanford Redesign, Northwest Regional Lab, Small School Project.
- Expertise of community sponsors and parents
- Information from student and parent advisories
- Marshall resources in ESL, College and Career Office, safety personnel, et.al.
Humanitas Performing Arts
Design Team

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