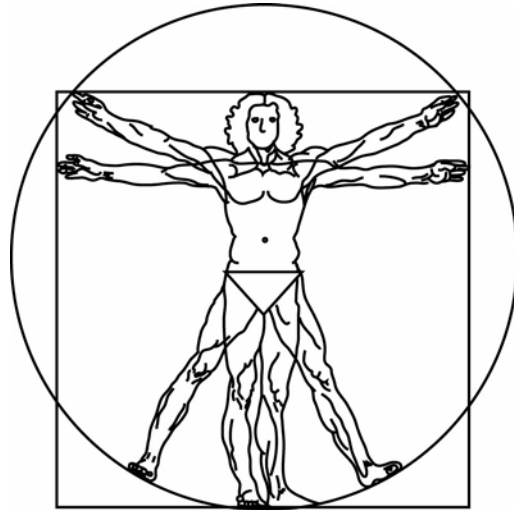


THE HUMANITAS  
SCHOOL  
FOR ART AND MEDIA



Abraham Lincoln High School

Lead Teachers: Larry Mowrey & Steven Gonzales

## **IDENTITY and VISION**

Our mission is to offer students at Lincoln HS a chance at a quality education that promotes academic rigor and student interest based on a Humanitas theme with an emphasis on the Arts & Media. Student course of study will be based on interest and the theme for their grade level and the strand that they have elected to follow: Visual Arts, Media Arts, or Performing Arts.

The Humanitas School for Art & Media students will be confident, active lifelong learners who strive to understand the implications of large concepts, and whose thirst for knowledge is motivated by the understanding that “the big picture is the only picture that really matters,” because ideas—especially powerful ideas—do not exist in isolation.

Our school’s curriculum is based on an arts-based curriculum, the purpose of which is to prepare all students for an “on time” graduation. In order to do this we will ensure that all students meet graduation requirements including passing the CAHSEE (California High School Exit Exam) and meeting A-G requirements in a personalized educational environment with an emphasis on mastery rather than competence. Students will be afforded the opportunity to take a number of arts specific courses reflecting the focus of the strand that they have selected. Our core classes in our SLC will have an arts focus and will refer to examples from art as is appropriate in order to teach the standards in the respective disciplines. In addition, we will prepare students for a field of study in education, performing arts, visual arts, and media arts or for immediate employment for those choosing to enter the work force after graduation

Because many of our students (nearly 70%) are English Language Learners, we will implement interventions that target reading comprehension in all classes, incorporating into our curriculum the West Ed Reading Apprenticeship Program. The purpose of this program is to promote reading comprehension in all content areas.

The Humanitas School for Art & Media’s administrator and counselor regularly review student records to ensure adequate academic progress. Criteria used in these reviews include academic achievement (grades), acquisition of credit, teacher reports and test scores. If necessary, the Student Success Team (comprised of SLC counselor, grade level core SLC teachers, a parent representative, and a student representative) convenes monthly to discuss and determine specific interventions.

The interventions available for the Humanitas School for Art & Media students are the Extended Learning program (that provides early morning and after school tutoring classes to improve grade level mastery of all standards), Lincoln High School’s Adult school program (this alternative also addresses the above concerns and, in addition, offers graduation requirements to students who have received fails), and tutoring by our own teachers for more individualized support.

It is our hope and intention to create meaningful advisories in which students and teachers will be linked in a supportive/non-curricular setting. At this point Lincoln High School's bell schedule does not provide opportunity for advisories, but we will be working with other SLCs, lead teachers, the Lincoln High School Redesign Committee, and school administration to adapt the bell schedule to meet this need. Until this goal can be reached, students will be assigned a faculty advisor whereby teacher conference periods will be scheduled as advisory time. All teachers in our SLC have agreed to hold office hours several times a week during their conference periods or after school for students of our SLC. Advisory time will be allocated on a "walk in" basis once a week or by student request / appointment, and teacher advising hours will be posted in all of our SLC classes.

Budgetary decisions will be made by our SLC's Budgetary Planning Committee (made up of one lead teacher, our administrator, and a parent advisor). When funds become available to our SLC for budgeting, we will allocate the funds in ways that further our goals and enhance our capacity to provide high level, challenging instruction for our students.

Matrices and master schedules are created by the SLC lead teacher(s), the counselor of our SLC, and our school administrator. All of our SLC's faculty, particularly grade level team leads, will provide input to facilitate this process and help ensure that all students receive the classes they want and need.

The most serious issues involving school safety and discipline are handled by the dean's office, campus security, and campus police. Daily issues that involve classroom behavior and non-chronic attendance issues will be handled by our SLC administrator, assisted by the counselor assigned to our SLC and our lead teachers.

Multiple forms of assessment are employed in all classes, culminating in review of graduation portfolios. Each student will present a portfolio upon graduation, and these portfolios will assist the students in entering the postsecondary institution of their choice or acquiring desired employment. The students will maintain these portfolios for all four years of high school. Prior to graduation, students will present a Senior Project that is a result of an approved proposal presented by the student that will demonstrate mastery in their content strand. Those who successfully complete these requirements will be entitled to graduate with a special designation from our SLC that includes an SLC sash and a certificate.

The Humanitas School for Art & Media has a clear physical identity on the Lincoln High School campus. Many of our faculty now have classrooms in a mostly contiguous area in the 200 Building. Although there are classes that are not in contiguous space, Lincoln High School is moving towards developing contiguous classroom and office space for all of its SLCs. When this process is complete, our school's administrative office, SLC classrooms, counseling office, and teacher workroom will be located in the same area. Currently, there are two specialty classrooms that our SLC uses in the 200 Building: the

Mac Computer Lab in Room 213 equipped with 30 Apple eMac computers, and the Graphic Design Lab in Room 206 equipped with 4 offset printing presses and 30 iMac computers. These computer labs will be used primarily for classes in our SLC, including classes that may have a significant number of students attending on passport from other SLCs.

Parents and community partners are an important part of our learning community. We encourage and welcome their support. We provide numerous opportunities for parents and community members to visit the school and become involved in its planning and its activities. We provide seminars and workshops for parents, and we actively pursue the wider community's participation in assisting our students to learn about, observe, and directly experience the postsecondary world before graduation.

Currently the Humanitas School for Art & Media enjoys partnerships and affiliations with the following organizations:

- The Urban Education Partnership
- The Academy of Motion Picture Arts and Sciences
- The Los Angeles County Museum of Art
- The Hammer Museum at UCLA
- The Clark Library
- The Getty Museum
- Los Angeles Opera
- LAUSD Regional Occupational Program (ROP)
- Cal Arts' (California Institute for the Arts) CAP (Community Arts Partnership) program
- Plaza De La Raza's School of Performing and Visual Arts

In previous years we have also partnered and may continue to work with Loyola Marymount University, The Los Angeles Philharmonic Orchestra, and University of Southern California.

In addition, we have articulation agreements with the following departments and/or schools: Pasadena City College's Graphic Arts department, Los Angeles Trade Tech College's Fashion Design, and Cal State LA.

LAUSD's Regional Occupational Program (ROP) supports the Humanitas School for Art & Media by paying for two full-time ROP teachers and providing limited funding for materials and extra curricular activities for the SLC.

The Humanitas School for Art & Media's students consist of a heterogeneous group of students who self-select based on their interest in the arts. The Humanitas School for Art & Media at Lincoln High School operates on a traditional year schedule and we serve approximately 500 students total.

## **RIGOROUS, STANDARDS-BASED CURRICULUM AND ASSESSMENT**

The purpose of the the Humanitas School for Art & Media's arts-based curriculum is to prepare students to:

- ❖ Ensure that all students meet graduation requirements including passing the CAHSEE (California High School Exit Exam),
- ❖ Meet A-G requirements so that students who desire to do so may meet university acceptance standards,
- ❖ Complete a senior project worthy of presenting to possible employers or for use in college entrance interviews,
- ❖ Prepare students for a field of study in education, performing arts, visual arts, and media arts for or immediate employment for those choosing to enter the work force after graduation.

Students served by the Humanitas School for Art & Media will enroll in classes designed to fully prepare them for their postsecondary lives. Realizing the varied interests and skills of our students, we have designed many career pathways within our small school for them to choose, while incorporating the A through G requirements necessary to prepare them for university enrollment. The Humanitas School for Art & Media utilizes a matrix that incorporates our philosophy of thematically sequenced courses that challenge students with course work that interlinks various subjects and also fosters mastery in their chosen arts or media content strands. (Content strands are student-selected sequences. They are meant to be guides for interested students; they are not prescriptive, and students may move fairly easily among the strands if they so choose.)

A sample matrix of recommended courses for 9<sup>th</sup> through 12<sup>th</sup> students is as follows:

The Humanitas School for Art & Media				
Scope and Sequence of courses (continued)				
Subject	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Social Science	None	World History/ Geography A/B	U.S. History A/B	Government (semester) / Economics (semester)
Foreign Lang.	None	For. Lang. 1 A/B	For. Lang. 2 A/B	For. Lang. 3 A/B or None
Technical Art	None or (Intro to Computers A/B for students beyond PRP)	None	Intro to Computers/ Applications (semester) or Intro to Computers/ Software (semester)	Graphics Arts A/B or Intro to Computers/ Software (semester) or Intro to Computers/ Applications (semester)
Visual Art / Performing Art	None or (Drawing A/B or Ceramics A/B or Chorus A/B for students beyond PRP)	None	None or Painting A/B	Digital Imaging A/B or Painting A/B or Drama A/B or Band A/B
Life Skills / Health	Life Skills/ Health	None	None	None
Physical Education	P.E. or Sports	P.E. or Dance A/B or Sports	None or Sports	None or Sports

For students who score Advanced in the area of Mathematics on the California Standards tests, a fourth year of math is an option that allows these students to advance their

knowledge and explore more deeply. In addition, other elective choices are available, such as Honors and AP courses in English, Math, Science, or other SLC elective courses.

At the new student orientation, Lincoln High School provides all prospective students with information about each small learning community. In addition, the SLCs hold pre-enrollment meetings where parents and prospective students can ask questions of the staff of each community. The students list their first, second and third choices based primarily upon their elective interest. The academic graduation requirements are of primary importance and thus are equally offered in each SLC. Special programs such as Honors and AP, as well as clubs, and extra-curricular activities, including athletics, are available complex wide.

Many of our students (nearly 40%) are English Language Learners, and they require a very structured English curriculum. Our English teachers in these classes incorporate rigorous core literature with culturally and age-relevant themes with titles that include *The Stranger* by Albert Camus, *The Sorrow of Younge Werther* by Göethe, and *Ethan Frome* by Edith Warton. The teachers believe that fostering an appreciation for literature will further enhance the students' mastery of the English language.

The Humanitas School for Art & Media teachers incorporates many teaching strategies into its curriculum such as Gardner's theory of multiple intelligences, as well as Dunn & Dunn's multidimensional model of learning styles (visual, auditory, and kinesthetic).

In our curriculum, project-based learning is used frequently and follows the principles of the Four Phase Learning Cycle (Preparation, Presentation, Practice, and Performance). These particular teaching methodologies fit well with the visual and performing arts. They also can incorporate different learning style modalities.

In addition, because in the visual or performing arts assessment cannot always be done in written form, alternative assessments such as performance assessments are used in order to more accurately and fairly evaluate students.

Also, in order to better instruct culturally diverse learners, our instructors understand the need to differentiate instruction in the classroom. Because of this, our instructors use SDAIE (Specially Designed Academic Instruction in English) teaching strategies in the classroom when possible and employ the use of teaching materials that incorporate the use of this methodology.

The Humanitas School for Art & Media teachers and counselor use standardized tests and performance assignments to evaluate the SLC progress as a whole. Humanitas / Arts & Media SLC teachers use evaluation methods that allow every student to maximize their ability to perform in the classroom. All methods of evaluation take our culturally diverse learners into account. Alternative assessments include portfolios, projects and presentations. Some of these alternative assessments are described below:

- The students studying computer design create PowerPoint presentations that describe their families, communities and future plans.
- The students studying media arts create a personal biography incorporating still pictures, video, music and graphic design.
- The art students create portfolios of their projects that they will present to a committee of students, teachers, staff and parents. Art students also provide the library and Lincoln High School library with projects for decoration.
- The performing arts students will put on a performance to be evaluated by SLC teachers, the SLC counselor, and fellow students.

A school site Literacy Coach and Local District 5 math and science coaches provide assistance to all faculty to support them in delivering rigorous standards-based instruction.

The Humanitas School for Art & Media regularly meets with the Lincoln High School EL (English Language Learner) Coordinator to plan and prepare for:

- The correct placement of EL students in ESL, Literacy or core English classes
- The appropriate placement of EL students in academic electives
- The scheduling of LAT (Language Appraisal Team) meetings to evaluate the progress of ELL students and discuss possible changes of placement

Special Education students are evenly distributed throughout the SLCs at Lincoln High School. These students choose their SLC using the same criteria as General Ed students. The Humanitas School for Art & Media recognize the need for alternative methods of instruction using accommodations and modifications as determined by each student's IEP. The SLC counselor, RSP, and SDP teachers regularly meet once a week to discuss collaboration and to plan professional development. They use this time to provide General Ed teachers with the necessary instructional methodology and tools that allow them to assist Special Education students gain access to the general education curriculum.

Each classroom in the Humanitas School for Art & Media has the highest level of Instructional Technology. The SLC shares four LCD projectors, with plans to purchase more, and two computer labs with 30 or more Mac computers, and one shared computer lab with 40 Pentium IV PC computers. In addition, each classroom has a Pentium 4 Gateway desktop computer with a DVD burner, a printer, and high-speed Internet connections. Teachers receive staff development that builds their capacity to use this equipment in ways that are effective and that are also consistent with our SLC's goals.

The teachers in the Humanitas School for Art & Media all have full teaching credentials (17 Single Subject and 2 Designated Subject), 18 with BS or BA degrees, 4 with Masters Degrees, and 3 more enrolled in Masters Degree Programs. In addition, two teachers in the Humanitas School for Art & Media are provided by the LAUSD ROP program, and were involved in the founding of this SLC. Furthermore, the SLC Administrator regularly encourages all teachers to participate in ongoing professional development with other SLC staff in their content cohorts (departmentally) or individually at conferences and workshops.

## **The Humanitas School for Art & Media Faculty**

Administrator: Mr. Cochario

SLC Counselor: Mr. Ayala

SLC Lead Teachers: Mr. Larry Mowrey  
Mr. Steven Gonzales

SLC Instructors: Mr. Hector Conde (Social Studies)  
Mr. John Alvarez (Social Studies / Spec Ed)  
Mr. Collins Wangila (Social Studies)  
Mr. Sam Luu (Math)  
Mr. Andres Favela (Math)  
Mr. Elpidio Gonzalez (Math)  
Ms. Melissa Crabtree (English)  
Mr. John Jacobi (English)  
Ms. Eleanor Barbour (English)  
Mr. Larry Mowrey (English)  
Mr. Paul Martinez (English)  
Mr. Edgardo Ramirez (Science)  
Mr. Gary Cristiano (Health)  
Mr. Charles Yates (Spec Ed)  
Ms. Eva Lara (Spec Ed)  
Mr. Henry Harper (Ceramics)  
Ms. Jennifer Kelley (Drawing)  
Mr. Steven Gonzales (Desktop Publishing)  
Mr. Eddie Serna (Graphic Arts)

## **EQUITY and ACCESS**

The small learning communities at Lincoln High School have a representative amount of students in each of the major educational sub groups: EL, Special Ed., and Gifted. (See the chart below.) Both proportionally and by number, all significant student subgroups are fairly represented in each of the Lincoln High School's small learning communities, including the Humanitas School for Art & Media.

The Humanitas School for Art & Media has an open and inclusive admissions policy. No groups are excluded, and none are the focus of special recruitment efforts. We establish enrollment priorities only on one basis: students' and their families' expressed interest in our theme-based electives and curriculum. The students all live in relatively close proximity to the school and, other than a few students in the opportunity transfer program, there are no traveling students.

At new student orientation, Lincoln High School provides all prospective students with information about each small learning community on the campus. In addition, the complex stages pre-enrollment meetings where parents and prospective students ask questions of the staff from each SLC. The students list their first, second and third choices based primarily upon their elective interest. The academic graduation requirements are of primary importance and thus equally offered in each SLC. Special programs such as Honors and AP, as well as clubs, and extra-curricular activities including athletics, are available complex wide. Students who want to enroll at Lincoln High School and who are unable to express a preference are assigned to an SLC by lottery.

For the coming year, the Humanitas School for Art & Media elective teachers are writing course descriptions so that each new and continuing student can make educated choices regarding their career pathways. In addition, new and continuing students will indicate courses that they would like to take that may not be in the initial offerings. In addition, the SLC principal and counselor review data from the incoming ninth graders to determine the need for special classes such as Literacy and Math Tutorial as well as Honors classes, Special Education classes and classes for English Language Learners.

In almost all classes, elective and core, students are grouped heterogeneously. Students with I.E.P.s that call for partially restricted environments, EL students, and general education students who need intensified instruction in literacy or mathematics may be placed in classes designed specifically and purposefully to address their needs. In such cases, these placements and interventions are carefully targeted, based on thorough and ongoing review of data and educational plans, and designed to be short term. The goal is to place all students in heterogeneous settings for as much of the school day and for as much of their educational experience as possible. We have high expectations for all students, and we offer culturally relevant and linguistically responsive teaching to support all students.

Because many of our students (nearly 40%) are English Language Learners, we will enact interventions that target reading comprehension in all classes. All English language

arts teachers have attended training in Studio, the literacy program previously adopted by the Local District. Students in the ninth and tenth grades have a full year of English and any students needing the extra ELA support are enrolled in the literacy classes. Higher-level students reading at or above grade level receive English electives such as novel, poetry or drama. In addition, our instructors incorporate the West Ed Reading Apprenticeship Program into our curriculum. The purpose of this program is to promote reading comprehension in all content areas. This emphasis on English language arts enhances the preparation for the California High School Exit Exam.

In the same manner, students take two semesters of math in the ninth grade. If a student is at or above grade level, he or she will take algebra and geometry. If not, they will take a math tutorial and algebra to ensure their mastery of the material needed to pass the California High School Exit Exam. If, after taking these courses, the students are still not at grade level they will take classes after school or on Saturdays with our Extended Learning Program. They are also counseled and offered further intervention resources, such as the tutoring program our small learning community provides after, school

The Humanitas School for Art & Media's principal and counselor regularly review student records to ensure adequate academic progress. The criteria used for these reviews include academic achievement (grades), acquisition of credit, teacher reports and test scores. If necessary, the Student Success Team (comprised of SLC counselor, grade level core SLC teachers, a parent representative, and a student representative) convenes monthly to discuss and determine specific interventions.

The interventions available for the Humanitas School for Art & Media students are the Extended Learning program (that provides early morning and after school tutoring classes to improve grade level mastery of all standards), Lincoln High School's Adult school program (this alternative also addresses the above concerns and, in addition, offers graduation requirements to students who have received fails), and tutoring for more individualized support.

It is our hope and intention to create meaningful advisories in which students and teachers will be linked in a supportive/non-curricular setting. At this point Lincoln High School's bell schedule does not provide this ability, but we will be working with other SLCs, lead teachers, the school redesign committee, and school administration to adapt the bell schedule to meet this need. Until this goal can be reached, students will be assigned a faculty advisor whereby teacher conference periods will be scheduled as advisory time. Advisory time will be allocated on a "walk in" basis once a week or by student request / appointment, and teacher advising hours will be posted in all of our SLC classes.

## **PERSONALIZATION**

## **Creating a Campus Community**

Faculty and staff consciously work toward creating a strong feeling of family among the students, parents, and staff of the SLC. Our SLC community meets at a park on a Saturday at least three times yearly for cookouts and fun. Parents and students are encouraged to participate in the planning of the events, and generally, a good time is had by all. Although up until now these events have been held at Griffith Park, we intend to move them to a park within our community (probably Lincoln Park), in order to increase parent participation.

Along with regularly-scheduled social events, we also plan to hold bi-annual awards ceremonies, one per semester, to recognize student improvement and achievement. The awards ceremonies will be open to teachers and parents, as well as all Humanitas students, in an effort to draw positive attention to students who are working hard and participating in their academic opportunities to the fullest extent.

Students served by the Humanitas School for Art & Media enroll in classes designed to fully prepare them for their postsecondary lives. Realizing the varied interests and skills of our students, we have designated 3 specific pathways (“strands”) within the SLC in order to better meet the aspirations of our students. Each strand offers courses in all A-G requirements, and additionally each offers specific arts electives. Those strands are Visual Arts, which offers courses in drawing, painting and ceramics; Performing Arts, which offers courses in music, dance, and (eventually) drama; and Media Arts, which offers technology-focused courses in presentation, graphics and animation.

Within each strand, students will be assigned a faculty advisor who will meet with them regularly and be available to all assigned advisory students via weekly office hours. For students who are especially struggling with the demands of high school, the faculty advisors will be able to pay special attention by tracking, meeting with students, planning interventions, meeting with parents, and providing follow-up as needed. The teacher, in a sense, will “adopt” 4-6 struggling students and provide as much help and guidance as possible, thus contributing to future student success. These struggling students will be chosen after review of their performance data, especially their five-week grades, and also by recommendations from their classroom teachers or parents.

## **Rigorous, Personalized Instruction**

The Humanitas School for Art & Media teachers incorporate knowledge of diverse learning styles, multiple modes of learning, and multiple intelligences to guide instruction. For example, some teachers use softly played music to set the tone for their classroom and address the rhythmic intelligence. Daily journal writing allows students to identify their feelings, attitudes and values, and relate these to the curriculum they are studying. Teachers regularly use classroom discussions to relate subject matter to the reality of the outside world. The teachers and staff believe that fostering an appreciation for literature will further enhance the students’ mastery of the English language. English

teachers incorporate rigorous core literature with culturally and age relevant themes. Teaching is student-centered (as opposed to teacher-centered). Teachers work to differentiate lessons to meet the diverse needs of their students, and our professional development program supports this approach by providing time for teachers to examine and discuss individual student work. Lessons frequently refer to or build on students' earlier real-world experiences, and teachers work to ensure that students' cultural backgrounds are honored and used to further enhance the learning experience.

The SLC teachers and SLC counselor use both formative and summative assessments to provide information about student learning that is used to inform instruction. The Humanitas School for Art & Media teachers use evaluation methods that allow every student to perform to their highest potential in the classroom. All methods of evaluation take culturally relevant issues into account. Formative assessments include informal conversations with students (concerning both the curriculum and their understanding of it), impromptu writing assignments, oral presentations, portfolios, group projects. Summative assessment is primarily accomplished with the standardized assessments (e.g., CST and CAHSEE). Additionally, each grade level team provides interdisciplinary assessments that occur at the end of instruction for each unit.

## **ENRICHMENT ELEMENTS FOR STUDENTS**

Before the time of enrollment, counselors and administrators from all the small learning communities in the Lincoln High School meet with prospective ninth-grade students to present SLC options. For most students, these meetings take place in the feeder middle schools during the 8th grade. At this time, the Humanitas School for Art & Media principal, counselor, and staff present the career pathway choices for our SLC. Our expectation is that students will make informed choices that they can grow with and develop as they continue through high school.

During the school year, the Humanitas School for Art & Media teachers collaborate to design common daily routines and promote habits of mind necessary to ensure the academic success of all our students. These include such things as bringing necessary classroom supplies to school and class, preparing and using agendas, identifying and reflecting on standards that are taught and learned in daily lessons, developing and fostering high academic and behavioral expectations for selves and peers, keeping journals and logs, and preparing the time and space needed to be successful at meeting homework requirements. Verbal coaching and counseling by teachers, including advice on curricular career pathways that students might explore, is an everyday part of the academic environment.

College and other postsecondary counseling is also an important element of the daily give-and-take that develops between students and staff in the small learning community. Responsibility for personalized attention to students is widely distributed in our community. Every faculty member is personally responsible for helping students succeed

and reach their highest potentials. Teachers and staff act as academic mentors and counselors for students. In addition, we strive to ensure that crucial mentoring and support activities become routine parts of our students' daily experience in the Humanitas School for Art & Media.

It is our hope and intention to create meaningful advisories in which students and teachers will be linked in a supportive/non-curricular setting. At this point Lincoln High School's bell schedule does not provide this ability, but we will be working with other SLCs, lead teachers, the school redesign committee, and school administration to adapt the bell schedule to meet this need. Until this goal can be reached, students will be assigned a faculty advisor whereby teacher conference periods will be scheduled as advisory time. Advisory time will be allocated on a "walk in" basis once a week or by student request / appointment, and teacher advising hours will be posted in all of our SLC classes. Teachers will also be able to focus on struggling students and foster study habits and listening skills through the advisory system. The Humanitas School for Art & Media is also committed to creating an intervention task force, made up of teachers, administrators, and parents that will be available to provide strategies for intervention in the case of the most serious needs of students.

By expressing their preferences and ideas on surveys and in less formal means of feedback, students are instrumental in the development of new pathways related to the overall SLC emphasis of creative design.

The strategic location of Lincoln High School allows for partnerships with many local business and institutions of higher learning. East Los Angeles College offer courses to students while they are still in high school. As concurrently enrolled students, they may take courses not offered by the high school and do so at no cost. The Fashion Institute of Design and Merchandising, Cal Arts in Valencia, Pasadena City College, and Cal State LA are premier Los Angeles area institutions of higher learning in the areas of performing, visual, and media arts. Representatives of these colleges regularly visit our classes to speak of the opportunities they offer.

## **PERSONALIZATION FOR PARENTS**

In addition to the traditional Back to School Night and Open House, the Humanitas School for Art & Media faculty and staff participates in other parent conference nights designed for more personal contact. Lincoln High School and Humanitas / Arts & Media SLC both also regularly encourage parents, through flyers and other mailings, to join various school wide committees such as those for English Language Learners, Leadership and Budget. Translation is provided at school meetings for the many parents who need it, and all important school mailings and announcements are provided in English, Spanish, and Mandarin. Awards ceremonies and student-led conferences are other ways our SLC plans on including parents more fully in their students' education. These will occur at

least once a semester and will give parents a chance to take pride and ownership in their student's academic success.

## **ACCOUNTABILITY and DISTRIBUTED LEADERSHIP**

All members of the Humanitas School for Art & Media expect to be held accountable for working hard every day to make sure that the school's shared vision becomes reality. It is the responsibility of the SLC Administrator and the site level principal to make sure that teachers receive the necessary resources to succeed and that they are working hard and intelligently to help all of our students succeed.

All members of the Humanitas School for Art & Media are committed to providing high-level, highly engaging, and highly challenging curriculum to all students. We are also committed to celebrating the diversity of our students and to preparing them for success in their postsecondary endeavors.

### **Leadership**

The Humanitas School for Art & Media has two lead teachers who share overall responsibility for the functioning of the SLC. The lead teachers are members of the School redesign Committee, and in that capacity are in close contact with other SLC leads and school administration on a weekly basis. In our first year of implementation, following approval of our SLC plan, a single lead teacher will be elected following the procedures called for in the LAUSD-UTLA contract. The elected Lead Teacher will be supported by other teacher leaders who volunteer to provide additional leadership in our SLC.

The Humanitas School for Art & Media teachers are organized into teams within grade levels. Teams meet regularly to plan instruction and activities, and to examine and analyze student work and data. Each grade level has a Grade level lead, whose responsibilities include planning and facilitation of Grade level meetings, participation in the intervention team, dissemination of student data, and overall support of all members of the grade level team.

The Humanitas School for Art & Media upholds and supports high academic standards for all students. All students receive an enriched curriculum that aligns to university admission (A-G) requirements and prepares them on time for high school graduation.

All students in the community are known, appreciated, and treated with due care and compassion. All adults in the community are responsible for ensuring that these values are understood, and upheld.

Every member of the community is expected to exert leadership to the best of his or her ability to protect these values and to ensure that they are sustained. Leadership in our

community is not just reserved for administrators, lead teachers, or a few chosen or elected student or faculty leaders.

Our staff gives careful attention to two layers of accountability: internal accountability and external accountability.

- Internal accountability includes common assessments developed by grade level teams. These common assessments are both writing based and project based, and designed to assess the extent to which students have mastered the standards and content that has been studied during a unit of coordinated instruction. The units of instruction are created using the Humanitas “Backwards Planning” model. They reflect our joint commitment to our vision, to the values that underlie our vision, and to the ongoing process of community-building and team building.
- External accountability reflects our commitment to gauge and monitor progress using common measures of school success gleaned from relevant, accumulated data, including but not limited to such measures as standardized test scores, performance test scores, graduation and dropout data, class grades, data related to attendance and discipline, portfolio evaluations, and surveys of community members (faculty & staff, parents, teachers).

Timely evaluation of data is essential if we are to monitor and improve our practice. Conclusions derived from student data are used to monitor and adjust academic and personalization-based practices of the community in order to continually improve instruction and outcomes.

We use professional development time extensively to interpret aggregated and disaggregated data related to student success. At these community meetings and also during common planning time, we focus on analysis of school wide data and also on analysis of individual student work in context. Faculty members, working individually or in teams, review student work on an ongoing basis during their planning time. Preparing teachers and staff members to interpret the data well and to use it effectively is one of our major staff development themes.

Teachers and staff within the Humanitas School for Art & Media small learning community also work with literacy and math coaches, district service providers, and others to ensure excellence in instruction and to facilitate support for students.

School climate and culture is also regularly monitored through parent satisfaction surveys, student surveys, and faculty feedback. This helps involve the community in the growth and improvement of the SLC.

The Humanitas School for Art & Media principal takes responsibility for daily school leadership tasks, for monitoring resource allocations, and for maintaining liaison with other members of the Lincoln Educational complex through participation in the SLC

principals' meetings and through regular meetings with parents, site-level administrators, site-level coordinators, school governance councils, and district-level administrators. All members of the Humanitas School for Art & Media are keepers of the vision, and—as keepers—they all are responsible for communicating the vision to the school, the complex, the school district, and the wider community.

The vision and the general implementation plan for our small learning community are reviewed annually by representatives of all groups involved in the community (administrators, counselor, faculty, parents, and students). This review takes place during the summer. Proposed substantive changes and modifications are communicated to the school community at the first opportunity in a yearly written report that is prepared by the Humanitas School for Art & Media lead teachers and given to the SLC Principal. This report is distributed to the entire Humanitas School for Art & Media community to principals and lead teachers of all the other Lincoln High School and to appropriate local and central district personnel.

## **COLLABORATION, PARENT, and COMMUNITY ENGAGEMENT**

Parents and community are an important part of our learning community. We encourage and welcome their support. We provide numerous opportunities for parents and community members to visit the school and become involved in its planning and its activities. We provide seminars and workshops for parents, and we actively pursue the wider community's participation in assisting our students learn about, observe, and directly experience the postsecondary world before graduation.

Currently, the Humanitas School for Art & Media enjoys partnerships and affiliations with the following organizations:

- The Urban Education Partnership
- The Academy of Motion Picture Arts and Sciences
- The Los Angeles County Museum of Art
- The Hammer Museum at UCLA
- The Clark Library
- The Getty Museum
- Los Angeles Opera
- LAUSD's Regional Occupational Program (ROP)
- Cal Arts' (California Institute for the Arts) CAP (Community Arts Partnership) program
- Plaza De La Raza's School of Performing and Visual Arts

In previous years we have also partnered and may continue to work with Loyola Marymount University, The Los Angeles Philharmonic Orchestra, and University of Southern California.

In addition, we have articulation agreements with the following departments and/or schools: Pasadena City College's Graphic Arts department, and Los Angeles Trade Tech College's Fashion Design department.

The Humanitas School for Art & Media is also in the process of forming similar partnerships with the Fashion Institute of Design and Merchandising and Cal State LA. These schools are premier Los Angeles area institutions of higher learning.

The strategic location of Lincoln High School allows for partnerships with many local business and institutions of higher learning. Nearby East Los Angeles College and Cal Arts of Valencia offer courses to students while they are still in high school. As concurrently enrolled students, they may take courses not offered by the high school and do so at no cost.

In addition to the traditional Back to School Night and Open House, the Humanitas School for Art & Media faculty and staff participates in other parent conference nights designed to allow for more personal contact. Lincoln High School also offers regularly scheduled parent education seminars such as Senior Night and Financial Aid Workshop Night. The Humanitas School for Art & Media both regularly encourage parents, through flyers and other mailings, to join various school wide committees and subcommittees including councils that focus on for English Language Learners, school leadership, and school budgets. Mailings and announcements are translated into Spanish and sent in Spanish, English, and Mandarin. Translators are also available at parent meetings to help facilitate communication. In addition, we make use of the inviting and well-equipped Lincoln High School for meetings and small gatherings.

Parents are expected to be actively involved in the Humanitas School for Art & Media in a number of ways. At enrollment, parents are asked to participate in helping their children evaluate the SLC offerings and prepare to indicate their preferences for placement in one of Lincoln High SLCs. Parents are expected to meet regularly with the SLC principal and counselor and with SLC teachers to review their students' progress and discuss modifications to their children's educational plans. They are also expected to provide information on surveys and through individual meetings and inquiries. Parent representatives are also expected to take an active role in the yearly review of the Humanitas School for Art & Media's vision and plan.

## **PROFESSIONAL DEVELOPMENT**

The Humanitas School for Art & Media at Abraham Lincoln High School is a professional learning community committed to innovation and constant improvement through professional development. Professional development is used to build the capacity of the school's faculty to accomplish its vision. Many subjects are explored when the community comes together for reflection and learning. However, these can all be

summarized under the title of “best practices.” Professional development in our community is a search for the “best practices” that will enable us to fully empower our students through education in our small learning community. This work is not just the kind that teachers do, though teachers play the major role. It is work for the entire community: teachers, administrators, staff, students, and parents. All join collaboratively in various ways to improve the quality of the educational experience of the Humanitas School for Art & Media students.

The Humanitas School for Art & Media teachers regularly participate in professional development activities specifically designed for improvement of interdisciplinary instruction. Much of this Professional development is created and/or hosted by the Urban Education Partnership, our primary community partner. Some of the Professional development which teachers have participated in and will continue to participate in include: Humanitas Teachers' Centers, where teachers receive intense practice in creating rigorous interdisciplinary lessons with meaningful assessment tools. UEP also hosts the Humanitas Teachers' Institutes, where teachers undertake serious study in various subjects such as African art and culture (held during the recent Tutankhamen exhibition at the Los Angeles County Museum of Art – LACMA, and another on Surrealism (which took advantage of the Magritte exhibition at LACMA).

All small learning communities on Lincoln High School bank time for professional development. This banked time allows meetings in which the faculty and staff of each SLC or, occasionally, the faculty, and staff of all the SLCs combine to get together to learn, study, plan collectively, review data, or conduct other, similar activities designed to increase the capacity of the community to meet its goals and realize its vision. Besides these weekly meetings, staff also meets during common planning time and in other less structured settings to discuss student work, review data, and study and discuss research related to the art of teaching. Conferences and district-led trainings provide additional opportunities for learning. Parents are brought into the process through surveys and through parent seminars.

The community meets regularly to review student work, including work in progress. It also interprets and reviews the SLC's aggregated and disaggregated academic and attendance data on a regular basis and makes recommendations for capacity building activities and for implementation and support of instructional practices that help the community accomplish and maintain its vision. Faculty and staff continually monitor instruction to support alignment with academic content standards and to support high standards of instruction. Reviews of data are used to evaluate the academic progress of the entire SLC and its various student aggregates and to make mid-course corrections in instructional practice consistent with the goals of the Humanitas / Arts & Media small learning community.

Personalization and team-building strategies are also addressed during the weekly professional development time. All teachers, counselors, and other staff work to become proficient in the strategies and techniques that are incorporated in the academic program.

Special Education students are evenly distributed throughout the school complex wide. These students choose their SLC using the same criteria as General Ed students. The Humanitas School for Art & Media recognizes the need for alternative methods of instruction using accommodations and modifications as determined by each student's IEP.

The Humanitas School for Art & Media principal and counselor regularly meet with the EL (English Language Learner) Coordinator to evaluate the progress of EL students. The SLC counselor, RSP, and SDP teachers regularly meet twice a week to discuss collaboration and to plan professional development. They use this time to provide General Ed teachers with the necessary instructional methodology and tools that allow them to assist Special Education students gain access to the general education curriculum. During professional development meetings, staff members share their successes in classroom organization and in the delivery of rigorous standards-based curriculum.

The Humanitas School for Art & Media teachers and counselor use standardized tests and Performance Assignments to evaluate the SLC progress as a whole. The Humanitas School for Art & Media teachers use evaluation methods that allow every student to maximize their ability to perform in the classroom. All methods of evaluation take culturally relevant issues into account.

A school site literacy coach and Local District 5 math and science coaches provide assistance to the faculty to support them in delivering rigorous standards based instruction. These coaches also provide professional development in helping the teachers master teaching in the ninety-five minute period within the block schedule.

**FINALLY...**

The mission of our program acknowledges that education is not always neutral. We attempt to explore multiple sides of a given issue and view things from various perspectives. Students graduating from the Humanitas School for Art & Media learn to articulately express their ideas in order to become effective communicators, community leaders and thus valuable members of society.