

Hilda Solis Medical and Health Science Academy



Los Angeles Unified School District

Request for Proposal for Public School Choice 3.0

Rewrite 4/27/12

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**Hilda Solis Medical and Health Sciences Academy
(Velazquez/UTLA)
PSC 3.0**

REWRITE 4.27.12

Submission Content

- **Curriculum and Instruction**
- **Professional Development**
- **Assessment and School Wide Data**
- **Service Plan for Special Education**
 - Narrative
 - Description of Student Population
 - Federal Legal Guidelines
 - Outcome 7A/7B
 - Staffing Outcome 6, 8, 16
 - Fiscal
 - Parent Participation

B. INSTRUCTIONAL PLAN

Category One: Unwavering Focus on Academic Achievement

B-1. Curriculum and Instruction

a. Instructional Program

The Hilda Solis Medical and Health Sciences (HSMHS) Academy's staff is committed to providing an education that reflects Transformational Education and recognizes its' integrated synthesis of theoretical principles from various disciplines into real-world applicable knowledge. HSMHS will integrate California Content Standards, Common Content State Standards (CCSS), and Health Science and Medical Technology Industry Sector Foundation Standards into the instructional program. The HSMHS staff will blend real world knowledge with our 21st Century curriculum and a "Linked Learning" approach.

The (HSMHS) Academy's staff will incorporate the common vision and mission of our main healthcare partner (LAC-USC Medical Center) throughout our instructional program. This will include:

- **Community responsibility**
Students and parents will be provided information about accessible, and cultural sensitive healthcare services at HSMHS and through referrals to healthcare providers.
- **Service excellence**
HSMHS/partner is committed to excellence in academic healthcare thematic information to students and parents as measured to national services.
- **Trustworthiness**
HSMHS/partner expects to be successful, accountable to results and student progress, and will be transparent and fact-based in decision making.
- **Quality environment**
HSMHS/partner is committed to recruiting and retaining talented, compassionate and caring staff, and all students, parents and staff will be valued, respected for their diversity, talents, background and unique perspectives.
- **Continuous learning**
HSMHS/partners are committed to promoting and structuring continuous learning at all levels for students, and staff, expecting continuous improvement through active monitoring and adjusting of data and lessons.

HSMHS has a school-wide approach and a priority in addressing the needs of all students, including those with disabilities, throughout the healthcare thematic instructional program. English Learners will be provided the academic and structural supports to be successful the healthcare thematic instructional program. Every student will be enrolled in healthcare thematic classes. Healthcare electives aligned to the healthcare pathway that they select.

HSMHS is committed to providing support to teachers by structuring systematic professional development time to develop interdisciplinary thematic units with a healthcare focus, peer observations, data review, and data-driven lesson monitoring and adjustment on a weekly basis during common conference. (See PD section).

Health Careers Education (HCE) and HSMHS

HSMHS' instructional program will incorporate HCE. This approach and focus will help students gain insight into the health care industry, explore health-related areas, and prepare them for a career entry/postsecondary education. The purpose of our focus and HCE is to present information to students early in their education program that will cause them to consider a career in health care; to integrate the health careers curriculum across the disciplines; and to design cumulative, articulated content across the levels of education.

HCE and High School

- Implementation of standards-based curriculum and the Common Core State Standards
- Use of standards-based assessment systems that will prepare students to understand and succeed on the common core assessments
- Continuing integration and sequencing of core academics and health careers context
- Incorporation of instruction in all aspects of the industry
- Curriculum and program strategies reflecting workplace requirements such as those found in the 21st Century Skills
- Instructional and support services responsive to the needs of students
- Expansion of program articulation efforts with postsecondary options
- Improvement of guidance services
- Use of technology

The goal of HCE and HSMHS is to establish a rich, rigorous, integrated health careers pathway, high school through employment, to serve students. Establishing quality integrated programs that are accessible to all students will enable them to fulfill their individual career goals and will help them meet the health care industry's human resource demands.

HSMHS Student Benefits

- Enable students to make college and career decisions consistent with their aptitude, interests, abilities, and academic achievement
- Provides a program of instruction that prepares all students for postsecondary education and for employment
- Provides relevancy and meaning to the students' educational learning from kindergarten through career
- Eliminates the need for remediation for students in the health careers program upon a postsecondary education experience or the world of work for those who wish to enter postsecondary education or employment

Our school's main theoretical principles include:

HSMHS' staff considers that teaching is more effective when it connects and supports student's inherent tendency to develop their potential to learn and to make meaning of the world around them, (Vygotsky, 1962, 1978; Freire, 1985; Ferreiro & Gomez Palacio, 1986; Smith, 1995). In the classroom, students will participate in inquiry-based lessons that will engage them in inductive thinking, making conjectures based-upon their prior knowledge (Hattie, Biggs, Purdie, 1996). A special emphasis will be placed within all disciplines to engage in topics related to health care and our society's well-being.

HSMHS' staff believes it has the responsibility to constantly improve student learning and that they have the ability to analyze the world. Students will understand the need to live ethically and to participate in the conscious transformation of our social reality, to move toward a greater equity, inclusion, justice, and peace (Freire, 1997; Poplin & Weeres, 1992; Shor & Freire, 1987; Walsh, 1991a). In the classroom students will critically analyze their surrounding social reality (for example, community health issues, needs and services referrals), and look for possible solutions and the means to improve society as they relate to healthcare issues and services.

All classrooms will utilize Arthur Costas' higher level of questioning that will require students to go from gathering information to processing and analyzing. To better understand the content being presented in their core subject areas, it is essential for students to learn to think critically and to ask higher levels of questions. Students will become familiar with Costa's (and/or Bloom's) levels of questioning to assist

them in formulating and identifying higher levels of questions. (*Costa, A.L. and Kallick; B. 2000*). In addition, an advisory period will include AVID strategies and Costas' Habits of Mind activities. (See PD section)

In the 21st century we need to think in terms of diversity and multiculturalism/anti-bias education. By recognizing, understanding, respecting, and celebrating diversity will students be able to create equity, inclusion, justice, and peace (Nieto, 1992, 1999; Takaki, 1993; Delpit, 1995). To become fully human, we must unlearn prejudice and bias ((Delpit, 1995; Lee, Menkhart, & Okazawa-Rey, 1997; Tatum, 1997; Reza, 2002). Throughout all classes, multiculturalism/anti-bias education will be incorporated. Students will understand the choices they make, and relate their choices to healthcare issues that can have major impacts in their lives and others through interdisciplinary thematic project-based/service learning.

HSMHS' staff believes these theoretical principles work together to help our school's community to understand ourselves, one another, and the world. They help students develop the capacity to take action in a creative manner, allowing them to offer individual contributions in a way that enhances the well being of the community and the world. Home and community are seen as integral parts of the students' lives as well as valuable sources of knowledge. All transformational approaches emphasize emotions and values and share in common the fundamental aim of fostering capacity development and higher levels of personal commitment (Leithwood, 1999).

All students will develop critical consciousness in all subject areas. Their academic achievement and responsibility for their own learning will be guided as outlined in the transformational educational process. Students will acquire skills to analyze and develop their relationships between their families, teachers, community and the world, and empower them to change their realities and contribute to creating a more peaceful, compassionate and pluralistic society from the healthcare perspective.

Linked Learning/21st Century Skills

Our school's focus is on medicine and healthcare. The school wide instructional program will include Career and Technical Education (CTE), Health Career Education (California Department of Education), Health Science and Medical Technology Industry Sector Foundation Standards, and Career Pathways. Academics will be blended with CTE and HTC by using a 'Linked Learning' approach. By using a 'Linked Learning' approach will provide a focus for the improvement of teaching and learning by changing practices in the classroom. Teachers will create relevant lessons needed for students to be motivated, and college and career ready upon graduation. HSMHS staff will use CCSS to support students meet and exceed core content standards.

Every student, including special education and English Learners, will participate in healthcare interdisciplinary thematic units in all core classes. This program will be aligned to the 21st Century Skills. All curricular courses will be rigorous, and standards-based. All courses will be relevant to students' career goals, such as a health care certificate options and entry/postsecondary options. Our instructional program will incorporate job training rotations in specific pathway options with partnership health care facilities. (See Core Academic Curriculum Section)

Linked Learning transforms students' high school experience by blending together strong academics, and CTE and HTC, with real world experience with the supports necessary to gain success. This will enable students to gain an advantage in high school, postsecondary education, and careers. Healthcare pathways will prepare students with California Health Science and Medical Technology Industry Sector/Career Pathways for careers and postsecondary options, including attending a 2 or 4 year college or university, an apprenticeship, and job shadowing options

Pathways:

- Biotechnology Research & Development
- Diagnostic Services
- Health Informatics
- Support Services
- Therapeutic Services

Additionally HSMHS will incorporate the California Health Science and Medical Technology Foundation Standards and the National Foundation Standards and Accountability Criteria (Standard 1-11).

The Linked Learning approach will help the HSMHS staff systematically focus and incorporate Foundation Standards when developing Interdisciplinary Healthcare Thematic units. Teachers will be guided by the content standards and Foundation standards when developing units of study. Each interdisciplinary team will develop a Healthcare Thematic unit for every five week period. Teachers will include in every thematic unit, common Foundation Standards, key vocabulary, and culminating task. Additionally, individual subject teachers will be responsible to include content standards throughout their thematic units. Teachers will develop at least two health care focused service-learning culminating tasks per semester.

Students will understand the academic content required for entry into postsecondary education and employment in the health science sector. For example:

- Foundation Standards 1.0 Academics retain mathematics, science, and history-social science content standards adopted by the State Board of Education; 1.1-1.3 Mathematics, 1.2-10.f Science, 1.3-11.11.7 History-Social Science.
- Foundation Standards 2.0-2.7 Communications will provide students with the understanding of the principles of effective oral, written, and multimedia communication in a variety of formats and contexts, English-language arts content standards.
- Foundation Standards 3.0-3.6 Career Planning and Management will provide students with the knowledge to make decisions, use career information, and manage personal career plans.
- Foundation Standards 4.0-4.5 Technology will provide students with the knowledge use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments.
- Foundation Standards 5.0-5.3 Problem Solving and Critical Thinking will provide students with the knowledge to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques.
- Foundation Standards 6.0-6.5 Health and Safety will provide students with the knowledge to understand health and safety policies, procedures, regulations, and practices including the use of equipment and handling of hazardous materials.
- Foundation Standards 7.0-7.7 Responsibility and Flexibility will provide students with the knowledge to know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings.
- Foundation Standards 8.0-8.5 Ethnic and Legal will provide students with the knowledge to understand professional, ethical, and legal behavior consistent with the application laws, regulations, and organizational norms.
- Foundation Standards 9.0-9.5 Leadership and Teamwork will provide students with the knowledge to understand effective leadership styles, key concepts of group dynamics, team and individual decision-making, the benefits of workplace diversity, and conflict resolution.
- Foundation Standards 10.0-10.7 Technical Knowledge and Skills will help students understand the essential knowledge and skills common to all pathways in the Health Science and Medical

Technology sector.

- Foundation Standards 11.0 Demonstration and Application students will demonstrate and apply the concepts contained in the foundation and pathway standards.

21st Century Skills include; strategies such as ‘4 Cs’; critical thinking and problem-solving, communication, collaboration, and creativity and innovation skills will be an integral part of all instruction. Prospective employers, educators and the public, and preparing students for 21st century readiness as identified by The Association for Career and Technical Education, the National Association of State Directors of Career Technical Education Consortium and the Partnership for the 21st Century Skills support these strategies (‘4 Cs’).

All students, regardless of their level in English and Math, will be academically supported. Enrichment opportunities for GIFTED, and prevention and intervention support for basic and below, Special Needs, English Learners, Standard English Learners, and at-risk students, will offered to enable them to successfully access and excel in the California Content Standards, California Health Career Education and the National Health Foundation Standards in all core content areas, and participate in the school’s focus classes.

To ensure that we meet the needs of diverse students, the Response to Instruction and Intervention (RtI2) framework will be implemented. Our school will use a multi-tiered approach to instruction and intervention. Teachers will provide instruction at each tier of service that is differentiated, culturally responsive, evidence-based and aligned to grade-level content standards. Through the ongoing problem-solving cycle it will be imperative to collect and analyze robust data on instruction and intervention to determine its effectiveness.

The evidence-based instructional strategies that will be implemented include: Specially Designed Academic Instruction in English (SDAIE), reinforcement of literacy across the curriculum, integrated technology, inquiry-based instruction, interdisciplinary healthcare thematic projects and additional strategies detailed in Classroom Instruction that Works (Marzano, 2001).

All classes will have the healthcare focus embedded. Every student, including special education and English Learners will participate in thematic healthcare units of study throughout the day.

Graduating students will be prepared with a balanced global awareness, financial, civic, health, and environmental literacy, information & technology skills, and life & career skills. Our instructional program will include;

- Student Engagement as it relates to healthcare issues and community resources
- Compelling learning environments in the healthcare field
- Rigorous and carefully sequenced and flexible curriculum
- Innovative delivery of instruction
- Interdisciplinary work and collaboration
- Service-related projects related to healthcare needs of the community and available healthcare services and referrals
- Professional development, professional learning communities and student organizations
- Smart use of technology
- Performance-based assessments
- Partnerships with employers and higher education for students and teachers (See PD section)

Regional Occupational Programs, (ROP), will be offered as health care electives at our school. Additionally, students will have the option of concurrently enrolling at local community colleges, and universities in pathway specific classes with certificate options.

b. Core Academic Curriculum

The Hilda Solis Medical and Health Sciences Academy’s core curriculum is coherent, rigorous, and relevant and supports high student achievement based on:

- California Content Standards in content areas
- California Health Science and Medical Technology Industry Sector
- National Healthcare Foundation Standards and Accountability Criteria

The California Health Science and Medical Technology standards represent the technical skills and knowledge students need to pursue a full range of career opportunities, from entry level to management, including technical and professional career specialties. These career standards are grouped into functions that have a common purpose and require similar attributes. The career pathways are:

- Biotechnology Research & Development
- Diagnostic Services
- Health Informatics
- Support Services
- Therapeutic Services

Standards for each career path build upon and continue the foundation standards with more complexity, rigor, and career specificity.

HSMHS and A Developmental Approach to College and Career Readiness

A developmental approach acknowledges that many social, emotional, and cognitive factors shape college and career paths. Identity, motivation, self-regulation, and relationships are central to the developmental processes that influence postsecondary success.

A developmental approach to college and career is not a set of activities, but rather a way of seeing students and interacting with them (Personalization). Some students need different kinds of support than others, and the HSMHS staff view students as individuals and differentiate their efforts accordingly. HSMHS staff will use human development as a guide to support students and the choices they make about their future. HSMHS’ Advisory periods, after school programs, college information and access programs/services, and academic classes will have a focus on a development approach. (See PD)

HSMHS’ staff will use data to drive a unique approach to developing a ‘college-going identity’ in all students. HSMHS’ staff will systematically collaborate in developing structures and schedules to review adolescent development research that will harness student power of identity, motivation, self-regulation, peer relationships and family support. HSMHS’ staff is committed to providing continuity and long-term support during Advisory periods that embed enrichment activities, and provide opportunities to prepare students to interpret tests results. HSMHS’ staff will focus on personalization and making connections and guiding students in all stages of postsecondary planning process, including decision making to planning long-term persistence.

Supporting Identity Development	Supporting Student Motivation
-Students will understand the relationship between college-going can coexist with other facets of their identities	-Staff will ensure students receive information about a range of reasons for going to college and choosing certain careers
-Advisory periods will schedule guest speakers/alumni who share students’ backgrounds	-Staff will balance an emphasis of establishing an instructional setting with a focus on learning, and

<p>and who have graduated from college</p> <ul style="list-style-type: none"> -Specific campus-based groups (Latino, Asian Clubs) will be asked to speak to students -Counselors will work with students to develop goals and personal interests and identities -Students will be provided with structured time with supportive adults to explore their strengths in academics, arts, sports, and technology -Extended learning time such as block schedule, internships with healthcare representatives, elective periods, before and after school programs and classes, will be offered to students 	<p>not only test scores and grades</p> <ul style="list-style-type: none"> -Teachers will emphasize real-world relevance, and build upon students' interests and student engagement -Teachers will convey that effort leads to success
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Studies show that identity conflicts are common among first-generation students who feel torn between family roles and education advancement (London, 1989). Research shows that when students' goals are driven by more intrinsic rewards, they are more likely to succeed (Deci, Koestner, & Ryan, 2011; Ryan & Deci, 2000).

All students will have fulfilled the A-G and career readiness requirements upon graduation from our school. The curriculum is grounded in best practice research and culturally diverse pedagogy. All curricular areas are focused on medical and health science pathways. This instruction will be aligned with Linked Learning, which blends together strong academics, and technical education with real world experiences. Additionally, all courses will embed 21st Century Skills related to students' career goals, such as; an option for health care certificate, and postsecondary education.

Thematic-based healthcare/Project-based-units will incorporate service learning and technology. Students will construct real-world solutions to real-life problems using critical thinking, written and oral presentations.

Service Learning

Students will engage in one health care service-learning activity per semester. Service learning will allow students to use content knowledge in and project that provides a service to the community. The community serviced may be the school community or the surrounding community in general. Each service learning project will integrate California Content Standards and the Health Science and Medical Technology Industry Sector Foundation Standards across all core academic disciplines. This service learning component will enhance curriculum by allowing students to apply learned content while productively providing a beneficial service to the community. First, students will engage in a community needs assessment by conducting interviews or needs questionnaires within the community to determine a real need of the community. Second, students will research need and seek a community agency or community members that will serve as partners in the endeavor. Third, students will regularly plan and organize service project until its implementation at the end of each semester. Students will foster civic and community responsibility which promote a student's sense of citizenship for a lifetime. Service learning is true active learning.

Interdisciplinary Culminating tasks will be exhibited and showcased through power point presentations, pathway specific brochures, group presentations to healthcare partners, community service organizations, community and civic leaders, parents, and local businesses.

Teachers will use the **Interdisciplinary Healthcare Thematic Unit Planner** to develop thematic units of study, as well as to enhance articulation between grade levels.

Interdisciplinary Healthcare Thematic Unit Planner

	Calendar	Unit Theme	California Content Standards	Health Focus Standard	Common Vocabulary	Guiding Question	Discipline Unit Activities	Knowledge Assessment
9th								
10th								
11th								
12th								

Intervention

Coherency of our curriculum is ensured through the alignment with the California State Content Standards and CCSS, as well as its structure around the three tiers of the Response to Instruction and Intervention (RtI2) framework. In a multi-tiered approach to instruction and intervention, teachers provide instruction at each tier of service that is differentiated, culturally responsive, evidence-based and aligned to grade-level, content standards. All students should and will have universal access to this high quality instruction. Universal access refers to the right of all students to have equal opportunity and access to high quality, grade-level instruction and behavioral support, regardless of socioeconomic status, ethnicity, background, or disabilities.

Tier I

Core Instruction: to which all students must have universal access. All students receive high quality, evidence-based, core classroom curriculum and instruction. Within Tier 1, identified students receive additional differentiated instruction and support to improve their academic performance and to prevent them from falling behind.

Tier II

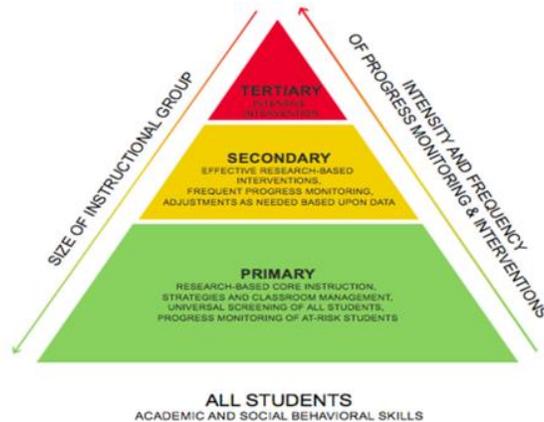
Strategic or Supplemental Intervention serves the needs of students that are not making adequate progress given good, first instruction in Tier 1 and is for those in need of additional instruction to increase the impact of core instruction to achieve proficiency.

Tier III

Intensive Intervention is for students who need individualized and/or very small-group instruction that is highly focused. This level includes the use of curricula, pedagogy, or instruction that is different from Tier I and Tier II because data indicate that academic or behavioral progress is delayed despite well-implemented instruction/intervention. Progress monitoring at Tier III is more frequent. Within the

District's tiered approach to instruction and intervention, the intensity, frequency, and duration of support increases and student-teacher ratio decreases as students move up the tiers.

The intensity, frequency, duration of support, and student-teacher ratio changes as the students move through the tiers, as does the frequency of progress monitoring.



Our staff is committed to develop a college-preparatory curriculum focused on health sciences and will guide curricular decisions at our school. The school will start with one project per grade level per year with the option to explore further connections in the future.

HSMHS will:

Adopt a 4 X 8 schedule

Adopt a double block schedule for students who need English or Math intervention

Implement an early-start calendar where first semester instruction is completed before winter break

Use an advisory period to monitor student learning using data and help students learn to manage their own learning and develop a personalized graduation plan

Character education, a prevention and intervention, for behavior and academic progress in Advisory period

Further personalization of the educational experience for all students through the promotion of strong academic relationships between teachers, students, and their families

All students will receive the graduation and A-G required classes, including special education and English Learners

HSMHS' students will:

9th - receive a health care orientation/introduction through the Health and Life Skills classes.

10th - be eligible to participate in one healthcare pathway through elective classes and volunteer at a partner health care facility

11th and 12th -be offered various healthcare pathways with certificate options and volunteer 50 hours per year at a partner health care facility (LAC-USC Medical Center)

Teachers will create supplemental materials that incorporate the school's medical and health sciences focus. Each department will follow the state content standards in all curricular areas. The 4X 8 bell schedule will provide a 90 minute conference period for teachers, which allows for quality collaboration time with colleagues.

All courses will integrate inquiry-based research supported curriculum. Research has shown inquiry based learning enhances students’ abilities to use explanatory language, as well as improve their comprehension of science content knowledge (Lavoie & Good). Students will fulfill the A-G requirements upon graduation. Students who are basic and below, including special needs, English Learner and Standard English Learner, will receive intervention courses as needed. The 4x8 schedule allows all students to receive healthcare electives. The real-world application of concepts makes math more meaningful and interesting (Linked Learning).

Curriculum

The table below provides the graduation and A-G Requirements.

SUBJECT	HIGH SCHOOL GRADUATION Grades 9 – 12 <i>Students must be enrolled in “A-G” course requirements</i> 230 credits need
Social Studies “A” Requirement	30 credits World History and Geography: Modern World US History, Principles of American Democracy, Economics (G)
English “B” Requirement	40 credits English 9, English 10, American Literature & Contemporary Composition, 12 th grade Composition & an English Literature elective
Mathematics “C” Requirement	20 credits College Preparatory Math: Algebra 1, Geometry, Algebra 2 or higher levels (Must enroll in math 9-11) Adv. App. Math (12th grade) If Geometry is not met Third additional course required for UC like Trigonometry or Calculus
Lab Science “D” Requirement	20 credits total 10 credits Biological Science (Biology) 10 credits Physics Science (Chemistry or Physics, ICS1)
World Languages “E” Requirement (Language Other Than English)	2 years for UC Same World Language AP and 3-4 courses are recommended
Visual/Performing	10 credits, 1 year for UC

Arts <i>“F” Requirement</i>	Visual/Performing Arts
Electives <i>“G” Requirement</i>	75 credits for High School Diploma, 1 year for UC Advanced courses in Math, Arts, English, Lab Science, World Language, or Social Sciences
Applied Technology	10 credits, not required for UC
Physical Education	20 credits, not required for UC
Health	5 credits, not required for UC
Additional Non-Course Requirements	Computer Literacy, Career Pathway, Service Learning

Health Care Pathways

Pathways	Biotechnology research and Development	Diagnostic Services	Health Informatics	Support Services	Therapeutic Services
Grade Level					
9 th *					
10 th *		Clinical Lab Technician** (Certificate option***)	Health Information Technician 1-5** (Certificate option***)		
11 th *		Radiological Technician** (Certificate option***)	Health Information Mgmt Technician** (Certificate option***)	Dietician Technician** (Certificate option***)	Sports Therapy** (Certificate option***) Dental Assistant** (Certificate option***)

12 th *	Biomedical Manufacturing Technician** (Certificate option***) Lab Technician** (Certificate option***)	Clinical Lab Technician** (Certificate option***)	Health Information Technician** (Certificate option***)	Transport Technician** (Certificate option***) Dietician Technician** (Certificate option***)	Sports Therapy** (Certificate option***) First Responders** (Certificate option***) Certified Nursing Assistant** (Certificate option***)
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Key for chart above

*9th Healthcare Introduction/orientation rotations. Pathways are not available for this grade.

Volunteer hours optional

*10th - 12th grade 50 volunteer hours per year at health care partner facility

**Pathway can be taken 11th or 12th

***Hours & requirements vary for certificates

(Two pathways will be offered year one, subsequent years additional pathways will be available)

HIGH SCHOOL INSTRUCTIONAL PLANNING

Year in School	Summary of Instructional Sequence Based on School Vision Periodic Assessments	21 st Century Outcomes Cyclical Sequence	Instructional Thread/Essential Questions Aligned to Theme	Instructional Practices to Support Required Learning's (Teacher Developed)	Sequenced "Real Life Experiences" Available to Support School Vision and Theme (Career Technical Education), Service Learning	Assessment Strategies
9 th	English 9, Algebra 1, 2, or Geometry, Physical Education, Foreign Language, <i>Computer Literacy</i> , World History	Gather and Use of Information to compare and contrast., Small group collaboration, Small group presentations, Use of technology as instructional tool	Grade level alignment of curriculum, and vertical alignment conversations around curriculum	<ul style="list-style-type: none"> ● PBL Introduction ● Cornell Notes ● Conversations ● Levels of Questions ● Research 	College and Career Day exploration, Coordinated use of school and home research tools, classroom speakers, CTE introduction course, Creating a college going culture; service learning project aligned to campus	Small group presentations; On-demand writing; Individual presentations to several students and larger groups; Analysis of data and information collection

				Strategies		
10 TH	English 10, Geometry/Algebra 2, Physical Education, Life Science, Foreign Language, Health, <i>Elective</i>	Use information to predict outcomes, Group collaboration around a problem solving situation, Group written and oral presentations, leadership development	Grade level alignment of curriculum, and vertical alignment conversations around curriculum	<ul style="list-style-type: none"> • PBL Development • Cornell notes • Academic Language • Levels of Questions • Research project 	Partnership with business and university partners for job/school shadowing opportunities, Online course opportunities, classroom mentors, CTE introduction or connector course, College visitations and college speakers; service learning aligned to community	Small group presentations; On-demand writing; Authentic letter writing; Class presentations; Community projects summaries; Problem identification and plan for problem resolution and presentation
11 TH	US History, English 11, Geometry/Algebra 2/Adv Mathematics, Chemistry, <i>Applied Arts Elective, Elective</i>	Group project based on a real life situation requiring critical thinking, problem solving, and written and oral presentations utilizing technological tools, leadership skills refined	Grade level alignment of curriculum, and vertical alignment conversations around curriculum	<ul style="list-style-type: none"> • PBL Developed • Cornell Notes • Summary of Learning • Levels of Questions • Provide Feedback • Group Research Project 	Themed certification programs, college dual enrollment opportunities, unpaid internships, supervised work experience opportunities, Online courses, ROP, CTE connector or keystone course, PSAT, Job Skills workshops; service learning aligned to city	Group presentations; Group research project and presentation of project; Problem identification and plan for problem resolution in interdisciplinary setting; Interview business/community leaders to develop a real life problem and present solution opportunities to class, business leaders, community partners
12 TH	Government, Economics, English 12, Algebra 2/Adv Mathematics, Physics, <i>Internship, Elective</i>	Apply 21 st century outcomes to group and individual exit project. Apply high school learning to internship or other out of school experiences, show critical thinking and problem solving skills through core and CTE courses, leadership skills further refined	Grade level alignment of curriculum, and vertical alignment conversations around curriculum	<ul style="list-style-type: none"> • PBL Exit Exhibitions • Graduation Projects • Levels of Questions • Provide Feedback • Use of Cornell 	Themed certification programs, college dual enrollment opportunities, paid internships, Online courses, ROP, CTE keystone course, SAT and college application and financial aid, Job Skills Workshops and Mock Interviews, Work Readiness Certification; service learning aligned to national issues	Senior exhibition; Public presentations; Personal contacts to business and community leaders. Displaying high level of questions and ability to generate real life problems with multiple solution possibilities. Displaying successful understanding of all 21 st century skills using appropriate content

Grade level interdisciplinary core teams will develop healthcare thematic/project-based five-week units of study. Teachers will develop one healthcare service-learning activity per semester. All teachers will collaborate in the development of healthcare project based thematic units during department and grade level during common planning time. A systematic school-wide approach to healthcare thematic units will be developed by utilizing the Interdisciplinary Healthcare Thematic Planner. HSMHS staff is committed to integrating California Content Standards, the California Health Science and Medical Technology Industry Sector Foundation Standards (Foundation Standards) and the Common Core State Standards (CCSS).

English Language Arts

HSMHS will follow the California Core Content Standards, California Health Science and Medical Technology Industry Sector Foundation Standards (Foundation Standards) and the Common Core State Standards as a guide to instruction and the development of interdisciplinary thematic healthcare project-based units.

The CCSS for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (the Standards) K-12 will ensure that all students are college and career ready in literacy. The Standards draw on international models and represent a synthesis of the best elements of standards. These Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Standards specify the literacy skills and understanding required for college and career readiness in multiple disciplines. The Standards, 6-12 literacy, are not meant to replace content standards. CCSS are intended to define college and career readiness, and develop students who are literate in the 21st Century.

The Standards blend research and media skills to prepare students for college, workforce, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems. The grades 6-12 Standards has the interdisciplinary approach to literacy and prepares students to be proficient in reading complex informational text independently in a variety of content areas.

Additionally, the HSMHS English teachers will use the LAUSD English Language Arts Concept Lesson curriculum and supplemental materials to teach the California Content Standards. This program is research based emphasizes Culturally Relevant and Responsive pedagogies and strategies. Genres such as Persuasive, Expository, Research, and Literary Analysis will be covered. Multiple opportunities for verbal interactions, critical thinking, and writing expression will be included in the curriculum.

9th, 10th, 11th, 12th Students Performing Below Grade Level

Students working below grade level will be assigned to a double block of English. The READ 180 intervention program targets low performing readers and strengthens student's skills to enable success in core English classes. Through the READ 180 program, the interactive Scholastic Reading Inventory assesses each student's comprehension level. The software automatically adjusts to scaffold curriculum to align with student needs. This technology will be available to students enrolled in Enhancing Literacy and Strategic Literacy.

Essential Standards of English / Language Arts will be the course provided to sophomores, juniors and seniors who have failed the CAHSEE. This course is designed to provide tiers II and III intervention for struggling English students.

English Intervention Options

Intervention	Enhancing Literacy 9AB/Read 180 (Tier II) ESL 1-4	Enhancing Literacy 10AB/Read 180 (Tier II) ESL 1-4	Essential Standards in English/Language Arts/Read 180 (Tier II) ESL 1-4	Essential Standards in English/Language Arts/Read 180 (Tier II) ESL 1-4,
	Strategic Literacy 1AB / 2AB (Tier III)	Strategic Literacy 1AB / 2AB (Tier III) Essential Standards of English (CAHSEE)	Strategic Literacy 1AB / 2AB (Tier III) Essential Standards of English (CAHSEE)	Strategic Literacy 1AB / 2AB (Tier III) Essential Standards of English (CAHSEE)

English Language Arts	Description
9 th English A/B and 10 th English A/B (B Requirements)	In compliance with California Reading/Language Arts Frameworks ninth and tenth grade students are expected to read one and one half million words annually on their own from a variety of print sources including classic and contemporary literature, magazines and online articles and to apply and refine their command of the writing process and writing convention to produce, narrative, persuasive, expository, and descriptive texts of at least 1,500 words each. The course for 9 th and 10 th grade is divided into three standards based components that focus on persuasive, expository, and literary analysis, integrating reading, writing and speaking.
11 th American Authors and Composition	In American Authors and Composition students analyze how the political, Religious, ethical and social influences are depicted. Students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider validly and reliable of sources. Students will critically examine the multiple perspectives to lead to an understanding of literature from different lenses, such as feminist, gender, and cultural.
11 th AP English Language and Composition	The goals of this course are diverse and provide students opportunities to write about a variety of subjects and to demonstrate an awareness of audience and purpose. The overarching objective is to enable students to write effectively and confidently across the curriculum and prepare them for the rigors of college writing. Students will learn to synthesize materials from primary and secondary sources in their own compositions and to correctly cite sources using MLA conventions.
12 th Expository Reading and Writing	Students will increase their awareness of rhetorical strategies employed by authors, and to apply those strategies in their own writing. They will examine the relationship between an author's arguments or theme and audience and purpose, to analyze the impact of structural strategies, and to examine the social, political, and philosophical assumptions that underline the text. California Reading/Language Arts Framework expect students to write a minimum of eight academic compositions of at

	least 1,500 words and read two million annually on their own that will transition them into adult reading.
AP English Literature	Students will engage in reading and critical analysis of imagination literature and deepen their understanding of the ways of writers use language to provide both meaning and pleasure for their readers considering structure, style, themes, figurative language, imager, symbolism, and tone. Students will read works from several genres and periods, from the sixteenth to the twenty-first century to develop the ability to reflect on the textual detail and historical context that the literary works demonstrate. Students will write to increase their ability to explain clearly and cogently what they understand about literary works and why they interpret them as they do.

English Learner

English Learners are students whose first language is not English and not proficient in English. The ELD standards are the pathway to the ELA standards. English Learners will progress through the ELD standards and attain proficiency in English as quickly as possible, allowing them to successfully access the core curriculum. Teachers will teach ELD standards using the Highpoint curriculum. ESL students will be enrolled in a two-hour block of ESL. Classes will be organized by ELD levels. Students in ESL 4 will receive access to core ELA standards based curriculum.

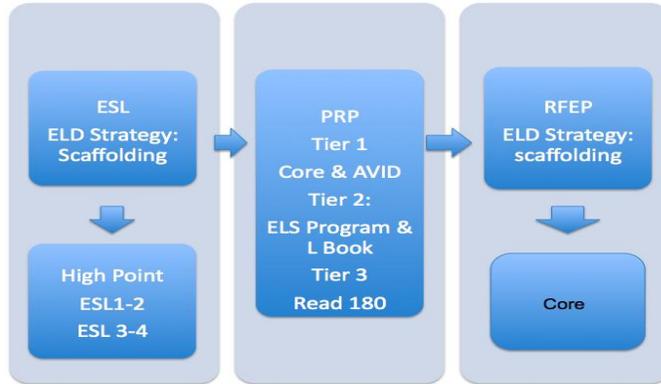
Tier II PRP and ELS students will receive double block classes in English. Students who require Tier III intervention will receive Read 180.

HSMHS staff is committed to providing the best education to all students, particularly English Learners (ELs). Our staff will provide universal access to core subjects to all ELs.

To accomplish universal access to core subjects the English department will:

- Use research based practices and access methodologies in order to close the ELs achievement gap
- Use assessment data (CELDT, CST, Periodic Assessment) to drive instruction
- Use, through Professional Development, diverse and strategic to address the learning gap between EL and proficient students

The staff will use forms types recommended in; Practical Guidelines for the Education of English Learners to increase language fluency and academic achievement. Intensive intervention through ESL, and ELS courses for ELs who are preparing to redesignate. ELs instruction will focus on language acquisition and competency and to prepare students to improve performance on CAHSEE, CEDLT, and CST.



Our highly trained teachers will integrate Specially Designed Academic Instruction in English, (SDAIE) methodology and strategies, in addition to culturally relevant and responsive pedagogy throughout the ESL, ELS and Sheltered core courses. SDAIE is a methodology (a set of specific strategies) designed to make instruction comprehensible and grade-level academic content accessible for ELs. Teachers will include the Four Critical Elements: Content, Connections, Comprehensibility, and Interaction into lessons.

Mathematics Curriculum

HSMHS teachers will follow the California Content Standards and Common Core State Standards for Mathematics. In high school, students will be exposed to extension of numbers. (Quantities) In real-world problems, the answers are usually not numbers but quantities: numbers with units, which involves measurement. High school students encounter a variety of units in modeling, e.g., acceleration, currency conversions, derived quantities such as person-hours and heating degree days, social science rates such as per-capita income, and rates in everyday life such as points scored per game or batting averages. Additionally, quantification is important for science, as when surface area suddenly ‘stands out’ as important variable evaporation. Quantification is also important for companies, which must conceptualize relevant attributes and create or choose suitable measures for them.

The high school portion of the Standards for Mathematical Content specifies the mathematics all students should study for college and career readiness. These standards do not mandate the sequence of high school courses. However, the organization of high school courses is a critical component to implementation of the standards.

The mathematics scope and sequence is Algebra I, Geometry, Algebra II, Trigonometry / Math Analysis and AP Statistics. This sequence will prepare students for Advanced Placement courses.

Advanced Placement courses will provide an opportunity for high achieving math students to participate in a rigorous curriculum, exposing them to college-level learning experiences. The Mathematics Department will weave educational software such as ALEKS throughout its course offerings.

HSMHS goal of the mathematics course work is to ensure all students are prepared to succeed in college level work and that students develop an understanding that the study of math provides the students with a way of thinking, not simply the memorization of definitions, algorithms, and theorems. Instruction will engage students in opportunities to explore mathematical concepts through the use of manipulatives and problem solving. Students who are working below grade level will be provided at least two hours of daily math instruction. All students in grades 11 and 12 will be encouraged to enroll in Advance Placement Statistics.

Grade	Course
9 th Grade	<p>Algebra</p> <p>Students who have not passed Algebra I with a grade of “C” or better will be enrolled in Algebra I. This course will provide the transition from arithmetic to symbolic mathematical reasoning. Students will extend and practice logical reasoning in the context of understanding, writing, solving, and graphing problems using linear and quadratic equations.</p>
9 th or 10 th	<p>Geometry</p> <p>Students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems. Students will be provided the opportunity to arrive at their proofs through a process of trial and error, false starts and dead ends. These trails will lead to a correct proof. This understanding of the students need for discovery will emphasize the students’ sense of discovery. Technology will be used to enhance the students’ experience of creating the construction of geometric figures making the mathematical encounter richer.</p>
10 th or 11 th	<p>Algebra 2</p> <p>Many new concepts and techniques are introduced to the students that will be the foundation for more advanced courses in high school mathematics, and support students to be college and career ready. The emphasis is on abstract thinking skills, the function concepts, and the algebraic solution of problems in various content areas. Students will gain experience with algebraic solution of problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential function, the binomial theorem, and the complex number systems.</p>
11 th or 12 th	<p>Math Analysis</p> <p>Math Analysis provides the student with a combination of trigonometric, geometric, and</p>

	algebraic techniques needed to prep them for the study of calculus and other advanced courses in high school and college. Students will study mathematical induction, the roots of polynomials, conic section and limits.
12 th	AP Statistics Student will be introduced to major concepts and tools for collection, analyzing, and drawing conclusions from data. Students will examine the four broad conceptual themes of Exploring Data, Sampling and Experimentation, Anticipation Patterns, and Statistical Inference.

Math Framework and Real-world connections

-Math Problems – comes in the form of numerical and word problems for developing a reasonable level of speed and accuracy in performing addition, subtraction, multiplication, and division on integers, decimal fractions, and fractions. This also applies to knowledge of basic algebra, geometry, statistics, probability, and other higher math topics.

-Solving Math Problems – emphasis is on learning course material through repetition of steps (help for memorization) and procedures (computation mastery) in preparation for the next course. This strategy prepares students in developing the skills necessary to transfer new math knowledge and skills into other subject areas or into situations requiring the use of math outside the math classroom.

-Real World Math Problems – students need to be taught why and how math is the foundation of product purchases, engineering, culinary arts, medical fields, sciences, geography, sports, and more real world applications.

-Solving Real World Math Problems – the ideal approach for integrating real world math into math classes is through the use of project based learning. (Problem based learning or Inquiry based learning). - *Technology* – The Mathematic department will integrating new technological tools, for classroom. (Google Docs, and training provided by the LACOE). Additional technology tools include the use of interactive whiteboards, global-positioning-system (GPS), ALEKS, Geometer Sketch Pad (GSP), digital still cameras, video cameras, and associated editing equipment will be used to enhance lessons and student learning of concepts.

Science Curriculum

HSMHS teachers will follow the California State Content Standards for Science. The content of science includes essential skills and knowledge students will need to be scientifically literate citizens. To ensure HSMHS students are prepared for the quantitative and abstract nature of high school science there will be an emphasis on the inquiry-based instructional model which includes asking questions, making observations related to that question, planning an investigation, collecting relevant data, reflecting on the need to collect additional data, analyzing the data to construct plausible explanations and communicating findings to others. Students will develop an understanding of science as a way of understanding the world around them. Students will use technology including graphing calculators and computers, in gathering and analyzing data.

All science courses will include student-centered real world project-based instruction. The department will support students who are struggling in science tutoring sessions before and after school (Tier II). All

students will be offered a mentor from the partnership LAC-USC Medical Center to provide personalized guidance and academic support to encourage health sciences careers. The mentor will follow students each academic year until graduation.

Each science class will have students develop a culminating investigation/project addressing a specific health care related issue or need in the community. Culminating projects will be developed by teachers in collaboration with health care partners. These projects will enable each student to scientifically observe, record, think, use and analyze data.

The Science Department will collaborate with colleagues in grade level interdisciplinary core teams to develop healthcare thematic/project-based five-week units of study. All Science teachers will develop inquiry and standards-based healthcare projects during department and grade level during common planning time. The Science department will incorporate Content Standards with California Health Science and Medical Technology Industry Sector Foundation Standards in lessons and units of study. The Interdisciplinary Healthcare Thematic Planner will be utilized to ensure student achievement and success.

Science	Description
9 th Biology	Students will develop an understanding of basic concepts including the diversity of organisms; the cell; heredity; matter; energy; and organization of living systems; evolution of living systems physiology; the biosphere and interdependence of biotic and biotic facts. Laboratory investigations will assist students in the development of critical thinking skills.
10 th Chemistry	Students will develop an understanding of basic concept of chemistry including the periodic assessment table; atomic structure; periodicity and electron arrangement; chemical bonding; mole concept; stoichiometry kinetic motion of gases; the gas laws; solutions; chemical equilibrium; acids and bases; acid/base equilibrium; chemical thermodynamics; organic chemistry; nuclear chemistry; nuclear energy; and particle physics.
11 th Physics	Laboratory experiments will provide the empirical basis for understanding and confirming concepts that emphasize the study of basic properties and interactions of matter, force, and energy. Students will be exposed to methods used by physicists as they construct a consistent picture of the universe through the study topics of physics through laboratory investigations, problem solving, teacher-led demonstrations, discussion and individual and group study.

History/Social Science

Teachers will teach the grade level state standards in history/social science and the guide students to demonstrate the ability to think critically, learn autonomously and to solve problems by effectively completing challenging individual and group projects. Students will learn about history and make connections to people in the past, present, and future. Our goal is to have students develop a deeper understanding of how they contribute to a better school environment and society.

History/Social Science	Description
10 th Modern World history or AP European history	Students develop an understanding of principal themes in modern world history, an ability to analyze historical evidence, and the ability to analyze and express historical understanding in writing with an emphasize on intellectual and cultural, political, and diplopic history, social and economic history, as the issue of the individual and the greater community, evolves chronologically in the modern era.
11 th United States History or AP US History	Students will study the political, social, economic, and diplomatic history of the United States, beginning with the Revolution and concentrating on the 20 th century. Themes include the influence of the Enlightenment thinkers on drafting of the Nation founding documents, post-bellum immigration and industrialization, WWI, the Grap Depression area, WWII, the Civil Rights Movement, the Cold War, and major social problems of our time and trace their causes in historical events. Upon completion of CTS’s students will examine the history, politics, and social issues of education in the United States beginning with the Colonial Period and the 21th century.
12 th principles of American Democracy (1 Semester) and Economics (Semester 2) or AP Government (Annual)	In Principles of American Democracy students develop an ability to analyze the United States’ system of government and the historical background, fundamental concepts and principles that make up the American democracy. Topic themes include the development of the Constitution, the Bill of Rights, Federalism, a study of political parties, voting and voting behavior at the national, state and local levels, and the influence of special interest groups and the media in shaping public opinion. The course will summarize landmark court decision in terms of civil rights and liberties, including public education and examine the role and responsibilities of the three branches of government at the national, state

	<p>and local levels.</p> <p>In Economics students will study the basic institutions, concepts, principles, and practices of economics covering economic concepts that underlie the United States market systems and its operations using concepts at both the micro and macro levels to promote informed voter and consumer decision making and provide students information about major economic theories and prominent economists with an emphasis on how economics influences the lives of ordinary citizens.</p>
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The history/Social Science department will build upon additional skills from interdisciplinary healthcare thematic units. The department will explore and develop additional healthcare elective courses (i.e. history of medicine, etc). Students will participate in the Model United Nations program that will serve to expose students to the world organization that exists to find solutions to global healthcare issues.

This table offers an overview of the instructional strategies our staff will implement:

Strategy	Description	Researcher(s)
SDAIE	Specially Designed Academic Instruction in English (SDAIE) that provides scaffolding for ELs to master rigorous content. Elements include connecting to prior knowledge, modified speech, advanced graphic organizers, realia, previewing vocabulary and critical concepts, checking for comprehension	Cummins, Echavarria
Identifying Similarities and Differences	Researchers have found these mental operations to be basic to human thought. Teacher provides guidance to explicitly identify and organize. Use of graphic organizers helpful.	Gentner, Markham, Marzano
Summarizing and Note Taking	Students learn to delete, substitute or keep information, gaining awareness of structure; Notes should be considered work in progress and be used to study for tests	Anderson, Hidi, Beecher, Carrier, Titus, Marzano
Reinforcing Effort and Providing Recognition	Belief in effort ultimately enhances achievement. Students can change their beliefs to an emphasis on effort; reward is most effective when it is contingent on some standard of performance and when it is abstract symbolic (not tangible).	Covington, Weirisma, Cameron, Marzano
Homework and Practice	Homework, in appropriate amounts, positively influences student achievement. Parental involvement should be minimal; purpose should be identified and articulated.	Paschal, Weinstein, Walberg, Graue, Hattie, Ross, Marzano

Nonlinguistic Representations	Nonlinguistic representations should elaborate on knowledge so that students understand in greater depth and recall more easily.	Mayer, Powell, Walberg, Marzano
Cooperative Learning	Cooperative learning fosters positive interdependence, promotes positive interactions, provides for accountability and teaches communicative skills.	Johnson & Johnson, Walberg, Lipsey & Wilson, Marzano
Setting Objectives and Providing Feedback	Instructional goals serve to narrow what students focus on, but should not be too specific. Feedback is the single most powerful modification for improving student achievement, It should be timely, corrective and tied to a specific criterion.	Lysakowski & Walberg, Lipsey & Wilson, Marzano
Generating and Testing Hypotheses (Inquiry based lessons)	This is one of the most powerful and analytic cognitive operations as it requires student to think inductively. It is important that students clearly explain their hypothesis and their conclusions.	Hattie, Lott, Ross, Marzano
Cues, Questions and Advance Organizers	Students' prior knowledge influences what they learn and should be activated. Cues should focus upon what is important (as opposed to what is unusual). Higher level questions produce more learning. Wait time is important to give students time to think.	Bloom, Guzzetti, Glass, Hamaker, Marzano
Interdisciplinary Project-based learning	Collaborative interdisciplinary teacher teams will cultivate meaningful cross-curricular projects for students to connect classroom learning with real-life.	Arhar, Flowers, Agne, Mac Iver
Increased depth and complexity	The elements of depth and complexity add a layer to curriculum that immediately increases rigor and student engagement. These strategies provide flexible teaching methods that allow teachers to make conscious modifications to apply deeper level thinking.	Kaplan, Karnes, Bean
Interactive Technology and Modern Media	Students conduct research and create presentations, take online assessments, participate with virtual labs and simulations, create electronic portfolios, and blog in two-way collaborative classrooms. Using technology increases motivation and self-esteem ,allows students to complete more complex tasks, increases collaboration with peers and use of outside resources for learning.	Groff, Mouza, Pitler, Hubbell, Kuhn, Malenoski, Marzano
Culturally Relevant and Responsive	By acknowledging the cultural heritages of different ethnic groups, students' attitudes and dispositions to learning improve. These strategies serve to bridge the home and school experiences. They validate students'	Gay, Ladson-Billings

Pedagogy	self-worth and teach responsibility for learning	
Literacy Acquisition	Students will be taught to read a broad range of difficult texts with deeper levels of comprehension through specific strategies. Writing will be implemented as a process to support analysis and reflection throughout all curriculum.	Beers, Gallagher, Gere, Christenbury , Sassi

Our Design Team is requesting the LIS waiver # 2, # 6 and # 3. The rational for these waivers is to improve student achievement. Furthermore, these waivers will allow the school to monitor and adjust our instructional program, methods of instruction, strategies and assessments tools in order to address the needs of all students. Teachers will participate in Professional Learning Communities in order to best incorporate the school’s focus when developing Project-based units. Teachers will develop at least one project-based unit per semester, and add Project-based units during subsequent years.

These waivers will enable the staff and partners to maximize educational opportunities in real world situations in the medical and healthcare science fields.

B-2. Professional Development (PD)

a. Professional Culture

Effective professional development uses the Constructivist Theory; “In the process of encountering new experience and applying reflective interpretation with the social context, the individual learns and comes to know” (Walker, 2002, pp. 8-9). Professionals collaborate to discuss and learn about the challenges of learning, teaching, assessment and the cumulative effects of their work with students. An effective Professional Development (PD) system incorporates teacher, administrator, staff, parent, and partner collaboration. Research shows collaborative creates an ongoing positive and productive school climate (Garmston & Wellman, 2009).

Our faculty is dedicated and strives for academic excellence in our students. Our common goal is to create a collaborative school culture with a medical and healthcare theme. The staff will implement the structures that are incorporated in the Seven Norms of Collaboration following the Adaptive School Model. We recognize that the culture of the school, the pattern of adult interaction, the traditions, rituals, and shared norms, has a strong influence on student achievement (Garmston & Wellman, 2009).

Our staff is committed to the vision of providing a rigorous curriculum, 21st century skills, and ‘Linked Learning approach which prepares students for college and career readiness with a healthcare focus. This approach provides a focus for the improvement of teaching and learning by changing practices in the classroom and creating relevance for students which is necessary for them to be motivated, college prepared, and career ready upon graduation on time. Our PD will involve a transparent collaborative approach. PDs will encompass sustainable and comprehensive teacher effectiveness trainings. These PDs will provide teacher collaboration time during common planning time and common conference on a weekly basis. Interdisciplinary Grade level Teams (IGT) will develop the Interdisciplinary Healthcare Thematic Based Units every five weeks with one culminating task. These projects will be based on content standards, Health Science and Medical Technology Industry Sector Foundation Standards (Foundation Standards), and Common Core State Standards (CCSS).

b. Professional Development

The school’s professional development will include strategies to allow professional learning and will use research-based strategies, i.e. SDAIE, Interdisciplinary Project and inquiry based units. Our PD plan focuses on teacher collaboration that enables students to meet and exceed the California State Standards. Professional Development is driven by student performance data.

In order to facilitate effective collaboration, teachers will be grouped into Professional Learning Communities (PLC) by department and core teams. PLCs will be to focus on designing curriculum that fulfills state content standards and incorporates the school’s vision of utilizing 21st century skills and ‘Linked Learning’ to develop healthcare Career Technical Education (CTE) and Health Technical Education (HTE) opportunities.

Professional Development sessions will include monitoring the application and efficacy of the training through peer coaching and classroom observations following the Continuous Cycle of Improvement Model (Garmston & Wellman, 2009). This model will provide support for teachers to continue to efficient, collaborative, responsive and innovative. Peer coaching will provide teacher opportunities to observe and offer feedback on good practice lessons. We will also use the expertise of National Board Certified (NTE) teachers to provide support.

The Seven Norms of Collaboration (Garmston & Wellman, 2009).

All PD will utilize The Seven Norms of Collaboration to facilitate constructive collaboration. This framework/protocol allows respectful interaction for participants during PD. The Seven norms consist of:

- Pausing
- Paraphrasing
- Putting Inquiry at the Center
- Probing for Clarity
- Paying Attention to Self and Others
- Presuming Positive Intentions

Linked Learning/21st Century Skills

Linked Learning will provide the opportunity to blend academics and technical curriculum that connects theoretical knowledge and real world application. The school climate and student expectation will include interdisciplinary inquiry and project-based opportunities. Students will have unique opportunities to connect their core and technical content learning in hospitals, local clinics, adult education centers, community colleges and universities.

Utilizing this protocol will enable our decision making body and all stakeholders to function with the focus of promoting the 21st Century Thinker and healthcare pathways.

The 21st Century Skills is an innovative approach to improve student outcomes while providing college and career readiness. This approach is integrated with academics in a school-wide rigorous and relevant curriculum. Furthermore the skills below provide students with a comprehensive set of skills that are in demand in the global economy:

- Critical thinking and problem solving
- Communication
- Collaboration
- Creativity and Innovation (The 4 C's)

Curricular/Instructional Map

Curricular maps will ensure that every student is offered a comprehensive personalized educational program. The health care partners will provide input for the content and elective units. PD will include an ongoing, calendar-based process involving teacher-designed, operational planned learning curriculum, collaborative inquiry, and data driven decision making.

- Curriculum Map
- Project Map
- Consensus Map
- Essential Map

Project Based Units

Project Based Units promote learning by providing students with opportunities to solve problems and make meaningful connections with the healthcare focus across the curriculum. Research shows that quality interdisciplinary instruction:

- Will focus on student centered/teacher facilitator roles
- Will increase depth of understanding and student achievement
- Will align with State Standards
- Will incorporate multiple intelligences and learning modalities
- Will established clear student expectations
- Will utilize formative and summative assessments
- Will develop higher order thinking skills and problem solving

- Will involve community resources in and out of school
- Will respect linguistic and cultural diversity

SDAIE

SDAIE provides strategies for scaffolding which allows students to access the core curriculum. Some strategies will include:

- Chunking content into smaller piece
- Utilizing student friendly language
- Connecting life experiences and utilizing student realia
- Using visual and contextual cues
- Employing graphic organizers
-

All teachers will embed SDAIE strategies into their content lessons, EL students will be able to access the skills and concepts necessary to develop 21st Century Thinking Skills and at the same time become proficient on the State Standards. Furthermore these skills will guide students to become college and/or career ready.

Differentiated Instruction

Differentiated Instruction allows teachers to incorporate best practices to accommodate the multi-mode and special needs of all students. Various strategies in Differentiated Instruction include strategies as think pair-share, note taking and graphic organizers, clear expectations, varied hands-on activities, and rubrics based on criterion charts.

RTI² and Progress Monitoring

Response to Intervention and Instruction provides a three tiered framework for student intervention. Students falling into one of the three categories of intervention will receive the appropriate remediation, and have their progress monitored until they become proficient in the core curricular areas.

Personalization/Student Character Development

The school will build personalized school environments where students and adults are physically and emotionally safe and secure. Learning opportunities that go beyond the classroom while reflecting real world situations will offer personal achievement that will be optimized for all, (i.e. Positive Action). An on-going process of student data will drive all instructional practices by reviewing school/district/State formative assessments and non academic measurable data.

<i>Time Frame</i>	<i>Program/Strategies</i>	<i>Purpose</i>
June 2012	Project Based Units	Teachers will collaborate to develop Interdisciplinary Healthcare Thematic Unit Planner including Service Learning
June/July 2012	Personalization/Student Character Development	Teachers will learn how to make teacher/student connections; a social and academic student support program
July/August 2012 (On- going)	RTI ² and Progress Monitoring	Teachers will learn how to effectively analyze data to improve instruction and strategies for student remediation

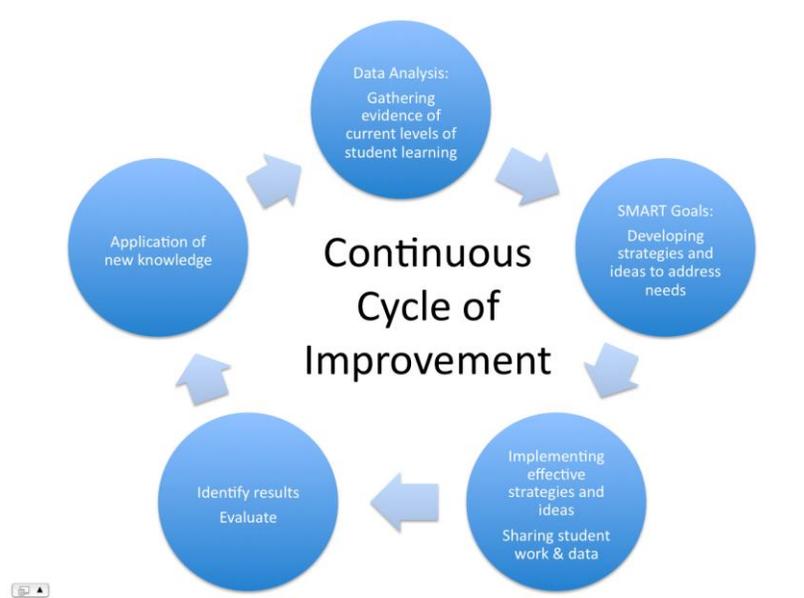
August//September 2012	Common Core State Standards	Teachers will learn how to embed common core into lesson which relvant to real world and reflect the knowledge students need to be successful in college and the workforce.
October 2012	The Seven Norms of Collaboration	Teachers and staff will learn how to effectively collaborate and professionally mange conflict in order to enhance the development of instructional practices
On- going 2012	21 st Century Skills	Teachers will learn how to effectively embed the 4 C's throughout the curriculum.
On- going 2012	Linked Learning	Teachers will to learn to enhance student achievement through real world learning opportunities
November/December 2012 (On-going)	Culturally Relevant and Responsive Pedagogy	Teachers will learn to promotes and encourage diverse viewpoints. Educators will utilize a multicultural perspective to empower ethnically diverse student populations.
Spring 2013 (Annually)	Curricular/Instructional Map (Includes medical and healthcare focus)	Teachers will collaborate in grade level teams to develop a state and national based curriculum based on common core and State Standards
Spring 2013	SDAIE	Teachers will provide scaffolding to enable EL students to access the core curriculum
Spring 2013 (Annually)	Differentiated Instruction and students with special needs	Teachers will make instruction accessible to all learners by meeting their individual needs
Summer 2013	Identifying Similarities and Differences	Teachers will incorporate comparison and clarifying tasks and the use of analogies and metaphors. Allows students to restructure and understand information
Fall 2013	Summarizing and Note Taking	Teachers will develop the ability for students to synthesize information. Enhances their ability to comprehend specific content for learning

Winter 2013	Nonlinguistic Representations	Teachers will develop students ability to represent/elaborate on knowledge using mental images
Winter 2013	Cooperative Learning	Teachers will provide students the opportunity to work with one another to enhance learning. Various criteria is used to group students.
Spring 2014 (Annually)	Setting Objectives and Providing Feedback	Teachers will set specific parameters of objectives and provide immediate feedback on progress and achievement
Spring 2014 (Annually)	Generating and Testing Hypotheses (Inquiry based lessons)	Teachers will promote the use of several processes including systems analysis, invention, experimental inquiry, decision making , and problem solving
Summer 2014	Cues, Questions and Advance Organizers	Teachers will enable students to connect what they know to what they need to know. Advanced organizers provide a visual for concepts in curriculum.
Fall 2014	Increased depth and complexity	Teachers will utilizes icons, prompts, key questions to promote higher order thinking skills

Effective instruction is supported by professional development that focuses on collaboration, modeling and coaching and is sustainable and intensive (Darling- Hammond, 1997). Our school is committed to incorporating professional development that is sustainable. This will be achieved by utilizing the Continuous Cycle of Improvement for PD. By engaging in this process, the PD Sub-Committee will recommend appropriate professional development topics to ensure that all students will have access to the core curriculum as well as interventions and/or enrichment opportunities.

All professional development will utilize the Seven Norms of Collaboration to facilitate constructive collaboration. This protocol allows for respectful interaction of teachers during discussion and allows teachers to focus on PD.

The school will provide substantial professional development opportunities during: the beginning/end of school year, common planning time, common conference with team, period by period, Saturday training, school-wide training, conferences, seminars in addition to the regular professional development calendar.



Teachers will be engaged in the Continuous Cycle of Improvement Model, as they work collaboratively during professional development to ensure proper monitoring and adjustment of lessons and instruction. This will address the diverse and changing needs to all student populations (Garmston and Wellman, 2009).

Our Design Team is requesting the LIS automatic waiver # 7. The rationale for this waiver is to improve student achievement. The Professional Development plan will enable teachers to work collaboratively to ensure proper review of data, monitor and adjust lessons and instruction, strategies and assessments tools in order to improve. Additionally, this waiver will maximize educational opportunities in real world situations in the medical and healthcare science fields.

c. Teacher Orientation:

Our teachers will agree to a commitment to the plan. All teachers will participate on site professional development prior to the start of the school year. (LIS Waiver# 2 & 3) During the spring and summer PD will be focused on providing teachers opportunities to improve teacher effectiveness in order to maximize student achievement. PD will be driven by student data, outcomes expectations, and will utilize the school’s priorities and action steps. Training will begin in the months of May and June of 2011. This will cultivate communication of the schools vision, mission, and school’s priorities and actions steps expectations for teaching, learning student outcomes. Our teachers will adequately address student specific access to the school’s curriculum and will ensure equity for every sub-group.

Effective instruction is supported by professional development that focuses on collaboration, modeling and coaching and is sustainable and intensive (Darling- Hammond, 1997). Our school is committed to incorporating individual teacher, and school-wide professional development that is sustainable. This will be achieved by utilizing the Continuous Cycle of Improvement for PD. By engaging in this process, the PD Sub-Committee will recommend appropriate professional development topics to ensure that all students will have access to the core curriculum as well as interventions and/or enrichment opportunities.

Our staff will address the academic and social needs of all students including students with special needs, students of poverty, students with disabilities, gifted students, English Learners (EL), and Standard English Learners (SEL). Our staff will meet the needs of our diverse student population by implementing

research-based instructional strategies PD plan and will embed them in our instructional plan. Teachers will be provided with systematic PD opportunities and on-going support on research proven strategies. These strategies will be an integral part of the PD and instructional program to address the needs of all student populations, which include SDAIE strategies, Differentiated Instruction, RTI² and Progress Monitoring, Personalization/Student Character Development.

To support new and existing teachers the school will implement peer coaching opportunities. The peer coaching process will provide instructional guidance and observational feedback. Peer coaching will assist new and existing teachers on how the use data to drive instruction. Substitutes will be purchased to allow experienced teacher time to work with new teachers in the classroom. Weekly late-start PD opportunities, common-planning, classroom peer observations and modeling, subject, interdisciplinary, multi-grade cluster time, data study, district training, and attendances of seminars and conferences will be encouraged and supported. Teacher professional growth opportunities will be shared with colleagues and PD sub-committee. Additional PD support will be available to new and experienced teachers as needed.

d. PD Program Evaluation:

Our staff recognizes the need for continuous improvement with regard to meaningful, research driven professional development. The school leadership body will establish a PD sub-committee which includes the principal, teachers, and other stakeholders. This sub-committee will be responsible for monitoring, evaluating, and modifying the PD program. The committee will report monthly to the school leadership body.

Student and teacher performance data will be reviewed by the school leadership body PD sub-committee to evaluate and revise activities as needed in order to meet the needs of our students and staff.

In addition to the PD sub-committee, teachers will examine multiple sources of data (formative and summative assessment, classroom observation, analysis of student work, attendance, discipline referrals). Teachers will determine how the implementation of the professional development has impacted student achievement and determine the next steps and make modifications.

Throughout the year the PD sub-committee will periodically collect, review, and analyze school-wide evaluation data. They will share their findings with school leadership body, faculty and stakeholders.

The PD sub-committee will closely monitor classes and instruction. Relevant and meaningful assistance and guidance will be provided to teachers as they implement the strategies addressed in PD sessions.

B-3. Assessments and School-wide Data

a. Student Assessment Plan:

HSMHS will be a healthcare focused high school. Our assessment plan will include formative and summative assessments as well as interdisciplinary projects. The main purpose of assessment at our school is to improve instruction and student achievement. Formative assessments will be utilized for students to see progress over time. Summative assessments will be used to determine if students have mastered content standards and accurate placement. Core classes will utilize portfolios to assist students in reflecting on their progress. Interdisciplinary projects will be based on content standards and Common Core State Standards (includes college and career readiness in multiple disciplines and literacy in the 21st Century).

Our staff will use state mandated testing (California Star Test, CELDT, CAHSEE). Additionally, teachers will participate in the LAUSD periodic and diagnostic assessment programs in all content areas. Furthermore, our staff will utilize Core K-12 data system to continuously monitor student achievement.

Staff will develop authentic assessment tools such as teacher and student developed rubrics (including both task-specific rubrics and generic rubrics) aligning them with the school focus and with the 'Linked Learning' approach. By implementing authentic assessment processes teachers will hold students to high academic standards and encourage higher order thinking, such as; the various levels of Blooms Taxonomy, levels of questioning, and Costa's Habits of Mind.

As Inquiry and Project-based projects are developed, authentic assessments will be utilized to drive instruction, monitor and adjust lessons to improve student achievement related to healthcare issues in the real-world. All student performance score results will be compared between classroom, District and CST scores and recorded on student portfolios. Departments will provide the technical and technological support to enable the staff to design formative and summative assessments to:

- Establish instructional baselines
- Monitor student learning of content
- Monitor student individual growth by designing and using a student portfolio that displays student-constructed evidence-over-time of learning and achievement.

Both PLCs and IGTs will develop formative and summative assessments including Project Based Assessments (PBAs) aligned to the California State Standards, the Health Science and Medical Technology Industry Sector Foundation Standards (Foundation Standards), and Common Core State Standards.

Regular and accurate assessment of student progress in mastering grade-level standards will be essential to the success of our instructional program based upon content standards. Assessments will;

- Determine level of skills prior to instruction,
- Determine if students are making adequate progress towards achieving the standards, and
- Determine whether students achieved the goals defined by a given standard
- Determine the effectiveness of teacher created lessons and assessments

HSMHS will establish an RTI2 Task Force which will include a representative from each of the following stakeholders: teachers, administrators, counselors, parents and students. The team will provide student data and plan monitoring/adjustment sessions for PLC's and Interdisciplinary Grade level Team (IGT). PLCs and IGTs will be provided various data from Periodic Assessments, CAHSEE, CST, and CELDT scores. To maximize the effectiveness of instruction and intervention teachers will assess their students in the Tier II level of RTI every 2-3 weeks. Students in the Tier III level will be assessed every 1-2 weeks. Teachers will utilize their data in their PLC and IGT teams to continuously improve instruction and

student achievement (See Intervention Section). Collaborating in teams will allow teachers to develop specific interventions for students while simultaneously improve practices and PD for teachers.

The following table outlines the student assessment plan for our High School:

ASSESSMENT	GRADE LEVELS	FREQUENCY	RATIONALE
CST/CAPA (summative)	9th – 11th	Annually	State-mandated student achievement indicator. Teachers, students, and parents will use CST data to identify student needs , instruction strategies, student intervention strategies and services, and develop Smart Goals for the school.
LAUSD Periodic Assessments - ELA, math, science, history (formative)	9th – 12th	Quarterly	Standards-based, aligned to instructional guide, guides instruction, familiarizes students with CST format and rigor
ELD portfolio (formative)	9th – 12th	Ongoing	Authentic assessment aligned to ELD standards and instructional guides. Ensures multiple measures for looking at EL performance.
ELD Progress Monitoring (formative)	9th and 10th	Approximately every 2 weeks	Standards-based measure to provide teacher feedback in order to adjust instruction and student feedback as to progress towards proficiency
CELDT (summative)	9th – 12th	Annually	State-mandated accountability to measure progress of English Learners
LAUSD CAHSEE Diagnostic (ELA and math)	9th and 10th	Annually	Standards-based, provides data on learning gaps prior to CAHSEE administration
Teacher-created benchmark tests (summative)	9th – 12th	Ongoing	Authentic standards-based measures to calibrate expectations of teaching community and provide student feedback
Curriculum-based informal and formal assessments(formative)	9th – 12th	Ongoing	Alignment to expectations of teaching and student learning. Provides intermediate benchmark data.
Interdisciplinary Projects (summative)	9th – 12th	Ongoing	In alignment with the school’s instructional philosophy, students will complete comprehensive projects which meet the standards in multiple content areas.

School Developed Common Literacy Assessment	9 th – 12th	Ongoing	Assessments will measure the effectiveness of the English Language Arts instructional program and literacy across the curriculum
Subject Matter Common Assessment	9 th – 12th	Ongoing	Assessments will measure student proficiency in each standards-based unit in each content area

Our Design Team is requesting the LIS automatic waiver # 4. The rationale for this waiver is to improve student achievement. Furthermore, this waiver will allow the school to monitor and adjust various assessments tools in order to best address the needs of all students. Additionally, this waiver will maximize educational opportunities in real world situations in the medical and healthcare science fields.

Special Education

g. Service Plan for Special Education

The Bridge Coordinator, school psychologist, and an office technician will provide school-wide support for the special education program at HSMHS. The school will institute a Resource Specialist Program (RSP) and a Special Day Program (SDP) to serve students with special needs.

Students in the RSP program will be mainstreamed into classes in the regular program. RSP teachers will travel to those classes to provide individual instruction and necessary services. They will monitor student progress carefully and work closely with teachers to ensure that all students achieve success. They will also communicate frequently with parents.

Students in the SDP program will be scheduled into classes taught by SDP teachers for English, math, science, and social studies. Students will be mainstreamed for their other classes. SDP teachers will regularly monitor student achievement levels and provide interventions as needed to ensure that students achieve success.

The LAUSD Support Unit East will be contacted soon after this plan is approved to begin the process of ensuring that students with special needs receive the necessary instruction and special services. This unit will identify the students who will be attending the school and assist with arrangements for the hiring of special education teachers to meet their needs. Please see Appendix P for a detailed description of the special education plan.

- The school will follow the District's Policy to implement and monitor the special education process including assessment, IEPs, and the provision for special education supports and services utilizing the District's Special Education Policies and Procedures Manual as required by the Modified Consent Decree (REF-1888.1)
- The Special Education process determines whether or not a student is eligible for Special Education Services and if so, which services are most appropriate. The four steps of the process include: 1) Referral for Assessment; 2) the Assessment; 3) Development and Implementation of an Individualized Educational Program (IEP); and, 4) the IEP Review.
- The school will provide a free, appropriate public education in the least restrictive environment to all students with disabilities including in the least restrictive environment to all students with moderate to severe disabilities as indicated in the IEP's Offer for Free and Appropriate Public Education (FAPE) which is determined at each student's IEP meeting.
- The school will provide extended school year services to those students with disabilities in self contained classrooms as determined or indicated in student's IEPs.
- The school will identify English language Learners using State and District approved assessments (i.e. CELDT, home language Surveys, LAS).
-

The Hilda Solis Medical and Health Sciences Academy staff is committed to:

- Ensure 100% compliance to IEP goals and Least Restrictive Environment through comprehensive monitoring and collaboration between regular education and Special Education staff
- Exceed the mandated obligations as spelled out in the Disabilities Education Act, 2004 and the Section 504 of the Rehabilitation Act of 1973 as well as the
- Modified Consent Decree (MCD) requirements
- Utilize the Welligent District program to monitor student progress and document interventions and plan
- Students will receive additional English or Math support as determined by their IEP through a learning center

(See Appendix E for Service Plan for Special Education)

Los Angeles Unified School District
Hilda Solis Medical Health Sciences Academy
Public School Choice 3.0
Service Plan for Special Education

MCD OUTCOME

Description of Student Population

HSMHS will serve approximately 682 students of the Garfield High School attendance area. As part of the Zone of Choice students within the high school boundaries of Garfield, Torres, and Wilson will be eligible to attend our high school. In addition, students from the feeder middle schools of Belvedere, Griffith, Stevenson and El Sereno are also eligible to attend HSMHS. The special education student population from each of the above schools is as follows:

- Garfield H.S. 10%,
- Wilson H.S. 12%
- Torres SJLA 11%
- Torres HAAT 9%
- Torres ETA 11%
- Torres ELAPAA 11%
- Torres ELARA 11%
- Griffith MS 10%
- Belvedere MS 13%
- EL Sereno MS 13%
- Stevenson MS 10%

Each special education student at HSMHS will be programmed based in the least restrictive environment in accordance to each student's need. They will receive the services in the general education classroom with the supports and services described in their IEP. Students in the Resource Program will participate in a fully inclusive model. All students in a special day program will mainstream into regular education classes whenever possible. They will be supported in the general education setting by the special day class teacher and the resource specialist teacher. The Resource Teacher and the Special Day Teacher/s will coordinate to provide support in both settings. We will provide a class for students with mild disabilities and another for students with severe intellectual disabilities.

MCD OUTCOME 7A,7B

Instructional Plan for students using Alternate Standards

Teachers of students whose disability impacts cognition, development, output, or input, will be taught using alternate standards. They will utilize the understanding by design model to plan instruction based on mastery of alternate standards. As outlined in the instructional program description, instructional strategies will include the use of interactive journals, cooperative learning, simulations, reciprocal teaching, and graphic organizers. Formative assessments will include observations, questioning, journals, group work, homework and quizzes. The teacher will use the data from the CAPA, student work samples, and curriculum based instruction to guide instruction.

MCD OUTCOME Federal Requirement

Access to Extra-Curricular/Nonacademic activities:

All students in special education will have access to the same extracurricular/non-academic activities as the students without disabilities. Electives that will be available include health electives such as Clinical Lab Technician, Health Information Technician, Radiological Technician, Health Information Management, Dietician Technician, Sports Therapy, Dental Assistant, Biomedical Manufacturing Technician, Lab Technician, Transport Technician, First Responders, Certified Nursing Assistant, art, and technology. Students with moderate to severe disabilities who need additional support will be accompanied into extracurricular classes with an instructional aide for the class.

Otherwise, the teacher will provide the student with the accommodations and modifications stated in their IEP. Additionally, 9th through 11th grade students in special education will be assessed using the CMA, CST, or CAPA. All students on the graduation pathway will take the CAHSEE with individual accommodations and/or modifications.

MCD OUTCOME 6, 8,16

Staffing/Operations

- Teacher recruitment procedures are planned to ensure highly qualified teachers are available to students with IEPs.
- Credential verification and monitoring processes are planned.
- Service ratios are developed to ensure the needs of students are addressed and mandated service norms are honored.
- Clerical Support for compliance is planned.
- A plan is developed for maintaining specialized equipment as needed.
- A plan is available for providing for health protocols.

MCD OUTCOME

Fiscal

As a group of internal applicants, the HSMHS special education program including faculty, staff, and special programs, will be funded by LAUSD, and will be operated in consultation with LAUSD.

MCD OUTCOME 14

Parent Participation

We consider parents and guardians to be valuable asset. Parents of students with disabilities will be encouraged to be an integral part of the school community and have leadership opportunities within school advisory groups.

The case carrier will call parents/guardians to inform of them of IEPs and request that they complete a questionnaire regarding their child. Notifications of letters will be managed and tracked on Welligent to verify that the school has made three attempts prior to holding the meeting. Parents will also receive information and training from the special education department regarding special education services in the parent center.

Parent information brochure about the school and health care learning opportunities will be distributed at orientation meetings, parent conferences, student recruitment, enrollment meetings, and at partner facility sites, such as LAC-USC. A parent hand book will be developed to emphasis and encourage parents to become authentic partners in the education of their children. Components of this book will include academic and intellectual benefits, citizenship benefits, and classroom community benefits.