

# Health Science Academy (HSA) Fairfax High School Request for Proposal

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## Introduction

This document is our proposal for the Health Science Academy (HSA), a small learning community that will be organized on the Fairfax High School campus. HSA will serve a heterogeneous group of about 500 students who indicate (through a process in which they are able to study the available schools and express their preferences) their interest in enrolling in the HS Academy. HSA will be open to and will work hard to serve all interested students, including students with special needs and students performing at all academic proficiencies.

### 1.) HSA Vision and Identity

Fairfax High School will become a complex of smaller schools, united in an effort to give each student a more personalized learning experience. Teachers will collaborate to help students make connections between themselves and the subject matter as well as the real world communities they live in. Decisions will be made democratically, and all curricular programs will be adapted to ensure that student performance is strengthened in every area and that the needs of the students are always kept at the forefront.

The Health Science Academy was launched in September 2005. Since its inception, parents, students, and community partners have been essential partners and have assisted and advised faculty members and administrators in the development of a plan for full implementation. The

school's vision is constantly evolving, and all stakeholders participate in various ways in refining the vision and communicating it to the HSA community and to the school and to the local community at large.

When HSA reaches full enrollment capacity in approximately September 2008, it will serve a heterogeneous group of about 500 students in grades 9 through 12.

The curricular focus of the school is on health and science, and it includes consideration of both academic and practical aspects of problems, challenges, and opportunities that are particularly relevant to these fields. Students in the academy will learn about careers, opportunities, and intellectual and practical challenges related to health and science in the context of our complex, multicultural, highly literate society.

HSA will include a full standards-based academic program, aligned with California Standards that includes the A-G University of California Requirements. In many cases students will take all of their classes within the academy, but in almost all cases at least four of students' six classes will be academy related.

HSA leaders and faculty are committed to gathering and using data to make formative decisions about curricula, student placement, and intervention. Periodic assessments in core subjects, the CAHSEE, the CSTs, A-F grades, attendance data, school safety and discipline data, informative surveys, and other tools will form an important part of our ongoing effort to provide an outstanding and truly useful educational experience for each and every one of our students. Teachers in HSA will also engage in frequent lesson study activities during common conference periods and during scheduled professional development time to ensure that all students are receiving optimal academic attention and excellent instruction.

HSA is fully prepared to support the needs of special education students, EL students, GATE students, and other students with special interests and special needs who are enrolled in our academy. The academy is pursuing alliances with business, public non profits, trade schools, professional organizations, colleges, and universities to help develop special career training and educational pathways for interested students consistent with the Career and Technical Education initiative of the state of California and LAUSD.

In addition, learning will emphasize real-world professions and will include opportunities for internships and school-to-career experiences. To enhance the relevancy of the HSA curriculum, we plan to enlist the expertise of outside health-science professionals (for example, bringing in a crime lab technician to demonstrate the various methods of DNA mapping). The curriculum will include opportunities for internships and school-to-career experiences. Students will have the opportunity to participate in school year and summer internships to prepare for postsecondary education. Integral to the HSA curriculum will be elective subjects such as health careers, forensic science, sports medicine, nutrition and technology. All coursework in all classes will focus on college preparation.

Faculty will be trained to engage students in project-based learning. College students and professionals will join our teachers in providing demonstrations in the classrooms and in

assisting students with academic projects, including projects designed by teachers working in cross-curricular teams.

Our overriding goal is to ensure that every HSA student graduates from Fairfax High School on time with the requisite skills that will prepare them to enter college or begin a productive and interesting career. A second, closely related goal is to help students create effective postsecondary plans and help them develop the ability to read, write, communicate, and solve problems that they will need to succeed in all aspects of their lives. We will work to increase the quality of the learning experience at Fairfax and to find ways to engage students in school-related relationships and intellectual and educational activities. HSA graduates will be expected to demonstrate mastery of the California State Standards and fulfill the A-G requirements of the California state university system before graduation. All students will graduate with a well thought out postsecondary plan and with the academic skills needed to succeed in college or career.

The HSA and its classrooms will be fully housed in the recently constructed 400 Building on the south side of the school. The building has 12 classrooms that include a dedicated computer lab and two dedicated science classrooms. The classroom area is fully contiguous, and the building is adjacent to the physical education area, so students in HSA classes will have little need to leave the 400 Building area during instructional time.

HSA is led by an administrator who, following full implementation in approximately September 2008, will be housed in an office located in or adjacent to the HSA classroom area. This HSA administrative office will also house the counselor who is dedicated full-time to HSA students as well as necessary and available clerical support. During the first year of implementation following approval of this plan (school year 2007-8), the HSA faculty, following the LAUSD-UTLA contract, will elect a lead teacher. The SLC administrator, the lead teacher, and the counselor will form the core of HSA's leadership team.

In 2005, HSA received a QZAB grant to prepare our facilities. Career Fitness Academies and the Faro Foundation served as our initial community partners. The school plans to involve other community organizations which can provide professional expertise in health sciences. These organizations will assist in job exploration and offer potential internships in the health professions. The school also plans to invite local community, parents, students, teachers and administrators to elect representatives that will advise HSA's leadership team. Faculty will collaborate to engage students in the design of student leadership, school life and school governance. Parents will become an integral part of HSA by attending social events, planning meetings, participating closely with the school councilor in the development of postsecondary plans, and helping organize and also participate in many other school-related activities.

We will plan weekly meetings of the HSA leadership team, facilitated and led by the HSA administrator and lead teacher to make decisions about:

- Budget issues (for professional development, supplies, field trips, technology, etc.)
- Facilities (maintenance, cleaning, improvements, technology)
- Master schedule (global and extracurricular classes, and internships)
- Student programming (A-G Requirements)

- Student behavior (progressive discipline plan with clear expectations)
- Safety issues (common procedures for emergencies)

The HSA will become a place where high academic and social expectations will ensure a successful educational experience for everyone. The HSA is a small school community where flexibility allows creativity to flourish, where students feel like key players in their education, and a spirit of mutual respect and collaboration thrives.

HSA will establish a website and publish a newsletter twice yearly. These will serve to keep the local community, including other SLCs on the Fairfax campus, informed of the academy's programs and activities. The website will also provide ways for the community to communicate with our SLC directly, providing suggestions and expressing concerns.

## **2.) Rigorous Standards-Based Curriculum, Instruction and Assessment**

Interdisciplinary connections: The 9th and 10th grade years at HSA focus on students' mastery of the core curriculum standards as measured by their success on the California High School Exit Exam. The program for 9th and 10th graders integrates health and sciences into the four core classes, physical education, and the life skills/health curriculum. Integrated practice includes using statistics generated in physical education in math and science course work. Monitoring personal health and rates of change are included in health, math, and science curricula. Students currently enjoy health related field trips, on-campus events, invited professional speakers, and cross-curricular research projects. 10th grade students will complete their service-learning requirement by selecting a health related problem, designing, and enacting a solution.

Beginning in 11<sup>th</sup> grade, HSA students will have opportunity to engage in a number of career pathways. These pathways will connect their learning to particular aspects of health and science education. For example, students who are particularly interested in sports will have an opportunity to explore a sports-related career pathway which will include exploration and practice in such disciplines as sports journalism, sports medicine, and sports education. Sports journalism will include instruction and practice in sports writing, photography, and video. Internships, job shadowing, and mentoring will be arranged with local print and video media professionals and companies. Sports medicine will include instruction and courses focused on anatomy, physiology, kinesiology, nutrition, and physics, for careers in medicine, medical technology, nursing, Sports education courses will direct students interested in careers in coaching, recreation, and teaching. 9th-11th grade classes offer integrated sports sciences and specific courses such as technology in health and sports science and sports photography. 12th grade classes include kinesiology, sports journalism, and internships in health and sports sciences.

Other, equally important pathways will be available to students interested in the health sciences. These will likely include pathways that focus on nursing, health education, nutrition, and emergency medicine. HSA is now working to develop mentorships and advanced curricula that will appeal to students who are interested in exploring these pathways in their upper class years of high school.

By grouping students in humanitas-styled classes (English/history; math/science) HSA will be able to enable project-based learning through flexible schedules and team-teaching. The HSA Advisory class is attached to the sustained silent reading period. A double-block math class now supports students in greater need of support. The flexibility of a small school allows teachers to rearrange schedules to accommodate seminars with visiting professionals, town meetings, lab science, and project-based workshops in computer technology journalism. Career learning workshops and elective classes will be clustered in the afternoon for juniors and seniors so they can engage in internships. Common conference periods support teacher planning.

Fairfax High School's Health-Science Academy SLC will create opportunities for students' interested pursuing study in health science careers (nutrition, sports, forensics, research, physical fitness).

The Health Science Academy will become a place where students (approximately 450-500), teachers, and all members of the school community can reawaken a passion for learning.

**Collaborative:** Learning at HSA will include project based - activities, where students will learn to work in collaboration with peers and adults.

**Inquiry-based:** Learning at HSA will include inquiry-based education where students will learn to ask questions as well as answer them, to research, to express their themselves, to make connections across the curriculum, and to develop and pursue their individual directions.

**Real World:** Learning at HSA will include real-world applications, opportunities to work with professionals in the health sciences, and opportunities for internships and school-to-career experiences.

The Health Science Academy will become a place where high academic and social expectations will ensure a successful educational experience for every one.

**High level thinking and expression skills:** Learning at HSA will include an emphasis on learning skills of language literacy, thinking, problem solving, creativity, and technology literacy that will enable students to succeed, whatever their eventual career.

**College and Post Secondary planning:** Learning at HSA will prepare each student for both college and career opportunities. Every student will have a postsecondary plan, developed initially in 9<sup>th</sup> grade in consultation with parents and counselor and revised at least yearly to reflect and document the student's progress towards explicitly developed career and educational goals.

**Guidance:** Learning at HSA will include multiple opportunities for students to create individual goals and plans for advancement and will provide the ongoing guidance needed to help each one succeed.

**Technology:** Students at HSA will become fluent in a variety of modern technologies, developing skills needed to succeed in school and in life experience in the field.

**Internships and mentoring:** HSA will develop opportunities for students to interact with adult professionals involved in the health sciences and in other science-related fields, both academic and practical. These interactions for growth will include, for example, among many others, internships in physical education and nursing.

Students identified for special education services, students designated as English Language Learners, Gifted and Talented Education students and all other students who have special needs are fully welcome and will be fully incorporated in the HSA. The academy's teachers receive excellent ongoing training in the use of SDAIE techniques in particular, and they are prepared to help scaffold learning for all students, including EL designees. Students with IEPs will be accommodated fully in accordance with their plans, and necessary resources will be provided to sustain their education as described in the IEPs.

The Health Science Academy will be a small school community where flexibility will allow creativity to flourish, where students can be known well and a spirit of mutual respect and collaboration can thrive.

Leadership: HSA will include opportunities for every student to develop and exhibit leadership skills

Students who are not succeeding or who need specific academic help to address their proficiencies will be provided the help they need through carefully crafted interventions. HSA and its leadership team will monitor all students, using A-F grades, teacher evaluations, and standardized test scores to ensure that all students who need extra help are quickly and accurately identified. The counselor, working with school and district intervention experts, will prescribe an intervention program for each student. HSA plans to offer students peer tutoring and also some faculty tutoring as part of this program. Students who need particular help with reading may be referred to our DRW course or may be scheduled for additional time in preliminary math courses, particularly Algebra 1. Other interventions might involve the school's Extended Learning Academy, including Saturday school. Enrollment, either concurrently or during the summer, in extension school courses or in community college courses will also be options. Some students may be placed on academic or behavioral contracts in order to more closely monitor and guide their progress. Though we conceive of intervention as primarily an academic activity, some interventions for students who are having social or behavioral difficulties may also be appropriate. The goal of all such interventions, academic or otherwise, is to ensure that students have the support and skills they need to stay in school and thrive so that they can graduate on time and become productive contributors and happy members of society.

HSA teachers will meet at least one time per week with colleagues who share a common conference period to engage in lesson study that will inform lesson planning and curricular development. Teaming teachers and teachers engaging in cross-curricular instruction will develop common rubrics and shared assessments. These meetings will focus on student work and will often reference student data. Among the products of these meetings that the school's leadership team expects will be recommendations and suggestions for intervention.

### **3.) Equity and Access**

Fairfax High School is a diverse campus. Appreciating that diversity is a value of the school. We (HSA) enter into the SLC process determined to lower the achievement gap for our lower income students and determined to bring all of our students to graduation on time. In pursuit of these goals, our teachers will engage in pedagogy that is responsive to the extensive cultural diversity of our students. We want each child to see him or herself reflected in the culture of HSA and to recognize that his or her contributions and achievement are essential to the life of the school. We look for more ways for each student to contribute, and we look for more ways inside and outside the classroom to reflect in our practice the great wealth that our cultural diversity gives us.

HSA will not consider ethnicity, race, gender, socioeconomic status, demonstrated proficiency level, or English language ability as factors when recruiting students for the program. The only factor considered will be student and parental interest and choice.

The HSA program will give every student equal access to a rigorous curriculum. Several current strategies are being used by HSA teachers to ensure an inclusive education for all students: multiple intelligences, SDAIE, cooperative learning, project based learning, kinesthetic learning, peer teaching, service learning, work experience and personal and relevant curriculum. Students with special needs will be provided with a structured system of extra help to enable students to complete the accelerated program of study. Students who need to improve upon their literacy and/or language skills will have access to the interventions and resources already provided by the school, the HSA instructors, and additional opportunities for assistance from many of the HSA partners.

Several programs have been implemented at Fairfax High school to help students pass the CAHSEE. After school CAHSEE intervention classes are offered, usually in the spring semester. A CAHSEE summer school program is also available. Fairfax also has a full time literacy coach and a math coach available for teachers who want to improve classroom instruction in those areas. CAHSEE strategies were discussed and addressed by HSA during professional development time this past year and will be addressed again at least yearly as our program goes forward.

HSA teachers will meet at least one time per week with colleagues who share a common conference period to engage in lesson study that will inform lesson planning and curricular development. Teaming teachers and teachers engaging in cross-curricular instruction will develop common rubrics and shared assessments. These meetings will focus on student work and will often reference student data. Among the products of these meetings that the school's leadership team expects will be recommendations and suggestions for intervention. Analysis of student work and disaggregated student data will be a primary focus. Teachers will use this data to make recommendations to the SLC counselor, lead teacher, and administrator regarding student programming and changes in or additions to student academic plans.

There are many resources available to special education students at Fairfax High School. Fairfax High School has an extensive special education staff, including several resource teachers. A



special education coordinator and office technician are available at all times in the Special Education Office. The District Office of Transition Services (DOTS) is also working on campus to secure working futures for our special students. Fairfax High School has several special education related professional development activities each year. HSA currently has one special education teacher and is seeking a second. Other special education teacher will be added to our faculty as the need arises.

Effective research based instructional strategies, including SDAIE, will be used to provide an accessible education to English Language Learners (ELL). Most teachers in HSA have a clear credential and a CLAD. Those teachers who do not are in the process of obtaining the proper certification. Fairfax High School has several ELL related professional development activities each year. Fairfax High School also has a bilingual coordinator who monitors ELL student progress and provides assistance and materials to teachers in need.

Highly motivated and gifted students in HSA are not ignored. An extensive list of honors and advanced placement courses is available at Fairfax High School. In the coming year, the master schedule will include HSA specific honors classes, particularly in English. Many elective opportunities are also available for students who want to gain a competitive edge in the education and the job market. Medical health career specific classes are available from HSA community partner organizations, including community colleges and nearby trade and vocational schools.

Special education students will belong to HSA. The Resource Specialist Program provides instructional support for students who receive Special Education support for less than 50% of the school day. HSA will commit to providing these services within general education classrooms. A Resource Specialist teacher (RST) associated with our SLC will be assigned to collaborate with general education teachers in supporting students with disabilities.

The Special Day Program (SDP) provides instructional support for students who require Special Education support for greater than 50% of the school day. SDP students will continue to receive instruction in a special day class when stated in their IEP. Students in the SDP will gain the added benefit of joining HSA, where they will have the opportunity to increase their participation with general education students and teachers. Special Education teachers assigned to HSA will be given assistance in scheduling shared teaching opportunities with general education teachers where both SDP students and general education students work side by side.

The Special Education Coordinator will consult with the Redesign Committee and the SLC Lead Teachers to help structure programs that to ensure that services and supports are allocated equitably and efficiently.

#### **4.) Personalization**

##### **Program Outcomes and Expectations**

Personalization is a goal in itself for the HSA. Having our own building on campus is a powerful aid to personalization. Students and staff have the opportunity to make that space their very own. The QZAB grant is providing additional upgrades to the building to increase its ability to support the use of technology in instruction. The HSA building is becoming a colorful and motivating environment that will enhance student achievement and contribute to a sense of belonging.

Many strategies will be employed to develop and reflect HSA student pride. Examples of these include HSA T-shirts, classroom supplies with HSA labels, and an HSA webpage. In order to allow our students to feel a sense of ownership with all this, their input will be used to develop these aspects of the HSA. Students will take surveys and occasionally vote on issues that concern the personalization of the HSA program. Their opinions and suggestions will be of primary importance because the school is their school, and all its resources are designed to help them become better learners.

HSA students will participate in mentor/mentee luncheons. Each month we will have a gathering with college representatives and/or professionals from the Health Science field. Students will also take part in the planning and implementing of extracurricular activities like dances, class breakfasts, picnics, and awards/ceremonies with the potential for scholarships. There will be a plethora of Field Trip opportunities for HSA students. Among the destinations will be the Museum of Tolerance, LA County Coroner, Getty Museum, the Science Center, the Page Museum, Cedars-Sinai Hospital. Students will also have access to films and videos that focus on health and nutrition to further personalize our SLC and enhance the Health Science theme that is the heart of our academy. We will stage internet conferences where students from other SLCs in the district can interact in a video conference with our students and with professional experts in fields relevant to our SLC theme and goals.

Our students will be responsible for creating an HSA student council. These students will be selected by the entire student body and will take on a leadership role. Responsibilities will include attendance and participation at Design Team meetings to decide on an array of aspects regarding the HSA. Students will help to make decisions involving the aforementioned student activities, curriculum, fundraisers as well as opinions to augment the safety and well being of all students and staff in our SLC.

The SLC design itself will help to facilitate the personalization between teacher and student. Having a smaller population of students will permit teachers, counselors and administrators to work more cohesively with each other and with our students. This will result in more positive interactions and will foster more accurate and meaningful resolutions from advisory sessions. Classes will be looped both horizontally and temporally (over four years), meaning that many students will have multiple opportunities to work with the same teachers and study with the same students in various classes.

Teachers will participate in special social and community events in order to create additional opportunities for positive interfaces between students and teachers, as well as other community stakeholders.

With the aim of personalizing our HSA, it is important not to forget the parents of our students. Consistency can only be accomplished if the parents have a say in the curriculum and environmental planning. Parental input and support are essential to providing an education that is well-matched to the personal needs of each student. We plan on soliciting the assistance of parents as classroom aides during the school day and as supervisors and volunteers for after school activities. The assistance of parents will be invaluable because our students will then have the support they will need to be successful inside the classroom and out. It will prevent our students from falling through the cracks with no one being aware of it until it is too late.

Each student will have the chance to personalize their own learning and experiences via community partnerships with local organizations, businesses, and institutions of higher learning. Students will plan an annual health fair, volunteer at Cedar-Sinai Medical facility, and take classes at the Los Angeles Community College among other things. Students will also attend an Orientation at the start of the school year that will make them aware of all the opportunities available to them through the HSA. There will also be a College and Career Center where students can obtain information on volunteer and job opportunities, scholarships and community partnerships that will serve to enhance their overall development as a young adult.

To ensure that each student has the individual attention and guidance to succeed in school and graduate with a postsecondary plan, advisory periods will be implemented. Initially, we will use the time now set aside for sustained silent reading each day to provide the advisory experience and curriculum. Fairfax High School has indicated in its School Impact Report that it will begin during the next year to conduct research and begin to explore the desirability of adjusting the school schedule to support an advisory period for all SLCs on campus. Our SLC strongly supports this effort, and we will work to provide the school with opportunity to observe our implementation of advisory during the existing sustained silent reading time to help inform the campus wide discussion regarding this possible future schedule change.

The purpose of advisory is to make certain that each student has a network of support systems, including successful peer relations, allowing them to enjoy and prosper during their four years of study. Each student in HSA will have an adult and a peer advisor, and these advisors will stay with their advisees over multiple school years. Assuming the school does make a schedule change to accommodate advisories, these students will meet together with their advisor daily during the school year. For advisory periods, schedules and curriculums to function properly, the staff must undergo the proper training and professional development. Each peer advisor, teacher, counselor, and administrator must develop a personal relationship with the students assigned to them as well as the parents of these students. Each student will meet regularly with their personal team of individuals to review academic and behavioral success as well as to discuss the student's progress reports and post high school plans. Lead teachers and administrators will be responsible for ensuring mentor teachers and students are getting the support they need to be successful.

**Expectations for students:**

Students will:

- Set personal goals
- Develop and maintain learning plans
- Maintain a homework and assignment calendar
- Participate in student-led conferences and parent (guardian) night exhibitions
- Maintain a reading log for SSR.
- Maintain a personal portfolio of accomplishments for all four years

HSA students must also adhere to authentic performance outcomes, such as:

- Planning for parent night
- Student-led parent conferences
- Portfolios
- Learning plans
- Reading logs
- Group events
- Participation in group discussions

**Outcomes for students:**

Students will learn to:

- Plan
- Manage time
- Ask higher level questions
- Communicate with teachers and peers
- Solve problems
- Make decisions

**Outcomes and expectations for teachers:**

Teachers will:

- Share templates and ideas
- Meet once a week to network
- Address individual student issues
- Guide and support individual students
- Establish and maintain contact with parents

### **5.) Accountability and Distributed Leadership**

A full-time administrator is assigned to each SLC within Fairfax High School. Despite the fact that a lead teacher will be elected to organize leadership in the SLC, the role of leadership will be a team effort with everyone having a significant responsibility to guarantee the success of our students. It takes a village to raise a child, and our HSA team will consist of individuals who can effectively lead our students to a higher level of achievement. The principal of Fairfax High School will be invited to all our meetings and the vision for Fairfax High will be incorporated into the HSA program. Yearly surveys of parents, students, and faculty will be used to help inform all stakeholders of each other's needs, opinions, and priorities. Our newsletter and website will also provide information, including two-way give-and-take forums, that will help guide our efforts.

It is the intention of the HSA that each teacher, parent, and student takes on responsibilities within the SLC.

For example:

The Administrator will:

- Work with lead teachers to disperse and analyze student achievement data
- Provide teacher support
- Dissect budget and proper funding
- Get involved when severe disciplinary actions are necessary
- Provide instructional leadership and instructional support
- Provide leadership in locating and allocating resources to support the SLC
- Lead the effort to develop our matrices and master schedules
- Keep a calendar of all SLC activities and ensure that all stakeholders are fully informed
- Provide guidance regarding federal, state, and district rules and policies

Lead Teacher will:

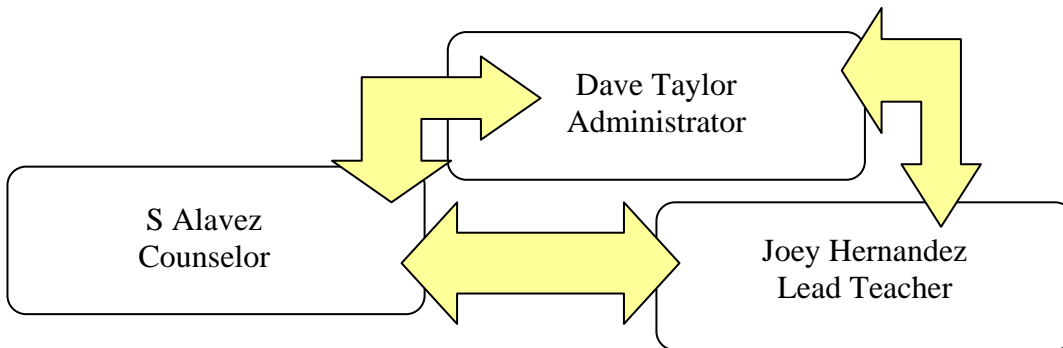
- Attend leadership training
- Maintain collaboration among SLC teachers
- Maintain information and data used for professional development and to inform instruction
- Help establish curriculum to meet student needs
- Collaborate with administration
- Attend all SLC meetings

Teachers will:

- Make student achievement their top priority
- Be an appropriate role model for all students and in particular, those students assigned to their advisory
- Maintain an all inclusive classroom environment
- Pursue ongoing professional development
- Work cooperatively with teachers, students, and staff

Students will:

- Be a positive and active member of their class
- Be on time to every class
- Satisfy each teacher's expectations
- Take part in the peer mentor program, first as a mentee then as a mentor
- Contribute to the personalization of the HSA
- Make decisions to help facilitate the growth and development of the HSA
- Work hard and graduate on time with all A-G requirements fulfilled



The HSA faculty will meet regularly to discuss teaching and counseling suggestions and concerns. Decisions will be made democratically. One of the HSA lead teacher's role will be to facilitate this. In addition, the HSA lead teacher will also participate in regularly scheduled meetings with the administrator and lead teachers of the other SLC's on campus. These meetings will be the venue for discussing academic and programmatic issues. At the end of HSA's first year, the faculty members will assess the progress made and form goals for the second year. This will include refining of the roles of Lead Teacher, Counselor, Teacher, and SLC Administrators. The Special Education Coordinator will be a member of the SLC governance body. The Special Education Support Unit will provide additional support.

At least one professional development meeting per year will be devoted to a holistic review of the SLC's progress towards implementing its programs and reaching its goals. All stakeholders will be encouraged to take part in this meeting, which (if resources permit) will be held off campus as a full day retreat. An important part of this meeting will be the presentation and evaluation of data related to student proficiencies and student success. Following the meeting and informed by the work product of the meeting, the HSA leadership team will meet and consider revisions to the school's plan, review and revision of implementation timelines, and evaluation of other cogent issues relevant to promoting and growing an effective SLC. The leadership team's suggestions for any significant revision will then be proposed to the faculty and parents of the SLC for final decision.

On a day-to-day basis, each faculty and staff member will agree to take initiative for a particular aspect of the school's operation.

For Example:

| <b>Division</b>               | <b>Faculty Member</b> |
|-------------------------------|-----------------------|
| Professional Development      | J. Hernandez          |
| Student Social Life           | Romeo Bueno           |
| Records and Assessments       | Eric Gates            |
| Parent Liaison                | S. Alvarez            |
| Discipline                    | Joey Hernandez        |
| Resources/Materials/Equipment | David Taylor          |
| New teacher coordinator       | Joe Jacovo            |
| Partnership liaison           | TBD                   |

## **6.) Collaboration/Parent and Community Engagement**

The HSA will be a collaborative learning community. Parents and community will be learning partners and are essential contributions to the school's programs and its potential success.

We plan to have a parent leadership committee that will provide parents a strong, collaborative vehicle for providing guidance and direction to our learning community. Our teachers will be expected to reach out actively to foster teacher-parent communication. Parents will be invited to participate as observers or as active participants in our staff developments and plan to design at least one staff development meeting per year to specifically address parent and community concerns and to explore ways to increase parent and community involvement in the success of HSA students.

We will maintain an open-door policy for parent visitations to HSA classrooms. We encourage parents to spend time observing classes and monitoring student learning activities directly.

HSA leadership meetings will always be open to parents and any other member of the public and meeting minutes will be kept for public access.

Parents will be encouraged to help us evaluate student progress and offer advice about possible changes and additions to our program.

All decisions students will make should require parental involvement from the initial decision to be in the HSA SLC. Academic, achievement, and planning assistance will be provided to parents and students to help them make informed decisions.

Our community involvement will be a two-way, mutually beneficial engagement. We will seek community partners who are willing and able to supply the HAS with technical equipment and expertise.



## **7.) Professional Development**

The HSA faculty will meet regularly to discuss teaching and counseling proposals and concerns. Decisions will be made democratically. The HSA lead teacher's role will be to facilitate this process.

In addition, the HSA lead teacher will also participate in regularly scheduled meetings with the administrator and lead teachers of the other SLCs on campus. These meetings will be the venue for discussing academic and programmatic issues. At the end of HSA's first year, the faculty members, together with representatives from all stakeholder groups, will assess the progress made and form goals for the second year. This will include the refining of the roles of Lead Teacher, Counselor, Teacher, and SLC Administrators. The Special Education Coordinator will be a member of the SLC governance body.

HSA staff will participate in district wide professional development programs. Workshops, seminars and training sessions that develop small learning community attributes have already been and will continue to be attended by teachers and staff. Teachers will experience professional development through peer review and sharing sessions where teaching technique and student work will be discussed (Lesson Study). Teachers, staff and parents will recommend workshops they wish to attend and/or present to HSA members.

Fairfax High School has agreed in its School Impact Report to have SLC specific professional development at least once a month, and at least one Buyback day per term will be allocated to SLC-related professional development. As an SLC, we would like far more time allotted for SLC development in general, particularly for the personalization aspect of SLCs. We hope that the school will consider realigning the Home Groups in the WASC process to correspond with SLCs rather than academic departments. This would afford an excellent opportunity to deepen our involvement in the SLC reform and to deepen our professional relationships.

Professional development is greatly needed in a number of areas. Among these are: advisory training, mentee/mentor training, community collaboration, parent involvement, post secondary planning, student engagement, incorporating technology, behavior and discipline, personalizing education, leadership, and evaluating student data.

Evaluating student data is particularly important for SLC development and growth. Student data will be an integral part of HSA professional development. We will change our practices, and focus if necessary, if and when the data indicates a need to do so.

Professional development effectiveness is and will be assessed by continually evaluating and readdressing the attributes of small learning communities at the HSA staff meetings and Design Team Meetings. HSA teachers and staff will need compensated time for professional development and SLC development completed outside of school hours. Lesson Study, a key component of SLC curriculum requires additional time outside the regular school day as well.

Various teachers from HSA and other SLCs have attended many workshops in the past year. Experiences and reflection about the workshops are shared in staff meetings, at the Fairfax School Redesign Committee meetings, at the leadership meetings and through the Fairfax High

School. In the future, HSA professional development experiences will also be shared in the HSA newsletter and on its webpage.