

TELESIS SENIOR HIGH SCHOOL PUBLIC SCHOOL CHOICE PROPOSAL

VRHS-4/5
December 1, 2010

*Submitted by the Telesis Senior High School Design Team on behalf of
Stakeholders:*

Students, Parents, Teachers, Classified Personnel, and

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

1a. Mission:

It is Telesis's mission to ensure that all of our students receive an infusion of education that will prepare them for higher academia and career goals, as well as enabling them to become confident and productive citizens in our very diverse technological global society. Our school culture will be supported by Teachers, Students, Parents and the community at large. We look forward to initiating an academic standard that will address the diverse and intellectual differences of all our students. Our students' educational progress will be monitored and evaluated, throughout their entire enrollment at Telesis. We will insist that all of our teachers are more than competent in their field of expertise as well as being knowledgeable in other areas of our educational curriculum. It will be mandatory for all of the educational staff to keep pace with contemporary instruction by them enrolling in university courses and LAUSD approved courses, as well as being technologically literate for their particular subject(s) that they will be teaching.

1a. Vision:

Telesis's vision will coincide with the values and curriculums of Los Angeles Unified School District. By using LAUSD's standards we will be sure that our staff, and our philosophy, of teaching are in compliance. Our goal is to prepare students with a personalized education that they will need for the real world's life experiences that lies beyond graduation. Our students will not only be problem solvers and critical thinkers, they will be responsible citizens in their communities as well as the global society that we are all a part of. This will be accomplished by creating a partnership between Parents, Teachers, and members of the Communities both near and far.

1b. Student Population:

Telesis High School is an urban school located in the city of Granada which is a part of San Fernando Valley. Telesis is a new VRHS that has an expected projected enrollment of 350 students in grades ninth through eleventh. Our students will come from the recommended feeder schools of Granada Hills HS, Kennedy HS, and Monroe HS. Our educational approach will be well suited to providing a quality education to the specialized population of Students With Disabilities (SWD) and the At Risk students (expulsion, camp detainees, etc.) and at the same time still fulfilling our committed obligation of serving our general educational students in our community with a quality education that will be second to none. At the same time we are well aware that a large percentage of our student population come from families that are living at or below the poverty line. Our students come from communities that are ninety percent (90%) Latino, they come from households that are Spanish-speaking and English is not their primary language. It is our responsibility to inspire our students to succeed by making sure that they have the skills, resources, and knowledge to succeed

inside and outside of the classroom. Just as we mentioned before: one of our main objectives is to service Students With Disabilities

- Students with disabilities will be addressed with the Individualized Education Plan (IEP). These students will be serviced and supported in a timely manner according to the mandates of LAUSD. All students, regardless of their status, will be included in articulation activities with their assigned educational advisor.
- Students with IEPs that may require Designated Instruction Services (Speech and Language, Adapted Physical education, Deaf and Hard of Hearing etc.) will be required needs. These students will receive the Designated Instructional Services from LAUSD assigned teachers, therapists, and special educational teachers' aids. We understand the needs of our students, and they will receive a Free Appropriate Public Education (FAPE) through programs that utilizes self contained classes, teachers using SADIE strategies, IEP meetings and other innovative techniques that will enable us to better assist our students in achieving success.
- Should Telesis be the home school for students who are moderate to severe and they are in need of specialized programs, we will be working with Support Unit North to ensure that these programs are put in place. If there is a student that needs such a program, and we are able to accommodate them at that particular time, we would seek to place them at a LAUSD school that has that program already in place.
- At-Risk Students will be supported by a well trained staff which will be made up of: School Psychologist, School Counselor(s), Nursing Services, Pupil Services, Psychiatric Social Worker, and Attendance Counselor(s). Our at-risk students will also receive support from group counseling as well as individual one on one counseling. This type of intervention will enable our trained staff to offer our students the type of support that will increase their academic and social behavioral achievements. Students with behavior issues will be addressed utilizing Behavior Intervention Case Management and Pro-Act as well as District Support Unit Behavior Specialists. We will also be employing LAUSD's Crisis Intervention and Threat Assessment Team services to support our crisis intervention program(s). we will utilize all means possible in order to support our at-risk students.

The majority of our student population speaks a language other than English. There is also a large majority of our students who will qualify to receive free or price reduced lunches (Title 1 Students) and a very large percentage of our students are designated as English Language Learners (ELL). Our primary objective is to get our students interested in learning how to learn. We will be putting a very high inference on learning and understanding the English Language Arts (ELA) as well as Math. Our school will be staffed with experienced fully credentialed personal that have a history and interest in working for the benefit of our students. We want all of our students engaged in the learning process so that they will become independent critical thinkers.

The majority of our educational staff will be Special Ed certified. All of our students will be monitored and assessed for any and all short comings should they arise. We will be addressing all short comings of our students immediately with the proper intervention techniques based on District standards. It is imperative that our educational staff collaborate with one another so that they will be better able to service the needs of all our students in a timely manner.

1c. Instructional Program:

Telesis High School will implement an educational program that will result in academic success for all our students. Each student will follow the scope and sequence established by the California State Standards for grades 9-11. Each student will have an Individualize Learning Plan designed by Telesis instructional specialist, with input from parents and students, and will be reviewed each semester. Using the “Understand By Design” instructional model as our framework, we will design a culturally relevant, standards -based, rigorous curriculum in all subject areas.

All Students (GATE, ELL, SEL, SWD, and those At Risk) will be clustered into classes based on their skill set acquired thus far in each specific subject area. Telesis counselors will map out each student’s individual credits based on classes needed. This will not only support students understanding of their academic goals, but will be of primary assistance to students who are behind in credits. In order to produce students with 21st century skills, all teachers will use strategies (graphic organizers, thinking maps, scaffolding, etc.) as well as RTI ² to meet the performance goals of students. A strong intervention portion will be used by Telesis which will begin before, during, and after school. Technology skills for the 21st century are required for all students. Students will be expected not only to master the basic computer skills, but be proficient enough to display advance computer skills in preparation for college courses.

Professional development will help teachers learn how to differentiate instruction more effectively. Using a mixture of formative and summative assessments, teachers will gather data on student success and problem areas. To accomplish this goal, the Telesis campus will operate differently than the usual traditional high school model. The Telesis campus will propose 1) a later start time; and 2) 4x4+1 block scheduling. Telesis will use a backward planning approach to first identify the need and then plan to help the student learn from their academic ability.

1d. School Culture:

Telesis’s High School culture will share common beliefs, behaviors, and customs. The educational programs for our students will follow the scope and sequences set by the California State standards as well as those set by the District for grades 9th-11th.

Each student will have an Individualized Learning Plan (ILP) designed by the teachers, parents, and the students. All of the students’ ILPs will be reviewed

yearly in order to make any necessary adjustments for improvements.

Telesis believes that every student is entitled to receive the best possible education that the District has to offer.

The behavior of all administrators and students will be a collaborative effort, this will aid in the implementation of Telesis's Mission and Vision.

All of the school's customs will be respected and appreciated by staff and students alike.

We will solicit involvement from the surrounding community, parents, teachers, staff, students, and the District to support Telesis's school culture. A culture population that consist of students from the community, SWD, At Risk, EIs, SELs, and Title 1. All of Telesis's implementations will be a shared collaborative.

INSTRUCTIONAL PROGRAM

CURRICULUM AND INSTRUCTION

2a. Instructional Philosophy:

Telesis High School (THS) will continue current practices with respect to content, course scope, sequence and instructional materials for each subject and grade level, which align with the Los Angeles Unified School District (LAUSD) Guidelines for Instruction (http://www.lausd.k12.ca.us/lausd/offices/instruct/instruction_guidelines/). The Instructional Guides will become the content curriculum, utilizing specific LAUSD textbooks and resources, including California State Frameworks. Using each content course in the Guidelines for Instruction indicates the Scope and Sequence, Teaching Strategies, Assessment, and Appropriate Supplemental Resources to be utilized. THS will refocus our efforts around these sources, which have been shown District wide to improve the achievements of the students.

LAUSD has aligned the standards measured on the California Standards Test (CST) and its periodic assessments as a means to provide evidence of the effectiveness of the curriculum in English Language Arts, Mathematics, and Social Studies. These exams over recent years have shown marked growth as evidenced by CST data. The analysis by the District's Program Evaluation and Research Branch showed strong correlations between Periodic Assessment performance and CST performance. The correlations are in English Language Arts (ELA) and Algebra AB. These correlations suggests that the utilization of the curriculum has had a positive impact on student achievement.

The Intermediate ESL program will be offered in a differentiated manner for students based on the California English Language Development Test (CELDT)

and California Standard Test (CST) results, diagnostic data and length of time in the program. Students will participate in a typical 2 semester Intermediate ESL curriculum that will emphasize reading and writing or a 3-semester option that emphasizes all ESL domains as determined by their needs. The English Language Development (ELD) standards are designed for students who are literate in their primary language. Many students enter THS not literate in their primary language, and need to be taught the ELD literacy standards for earlier grade levels.

We are proposing changes to the schedule, which will include a 4x 4+1 block schedule, this will significantly impact instructions and create a schedule that is conducive to the intense level of collaboration we envision, providing for shared conference periods and almost daily opportunities to discuss individual students' needs. The 4x4+1 block schedule not only will provide approximately 30 additional instructional minutes in Math and ELA each day, but also will allow for one 37- minute period four days per week devoted to "Intervention and Enrichment" (I & E). The intervention piece will enable teachers to target more specific assistance to those students who are unable to reach mastery in the their first exposure to the material and also give them time to promote and teach the THS behavioral expectations to students who are not close to mastery in those areas. Teachers will not simply cover material and test, but will be trained to explain information and provide context. Students will be afforded a curriculum rich in context, such as the implementation of Read 180, a design-based approach to instruction that addresses multi-modality learning that enhances critical thinking, builds student engagement and creates curiosity.

The curriculum will no longer be a static course of action that teachers are mandated to follow, but rather will be ever evolving based on assessments of student progress. The current District curriculum and instructional guides are aligned to the California state standards and incorporate effective research-based strategies specific to the needs of each core content area. Our belief is that we need to focus the bulk of our immediate effort on changing the way that instruction is delivered, rather than changing the actual curricula. We will continue to measure student mastery of course standards, concepts, and skills.

Teachers will not simply cover material and test, but will be trained to explain information and provide context. Students will be afforded a curriculum rich in context as we move to an interdisciplinary, design-based approach to instruction that addresses multi-modality learning that enhances critical thinking, builds student engagement and creates curiosity.

To assist students with learning academic content and developing skills needed to work and compete in the 21st Century, we have adopted five instructional strategies to be used school-wide in addition to specific curricular strategies. The strategies selected provide continuity in instruction across school levels by continuing strategies acquired in elementary school, Thinking Maps and building

skills expected at the high schools. Technology will be infused into instruction, allowing not only for differentiated learning but also for students to develop the skills needed to thrive in the 21st Century. The selected instructional strategies are as follows:

- **Cooperative Learning.** Students of different levels of ability collaborate in small teams to work on complex tasks, using a variety of learning activities to improve their understanding of the learning standards. Students are held accountable individually and as a group to collaboratively complete rigorous academic tasks. Each member of a team is responsible not only for learning, but for helping teammates learn, thus creating an atmosphere of achievement that builds individual interpersonal skills and positive group interdependence.

(Waxman and Tellez, Hertzog)

- **Thinking Maps.** Thinking Maps are a set of visual patterns for eight fundamental thinking processes. The experts researching brain-based learning all agree on one key concept: the brain makes sense of the changing world by detecting and constructing patterns. By linking a visual pattern with a thought process, Thinking Maps enable students to develop neural networks for thinking that the brain recognizes and builds on continuously, enhancing the student's ability to independently transfer thinking skills to content learning across disciplines and to lifelong learning. There is a solid base of research demonstrating that Thinking Maps are an effective strategy for closing the achievement gap. (Student Successes with Thinking Maps. David Hyerle, Ed.D., Editor. 2004.)

- **MIFF (Management Involvement Feedback Focus).** A collection of procedures and routines used by the teacher to facilitate active involvement of learners during instruction including hand and finger signals, specific questioning, positive reinforcement and deliberate mistakes. These techniques provide students the opportunity to participate in classroom discourse in a non-threatening environment and give all students the opportunity to take part in their education, accelerating school-wide change by strengthening the subject matter knowledge of high school students. The management and involvement strategies help teachers to increase the amount of time that students are actively engaged in learning (Cotton, 1990; Evertson and Harris, 1992); the focus and feedback strategies help teachers to improve their questioning techniques and create a positive learning environment (Cotton, 1989; Marzano, 2000).

- **Cornell Note Taking.** Students take notes using an inquiry-based approach that stimulates critical thinking and increases information retention. Information is recorded into two columns sequentially as the teacher lectures during direct instruction. Students then summarize the information received while keeping in mind the five R's of note taking: Record, Reduce, Recite, Reflect, and Review. Studies show that students who take good notes do better in school (Faber, Morris, & Lieberman, 2000). Cornell Note Taking is one of the core strategies employed as part of the AVID college readiness system.

- **Writing to Learn.** Students write to recall, clarify, and question in order to deepen their understanding of content as they are learning and to make connections with prior learning. These strategies are useful tools in engaging

more students in their own learning, helping them to capture ideas and connect personally to the curriculum content, without being critiqued for grammar or graded for the ideas presented. Writing to Learn strategies allow teachers to continually assess student comprehension, logic, reasoning, and problem solving skills. (*Improving Adolescent Literacy: Strategies at Work*. Douglas Fisher and Nancy Frey, Editors. 2003)

Students' learning needs will be continually assessed to ensure appropriate program placement. Course offerings at THS will be reviewed to ensure that all students have equal access to core classes and the intervention support needed to ensure successful completion of A-G and CAHSEE requirements for graduation. English Learners (ELs) will be clustered in sheltered core classes within SLCs to assist students meeting reclassification criteria. Career Technology Education (CTE) pathways are currently embedded into the core curriculum of the SLC which will be used to support college and career readiness upon graduation.

In order to further increase THS rate of success, our school will continue to supplement core interventions through the purchase of the Pupil Services and Attendance Counselor, Diploma Project Counselor, and Psychiatric Social Worker. These positions will monitor and continue to use data-driven strategies designed to prevent and reduce drop-outs, absenteeism, suspension, detention, and academic low achievement rates of our At Risk student population. These data will provide our school with the tools necessary to identify early on the student population in need of intensive intervention.

2b. Core Academic Curriculum:

The Los Angeles School District has aligned the standards measured on the California Standards Test (CST) and its Periodic Assessments as a means to provide evidence of the effectiveness of the curriculum in English Language Arts, Math, Science and Social Studies. Therefore, Telesis High School will implement the District's adopted curriculum which is aligned to the California State Standards, it is researched based and has been shown to be effective for student achievement throughout the District.

Western Association of Schools and Colleges (WASC) accreditation:
Using the Focus on Learning (FOL) process, Telesis High School will organize a leadership team, which will include the Administration, Teachers, and Classified staff.

We will collaborate with all stakeholders to review the mission, vision, and Expected School-wide Learning Results (ESLRS) for any changes, which may be needed. We will then outline the Self-Study Process which will give us the opportunity to come together to discuss and analyze our first year student achievement data and reflect on our practices as well as assess the school's programs, support services, and organization and what impact they have on student achievement. We will choose a WASC coordinator to give support and

direction to the focus groups for the WASC process. The five focus groups are:

- **Focus Group 1 A:** Organization-Vision, Purpose, Governance, Leadership, Staff, and Resources
- **Focus Group 2 B:** Standards-based Student Learning: Curriculum
- **Focus Group 3 C:** Standards-based Student Learning: Instruction
- **Focus Group 4 D:** Standards-based Student Learning: Assessment and Accountability
- **Focus Groups 5E:** School Culture and Support for Student Personal and Academic Growth.

We will develop, administer, and tabulate surveys to provide perception data for the study. The Telesis Leadership team will conduct a data analysis to share data findings with School staff. The Telesis staff will then review self-study findings based upon all relevant data compiled, and develop a school wide action plan for any academic critical needs to support student achievement.

i. *Autonomy:* At this time, Telesis will follow District Mandates in relation to curriculum as it has shown to be effective for student gains in achievement across the District.

Through this PSC process, all involved personal will be engaged in becoming actively involved in collaboratively designing our program based on valued community input. By reaching out to the community and allowing administrators, teachers, parents, and students to exchange ideas, this will forge a new relationship between the community and THS. Through the community base businesses our students will be able to gain real work study experience through real world experiences. This will afford our students the opportunity and chance to see how education and real world work experiences are economically and socially woven together. This type of collaboration reflects the vision and mission of the THS community.

ii. *Curriculum Development:* The Los Angeles Unified School District has aligned the standards measured on the California Standards Test and its periodic assessments as a means to provide evidence of the effectiveness of the curriculum in English Language Arts, Mathematics, Science and Social Studies. Our curriculum will be aligned to the California State Standards and LAUSD.

2c. Addressing The Needs Of All Students:

It is the goal of Telesis High School (THS) to ensure that every student receive a quality, standards-based education. The students will receive instructions in all content areas to ensure successful completion of A-G and CAHSEE requirements for graduation, this will enable the students to graduate College Prepared and Career Ready. THS will use the process of Response to Instruction and Intervention (RTI)², which is a systemic multi-tiered framework that guides the development of a well-integrated system of instruction(s) and

intervention(s) that is matched to student need(s) and directed by student outcome data. This structure ensures that instructions, academics, behavioral and social emotional needs of the students are being addressed, including Title 1 Students, Students with Special Needs, Students with Disabilities (SWDs), Gifted and Talented Education students (GATE), English Learner (EL) Students, and Standard English Learner (SEL) Students.

The Response to Instruction and Intervention (RTI²) framework is based on the provision of good, quality, first instruction in the classroom and the use of data to identify students for appropriate acceleration and interventions. The implementation of RTI is the responsibility of all staff members and advances academic achievement through frequent progress monitoring, on-going data collection and analysis as well as the provision of immediate, evidence-based intervention for students who need it. 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 will have universal access to high-quality instruction. Staff will implement four instructional methodologies and strategies to scaffold culturally and linguistically diverse students' universal access to core instruction. All students, including ELs, SELs, SWDs, Title 1 Students and GATE benefit from these methodologies: cooperative and communal learning, instructional Conversations, use of graphic organizers and targeted academic language development. These methodologies are used across three tiers.

Tier 1 is “Core Instruction” to which all students must have universal access. Students receive high quality, evidence-based, core classroom curriculum, research-based teaching strategies. To monitor and evaluate student progress, California Standards Tests (CST), CELDT, periodic assessments, curriculum-based measures, and behavior data (e.g. suspensions, offices daily referrals) are used to guide and inform instruction/intervention.

When assessment measures indicate that a student needs more instruction and intervention to access the core curriculum, Tier 2 services are provided. Tier 2 is “Strategic or Supplemental Intervention” through our Small Learning Community (Content Teacher, Counselor,). Interventions may include intervention classes for core academic subjects—English, Math, Science and Social Studies or CAHSEE preparation. During the first month of each semester, we will use the

District's/School's data to identify 9th-11th grade students at-risk of dropping out (based on academics, attendance and behavior referrals). THS will implement a prevention/intervention plan to address all risk factors. During any time of the semester, if a student receives a failing grad, they will be provided additional support (parent support meeting with counselor, student(s), and individual teachers). Within the first month of each semester, data will be utilized to identify at-risk students. An intervention plan will be developed to support any and all students not meeting grade level criteria for graduation. This plan will include an intervention plan specific to each student's needs, the intervention planers will

meet with the student(s) and their family(ies) who are at-risk, but do not have the correct credits or courses to complete school in the expected timeframe. An individual plan for addressing each student's discrepancy will be created and monitored. This will be aligned to the Individualized Graduation Plan meetings required under AB 1802 conferences. Intervention plans will also identify, log and assign a case carrier to the students who demonstrate one or more risk factors. Lastly, the plan will track student progress every five weeks. At the beginning of second semester, data will be used to determine a student's success. Targeted tenth grade students with one fail, not passing CAHSEE at the fall semester will be enrolled in a semester developmental reading or math intervention class. Year long intervention classes will be available for all students who are under prepared with a score FBB or BB in ELA of the CST.

Tier 2, known as "Strategic or Supplemental Intervention," is provided in addition to Tier 1 core instruction. Strategic Intervention is for the students that need additional time and instruction to learn successfully. Tier 2 serves the needs of students that are not making adequate progress and may require additional intervention to increase the impact of core instructions to achieve proficiency. Strategic interventions can give students more time to learn either by using an instructional strategy used in the core or a different instructional pedagogy-whichever benefits the student more.

Tier 3, known as "Intensive Intervention" is for students that need individualized and/or very small-group instruction that is highly focused. It can be synonymous with special education services, because it is a critical step in providing intensive intervention so that students have an additional opportunity to succeed and learn. Data obtained is considered a key component of eligibility determinations for specific learning disabilities. Processes for identifying the needs of these students include: Coordination of Services Team (COST), School Attendance Review Team (SART), and School Attendance Review Board (SARB).

THS look forward to providing a Free Appropriate Public Education (FAPE) in the least restrictive environment for students with and without disabilities. To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Services provide a range of options, which may include: accommodations, modifications, DIS (designated instructional services), co-planning, learning center, Special Day Program, Community Based Instruction (CBI), Resource Specialist Program, and Inclusion. Summer School/Intersession programs are tentative and may be impacted by state and district budget reductions. Eligible students may participate in: ESY (Extended School Year) offered in the summer, CAHSEE preparation & intervention programs for students at risk of not meeting grade level standards and graduation requirements, Development Reading and/or Math Tutorial Lab, Essential Standards Math or English, Strategic Literature 1A/B and 2A/B for students scoring BB and FBB on the CST and CAHSEE.

CBI is the “Alternate Curriculum.” The intended curriculum for students with disabilities instructed in alternate standards parallels the standards-based curriculum used in general education and identified in the Curriculum Guide for Students with Moderate to Severe Disabilities. The CBI will offer a wide variety of training in all of the basic areas. Each of these areas contains the necessary job skills needed to enter the job market and live independently.

In order to further increase THS rate of success, our school will continue to supplement core interventions through the purchase of the Pupil Services and Attendance Counselor, Diploma Project Counselor, and Psychiatric Social Worker. These positions will monitor and continue to use data-driven strategies designed to prevent and reduce drop-outs, absenteeism, suspension, detention, and academic low achievement rates of our At Risk student population. This data will provide our school with the tools necessary to identify early on the student population in need of intensive intervention.

Our SLC shall be responsible and accountable for the institutionalization of mechanisms designed to identify each students’ skill levels and develop instructional strategies designed to enable the student to achieve grade level performance. Identification of needs, assessment of present levels of performance, provision of appropriate and helpful services to achieve successive levels of performance, transitioning from one level to the next, and monitoring student performance are at the core of our SLC responsibilities.

The EL Coordinator along with the EL Program is designed to create an educational structure that meets the EL student at their level of proficiency in order to support the student’s gradual attainment of a proficiency level necessary to exit the EL program and graduate. The EL coordinator provides comprehensive educational support by directing the assessment, placement, and reclassification of each EL student for appropriate instruction. The EL Coordinator provides a variety of indirect services, such as developing and providing staff development, addressing faculty meetings and administrative meetings concerning the progress of the ELA program, assisting attendance office personnel in admitting and identifying potential EL students, coordinating the record-keeping for Master Plan program, training and supervising bilingual paraprofessionals in the implementation of the ELA program, maintaining a liaison with region and central office staffs, attending meetings, participating in training projects, presenting lessons, and correlating program activities with non-program teachers, with the scope of these services such that they take place both during the school day and beyond. Organizing and participating in ELA parent meetings and activities, as well as delivering and implementing suggestions recommended by the THS staff/personal. The curriculum for all of the EL levels includes that which is required by LAUSD.

As described above, students who are placed in mainstream English classes taught by credentialed staff, yet are still designated as English Learners are PRP

students. These students are placed with a CLAD certified teacher and the class is designated as “Sheltered.” In these classes, the teacher will accommodate EL students through a variety of research based English Learner strategies to ensure that they have access to the curriculum. Research has shown that integration for English Learners is necessary for their success. Therefore, at THS every class is designated as Sheltered and every teacher will be able to teach English Learners. In addressing the needs of our Standard English Learners (SEs), professional development will enable teachers to be better prepared to meet the needs of Standard English Learners (SEL) through the implementation of Culturally Relevant and Responsive instruction. Educational outcomes for African American as well as other students of color will be systemically monitored and ongoing reflection and planning will occur.

Culturally Responsive teachers will develop intellectual, social emotional, and political methodology by using cultural references to impart knowledge, skills, and attitudes. Culturally Responsive Teaching will encompass content, learning in context, classroom climate, student-teacher relationships, instructional techniques, and performance assessments. This approach will enable students to be empowered by becoming academically competent, personally confident, courageous, and willing to act. Culturally Responsive Teaching will inform students about different ethnic groups, providing validation, information, and pride in that it generates psychologically and intellectually liberating empowerment. These strategies utilized consistently over time will empower our SELs to be confident, motivated learners as they will find value and worth in their learning experience which is shown to have a positive impact on student achievement.

THS uses instructional strategies that are supported by research-based evidence:

Gregory, G. H., & Chapman, C. (2002). ***Differentiated instructional strategies: One size doesn't fit all.*** Thousand Oaks, CA: Sage Publications.

Jensen, E. (1998). ***Teaching with the brain in mind.*** Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). ***Classroom instruction that works: Research-based strategies for increasing student achievement.*** Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C. A. (1995). ***How to differentiate instruction in mixed ability classrooms.*** Alexandria, CA: Association for Supervision and Curriculum Development.

Tomlinson, C. A. (1999). ***The differentiated classroom: Responding to the needs of all learners.*** Alexandria, VA: Association for Supervision and Curriculum Development.

2d. Instructional Strategies:

The majority of Telesis students need additional support and scaffolding to be successful in the core academic program. As described in Section 2a, Telesis High School (THS) will adopt the **five** research-based, overarching instructional strategies that will be used school-wide. To ensure that teachers have the proper training and capacity to implement the strategies effectively, a phased-in approach will be used:

- **MIFF and Thinking Maps.** MIFF and Thinking Maps will be implemented in Fall 2011. Many of THS teachers will have already received training in both strategies and some are qualified to assist other teachers. Training for those who have not yet received professional development in MIFF and/or Thinking Maps will take place in Spring 2011 or prior to the beginning of the school year.

- **Writing to Learn.** Beginning in Fall 2011, teachers will be encouraged to start using writing to reinforce content on a regular basis. Teachers will share their practices with one another over the next two years, ultimately leading to interdisciplinary writing projects.

- **Cornell Note Taking.** Teachers will be trained on the Cornell Note Taking strategy in Spring 2011.

- **Cooperative Learning.** Currently, some THS teachers will be using the cooperative learning models. The extended conference period and “Open Doors” policy will facilitate sharing of effective strategies and all teachers will be encouraged to explore various cooperative learning models. Over the next two years, teachers will engage in the research and practice of cooperative learning models, leading to the adoption of a set of cooperative learning strategies that all teachers will be trained to implement. Instructional strategies to meet the needs of all students, including students of poverty, special needs, including students with disabilities, gifted, EL and SEL students are delineated in Section 2c.

Specially Designed Academic Instruction in English (SDAIE) focuses on scaffolding to master rigorous core content. It includes modified speech, explicit modeling, frontloading of vocabulary, multi-sensory experiences that address multiple learning modalities, cooperative learning activities, graphic organizers, frequent checking for student understanding, pre-writing activities, and design of formative assessments.

Writing Inquiry Collaboration Reading are learning strategies adopted by the college preparatory program Advancement Via Individual Determination (AVID).

Library media strategy: The THS Collaborative recognizes the critical role that a strong school library plays in improving academic achievement. According to Dr. Doug Achterman, “California public schools with strong school library programs outperform those without such programs on the state’s STAR tests. This is true regardless of the school community’s parent education and poverty levels, ethnicity, and percentage of English language learners.” The THS library collection includes print, digital, multicultural and multi-level materials, enabling students, including English Learners and Special Education students, to access materials at their grade level. As part of the THS collaborative framework, the

Library Media Instructor will become an integral part of our PLC, working with teachers as instructional partners to identify reference books and culturally relevant materials that support and expand the curriculum. The Library Media Instructor also will be responsible for training students, both individually and in groups, to do research in conjunction with the more intensive use of design based learning that is planned. The Library Media Instructor also will schedule regular field trips to the nearby public library to ensure that all students are aware of the resources available to them, obtain library cards and train the students in how to access the library's resources.

3. SCHOOL CULTURE AND CLIMATE

3a. Description of School Culture:

Telesis High School Pilot was developed from the shared ideas, research, and analysis of data from our collective community. There is a greater understanding of the connection of academic learning and a personalized environment. This will promote a more positive and caring environment for students to learn, for teachers to teach, and for parents and community to be actively involved. A culture of collective learning and co-accountability will be established. It is imperative we form close working relationships among parents, teachers, and community support agencies. Our teaching and learning strategies will aid our students' current level of development, social, emotional, and intellectual understanding. Therefore, it is our expectation that all teachers will focus jointly on the intellectual learning, social and emotional development of each and everyone of our students depth of understanding.

Telesis High School's culture will continue to develop and evolve from the framework currently being established that centers on respect for all persons, an appreciation for the diversity of all Stakeholders that are involved, and ardent work towards the ultimate goal of high academic achievement and quantifiable success for all students. All of Telesis's SLC will emphasize critical thinking, creative problem solving and continued development of a rigorous academic program of deep learning supported by parents, students and teachers alike. All of the aforementioned parties will be responsible and accountable for the education of all Telesis's High School students.

3b. Student Support and success:

While improved student achievement is our ultimate goal, celebrations for academic success will become part of the cultural norm. We will provide incentives to motivate students who participate and who achieve Basic, on a Proficient, and Advanced performance bands on the California Standards Tests, and 350 and above on the CAHSEE. Celebrations for improved attendance and improved grades and behavior will also become part of our school culture. Award assemblies, contests, student recognition nights, student-led conferences, and a celebratory festival for students who participate in all mandated tests. Incentives will be implemented school-wide. We want our students to be aware that they are

a part of the schools' collective and it is because of them, the students, that we are here. We are here to support our students in every academic endeavor, and in return we need the students full participation in order to make our collaboration a successful one. This collaboration can only be accomplished by the students attending school on a daily bases.

3c. Social and Emotional Needs:

Telesis High School (THS) will be using instructional strategies that are supported by research-based evidence as well implementing LAUSD's RTL² framework. Teachers will also be implementing a variety of other research-based instructional methods that teach content, subject matter skills, and support student learning. Again utilizing well known research such as Howard Gardner's Multiple Intelligences, Carol Tomlinson's The Differentiated Classroom, and Marzano's Classroom Instruction that Works, THS will focus on implementing effective strategies and evaluate their success. Our strategies, curriculum and methodologies are aligned to and embedded in the District Guidelines and Instructional Guides. All supplemental programs, such as AVID, Read 180, WICR, Cornell Notes, and Accelerated Reader, will be adopted and supported based upon data gathered from My Data. We will be utilizing the District's Conceptual Framework as well as the access strategies identified above. We will also continue to incorporate into the design and delivery of instructions, based on the work of Noma Lemoine. For SELs, Culturally Relevant and Responsive Education strategies designed by Noma Lemoine will be utilized. External resources will include programs such as WhyTry, The Algebra Project, and contribution(s) from the YMCA corp.

THS will monitor all students' performance and assess their present level(s) of performance, this method will allow for the identification of At Risk students and therefore allowing for the proper intervention from our trained staff of counselors and Psychiatric Social Workers all in accordance with District's mandate and policies.

3d. College and Career Readiness:

THS has specific strategies to expose students to college, financial aid (FAFSA), online applications and career opportunities. Students will also be able to sign up and get information on the SAT, ACT and other college-bound entrance exams. For students who face a financial hardship, SAT and ACT fee waivers are provided to those on the free or reduced lunch program. We want to be there supporting our students and making sure that they are well equipped to be successful in the 21st century.

With the help from the teachers and the counselor(s), students will be made aware of high school courses that are most important for college/university acceptance and how important it is for them to begin building their skills so that they will be able to succeed in those classes. All of the Multiple Pathways that THS will be implementing will have been approved by the District

and will include the A-G requirements. With regard to career preparation and opportunities, THS offers the following Work Experience course where students earn high school credits, a paycheck, and valuable experiences. The classroom component of the course also provides training regarding labor laws, resume writing, and job searching skills. The Work Investment Act (WIA) will also be providing our low-income students with jobs in the community as well as other opportunities that will be posted along with the latest updates.

We will have College awareness on campus, we will participate in college campus visits as well as other teacher-initiated activities. The Advancement Via Individual Determination (AVID) curriculum that THS will be implementing also has college and career awareness activities embedded within its program.

3e. Parental Involvement:

Research shows (Gordon & Louis, 2009) that parental involvement and high expectations (Jeynes, 2003; Fan, 2001; Feuerstein, 2000) in the students educational experience benefit in the following ways: *Higher grades and test scores, Better attitudes and behavior; Better school attendance, More homework completed, Less chance of placement in special education, Greater likelihood of graduating from high school, and Better chance of enrolling in postsecondary education.* We would want our students' Parents to be responsible for ensuring that their children arrive at school each morning in a timely fashion and ready to learn.

The first step to creating a culture where parents feel invited into the school community and part of their child's educational journey from middle school to college and beyond is being able to effective communication between school staff and parents. At THS all parents and caregivers will be given feedback, pertaining to their child in a timely manner. This will assist the parents with their partnership in monitoring the student's success. Monthly progress reports will be bilingual to better inform parents of their child's achievements, based on a four week reporting system. This information will allow parents and teachers to intervene in a more timely manner. The parent, student and teacher together will reflect upon the student's achievements and they will devise a plan for improvement. This method will be centered on classroom and home collaboration. THS will expect parents' support in reinforcing all academic and behavioral expectations. Effective communication fosters effective teaching and learning between students, teachers and parents. Such communication should be consistent with students that are doing well and students that are struggling. Connect-Ed will be utilized to communicate the students' needs and accomplishments with their parents. In addition to phone calls, THS will connect with parents via email and the school's website. Each parent will receive family packets with information on Telesis High School, its policies, contact information, and ways to be more involved in the student's life.

3f. School Calendar/schedule:

The *Autonomy* will allow Telesis to adjust its school start time to 8:45am and end at 3:50pm. The later start time will allow for before school activities as well as for a breakfast program. Studies have shown that later school start times are correlated with improved adolescent academic achievement (Wahlstrom, 2001). There also is an abundance of research (Fox, J.A., 2003, Richardson, J.L. et. al 1989) that indicates that the hours of 3-6pm, when many youth are unsupervised after school, are the hours when youth are most likely to become victims of crime, engage in risky behaviors and commit crimes. By ending the school day later, as well as by offering after school programs for students, we will reduce the time students spend unsupervised in the time frame law enforcement calls “the danger zone.” We also have found that when extracurricular activities are available only after school, students often must choose between sports and academic assistance, and they opt for the former. Having tutoring and homework help available before school will address that issue. In addition, many of our students think that they understand their homework assignments when they are handed out, but when they get home find that they are unable to complete the assignments. Because many of our parents have limited English skills and little or no formal education, they frequently are unable to help their children understand assignments. Having homework help available before school will give students assistance with completing assignments before they are due, allowing them to participate more fully in class and decreasing their frustration, thus making them more engaged learners.

THS Collaborative has decided to adopt the 4x4+1 Block Schedule. This bell schedule will add approximately 30 minutes per day of instruction in each of these two areas of ELA and Math at all three grade levels (9th-11th). Students will have Math and ELA classes everyday for 80 minutes, with Science, Social Studies, Physical Education and exploratory classes held every other day. The “+1” portion of the schedule will be a 4 day per week, 37-minute class that will enable the school to provide both Intervention and Enrichment (I & E). The intervention portion will allow teachers to work with students to reach mastery in specific curriculum content, as well as to promote and teach behavioral expectations to students who are having difficulty in that arena. The I & E period also will provide community partners, such as WhyTry, to provide intervention services to students, as well as the parents, community members and agency partners to participate in the regular school day by providing enrichment to students. It is important to acknowledge that this scheduling change will be accompanied by the transformation in instructional practice outlined in the *Curriculum and Instruction* section so that the longer periods aren’t simply extended lectures that will bore students and be non-productive. The 4x4+1 block schedule will contain four 80-minute periods, a 37 minute period and four 5 minute passing periods on Monday, Wednesday, Thursday and Friday. On Tuesday (Banked Professional Development), the schedule will contain four 68 minute periods and three 5 minute passing periods. When multiplied by a 180 day school calendar, the total number of instructional minutes will exceed the

required 62,160 minutes.

ASSESSMENT AND SCHOOL-WIDE DATA

4a. Assessment Philosophy:

The literature on comprehensive school reform references the need for schools to become data driven, results-oriented, and committed to equity and excellence through on-going data analysis and inquiry tied to student achievement results (Schmoker 1996; Reeves, 2002 and 2004; Johnson 1996). Telesis is committed to “data-driven” accountability, which transforms analyses of data from reports, into concrete actions for continuous program improvement.

4b. Autonomy:

At this time, Telesis will follow District Mandates in relation to curriculum as it has shown to be effective for student gains in achievement across the District.

4c. Student Assessment Plan:

Data analysis will include the high stakes metrics which form the basis of state and school accountability, student work compared to standards-based rubrics, and regular classroom observations of instructional delivery and student behaviors/work around the five key research based instructional strategies to be infused school-wide through the small schools (SDAIE, AVID, Project-Based Learning, Thinking Maps, and Interactive Notebooks). In this way, the schools will build a sustainable system for accountability which is objective and data-driven, but one which incorporates both growth and attainment measures to ascertain effectiveness. Telesis is committed to conducting a rigorous, data-driven evaluation which yields concrete plans for research-based strategies to impact student achievement in a positive manner.

- Implement a school-based Data Team responsible for analyzing student achievement and performance data and making data user friendly.
- Provide more time for teachers to analyze student work and creating more rubrics and criteria charts for evaluating student progress using PLC protocols
- Provide professional development on using data to guide and modify instruction, particularly differentiation and scaffolding.
- Allow students who improve at least one proficiency level on standardized tests to receive higher letter grades in the appropriate content area.

Assessment	Frequency	Grades Assessed	Rationale
Periodic Assessment	Three times a year	9th, 10th, 11th	Summative assessment with results available in 48 hours.
Content Area Unit Assessments	Varies by content area. At least once every twenty days.	9 th , 10 th , 11 th	Formative assessments that provide ongoing assessment of student learning and effectiveness of instructional practices.
CELDT	Once yearly for large group and as new students enroll	9 th , 10 th , 11 th , 12th	Summative assessment that measures growth of English language development
CAHSEE	Five times a year for 12th, 3 times for 11th, once for 10th graders	10 th , 11 th , 12th	Summative assessment that evaluates 7th grade math and 9th grade ELA for proficiency.

California Standards Test	Once a year	9 th , 10 th , 11 th , 12 th	Summative assessment that evaluates annual progress towards school-wide benchmarks in core content areas.
Classroom Behavior Assessment Form	Four times a year	9 th , 10 th , 11 th , 12 th	Assesses the teachers' perception of student classroom behavior to assist in the implementation and management of a positive behavior and progressive discipline support plan.
Response to Intervention Assessment	Once every four weeks	9 th , 10 th , 11 th , 12 th	Determines the degree to which a student responds to intervention attempts.

4d. Assessment Development:

Telesis High School will follow Federal, State, and District standards-based curriculum A-G along with research-based instructional strategies in order to

meet the needs of our students.

4e. Data Collection And Monitoring:

All teachers will align formative and summative assessments to California state standards using the blueprints from the CST, CAHSEE, and CELDT to guide instructional pacing and delivery. In addition, Telesis will continue to use the Secondary Periodic Assessments as a formative measure of student progress in English/Language Arts, Mathematics, Science, and History/Social Studies. Teachers use item analysis to pinpoint key standards where students are struggling to achieve standards mastery. In addition, the High Point assessments provide excellent data on master of the ELD standards. Teachers will augment formative assessments with standards-based rubrics for content areas. These assessments will provide a more frequent measure of student progress that can be used for targeted re-teaching and spiraling of key standards.

The Cycle of Inquiry, the Professional Learning Communities model for teacher collaboration and professional development, will include structured analysis of student work using Pearson Learning Team protocols. Project-based Learning will require the development of performance based assessments that measure mastery of the standards.

Assessment data gleaned will highlight areas in need of improvement, as well as strengths.

When areas of weakness are identified, professional development will be used to help guide deeper instruction of the students. Curriculum will be adjusted as needed. Following training, all Telesis teachers will be expected to use *My Data* to drive and inform instruction. Teachers will be knowledgeable of a student's past performance (data profile) so that there will be differentiation and personalization of instruction. The data will be key to adult to-student interactions in the weekly Faculty meetings as well. Seminar staff will be expected to compile and track their students' attendance rates, CST scores, credit completion, CAHSEE passage, behavioral incidents, progress on IEP goals, and progress report cards.

THS will ensure that its special education program will commit to meeting requirements of all eighteen outcomes of the Modified Consent Decree and will use these indicators to monitor progress of students with disabilities. All LAUSD bulletins, memorandums and policies will be followed in fulfilling its commitment to students with disabilities and their parents. In order to share data with LAUSD, daily monitoring and data will be regularly updated in the Student Information System (SIS), Integrated Student Information System (ISIS) and Welligent IEP System for each student through grade 12 referred for or receiving special education services. Through these data systems, THS will track student records and services, Individualized Education Plans (IEP), attendance and assessment data to ensure compliance with all MCD outcomes.

4f. Graduation Requirements:

Telesis will follow the District policy and procedures for graduation requirements. THS believes that students need to have a well-rounded experience in high school, which includes academic, life skills, and service experiences. Of the 230 credits needed to graduate from high school, only 160 of them come from core course requirements (marked by a (C) in the table below). The remaining 70 credits come from electives, courses you choose according to the student's own interests. In addition, LAUSD is adding additional requirements to promote well-roundedness. If a student graduated in 2004 or later, they will be asked to demonstrate computer literacy, either through class study or through a performance assignment. If a student graduated in 2006 or later, they will be asked to select a career pathway as well.

To help assure you are academically equipped to compete in our fast-changing world, students graduating in 2003 or later will be asked to demonstrate competency in English, Language Arts, Mathematics, and Writing. Students graduating in 2004 and later, must pass the California High School Exit Exam (CAHSEE), a state-wide test, in order to receive their diploma. See outline below:

Course and electives table:

SOCIAL SCIENCE (C)	30 credits (3 Years)	World History AB U.S. History AB Principles American Democracy/ Economics	<u>Courses</u>
ENGLISH (C)	40 credits (4 years)	English 9 English 10 American Literature/ Contemporary Composition (12th grade) Composition/ English elective	<u>Courses</u>
MATHEMATICS (C)	20 credits (2 years)	College preparatory math	<u>Courses</u>

LAB SCIENCE (C)	20 credits (2 years)	10 credits biological science 10 credits physical science	<u>Courses</u>
VISUAL & PERFORMING ARTS (C)	10 credits	2 semesters arts classes	<u>Courses</u>
APPLIED TECHNOLOGY (C)	10 credits	2 semesters technology classes	<u>Courses</u>
HEALTH (C)	5 credits (1 semester)		<u>Courses</u>
(C)	(1 semester)		<u>Courses</u>
PHYSICAL EDUCATION (C)	20 credits (2 years)	4 semesters of PE, athletics, team sports or dance.	
ELECTIVES	70 credits	Additional courses in Social Studies, English, Math, Science, Foreign Language, Visual & Performing Arts, and Applied Technology	<u>Courses</u>
ASSESSMENTS	2003 - Demonstrate competency in English, Language Arts, Math, and Writing 2004 - California High School Exit Exam		

5. PROFESSIONAL DEVELOPMENT

5a. Professional Culture:

Telesis High School (THS) Professional Development (PD) activities are aligned with the educational objectives of the school and direct teachers on how to use data to inform instruction. PD time is established to review how the instruction and assessment have been implemented. THS educators and staff work collaboratively to make academic, instructional, and operational decisions for the school site. THS will have in place many avenues to allow faculty, parents, and students a voice in the decision making process on campus. The professional culture actively employs collaboration, dialogue, research based recommendations, and the democratic process. The professional culture continues to grow and is clearly evidenced through group norms, meeting structures (both full faculty and small group meetings), frequency, meeting outcomes, and universal agreements made on school site decisions like block scheduling, contiguous space, and academic intervention.

In all endeavors, the focus of the work collectively will be student achievement. Meeting agendas and facilitation will maintain, compliment, and exhibit this objective. The journey of continuous improvement will be evidence through the inquiry cycle, utilized in Learning Teams and in Department PD. Collaboration will be clearly evidenced in these processes through the review of common assessment and periodic assessment data, classroom walk-through, use of protocols to engage all staff members, and the consistent use of evaluations.

The faculty will meet routinely to identify the school-wide focus, ensure global implementation of objectives that will lead to student achievement, to review data and staff needs based on a variety of assessment tools. This leadership group will also engage in professional development, led by administration, based on local and District initiatives and objectives, incorporating the use of the Accountability Matrix, student data, staff assessments, WASC recommendations and corrective actions, and all requests aligned to student achievement. Teachers will collaborate in school improvement efforts through Small Learning Community (SLC), WASC plan development, and their personal SMART goals related to the school-wide focus. The faculty will assess and modify the "Single Plan for Student Achievement" based on AYP and API scores, and to allocate categorical budgets (Title 1, Bilingual Funds) to support implementation.

School Based Management (SBM) will be taking its authority from the UTLA Collective Bargaining Agreement Article XXVII. SBM is a representative decision-making body of Telesis High School who solicit preferences/opinions from their constituents: teachers, parents, non-certificated, etc. The purview of SBM is to oversee 50% of Professional Development, student discipline, special bell schedules to facilitate school activities and events, issue guidelines for the use of equipment (including copiers), and the Instructional Materials Account

(IMA). SBM will be made up of the Telesis community. All groups and faculty work collaboratively together for the good of the students and the community at large.

5b. Professional Development:

Teachers will adjust instruction according to both summative and formative assessment. Internal professional development will be “hands-on,” where participants come away with practical, implementable, and measurable strategies and/or lesson plans that can be used immediately to improve student engagement and student achievement. These sessions will be results-oriented, with a work product identified and to be continued and returned to the next PD. Professional development that occasionally revisits, reviews, and, if necessary, rewrites, the school’s Expected School-wide Learning Results (ESLR’s) will also be provided. External professional development opportunities will be promoted and funded through Title 1. Student data and work samples will be reviewed to determine if ESLR’s are being met. If not, administration and faculty will use PD time to make sure “Our students will become independent thinkers, socially responsible citizens, and life-long learners.” THS Professional Development (PD) plan, ensures all staff will be engaged in aligning development delivering instruction in the cycle of continuous improvement.

5c. Teacher Orientation:

THS will support the induction of new teachers, including offering a two day small group orientation to the school regarding all aspects of Telesis High School, including data, curriculum, programs, and policies and procedures. The THS goals and vision will be explained as well as an in depth orientation to the curriculum and our implementation methodology. Teachers will be provided training on instructional strategies and differentiation practices that are utilized. On-going support will be provided with monthly new teacher meetings. A BTSA support provider will be assigned to each new teacher in probationary status. Aside from routine professional development, new teachers will receive a total of 12 hours of orientation and an additional hour per month adding up to a total of 22 hours of support throughout the year.

5d. PD Calendar:

In order to provide continuity for our families and a consistency in our professional development calendar for the 2011-2012 school year, we have decided to average our total District allotment of PD time according to our 4x4+1 schedule. In examining other successful schools in LAUSD, we have found that this model for our school will result in a more focused, reliable scheduling, assessment, and staffing plan that will be aligned with our calendar.

We understand and recognize that a large number of our student population will have IEPs and their needs will be different. Their needs will be addressed through assessment, surveys, classroom observations, and student data, we will ensure that PD is specific to meet the needs of each member of our learning

community. These identified needs will be discussed and addressed with our

Academic Curriculum Council (ACC). During our longer periods of PD time, we will ensure that workshop offerings are differentiated to ensure a learning community that will be able to address all of the concerns and needs of all our student population.

With content department PD half days scheduled three to four times per year along with department PD time each month, the inquiry cycle will be utilized to enhance instructions. Compensatory education funds will be utilized to support this initiative. This cycle will include an overview of our student data, which will lead to a better understanding of our students' needs, strengths, and weaknesses. Research based effective practices will be analyzed and discussed that address the student needs. Instructional objectives will be reviewed and adjusted in reviewing the Instructional Guidelines, based on the research and the student data. Common assessments and the periodic assessments will be analyzed. Appropriate teaching methodology will be discussed, reviewed and integrated into the unit design. Assessments will be given and the student results will be brought to the table for discussion. Teachers demonstrating effective practice determined by student results on common assessments will share their strategies. Re-teaching opportunities will be discussed and planned. Time for reflection on teaching practice will be embedded into the process. All of this work will be woven together by data and under the umbrella of our vision which creates, "...a learning community embracing collaboration, inquiry, and a culture of personal and civic responsibility in the pursuit of academic excellence."

5e. Program Evaluation:

THS will review and revise PD effectiveness through assessment of student work, classroom observation summaries, and data from all sources including My Data, surveys, CST, periodic assessment data, etc. The ACC will collaboratively evaluate and monitor the necessary strategic next steps for professional development in order to meet the needs of students and teachers. Designated administrators will be working directly with SLC and its lead teachers to determine future steps within the PD planning process. Some of the department and SLC group meetings will be differentiated. Summer Professional Development and Pupil Free Days will be opportunities for our school to differentiate our PD strategies, to engage all teachers in meeting their personal needs for growth. Through the Stull evaluation process, these specific areas of growth will be collaboratively identified and focused upon throughout the year in a manner to support teacher development and growth.

5f. Autonomy:

Additionally, faculty meetings will extend some of our professional development sessions as needed, determined by progress of our student population, new mandates, data analysis, amount of time needed at particular moments throughout the year and as determined by other organizational issues and concerns that may need our faculty meeting time. Professional Development will

be consistent with all mandates according to District provisions, policy and Collective Bargaining Agreements. Time will be utilized to design interdisciplinary instruction through SLC meetings; Learning Teams will utilize 1 to 2 hours per month to focus on lesson design and delivery through the inquiry cycle; departments will meet one hour per month to align delivery of instruction to the curriculum map, share appropriate research-based strategies for improved student understanding of concepts and skills; and one meeting a month will address our implementation and our progress in utilizing our targeted methodologies based on our school wide focus areas. All professional development will be monitored through appropriate sign-in forms, agendas, and evaluations. Data will be the thread that weaves our work together in each of these sessions.

6. SERVING SPECIALIZED POPULATIONS

6a. Special Education:

Telesis will implement and monitor special education process including assessment, IEPs, and provision of special education supports and services utilizing the LAUSD Policies and Procedures Manual as required by the Modified Consent Decree (MCD).

Telesis High School will implement and monitor the special education process including assessments, IEP's and the provisions of special education supports and services using the LAUSD Policies and Procedure Manual as required by the Modified Consent Decree.

We will provide Free Appropriate Public Education in Least Restrictive Environment to all students with disabilities, including moderate to severe. Special Education students working toward grade level standards will have access to the core curriculum.

Teaching staff will design and deliver instruction that will provide accommodations and modifications that will help student's access grade level content. Teachers will be knowledgeable about the strategies to help students overcome their disabilities. Collaborative/ co-teaching will provide students with more teacher time and attention, reduced teacher-pupil ratio and opportunities for individual assistance.

All students with disabilities will receive instruction in the least restrictive environment according their IEPs. Both Special Education and General Education Teachers will have high expectations for students with disabilities, and students will have the opportunity to participate in a range of educational placements. A culture of inclusion that values and celebrates the successes and accomplishments of all students will be developed around the practice of collaboration between general education and special education teachers and students. By working together, all teachers can ensure better alignment of IEP

goals and objectives to grade level standards.

Resource Specialist Teachers (RST) will provide services within the general education setting. RST will be assigned to learning teams so that they may collaborate and consult with general education teachers in planning and delivering instruction for students with disabilities within the general education classroom.

Special Day Class (SDC) teachers will provide services to students in both small group and large group settings. Special Day Class teachers will co-teach and collaborate with general education teachers on lessons to provide students with specific learning disabilities with access to the core curriculum with mainstreaming setting for a portion of the week. SDC students with disabilities will receive instruction with their non-disabled peers as appropriate.

SDC teachers for students with mild disabilities will be paired with content teachers so that students participating in Special Day Class programs will have the opportunity to receive instruction in general education classrooms on a regular basis. The SDC teacher will collaborate and co-teach with the general education teacher. The daily schedule will be flexible and adjusted as necessary by the general education and special education teachers.

The SDC teachers of students with moderate to severe disabilities will collaborate with general education teachers and will co-teach within the general education classroom on a regular basis so that students with moderate to severe disabilities are included in the general education classroom setting as much as possible. The SDC teacher will be paired with General Education Content area teachers, and students will participate in the mainstream instructional program as appropriate. All students will participate in the Advisory class, Physical Education, and intervention periods with disabled and non-disabled peers.

See Appendices C, D & E

7. PERFORMANCE MANAGEMENT

Not due at this time.

COMMUNITY INVOLVEMENT

8. COMMUNITY ANALYSIS AND CONTEXT

8a. Description:

There are a number of parents and business leaders in this community already working directly with our district, and Telesis has an interest in expanding this level of support and partnership throughout the San Fernando Valley community.

The demographics and socio-economic levels of the district constituencies and Telesis High School are very similar.

8b. Background/Support:

We are a new school with very little existing connections; however we will make every effort to reach out to our new community and solidify any and all new connections that are forged between Telesis High School and our community.

9. COMMUNITY ENGAGEMENT STRATEGY

9A. Engagement Plan:

Strategies currently used by our district that would be employed at Telesis High School are based upon the California Parent Center and School-Family-Community Partnerships. The framework and guidelines for family and community engagement are based upon seven principles:

Parenting- schools and families working together to ensure every student's health, growth, and development throughout high school.

Communicating- Regular two-way communication between family and schools about educational standards/expectations, student's progress, educational choices and programs.

Volunteering/Participating- Development of volunteer opportunities for parents and community and opportunities to attend/participate in school/program activities for students.

Learning at Home- information, resources, and materials to assist families to support/monitor students' learning.

Decision Making and Advocacy- Educators and parent leaders working together on advisory/decision making groups, development of parent leaders and parents advocating for students.

Connecting- Identifying and connecting families to community services and resources, connecting community and families to the school and connecting families with each other.

Relationship Building- Establishing a welcoming school environment, celebration of events, and activities to establish positive relationships among families, schools, and community that can serve as a 'gateway' for Strengthening partnerships. Source: California State Action Plan for School, Family. Community Partnerships, November, 2009.

9b. Key Community Partnerships:

Telesis is intent on developing key partnerships with many of the community resources. We intend to foster many partnerships, not only with our immediate community, but with the whole San Fernando Valley Community at large. And we expect this relationship to continual well into the next century, encompassing our first five years. We will set up a partnership committee (PC) to over see the Community Partnerships. THS faculty will be responsible for the managing and cultivation of the PC. THS staff will be rotated, at two year intervals, in and out of this PC so as to allow our staff the opportunity to fully understand what this partnership is and how important and vital it is to our mission and vision.

This partnership will further THS mission and vision by allowing our students to take what they have learned through education and community involvement back into their own communities where they can set an example and at the same time make a difference. THS faculty will be responsible for the managing and cultivation of these partnerships. THS staff will be rotated, at two year intervals, in and out of this partnership so as to allow our staff the opportunity to fully understand what this partnership is and how important and vital it is to our mission and vision.

At this time we do have a partnership with:

- The Family Source Center
- Families In Schools
- Barrio Action Youth and Family Center

GOVERNANCE, OVERSIGH AND LEADERSHIP

10. SCHOOL GOVERNANCE AND OVERSIGHT

10a. School Type:

Telesis Pilot School, we agree with the defining philosophy that if schools are provided autonomy over their resources to create innovative education programs in exchanged for increased accountability, student engagement and performance will improve and one of the ways that this can be accomplished is with a Pilot School whose name is TELESIS. One of the major factors in the autonomy of a Pilot School allowance for the rearranging and time frame of the curriculum which is very important for the success of the student. For example in District math is taught: Algebra 1-Geometry-Algebra 2, we would have the flexibility to teach math as: Algebra 1-Algebra 2-Geometry. This is just one example of the flexibility that as a Pilot School, Telesis would have.

10b. Applicant Team Capacity:

Name
School/Affiliation

Valerie D. Johnson	Community Day School, West Hollywood
Beverly Fleming	District Office Of Transitions, District 1
John Labovsky	Leonis Continuation HS
Monica Martin	Reseda Community Adult School
Reneau Trinidad	Support Unit North

Below is a brief list of individuals who will have a significant leadership roll in the proposed school:

Ms. Valerie D. Johnson has been with LAUSD for over 32 years, she is Credentialed in Special Education and Adult Designated Subjects.

Ms. Beverly Fleming has been with LASUD for over 30 years, she is Credentialed in Speech and Language and Special Education Learning Disabilities.

Mr. John Labovski has been with LAUSD for over 19 years, he is Credentialed as a Resource Specialist and Special Day Class Teacher, and a Program Specialist; he is also a 13 year Professor at CSUN.

Ms. Monica Martin has been with LAUSD for over 10 years, she is Credentialed in English and Adult Designated Subjects.

Mr. Reneau Trinidad is LAUSD's supervisor of Special Education Assistances Support Unit North, local district 1 & 2. He has been with the District since 1998.

10c. School Governance and Oversight:

- i. **Autonomy:** will be a pilot school with autonomies from LAUSD that allow those closest to the students to determine the school's daily operations, hiring, budget, curriculum and assessments. Our intention is to embed school governance with a powerful network of student-centered educators and community members working together to improve the education for all of THS students.
- ii. **School Level Committees:** The School Site Governance Council will be composed of 12 members: the Principal, four teachers, one school personnel, three parents of pupils attending the school, one community member, and two students.

THS school governance will also house a management and advisory council. The THS management and advisory council will be responsible for integrating all stakeholders (parents, students, teachers, administrators, and other community members) in the decision-making process. Specifically, this is accomplished through two primary school governing bodies, the School Based Management (SBM) committee and the School Site Council (SSC), both of which are approved and have specific roles and responsibilities per the LAUSD/UTLA Collective Bargaining Agreement and State and Federal Education Code. All members on each governing committee/council have equal voting rights. The two advisory councils are the English Learners Advisory Council (ELAC) and the Compensatory Education Advisory Council (CEAC). These two advisory councils review the school program, data, and the results, making recommendations for program improvement or modifications to SSC.

iii. Governing Council: As a pilot school, our Governing School Council meets the categorical requirements for the school site council. Governing School Council members will discuss all issues, but only school site council members, per statutory requirements, will vote on the single school plan and the categorical budgets. The minutes will reflect these votes. The entire Governing School Council, which the SBM being a part of, will have the following responsibilities:

- Maintain the school's vision and mission.
- Approve the entire annual budget.
- Hire and annually evaluate the Principal.
- Review quarterly reports on the operations of the school from the manager of site operations.
- Annually review performance indicators of the school and approve a plan for the next year to.
- Ensure the school is moving towards constant improvement.
- Review quarterly reports.
- Principal providing data to show progress against indicators.
- Ensure that there is an annual review and adoption of the Elect-to-Work Agreement.
- Communicate regularly with the local district.
- Ensure that all laws and compliance needs are met by the school.
- Ensure that the school has a resolution dispute process in place that includes an internal Appeals process.
- Annually evaluate itself.

To avoid conflicts of interest at the school site, the chairperson of the council will be selected by consensus or vote of the Governing Council from among the family and community representatives. The council will meet monthly. The governing council will make determine staggered term limits for school staff (excluding the principal), parent and community members.

11. SCHOOL LEADERSHIP

11a. Principal Selection:

The Principal for Telesis High School will be selected by the design team, in accordance with the pilot school principal selection guidelines, if the school is designated a pilot school. In accordance with the LAUSD Memorandum of Understanding for Pilot Schools, the principal will be reviewed annually by Telesis Governing School Council, and his/her elect-to-work contract will be revised and renewed annually. The principal serves at the pleasure of the Telesis Governing School Council.

Selection Criteria Process for Principal:

- Demonstrated capacity to lead a team of teachers in a smaller learning community within a public high school.
- Experience in designing and facilitating a professional development plan to support high achievement in academic content areas.
- Capacity to develop student support structures necessary to implement evidence-based instructional practices to ensure that all students meet or exceed proficiency in the arts and other academic content areas.
- Demonstrated capacity to collaborate with teachers, community organizations, families and students to build a strong, achievement-oriented school culture.
- Knowledge of the California K-12 content standards, curriculum resources currently approved by LAUSD, and innovative, effective strategies and practices in performing arts teaching and learning.
- Accelerated achievement of English learners, Standard English learners, students with disabilities and gifted and talented students.
- Experience in understanding academic integration across other content areas, both through project-based, interdisciplinary instruction and through application of instructional strategies.
- Ability and experience in supporting, developing and utilizing partnerships with community organizations in Los Angeles so that the school's students can benefit from the city's rich cultural and artistic resources. It is highly desirable for the school's principal to have experience in facilitating work in a collaborative team environment, the ability to work with diverse racial, ethnic, linguistic, disability and socio-economic groups and excellent written and oral communication skills.

11b. Leadership Team:

Initially, the leadership team will consist of the current members of the PSC Design Team. The PSC Design Team and Department Chairs will be expanded to include leaders representing each of the stakeholder councils, they both will form part of the governance structure. The role of this team will be to motivate teachers and staff, provide the link between governance and implementation and serve as facilitators of cultural change. The leadership team will be comprised of high quality staff, each of whom will be expected to be effective in helping to lead the transformation we will be undertaking.

11c. Principal Evaluation:

The principal will be reviewed annually by Telesis Governing School Council, and his/her elect-to-work contract will be revised and renewed annually, as well. Renewal of the principal will be based on proficiency of implementation of the five year plan. The principal serves in a privilege position of Telesis Governing School Council.

12. STAFFING

12a. Staffing Model:

We do not envision substantial changes over the five year period, but will make adjustments based on funding, enrollment and the evolving needs of our school community. A Financial Manager will be hired to maximize our return for every dollar that is invested in the Telesis PSC project. Administration staffing for Telesis will consist of an administrative assistant, and an office assistant to maintain day to day office operations. A pupil service counselor will be needed to maintain successful class schedules for students, and teachers. We will also need a Transition Specialist who will collaborate with our school counselor to address the post secondary needs and services of our whole student population. Our staffing plan is designed to maximize the number of teachers we can afford so that our teacher to student ratios are in keeping with the personalized learning experience we envision for every student. Academic classes at Telesis will be kept as small as financially possible with a target student-to-teacher ratio of 30:1/40:1. This would consist of three English Teachers, three Math Teachers, three Science Teachers, three History Teachers, and two Bilingual ESL teachers. All teachers would have the opportunity to act as coordinators for various categorical programs (Title one, EI, Testing, etc.). To create a positive learning environment we will need Instructional Aides, Education Aides, and Campus Aides.

- For our Special Education Program we envision three Special Day Program Teachers, three Resource Specialists, and 2 Mild-to-Moderate Teacher for the self-contained Mentally Retarded-Moderate/Severe classes. Additional staff will include a Bridge coordinator, Special Educational Assistants, one school

Psychologist, and a part-time Modified Consent Decree (MCD) clerk, who may be trained as a Special Education Interpreter.

12b. Recruitment and Selection of Teachers:

Our goal is to provide to the students of Telesis the best possible teachers. We shall utilize the Human Resources Branch as a resource for the recruitment of qualified individuals to provide instruction. We shall adhere to hours, duties, and work year, transfers, reduction in force, reinstatements and salaries described in UTLA-LAUSD Collective Bargaining Agreement. However, Telesis retains the right to seek out waivers as necessary to carry out the vision and mission of their academic plan. Candidates should be fully-credentialed in their subject area in order to comply with the NCLB standards for highly qualified teachers. They must also possess a Cross Cultural Language and Academic Development (CLAD) certificate in order to teach our predominately non-English proficient student population. Additionally newly hired teachers should have knowledge and be skilled in culturally relevant and responsive pedagogy and be receptive to our student-centered vision and mission approach to instructions. Our teachers should be lifelong learners who are willing to seek opportunities for professional growth by attending professional development workshops. Candidates should also have full knowledge of the educational approaches for our students with special needs. Preference may be given to those content area certificated people who have additional training in serving students with special needs.

12c. Autonomy:

Telesis being a pilot school, we will have the autonomy to select our staff in order to create a unified school community. Since teachers play a significant role in staff hiring, we can decide on the staffing pattern that creates the best learning environment for students. Teachers will work at Telesis on a voluntary basis, and may request a voluntary transfer at the end of the school year. Additionally, Telesis may release a teacher (e.g. due to a programmatic change at the school site) at the end of the year. Telesis will provide due process to all staff and are responsible for corrective action.

Evaluation: In accordance with the Teacher Effectiveness Task Final Report of April 2010, Telesis supports LAUSD decision to implement and develop an evaluation tool using the Task Force recommendations and will use said tool for teacher evaluations:

Recommendation 1: Teacher evaluations should include multiple measures or data points.

Recommendation 2: Increase the number of rating categories.

Recommendation 3: Evaluations should have real ramifications.

Recommendation 4: Professional Development and Support must be tied to

feedback from evaluation.

FINANCES

13. FINANCES

13a. Financial Sustainability:

As an internal applicant, Telesis High School will receive funding via LAUSD's transparent budgeting process (based on student ADA).

13b. Additional Funding:

The principal and all faculty members will seek additional funding from foundations, grants, fundraising, donations and other community resources and will work with community partners to provide additional services to the school beyond those funded by LAUSD.

13c. Autonomy:

Pilot school autonomy over funding will ensure that per pupil state and district funds are spent on programs, resources and services that are most likely to benefit students and families. Teachers and parents, along with other members of the governing board, will determine how resources are allocated to best meet students' needs. The school's budget will be monitored and reviewed by the governing board on a regular basis to ensure financial stability and student success. The governing Council will submit budget reports as a way of informing parents, teachers and other community members. While the exact details of the budget will need to be determined by the Principle, the councils will offer its informed input on any and all budgetary decisions. High quality teaching is our top priority, which necessitates that a significant amount of our funding will be dedicated to supporting and retaining highly competent teachers who will promote student learning.

Telesis High School will use its budgetary autonomy to maximize student achievement and build a professional collaborative learning community by:

- ◆ Maintaining small class sizes to maximize personal and individualized instruction.
- ◆ Providing experiential learning opportunities on and off-campus, such as curricular trips.
- ◆ Purchasing supplementary resources to support differentiation for individual student needs.
- ◆ Placing a high priority on providing access to laptop/desktop computers for every student in every classroom, including utilizing textbook funds to replace hard copies with interactive,

- ♦ electronic versions of state-adopted texts, if possible.
- ♦ Employing a campus aide to maintain a safe environment for students, teachers and faculty.
- ♦ Employing Teaching Assistants to support classroom instruction and intervention programs.
- ♦ Providing students and teachers with access to media arts and technology, such as video cameras and editing software, to promote 21st Century literacy and communication in all content areas.
- ♦ Purchasing supplemental educational materials to support project-based learning.
- ♦ Supporting professional conference participation for all teachers.
- ♦ Establishing effective, engaging intervention programs in Mathematics and English Language Arts.
- ♦ Providing stipends for a Grade Level Lead Teacher for each grade level.
- ♦ Providing supplemental pay for the Counseling Coordinator for additional duties beyond the counselor job description, such as assisting the principal in management of the bilingual and special education programs.

13d. Budget Development:

The process that Telesis will use to develop the budget with maximum input from all stakeholders is to establish and utilize governance and advisory committees that will review school data and decide on the areas of need. The data will be presented to each committee and they will develop a priority list of school needs. A budget needs assessment survey will be given out to each school community group including students, classified staff, certificated staff, and parents. This information will then be tabulated by the Leadership Team and reported back to the Governance Board. The Governance Board will make the final budget decisions based on school data, the school's vision and mission, and the priorities agreed upon by the school's stakeholders.

IMPLEMENTATION

14. IMPLIMENTATION

14a. The Algebra Project:

The Algebra Project is a project/activity driven cooperative learning curriculum used in many low performing schools. It brings about collaboration between community organizations and parents. Its a hands on project that challenges students and teachers alike. It also offers incentives such as "The Young Peoples Project" (one of its

partnerships) motivates students by hiring them as Literacy workers. It also partners with Occidental College, USC, CalPoly Pomona and UCLA in its quest to stomp out illiteracy.

Timeline: We will implement this program beginning with our 9th grade students in 2011 and will need until 2016 to see the full implementation realized.

High School Transition Plan- Research on effective secondary education indicates that by integrating career preparation with academic instruction bridges a logical connection for the high school student, and therefore making it more relevant. Students need to have a clear understanding that staying in school, and how they handle the challenges of learning, could have a direct impact on finding and succeeding in a career of their choosing. No matter the core subjects, students will learn how the content of those subjects directly connects them to many advantages and careers opportunities that they will face in the real world. Students will be offered paid and unpaid working opportunities, this will give the students the opportunity to learn and develop skills needed to be successful in the in the 21st Century workplace.

WhyTry:

The WhyTry Program was originally developed for adolescents where it was very successful. But most of the original data on WhyTry was collected in high schools. Thousands of high schools used WhyTry to improve student retention, boost academic performance, and calm the school climate. The WhyTry Program is often added to an existing course—study skills or health—and the individuals who are involved with it meets for one period each week over an entire semester. Students that are struggling with behavior issues such as: dropping out, drug and alcohol, truancy are invited into the WhyTry course. Here they learn some of the critical social and emotional skills that are needed in order to succeed. For students in grades 9th and 10th, WhyTry can provide tools to help change patterns of failure and indifferences, it is known improve their high school academic success rate. For students in grades 11th and 12th, WhyTry can help with motivating them to put forth the effort to graduate and how too succeed in addressing situations that are inhibiting their growth and development.

HIGH SCHOOL BASED TRANSITION PROGRAM

“All youth should leave high school prepared for adult roles and the quality of life they envision. Adult roles are defined as worker, responsible family member , contributing member of the community, and lifelong learner.” (Transition to Adult Living, A guide for Secondary Education, 2003, California Department of

Role of the Transition Coordinator

The High School Transition Coordinator will:

- Coordinate and design activities that will help students successfully move from school to adult living.
- Assist teachers in activities to drive content standards into useful workplace awareness and skills.
- Act as a liaison between school and community in work and work like activities.
- Develop paid and unpaid work experiences, volunteer and service learning activities.
- Oversee career assessments and the Student Focused Transition Plan for every student.

One of the most important expectations of this high school will be the implementation of the **Student Focused Transition Plan**. Research on effective secondary education indicates that by integrating career preparation with academic instruction bridges a logical connection for the high school student, and therefore making it more relevant. The student focused career planning will be based on the student's interest, dreams, and preferences. In addition, the school based transition program will provide on going instruction on academics, employment preparation; and real life experiences. The foundation and support provided to each student. will empower them for a successful post-graduate transition. In order to provide motivation to students in the transition process is to first be instructed in self awareness .

Step One Self Awareness

Instruction and activities in self-awareness will allow students to move confidently into a focused career exploration and preparation transition plan. One of the ways that students need to prepare for employment would be first to learn about their individual learning styles, their attitudes, skills and their personalities.

Knowing that students may not have a clear understanding of who they are, their strengths and abilities may lead to unrealistic and/or unexplored career goals. Starting in the ninth grade, student assessments and evaluations will allow students to make informed career goals that will match their individual abilities, interest, talents, and preferences. Students may also be assigned to a teacher(s) who would have liked interest and who would mentor and support students with their career goals throughout high school.

Connecting Academics and Careers

It is critical that every content area classroom teacher provide a direct connection to being an adult and/or potential careers opportunities in that subject. Students need to have a clear understanding that staying in school, and how they handle the challenges of learning, could have a direct impact on finding and succeeding on the job that they like. Whether learning English, Math or Science, students will learn how the content of that subject directly connects to many advantages and careers.

Work based Instruction

Students need opportunities that will give them hands on experiences in the work place. Teachers will examine the content area and provide knowledge that will connect that subject with an array of careers in that area. This will include guest speakers, job shadowing, subject career research, as well as, volunteer and/or service learning activities. Based on the results of each student's career inventories, a Student Focused Transition Plan will be developed. All stakeholders; i.e. parents, school and the community will be included in the plan. Students will be provided with instruction, skills, and paid and unpaid work opportunities. Work and work like, internships and volunteer experiences will give students the opportunity to learn and develop skills needed to be successful in the workplace. In addition, students with an IEP/ITP will learn about agencies that may assist them further toward their post-secondary career goals.

Tools

- Starting in the ninth grade all students will be given the IDEAS career assessment, a tool used to identify career interest.
- Teachers, students and staff will go through a personality program called "My Colors", which will provide in depth information about one's personality and the personalities of others. This program will provide students additional information about themselves and compare characteristics needed for specific careers.
- Learning Style Inventory, Students will be able to identify and describe their strongest learning style and develop techniques that will support themselves in their learning.
- Multiple intelligences Knowledge of their learning styles, strengths and weaknesses will assist students in making informed career choices based on their unique characteristics. The use of this information, will also serve as a catalyst, in providing understanding of self, and experiences.
- Self Esteem Students will be able to discover the relationship between their self-esteem and their behavior. Having this knowledge, students will be able to understand the connection between self, school, and eventually their careers.
- Communication and Interpersonal Skills: Throughout the academic

curriculum, students will be presented with skills that will teach them to become an active listener, how to organize, communicate their ideas, how to work in groups and how to respect another student's opinion and/or perspectives.

- Decision-Making Skills: Ongoing throughout high school -students will develop the skills that they need to make important choices in their lives.
- Problem Solving: Students will recognize, gain an understanding, and show confidence in how to solve problems which are a part of life.
- Self- Management Skills: Students will learn how to be a self-starter by setting personal goals and learn how to monitor their own progress.
- In conclusion, The Student Focused Transition Plan will be based on each student's interest, goals and dreams, By understanding themselves, and identifying their strengths and abilities, students will be able to make better choices for their futures. Students will have a foundation for self-improvement, self -motivation, and self -evaluation of achievements. Finally, students will have the necessary development of skills needed to have a successful employment and/or career.