

Academic Focus Team Outline
Draft: January 8, 2008

1. Curriculum

a) Curriculum Map and Summary (phase in over 4-5 years)

i) English

(1) 9th Grade: Two English Classes, one focused on Curricular Literature and Grammar, second focused on Reading Development (choice of reading focus for students, plus informational text). Honors and Regular levels. Movement between levels by testing.

(2) 10th Grade: Two English Classes, one focused on Curricular Literature and Reading, second focused on Writing Development. Honors and Regular levels. Movement between levels by testing.

(3) 11th Grade: Single course. AP or Regular.

(4) 12th Grade: Single course. AP or Regular.

ii) Math

(1) 9th Grade: Math Acceleration Focus.

(a) If Geometry / Algebra II:

(b) If Algebra I: Acceleration of Algebra I / Geometry through Semesterized recycling for those who do not show progress

(2) 10th Grade:

(a) if Algebra I: Acceleration of Algebra I / Geometry through semesterized recycling for those who do not show progress

iii) Science

(1) 9th Grade: Conceptual Physics / Environmental Science

(a) Selection based on math / English ability

(b) Summer acceleration for AP

(2) 10th Grade: Biology

(a) AP Biology?

(3) 11th Grade: Chemistry

(a) AP Chemistry option

(4) 12th Grade: Elective science

(a) Physics, A, B or C

(b) AP Biology / Chemistry / Environmental Science

(c) Human Anatomy

iv) Social Studies

v) World Language

vi) Health and PE

vii) Art and Music

viii) Vocational

ix) Academies and Teams:

(1) Teams:

(a) 9th: English / Math / Science / History

(b) 10th: English / Math / Science / History

(2) Academies

(a) HAM split to Humanities and Arts and Media

(b) Peace Academy

(c) Student body identification of other academy interests

(3) Advisories: By academy.

(a) 25 minutes/day. Information sharing, academic advice, general counseling

(b) Grade-level advisory “homerooms”

(c) Defined curriculum

b) Remediation, Accelerated Learning and Specialized Instruction

i) IDEA / ADA:

(1) Inclusion

(a) 08-09: Further development of inclusion for Math and English.

(i) Team-taught SPED / Mainstream classrooms

(ii) Pull-out programs for higher intensity students

(b) 09 and beyond: Yearly addition of core-content team-teaching.

(i) 09-10: Social Studies

(ii) 10-11: Science

(iii) 11-12: World Language

(2) Support

(a) After-school programs

ii) ELL

(1) Developmental program from heavy support to full inclusion

(2) English focus for NEP Newcomers and phased sheltered content instruction for graduation credit

iii) Homeless: Clinical Psychologist / Social Worker. Further exploration needed.

iv) Gifted

(1) Use of online programs, NOVANET, AP Online

(2) Summer Math Enrichment

(3) Curricular acceleration for students identified by interest and ability

(4) AP Classes

(5) Summer English Enrichment

(6) Testing for curricular advancement

v) Remediation

- (1) Summer programs
 - (a) Pre-9th Grade Summer School based on Math and English testing at the end of 8th grade. Curricular and “How to be a student” training.**
 - (b) Pre-10th Grade Summer School based on Math and English testing at the end of 9th grade. Curricular and “How to be a student” training.**
- (2) GED – Partnership with LAYC, exploration of in-building program, after hours.
- c) Track Record of Proposed Curriculum
- d) Curriculum Development Plan
 - i) February: Team identification (Content, Grade-level)
 - ii) March: Scope and Sequence Development
 - iii) April: Curricular development, focus on content teams
 - iv) May: Curricular development, focus on integrating content strands
 - v) June-August: Development of units / lesson plans by teams.
- 2) School Culture and Climate (2 pages)
- 3) Performance Assessments and School-wide Data
- 4) Professional Development**
 - a) Focus
 - i) Teaching
 - (1) Testing and Assessment
 - (2) Block scheduling
 - (3) Reading
 - (4) Writing across the Curriculum
 - ii) Curriculum / Content Training
 - iii) Diversity and Community
 - b) Method
 - i) Professional Development Committee
 - ii) Coordinated / intense use of Collaborative Planning Time
 - iii) Summer Training
 - c) Partnerships:
 - i) Critical Friends, Coalition for Essential Schools, WESTED, Diversity Workshops, Peer Mediation
- 5) Student Recruitment
- 6) Serving Specialized Populations
 - a) Specialized Instruction
 - i) LRE
 - ii) Extended school year services
 - iii) At-risk: “Wrap Around Program”

- (1) Counseling: Use of Clinical Psychologist, Social Worker and School Counselors
- (2) After-school programs
 - (a) "RITES"
 - (b) LAYC – based program
- iv) ELL
- b) Homelessness