



## LINKED LEARNING®

Pathway Quality Review  
Rating, Commendations, and Recommendations  
for Continuous Improvement

Pathway: **Biotech**  
School: **SYLMAR Biotech Health Academy**  
District: **LAUSD**

Date of Review: **MARCH 2, 2017**  
Reviewers: **DIANNE MELTESEN**

### OVERALL RATING:

- ☐ Model
- ☐ Certified with Exemplary Practices
- ☒ Certified with Continuous Improvement Recommendations
- ☐ In Progress

## Overview

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Sylmar Biotech Health Academy (SBHA) is a Los Angeles Unified School District high school, partnered with Youth Policy Institute (YPI). The school opened during the 2012-2013 school year with 9th grade and has been adding a grade level each subsequent year. The school's first graduating class was in 2016.

The school population consists of 14 certified staff members, 4 classified staff members, and 300 students, which include:

Asian: 1.4% American Indian/Alaska Native: 0.7% African American: 4.4% Filipino: 0.7% Latino: 91.8%

Pacific Islander: 0% White: 1.7% Other: \_\_\_\_ Special Education: 13.7% English Learners: 12.3%

The vision for SBHA is to create a place of learning that academically challenges and empowers students to graduate and be prepared for the full range of options after high school while becoming active members of a global society. Emphasis is placed on student achievement and positive postsecondary outcomes by challenging students to develop problem-solving and interpersonal skills and linking rigorous college preparatory curriculum with technical coursework through the health-medical industry theme.

SBHA is following a Linked Learning approach and using the Biotechnical Science curriculum from Project Lead the Way. This program focuses on project-based learning to integrate the curriculum across all academic subjects. This theme is clearly aligned with one of the California career pathways: Health Science and Medical Technology. YPI and SBHA selected this theme and career focus based on an analysis of high growth industries. Sylmar Biotech Health Academy is one of six schools selected to be a part of the \$7 million Youth Career Connect grant with the Los Angeles Unified School District's Linked Learning Department. This grant from the Department of Labor and the Department of Education helps provide the Pathway with resources to further develop its medical pathway. Furthermore, Sylmar Biotech Health Academy is one of nineteen schools selected to be a part of the \$30 million Promise Neighborhood grant through Youth Policy Institute. The Promise Neighborhoods Initiative is President Obama's signature education and poverty program to transform schools and communities into vibrant centers of opportunity and excellence.

## Student Outcomes Driven Practice

### Overall Section Rating

Exceeds    X Meets    In Progress

### Overview

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Sylmar staff and community have worked to provide ongoing opportunities for collaboration around the development of the school program, its goals for continued improvement, and outcomes – both for the school as well as professional development. The goals and outcomes are detailed below.

#### Student Learning Outcomes:

- Technologically proficient learners
- Compassionate global citizens
- 21<sup>st</sup> century skills practitioners, and
- Scientific thinkers.

#### Pathway goals for 2016-17 school year:

- Focus team on student learning and use of data to inform inquiry
- Share common practices, and
- Collaborate to turn words into actions.

#### Specific goals:

- 1A Hold meetings during which at least 80% of the content addresses student learning, assessment, and curriculum
- 1C Regularly schedule systematic analyses of student progress using protocols for analyzing student work

- 1E Consistently use processes and protocols for observing one another's teaching and reviewing curriculum units, lesson plans, student work and other artifacts

In addition, there are clear behavior expectations and procedures for students supported by positive behavior interventions and academic, social and emotional programs.

## Commendations

The pathway community of practice is commended for the following:

- Continuing, professional development focused on improved instructional practices
- A strong focus on effective classroom instruction
- Course outlines that show development and alignment of courses across four years
- PD schedule for the school year that shows focus on backwards planning and curriculum mapping, reading and writing across content, ELL, SpEd needs, and Restorative Justice
- Use of observation tool for teachers to offer feedback on implementation of agreed upon practices

## Recommendations for Continuous Improvement:

Evidence and Statement of Concern	Guiding Questions	Recommendations for Continuous Improvement
<ul style="list-style-type: none"> <li>• Meeting agendas and SBHA school review instructional goals demonstrate a focus on identified areas, but it may not always be clear how the work maps to follow-up actions by teachers and the review of results by students (<i>pathway outcomes guide program of study and practice</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• How might the staff further monitor the implementation and effectiveness of identified goals and action steps?</li> </ul>	<ul style="list-style-type: none"> <li>• Staff may consider recording specific next steps for each meeting (PD, Team) with a designation mapped to the appropriate goal or identified growth area. Staff may also wish to create a process for monitoring progress, reviewing evidence and effectiveness of work completed as it impacts student learning.</li> </ul>
<ul style="list-style-type: none"> <li>• When asked, students were not able to articulate the Pathway Outcomes.</li> <li>• Overall outcomes for the Biomed Pathway and their connection to classroom lessons are not visible in classrooms (<i>improvement plan revised on performance, data, and progress</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• How might pathway teachers explicitly and clearly differentiate and display school goals / outcomes in classrooms?</li> <li>• How might pathway teachers incorporate school goals / outcomes during classroom lessons?</li> <li>• How can classes show integration beyond a major project for each grade level?</li> </ul>	<ul style="list-style-type: none"> <li>• Find a prominent place in each classroom to display the overarching competencies for the course/year.</li> <li>• Clearly state / reference the competencies in classroom lessons so that the connection is explicit for students as well as community partners working in the classrooms.</li> <li>• Additional, short-term projects might be developed to show integrations and/or support across content classes.</li> <li>• Ensure that the Pathway team clearly differentiates between the Positive Behavior Goals (CHERP) and Pathway Outcomes.</li> </ul>
<ul style="list-style-type: none"> <li>• There is some evidence that the Pathway engages community partners participating in and assessing student projects, but not in being actively</li> </ul>	<ul style="list-style-type: none"> <li>• How might advisory board members actively engage health professionals in more involvement designing and evaluating outcomes of student projects from one year</li> </ul>	<ul style="list-style-type: none"> <li>• Regular meetings and/or contact with the advisory board members and community partners could include an invitation to participate in projects and assess student work.</li> </ul>

engaged in designing student projects ( <i>engage partners in designing and assessing student projects</i> ).	to the next?	<ul style="list-style-type: none"> <li>While projects are in progress, increase the integration of health professionals in the student planning/project- work phases.</li> </ul>
<ul style="list-style-type: none"> <li>Pathway data-driven practices: Evidence submitted and focus group conversations indicate that teachers meet on a regular basis to focus on the needs of their students. There is little evidence of using individual student performance data to revise practices in the pathway program (<i>meet monthly to analyze data to inform instruction</i>).</li> </ul>	<ul style="list-style-type: none"> <li>How can the Academy more actively use a variety of student data to improve the learning outcomes of all students, particularly underperforming and EL students?</li> <li>With support from the site and district administration, what specific steps can pathway leaders take to engage the COP in reviewing specific learning targets and assessing student progress/ improvement in achieving pathway goals?</li> </ul>	<ul style="list-style-type: none"> <li>Regularly scheduled peer observation may increase dialog among teachers, stimulate differentiated curriculum, and encourage varied instructional practices – all resulting in supporting the full range of students.</li> <li>The staff and leadership of the Biotech Academy might incorporate in their regular meetings the analysis of student performance data, resulting in specific action plans designed to better address the learning needs of individuals or groups of students.</li> </ul>

## Equity, Access, and Achievement

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### Overview

There is evidence that the school is open to all students in the community and has in place a recruitment plan (with a variety of activities) to continue to build a diverse student population. There is also evidence of diverse student representation in student activities as well as leadership development opportunities.

For the first graduating class (2016), 81% of students were on track to graduate. LAUSD data reports projects a 90% graduation rate once students have completed a credit recover program. The school anticipates a graduation rate of 92-97% for the current school year.

Sylmar Biotech Health Academy aims to increase students' mastery of subject matter standards and reduce the number of students earning D's or F's in English Language Arts. The school is paying particular attention to the needs of English Language Learners and students with disabilities. 94% of students with disabilities have access to general education compared with 65% for LAUSD average and SBHA students with disabilities are on track to pass A-G requirements at a rate higher than LAUSD. Sylmar Biotech Health Academy is working to increase the number of English language learners and students with disabilities who are passing their English classes by providing intervention and enrichment programs, such as Achieve 3000 or Accelerated Reader, to increase student skill level.

SBHA has improved, and continues to improve, the rate of students successfully completing A-G requirements. Between 2014-2016, the rate of students completing these requirements improved by 7%. This work is supported by credit recovery programs and tracking of student progress.

Sylmar Biotech Health Academy aims to increase students' mastery over subject matter knowledge and reduce the number of students earning D's or F's in mathematics. The school is paying particular attention to the needs of English Language Learners and students with disabilities by providing intervention and enrichment programs, such as Aleks, to increase student skill levels and PD for teachers.

Sylmar Biotech Health Academy is working to increase the reclassification rate of English Language Learners by closely monitoring students who score early advanced and advanced on the CELDT. Furthermore, to increase student skill level in English, a reading program recommended by ELAC will be implemented.

### Commendations

The pathway community of practice is commended for the following:

- Student instructional support, activities, structures and personnel are provided for EL students and students with disabilities to better achieve academically
- A variety of recruitment activities are available to parents and students, including school visits and district recruitment events
- Student academic support is provided, including ACT/SAT prep and monitoring of graduation requirements
- The school provides a variety of activities such as clubs and community events to further engage students and expand their experiences
- Demonstrated success in students completing the UC/CSU A-G requirements

## Recommendations for Continuous Improvement:

Evidence and Statement of Concern	Guiding Questions	Recommendations for Continuous Improvement
<ul style="list-style-type: none"> <li>The school appears to be making progress in improving the proficiency of students in ELA and math, as compared to LAUSD-wide data, but demonstrates a need to further increase proficiency and reclassification rates for students as well as improved achievement for students with disabilities (<i>eliminating gaps across groups in performance indicators</i>).</li> </ul>	<ul style="list-style-type: none"> <li>What additional ELD, mathematics, literacy, or other differentiation strategies should be incorporated at SBHA to improve achievement and results for EL students and students with disabilities?</li> </ul>	<ul style="list-style-type: none"> <li>While identifying instructional strategies that support school learning goals, teachers might include additional language development and differentiated learning activities in all classrooms. ELD performance might be advanced by incorporating a stronger focus on vocabulary, oral presentations, close reading and interactive reading/writing work.</li> <li>In designing and assessing lessons, COL might identify additional instructional strategies to better support students with disabilities or other learning needs.</li> <li>Consider creating systems to evaluate student achievement data based on subgroup performance.</li> </ul>

**Overall Section Rating**

Exceeds      Meets      In Progress

**Program of Study**

	X	
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**Overview**

The Sylmar Biotech Program of study clearly includes courses that support completion of A-G requirements as well as specifically designed classes in the Biomed field. There are three pathways: Biomedicine, Sports Medicine, and Engineering. There is a wide range of students taking these classes and there is evidence that numerous projects and lessons integrate the Biomed themes. Students have options based on their interests and possible future plans. In addition, students are provided with offerings outside of the instructional day to further bridge between the pathway classroom and careers in the pathway beyond high school. Pathway courses are aligned with Common Core State Standards in Math and English Language Arts, as well as Next Generation Science Standards. In all three pathways, students are completing projects and presenting to industry professionals once per semester over the course of four years. In addition to the A-G courses, Mission College offers college classes that students can take concurrently with their high school classes to begin to earn credits towards the associate's degree. The school's goal is for every student to have earned 2-3 professional certificates and participated in at least one internship upon graduation from SBHA.

The school's current master schedule was created in an effort to cohort students and allow common planning periods for content area teachers. The cohort moves from class to class together, allowing for implementation of multidisciplinary projects and PBL. The school has revised its course of study for the 2017-18 school year to include a Power Skills class for 9<sup>th</sup> grade students and a Senior Seminar class for 12<sup>th</sup> grade students to ensure students acquire, and are able to use, essential skills in preparation for college and career.

**Commendations**

The pathway community of practice is commended for the following:

- Cohort scheduling for Pathway students
- Partnership with Mission College that broadens learning experiences and offers certification(s)
- Core content lessons incorporate Biotech themes and include PBL and projects
- Choices of Pathway courses to match student and community interests and needs
- Development of Power Skills and Senior Seminar classes

**Recommendations for Continuous Improvement:**

Evidence and Statement of Concern	Guiding Questions	Recommendations for Continuous Improvement
<ul style="list-style-type: none"> <li>• Integrated core content was evident in student work samples, classroom visits, and from focus groups. Integration of CTE standards was demonstrated in some classes, but not as evident in other classes such as history (<i>aligned to grade level standards</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• How can all classroom lessons and projects more clearly demonstrate an alignment with CTE standards and overall Pathway goals?</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher teams should consider creating a "curriculum map" made of vertically aligned grades 9-12 that clearly delineates the progression of projects and major assignments and assessments to demonstrate alignment and mastery of Pathway goals, essential skills, and knowledge.</li> <li>• Increase use of teacher planning time to further develop projects and assignments that align with CTE standards and program outcomes.</li> </ul>
<ul style="list-style-type: none"> <li>• Cohort scheduling: Evidence shows that students remain as a cohort through Pathway</li> </ul>	<ul style="list-style-type: none"> <li>• How can scheduling of various classes allow for additional cross-disciplinary</li> </ul>	<ul style="list-style-type: none"> <li>• The overall program may benefit from more flexible use of time, such as block scheduling, to further expand</li> </ul>

<p>courses, but a more flexible schedule may create new opportunities for students and teachers (<i>flexible use of time and methodologies</i>).</p>	<p>units or projects?</p>	<p>integration of cross curricular projects.</p> <ul style="list-style-type: none"> <li>• Next steps may include finding additional ways to provide for enrollment in AP classes and intervention support opportunities for students, as needed.</li> </ul>
<ul style="list-style-type: none"> <li>• Post-secondary articulation: Through observations of classrooms and in discussions with advisory board members, there was evidence that the Biotech Academy is utilizing its post-secondary and employer partners in developing and supporting student work products and extending their learning experiences beyond the school day (<i>post-secondary articulation</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• What additional post-secondary opportunities can be linked to the Biotech Academy program?</li> </ul>	<ul style="list-style-type: none"> <li>• The Biotech Academy may wish to further involve their post-secondary partners in the design and implementation of Academy courses to further expand student opportunities and ensure alignment with post-secondary expectations and programs.</li> </ul>



## Learning and Teaching

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### Overview

At SBHA, Linked Learning provides a framework for the school with an emphasis on the components of rigorous academics, technical training, work-based learning and comprehensive support services to ensure student success. Project-based Learning is incorporated at each grade level to offer ways to make learning more student centered and real world based. Core content and Pathway classes focus on critical and creative thinking and work to integrate core curriculum standards and competencies with 21<sup>st</sup> century workplace skills and knowledge. Students are provided numerous opportunities to work collaboratively on classroom assignments and projects and are able to utilize community and Pathway partners in support of their work. In numerous classrooms, instruction integrates academic and technical content as well as critical and creative thinking and problem solving. In addition to regular classroom hours, students are able to benefit from college courses and partnerships with Mission College, field trips, and other community programs in support of student interests and needs.

Major projects are included in the course of study for all students such as Health Myths in Grade 10 and Health Issues Press Box in Grade 11. In the 12<sup>th</sup> grade, students participate in a Senior Project-community health issue and action plan. Students have opportunities to showcase and apply their learning through leadership opportunities, community events, and school activities. SBHA encourages students to critique their own work and reflect on feedback they receive from others.

### Commendations

The pathway community of practice is commended for the following:

- The Pathway has developed and implemented a Senior Project which actively engages students in a project that is aligned with their Biotech Academy work, demonstrating students' ability to use their learning and apply their knowledge to community related issues
- Students work in groups to complete collaborative projects in all classes
- There are regular opportunities for students to collaborate with industry, post-secondary, and community partners in a variety of appropriate learning and work related experiences
- Students have regular opportunities to reflect, revise their work, and share their work processes and products with others
- There is at least one project-based learning activity at each grade level focused on Pathway Theme
- There is ongoing PD for teachers focused on effective instructional strategies
- There is integration of Pathway themes/topics/problems in various content classes

### Recommendations for Continuous Improvement:

Evidence and Statement of Concern	Guiding Questions	Recommendations for Continuous Improvement
<ul style="list-style-type: none"> <li>• There are some examples of non-traditional assessments such as production of a poster as an end of lesson assessment (<i>variety of standards-aligned formative and summative performance assessments</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• What additional structures or strategies could be implemented to more fully engage all students in classroom activities?</li> <li>• What additional assessments, project management, or forms of accountability could be implemented to ensure that all students have a wider variety of ways to demonstrate and</li> </ul>	<ul style="list-style-type: none"> <li>• Next steps in improving instruction could include clearly stated expected outcomes and descriptors of success for each assignment, aligned with CTE and content standards.</li> <li>• Additional end of lesson/unit assessments or outcomes might include: panel discussions, debates, PowerPoint presentations, videos, skits, brochures, exhibits to be used in recruitment or community activities,</li> </ul>

	integrate their learning?	and interviews.
<ul style="list-style-type: none"> <li>It was not clear that Pathway teachers daily involve all students in outcome-focused student directed learning and set short-term learning goals that are aligned with learning outcomes (<i>students set short-term learning goals aligned with learning outcomes; evidence of reflection</i>).</li> </ul>	<ul style="list-style-type: none"> <li>How might Pathway outcomes be made more visible and clearly stated in student assignments and projects?</li> <li>In what additional ways can students set their own academic goals and identify their progress toward achieving those goals?</li> </ul>	<ul style="list-style-type: none"> <li>Pathway outcomes could be improved if specific learning outcomes were clearly provided for classroom assignments and projects, including being a part of assessment rubrics.</li> <li>Students would take more individual responsibility for their learning if there were regular and consistent formats for them to reflect on their work and set short-term goals and outcomes for their future assignments.</li> </ul>
<ul style="list-style-type: none"> <li>The evidence demonstrates that teachers work together to improve teaching and learning and that they participate in individual professional growth opportunities (<i>reflective practice and professional learning; standards based units and authentic assessments</i>).</li> </ul>	<ul style="list-style-type: none"> <li>How can teachers further apply and integrate information and skills acquired through PD opportunities?</li> </ul>	<ul style="list-style-type: none"> <li>During common planning time, meetings, and/or professional development, time could be used to further develop interdisciplinary units for each grade level that include assessments that incorporate collaboration and industry related experiences connected to Pathway theme.</li> <li>Consider providing more time during PD sessions and other regular team or staff meetings for planning and integration of strategies and assessment of effectiveness of lessons and resulting student work.</li> </ul>

**Overall Section Rating**

Exceeds      Meets      In Progress

**Work-Based Learning**

	X	
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**Overview**

SBHA is working to create a more streamlined approach to providing work-based learning experiences at each grade level over the course of four years. The school goal is to have specific grade-level work-based learning experiences to build workforce skills and industry-specific knowledge, resulting in participation of professional internships in their senior year. Currently the school program includes industry specific field trips and guest speakers in grade 9, job shadow experience in grade 10 (in planning for 17/18), industry specific volunteer experiences in grade 11, and professional internships in grade 12. SBHA has started establishing partnerships to provide the field trips, guest speakers, and other partners and internship opportunities. The ECCCO advisory curriculum helps students prepare for college and career by helping them clarify their career interests, goals, and graduation plan. SBHA is working to have computers available so that students will be able to upload their work into digital portfolios.

**Commendations**

The pathway community of practice is commended for the following:

- Engagement of Mission College in providing classes, certification, and experiences for students
- There is participation of additional medical facilities in the Pathway Program's activities and opportunities
- Internship opportunities are provided to students and are being expanded
- Use of guest speakers and some field trips aligned to Pathway Theme
- Community experiences supporting Pathway theme
- Alignment of meaningful experiences at each grade level that are connected to Pathway Theme

**Recommendations for Continuous Improvement:**

Evidence and Statement of Concern	Guiding Questions	Recommendations for Continuous Improvement
<ul style="list-style-type: none"> <li>• Although WBL activities exist in the Biotech Academy, it is not clear how the continuum of activities develops sequentially and connects directly to units of study (<i>WBL plan that integrates with academic and technical coursework</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• How might WBL resources and activities be further integrated into units and individual content lessons?</li> <li>• How might the sequence of WBL activities and opportunities be clearly defined and communicated across SBHA courses?</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop additional long-term units of study in Biotech and content classes that clearly show WBL outcomes, assessment activities and uses of resources.</li> <li>• We suggest that you further develop field trip and guest speaker opportunities for each grade level that are aligned with school outcomes and specific lesson designs.</li> <li>• The program can be improved by additional opportunities for partners to help in the development of lessons and assessments as well as using their expertise to provide additional in-class opportunities for students.</li> <li>• Specific activities, speakers, or field trips can be incorporated into the schools overall curriculum map.</li> </ul>
<ul style="list-style-type: none"> <li>• Learning outcomes are well defined by the Biotech Academy COP, but there was not evidence that there</li> </ul>	<ul style="list-style-type: none"> <li>• How can Pathway goals, learning outcomes, and WBL experiences be made clearly evident and aligned in all work</li> </ul>	<ul style="list-style-type: none"> <li>• We suggest further development of lesson designs that show integration of partners and WBL activities in units of study such as field trips, speakers,</li> </ul>

exists a clear connection between these outcomes and the WBL activities ( <i>WBL Plan that integrates with academic and technical coursework to support interdisciplinary experiences</i> ).	done in Pathway classes?	and resources directly relevant to a unit of study. <ul style="list-style-type: none"> <li>• Learning and teaching can be improved by ensuring that long term goals and lesson/unit outcomes are posted in all classes so connections can be seen over time.</li> </ul>
<ul style="list-style-type: none"> <li>• Pathway Learning Experiences: Although numerous opportunities are being made available to students, as seen by lists of activities provided, there is still a need to ensure that more students are actually participating in community-based WBL activities and opportunities (<i>WBL activities at each level for all students</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• How can WBL experiences be further integrated into lessons and made clearly evident in student work products?</li> </ul>	<ul style="list-style-type: none"> <li>• Consider having all students maintain a log of WBL participation that reflects on the learning from those experiences. Their reflections could tie directly to their advancement toward achieving pathway outcomes.</li> </ul>

**Overall Section Rating**

Exceeds      Meets      In Progress

	X	
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**Personalized Student Support****Overview**

SBHA partnership with the Youth Policy Institute (YPI) has allowed them to provide students with a variety of resources that enrich and promote learning. These include after school programs, classes and clubs, and social and emotional support through social workers and Wellness programs. There is a college counselor to support students through the application process and with transcript analysis. In addition, there is use of Exploring College, Career, and Community Options (ECCCO) Advisory curriculum. The school also provides a variety of leadership opportunities for students both in the school and the community. SBHA plans to further enhance its student advisory program so that teachers can more actively follow the goals and progress of the small number of students assigned to each advisory teacher.

**Commendations**

The pathway community of practice is commended for the following:

- Clubs and activities that allow students to explore and develop interests and skills
- Strong supports for college readiness
- Behavior and academic expectations with defined response to intervention when needed
- Tutoring services
- College center on campus and SAT prep classes
- A wide range of support activities and interventions for students
- Students and families feel supported as an integrated part of the school community
- Credit Recovery Program

**Recommendations for Continuous Improvement:**

Evidence and Statement of Concern	Guiding Questions	Recommendations for Continuous Improvement
<ul style="list-style-type: none"> <li>• There was evidence presented of a document containing a formal comprehensive student-developed four-year college and career plan and annual evaluation of transcripts. It was not clear how college and career information is provided to the students and parents (<i>monitor college and career plans</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• What steps could the COP take to institute a college and career plan that includes WBL experiences as well as other leadership and community involvement?</li> <li>• How can students demonstrate their engagement with their community?</li> </ul>	<ul style="list-style-type: none"> <li>• The school might want to incorporate a student portfolio of WBL activities— other school activities and projects that demonstrate student fulfillment of school/career goals. This process may include further involvement of parents.</li> <li>• The school might introduce an ongoing log maintained by students in which they document their participation in community activities, clubs, leadership opportunities, community service, etc.</li> <li>• It was not clear if each student has an individually maintained plan for achieving his/her goals and targets. Perhaps students could maintain such in a portfolio and review their progress twice a year to reflect on their goals, achievements, and plans for the upcoming semester.</li> </ul>

**Overall Section Rating**

Exceeds      Meets      In Progress

**Pathway Leadership and Partnerships**

	<b>X</b>	
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**Overview**

SBHA Pathway incorporates a variety of leadership collaborative structures within their school program. The school staff includes a Lead Teacher to facilitate PD and PBL initiatives at the school site as well as an ELD Coordinator, Senior Class coordinator and Chemical Safety Coordinator. There are specific responsibilities for administrative staff that allow for varied coordination and responsibility in support of students and school programs. In addition, teachers assume leadership roles. An advisory board meets 2-3 times a year with the goal of increasing the number of industry professionals that volunteer time to assess student exhibitions and to share expertise as guest speakers. The advisory team hopes to double the number of student internships. Current industry partnerships are being expanded to include more experiences and learning opportunities for students at SBHA.

**Commendations**

The pathway community of practice is commended for the following:

- Working to incorporate additional industry skills into PBL units
- Expanding engagement of a variety of community and industry partners
- Augmenting curriculum projects and design and providing authentic WBL experiences and assessments
- Partnership with Mission College for health occupations certificates
- Partnership with Laerdal Medical Equipment to provide medical simulation lab within the school

**Recommendations for Continuous Improvement:**

<b>Evidence and Statement of Concern</b>	<b>Guiding Questions</b>	<b>Recommendations for Continuous Improvement</b>
<ul style="list-style-type: none"> <li>• The review team noted a list of community partners to support the Biotech Academy program of study. The COP requested ideas and strategies to recruit members and develop more consistent involvement by the Advisory Board and community partners in curriculum and project development (<i>advisory board participates in all aspects of the improvement process</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• What strategies can all stakeholders develop to create an effective plan to ensure coordinated and consistently active involvement of a greater number of community partners who support all aspects of Biotech Academy curriculum and WBL activities?</li> </ul>	<ul style="list-style-type: none"> <li>• The Biotech Academy COP may want to consider hosting Advisory Board members and their industry partners at an annual "kickoff" event designed to:             <ol style="list-style-type: none"> <li>1. Welcome them to the campus and thank them for their commitment to Academy students</li> <li>2. Outline their purpose as partners and advisors to the Academy</li> <li>3. Develop and distribute a calendar for partnership activities including participation in student assessment of PBL projects</li> <li>4. Recruit additional members and leadership</li> <li>5. Further define roles of the Board</li> <li>6. Provide brief training and list expectations for members related to all aspects of WBL and possible roles within the school program</li> </ol> </li> <li>• The advisory board and school leadership could provide additional opportunities and processes that would engage partners directly in the planning of lessons and assessment opportunities.</li> <li>• Consider additional distribution of leadership to create a self-sustaining</li> </ul>

		advisory board that regularly reflects on pathway progress, an established WBL continuum, and project design/outcomes.
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