

**THE NURSING ACADEMY
at Hartford Public High School**

**Design Proposal for Small School Opening in August 2008
Presentation to the Hartford Board of Education
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Grade Levels to be served during 2008-2009

10-12

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School Theme

- Nursing and related health fields

HARTFORD PUBLIC SCHOOLS
2007 School Design Specifications: Nursing Academy

Overview of School Model

- School type, accreditation and affiliations, theme/content focus, grade configuration, size, major school partner(s)

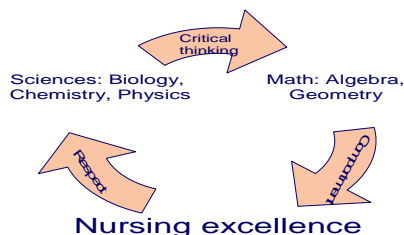
The Nursing Academy is a college preparatory small school for 400 high school students from grades 10 through 12 who are interested in pursuing a college Nursing degree or a science-based college degree. This Academy is designed as a partnership school with the University of Connecticut School of Nursing and Capital Community College. For August 2008, this Academy will recruit students from the Grade 9 Academy at Hartford Public High School; any remaining Grade 10 seats will be open to interested students city-wide. Academy students will receive a college-ready curriculum that will prepare them to be competitive for a four-year Nursing college. After the first year of the Academy's implementation, the Academy will explore a post graduate 13th year in partnership with the Adult Education Program. The Academy will continue to participate in NEASC accreditation.

The partnership between the UConn School of Nursing and the Nursing Academy will strengthen both entities. UConn will have greater opportunities to recruit underrepresented students to nursing and will have a broader understanding of the knowledge base students will bring to collegiate programs; this will enhance progression into the nursing major. The partnership will also expand benefits for Nursing Academy students to include: career counseling, awareness of prerequisites for college, potential placement of the Nursing Academy students in summer and winter camps facilitated by UConn, and curriculum and career learning experiences facilitated by UConn faculty and students at the Nursing College.

Foundational Assumptions for Academy Development

The discipline of nursing is created on a strong foundation of:

- Science,
- Mathematics,
- Critical thinking,
- Ethical comportment, and
- Relationships.

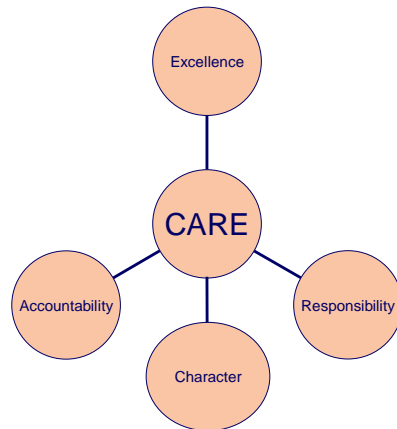


In order for students to be prepared for the study of nursing at the collegiate level, they must possess a solid knowledge base of **biology, chemistry, physics, and anatomy and physiology**. These sciences are the foundational elements of a Nursing program as they relate to the basic physiology of the body in regard to breathing, circulation, digestion, elimination, and movement; the understanding of the use of pharmaceutical agents; the basic structure of the human anatomy in order to provide care; and an application of physics to understand traction, use of gravity in treatment, friction in regard to movement, and thermodynamics for care environments.

This knowledge base must be supported by a conceptual understanding and technical knowledge of **algebra and geometry** for medication calculations, measurement of treatment devices and application of scheduling models. These basic science and math skills provide the student with the ability to progress to higher level knowledge and understanding that has a direct impact on quality patient care delivery.

Critical thinking in regard to reasoning, priority setting, utilization of algorithms and critical paths, choosing options, and evaluating outcomes are essential skills in addressing quality patient care delivery. However, the best thinking must also be accompanied by **ethical comportment** that is grounded in respect, an appreciation of what it means to be me, and the ability to accept responsibility and accountability for individual and group actions. All of these foundations crest within **relationships**. Central to the development of effective nurse–patient relationships with inter-professional groups is the establishment of communication between individuals and groups based on mutual respect and a commitment for growth and acceptance of feedback.

Therefore, the conceptual framework of CARE (Character, Accountability, Responsibility and Excellence), created for the Nursing Academy, is built on character for ethical comportment and relationship building, accountability and responsibility for knowledge and care delivery, and excellence in all areas for quality patient outcomes.



School Mission and Vision

- School purpose

Mission

The Nursing Academy at Hartford Public High School will prepare young men and women to successfully pursue a baccalaureate degree in Nursing or a closely related health field. It will provide students with a high-quality education in order to prepare competent and compassionate practitioners and leaders in nursing and related fields through its academic and enrichment programs, clinical practice, and community service.

Vision

In order to increase student achievement and college readiness through the establishment of a standards-based Nursing Academy curriculum as measured by a 100 percent college enrollment rate, the Nursing Academy will:

- Create a vibrant and supportive learning environment to ensure students are prepared for a nursing career and other related fields, and will be able to address changing health needs.
- Fulfill its commitment to CARE (Character, Accountability, Responsibility and Excellence) by preparing students to contribute to the continuous improvement of health care.

Governance Structure

- Leadership model, decision-making approach, school council role, school *Compact*

The School Principal

The Nursing Academy is a semi-autonomous school with its own principal, curriculum, governance structure, mission, budget, school compact, and student learning expectations. Thus, the Academy principal needs to be a strong principal experienced in the design of the Nursing Academy and committed to creating a nationally-acclaimed successful high school. The principal will:

- Have formal academic preparation and experience in the field of Nursing.
- Set high academic learning expectations within a collaborative teaching and learning school culture.
- Put students first in all decision-making (i.e. a student-centered academy).
- Model school pride, ownership for learning and high expectations.
- Be knowledgeable about state standards, successful teaching strategies and data-based decision-making.
- Be driven by a personal commitment to get every academy graduate into college.
- Understand and support strategies to provide meaningful experiences for students outside school, and monitor their close integration with the classroom curriculum.
- Build a community of learners with teachers, staff and students.
- Involve parents in meaningful, authentic roles in school activities.

Nursing Coordinator

The Nursing Academy Governance Structure will be enhanced by a Nursing Coordinator (based on budget) who will be responsible for strengthening and building partnerships with higher education, hospitals, nursing homes and other medical facilities to create a wealth of internship, job shadow, mentoring, senior projects, dual credit courses, and other rich opportunities for students to extend learning beyond the classroom walls. The Nursing Coordinator will also be responsible for creating externship opportunities for the academy teachers and staff to keep them abreast of developments in the medical field through opportunities in the field, speaker series and summer partnership programs. The Nursing Coordinator will be an experienced nurse who can provide expertise in the development of courses and the evaluation of students' course of study as related to preparing for careers in nursing.

Shared Decision-Making

The Academy staff is expected to participate in a shared decision-making governance model in which everyone is accountable for each and every student's achievement and for school results. Planning time and meetings will be regularly scheduled in order to review student learning results, and to modify instruction. There will be a continuous focus on improving instruction and student learning opportunities.

A participatory decision making model will be utilized by all stakeholders, including parents, students, staff and leaders contributing to key decisions. Shared governance will facilitate input of all stakeholders for the annual development of a student-centered school improvement plan with clearly defined, measureable benchmarks for success.

The School Governance Council

The School Governance Council will foster collaborative decision-making through a representative body of academy educators, parents, students and community members who will annually approve a school improvement plan and school budget allocation based on student learning goals, and the academy mission. This governance body will also make decisions about school-wide concerns, curriculum and assessment, and the organization of the school schedule to maximize both learning time for students as well as planning time for faculty.

Student Handbook

A Student Handbook will be designed by the academy staff and will include the school compact, the code of conduct, academic standards, academic policies, career options, a planning calendar, a list of staff and students by grade, a course planning guide and other resources for students. Students will be expected to use the handbook as a daily planner.

School Compact

Students' roles and academic responsibilities will be articulated in the Academy Compact in which teachers, parents, families and students as partners in education, sign an agreement specifying expectations around academy courses, study plans, applied learning, senior projects and graduation requirements.

Student Body

- Student profile, student roles and responsibility, homework expectations, student voice and leadership

The student body is comprised of young men and women entering Grade 10 who have self-selected to attend the Nursing Academy through the Hartford Schools Choice Program. The **School Compact** will provide clear expectations around student roles and responsibilities, such as homework, conduct, student voice, academic effort and leadership. Students are expected to be responsible young men and women who desire the opportunity to prepare for a career in nursing or the health field.

The **student voice** will be valued. The student voice will be facilitated through the small size of the academy, the relationship between the faculty and the students, and student representation on the School Governance Council. In addition, the Academy will seek to establish a Future Nurses of America (FNA) student organization. This organization will be designed and led by students with support by school faculty and the area health care agencies serving as partners. FNA, in part, will develop the students' sense of advocacy relative to the important role that nurses play in advocating for patients' rights and needed interventions.

A culture of productivity and success will establish school pride. To this end, students will be active participants in creating hallway and classroom postings that reflect Academy expectations, outstanding work, other successes, interests and the school theme. Students will also have a **medical-style Academy uniform**, (i.e. a lab coat) that will distinguish them as Nursing Academy students.

Parental Role

- Parent commitment, opportunities for parents, parent voice

A Parent Senate will be formed to facilitate parent/guardian representation and parent voice. All parents will be encouraged to be active members of the parent senate and will have representation on the School Governance Council. The Parent Senate will assist in encouraging parents to attend parent/teacher conferences, open houses and other academy events.

Parent representation on the **School Governance Council** is necessary for school success. The Council plays a key role in approving the annual school improvement plan and school budget. The Council also reviews and helps to address school-wide issues as well as requests from external groups, granting agencies and community organizations seeking to partner with the Academy. The Council plays an important support and advocacy role for the Academy, ensuring the integrity of the school mission and vision.

Teacher Capacity

- Pre-certification and training, professional development, collaborative planning process, C&I expectations, and roles such as joint interdisciplinary unit development and team teaching

Academy Teachers

The Academy will actively seek to attract experienced nurses who are appropriately certified to join the Nursing Academy. "Adjunct" opportunities will be explored to bring in nurses from the field to teach or co-teach Academy elective courses.

Academy teachers will view the academy as a student-centered facility, both in physical structure and in conceptual approach. As the discipline of nursing is centered on the patients it serves, the academy will be centered on the students it serves. Thus, the teachers must be willing to shift the focus from themselves to the students, from what they teach to what students learn, and from "talk chalk" teaching strategies to interactive strategies that promote and enhance learning. Students have varied learning styles and each faculty member must be prepared to use this as an opportunity to use multiple instructional approaches.

To achieve these ends, teachers will

- Guide one another, plan courses together and work as a collaborative community.
- Have defined protocols for the regular review of student work and the modification of instruction to improve educational strategies for all students.

Professional Development

Professional development will be designed to include ongoing opportunities for collaborative planning time to support team-teaching, data-based decision making, monitoring of student achievement and exposure to current issues in the health field. The Academy will take a team approach to meeting student learning needs and providing enrichment activities. Other areas of professional development may include:

- Interdisciplinary curriculum that reinforces the core through integration of subject areas and alignment with the themes of the Nursing Academy;
- Formal orientation programs for new and transfer teachers; and a
- Teacher mentoring process.

Teaching Teams

Academy teachers are expected to work as a team. Teachers will use case study methods and problem-based approaches, which integrate knowledge from a variety of disciplines, and promote active participation of faculty and students. This approach is a shift from “teacher ownership” of a classroom to being an integral contributor to a highly-skilled team of professionals working together to enhance student performance. Teachers will create a learning environment in which they will serve as role models and resources for students, while empowering students to direct their own learning through active participation.

Teacher Advisory

Each teacher will be assigned a group of students as their advisees. Teachers, as advisors, will be responsible for helping students to plan a course of study that includes job shadows, internships, attendance at speaker series and other opportunities to explore the field while completing their course of study. Teachers will also assist with college planning and preparation, and serve as caring mentors and advocates for these students.

Teaching Portfolios

Teachers will create annual teaching portfolios that include teaching philosophy, course syllabi, assignments, pedagogical strategies connected to specific learning activities and student performance outcomes. An annual team review built into the professional development schedule will provide the opportunity for instructional adjustments preparatory for the following next school year.

Curriculum and Instruction

- Pedagogical approach, curriculum design, learning environment and classroom design, field trips and extended classrooms, language requirements, technology

The Nursing Academy will offer a rigorous academic curriculum that will prepare students to be competitive candidates for a four-year Nursing college of their choice. The course schedule will be based on a block schedule to provide time for deeper exploration of topics, case study work and hands-on research. Course requirements for grades 10 through 12 will follow district and state guidelines, and will include a minimum of:

- Three (3) or more credits in English.
- Three (3) credits of mathematics.
- Three (3) credits of laboratory science.
- Two (2) credits of history.
- Two (2) credits in world language
- Six to Eight (6-8) theme credits (see below)
- One (1) credit of physical education
- One (1) cultural/aesthetic credit satisfied by a third year of Spanish

Core Courses include:

English 2 and 3 (or higher)
Algebra/Trigonometry, Geometry, Pre-Calculus or Calculus
Biology (AP offered), Chemistry, Physics, Anatomy/Physiology
American History, Civics, World History
Spanish (*French and Latin may be added.*)

Electives under consideration including courses that may be offered during the summer:

Certified Nursing Assistants (CNA) (*May be a summer course*)
Emergency Medical Technician (EMT) (*May be a summer course*)
History of Health Care
Holistic Health
Medical Advancements and the Progress of Ideas
Medical Terminology
Nutrition
Contemporary Health Topics
Ethics and Health
Psychology (*May be a summer course at a college for college credit*)
Sociology (*May be a summer course at a college for college credit*)

Sample Course Schedule by Grade

	English	Mathematics	Science	Social Studies	Language	Academy Electives	Other
Grade 10	English 10 (1.0)	Geometry or higher (1.0)	Biology w/Lab (1.5)	History of Health Care (.5) and Holistic Health (.5)	Spanish (1.0)	Anatomy & Physiology (1.0)	Phys Ed (.5)
Grade 11	English 11 or AP English (1.0)	Algebra II or higher (1.0)	Chemistry w/Lab (1.5)	American History or AP American History (1.0)	Spanish (1.0)	Medical Terminology (.5) and Nutrition (.5)	Phys Ed (.5)
Grade 12	AP English (1.0)	Pre-Calculus or Calculus (1.0)	Physics or AP Biology (1.0)	World History (1.0)	Spanish (1.0)	Medical Internship w/e-portfolio presentation (1.0)	Contemporary Health Topics (1.0)

Students will develop a **Personalized Learning Plan** during their ninth to tenth grade Summer Bridge Program, which will include electives, AP level courses and summer college credit courses that they would like to take. This plan of study will act as a guide that students will review annually with their school advisor. Students will be encouraged to plan six-12 college credit-bearing courses in their plan of study, including AP Biology. Students who graduate having earned the equivalent of their freshman college year credits increase their chance of getting into Nursing schools, such as the University of Connecticut, where the freshman courses are often over-subscribed. With accrued credits for freshman college courses, Academy students have the opportunity to enroll into higher level courses.

By maintaining a close working relationship with the partner colleges and universities, the Nursing Academy can provide students with authentic learning opportunities, as well as mirror the college teaching approach, particularly during the senior year.

E-Portfolios

Students will create e-portfolios (electronic portfolios) that document their course work, projects, internships, research papers and other activities related to their preparation for a Nursing college. The e-portfolio will become more sophisticated as the student advances through the high school experience and will be a valuable tool that they can use to seek summer employment, job shadow opportunities, and internships while in high school, and for their college application and interview process in their senior year. The culminating e-portfolio presentation will be part of the Medical Internship course during senior year.

CARE (Character, Accountability, Responsibility and Excellence)

The Nursing Academy curriculum will be delivered within a school culture grounded in C.A.R.E. The C.A.R.E. model will utilize attribution theory as it is one of the most influential contemporary theories with implications for academic motivation and achievement. Attribution theory adheres to the belief that all can achieve regardless of past performance. C.A.R.E. is chosen for the message it delivers through the acronym itself as well as for the values and goals inherent in the word itself. Nursing is a field in which professionals are entrusted with the care of patients and the families they serve. Caring is both a value and an action-filled concept. Nurses care about their work, their patients and about the environment in which health care is delivered. Within the nursing academy, students must care about themselves and each other; faculty must care about each other, themselves, their students and the families; all must care about academic success. Nurses are individuals of character who are accountable and responsible for their actions and strive for excellence in everyday provision of nursing care to patients and families. Within C.A.R.E., failure is not an option. C.A.R.E. mandates that interventions be designed when the desired outcomes are not within reach so that they become attainable. It is these four values that form the framework of which the academy is built. When character is developed, accountability and responsibility follow. These lead to excellence in performance which creates a culture of success.

The **learning environment** will be one that cultivate success and has high standards for performance. Learning will take place in small groups facilitated by both faculty and peers. Learning is an active process that will be facilitated by the expert faculty who focus on the student and their achievement. Success is an expectation, a planned outcome, not a surprise. Interventions will be carefully designed to assure the necessary success in fundamental math, science and reading skills. Interventions will include co-teaching and peer tutoring.

Classroom design and technology are important components of the curriculum itself. The physical structure needs to promote intellectual discourse, facilitate group work and be a place for relationship building. The space designated for the Nursing Academy will need to include multiple science labs, a greenhouse for growth of herbs for use in the holistic health course as well as vegetables for the nutrition courses, availability of SMART Board technology, creation of a clinical simulation environment, provision of sinks for adherence to professional standards of hand washing prior to and after care delivery, and the availability of in-classroom computers, as technology and multimedia are essential tools for this current and future generation of students. Health care delivery is dependent on technology. Documentation of care delivery, utilization of databases for care-planning, bed positions, infusion pumps, diagnostic testing, virtual experiences for understanding disease processes and effects of treatment, and personal digital assistants for information retrieval are modest examples of the need for technological understanding and facility in health care delivery.

Language requirements will follow district guidelines and will meet college requirements for admission. The fastest growing population in Connecticut is one that speaks Spanish as their native language and with a shortage of nurses state-wide there is also a shortage of nurses with necessary bilingual skills. Therefore, students will take three years of Spanish. French will be explored as an alternative for students who pass the Spanish AP exam with a score of 4 or 5. Additionally, because Latin can assist with learning medical terminology (and the SAT), the Academy will infuse Latin into the course on Medical Terminology and explore the possibility of an additional elective course.

Community Partnerships

- Internships, job shadows, mentoring, after-school and weekend programming, job placements, college sponsorships, interdisciplinary community experiences

The University of Connecticut School of Nursing is a major Academy partner. Dr. Carol Polifroni from the UConn School of Nursing co-chairs the Design Team for the Academy, and will coordinate that partnership through the Academy's implementation and development years. The partnership will provide both career and academic enrichment activities for the Academy, will offer dual credit courses for academy students, and will provide potential placement for Academy students in UConn's Nursing programs. The UConn School of Nursing is actively committed to the recruitment and retention of diverse nursing students, capable of providing culturally competent professionals in nursing and related fields.

Additionally, the Academy will explore and pursue partnerships with area hospitals including, but not limited to, Hartford Hospital, John Dempsey Hospital, and St. Francis Hospital and Medical Center, as well as local organizations such as Area Health Education Council (AHEC), visiting nurse associations, and long-term care facilities. These partnerships will be formed for the purpose of establishing student internships, work-place readiness and shadowing experiences aligned with the established curriculum for this Academy.

Learning Outcomes and Assessment Design

- By grade, by grade grouping, readiness for feeder school

Course syllabi will be developed that will delineate specific course learning outcomes, will guide student work and provide a helpful guide to parents as well.

The Academy will develop a set of skill sets that will be applied and assessed across core and theme-based courses relevant to the Nursing occupation. These may include clear communication, data-based decision-making and analysis, ethical comportment and critical thinking.

The Academy will develop a performance assessment system to evidence Academy successes.

The Academy faculty will incorporate both a formative and a summative evaluation model in order to guide performance and measure outcomes. Feedback loops for curriculum development will enhance the Academy's ability to be dynamic, responsive and aware of continuous quality improvement.

College Readiness

- Career explorations, *Plan of Study*, college visits, mentoring programs, dual credit opportunities, AP courses, college advisory, college partnerships, workplace readiness

The goal of the academy is to prepare individuals for success in a four-year Nursing school. Each student will design a **Plan of Study** that is a contract between the student and the Academy, which meets the minimum admission requirements for area schools and colleges. The Plan of Study will be facilitated by a faculty advisor who is assigned as a mentor for the student. *Every* student will be assigned a faculty advisor who will develop a relationship with the student and the student's family and provide academic and college guidance. The faculty advisor is one who C.A.R.E.s about the students, and their performance and success. The faculty advisor is not meant to replace the traditional role of guidance counselor, but rather to *know* the student and promote successful goal achievement.

Annual visits to college campuses will provide students with opportunities to experience a college environment, learn about college options, earn college credits through summer study and dual enrollment, and participate in science-based activities with college students.

School Culture and Climate

- Code of conduct and behavior expectations, orientation and bridge programs, learning expectations, school uniform

A **Code of Conduct** and behavior expectations will be developed by the Academy principal and faculty. These will be included in the student handbook and will be reviewed during the Orientation Program.

Orientation to the Academy will be provided at the start of each academic year for new students and will include a review of the School Compact.

A medical-style **School Uniform** will be designed prior to the spring under the direction of the Academy Principal and will be a source of pride for the students.

A **Summer Bridge Program** will be required for all entering Grade 10 students. This program will provide an induction into the Academy and an opportunity to meet faculty.

There should be a pervasive **Expectation and Belief** among Academy staff that all students can learn. Articulation of a rigorous curriculum, a pedagogical approach aligned with the implementing of a rigorous curriculum and high expectations for all students will evidence that belief.

School Schedule

- Length of day, co-curriculum, Saturday academies, optional programming, Summer School

The **student day** will begin at 7:55 a.m. and end at 3:40 p.m. Within this timeframe, block scheduling will be used in order to maximize “in class” time for students. A staggered staff schedule will be explored to provide faculty with a choice of one of two start times that support a longer school day for students. **After-school and Saturday school** programs will be further explored with the Academy Principal. **Summer internships** and job shadow programs will also be established.

Teachers will be asked to take on a variety of leadership roles within and beyond the school day in **after-school activities** to enrich student learning opportunities. Future Nurses of America is one example of a valuable after-school club that will foster leadership development, good citizenship and collaborative teaming toward a common goal.

Support Services

- Tutoring, special education, community services, parent support programs

Placement tests will be administered prior to enrollment in the academy. These placement tests will guide the faculty in identifying needed interventions, such as increased literacy, math and/or science time. The Academy leadership will also work closely with the Grade 9 Academy Principal to ensure a good carryover of services and support from Grade 9 to Grade 10 based on individual student needs.

Tutoring programs, and counseling services for **Special Education** needs and **English Language Learners** will be developed as required and as assessed.

Other support services being considered are:

- An intervention system for students who do not meet the standards.
- Targeted assistance for low-achieving students, such as: one-on-one tutoring, Saturday classes, summer school, or after school sessions.
- Personalization system: student advocacy system for every student so every single student is well-known by at least one caring adult.

Application Process

- Process, timeline, and requirements

Enrollment in the Nursing Academy will follow the district timelines and procedures for the Hartford Schools Choice Program.