



Rubric for Implementation of  
*High Schools That Work* Small Learning Communities

DRAFT DOCUMENT

November 2005

<b>STRAND 1: Creating an Effective Structure for <i>HSTW</i> Small Learning Communities</b>				
	<b>Level One</b> (No Implementation or Planning Stages)	<b>Level Two</b> (Low Implementation)	<b>Level Three</b> (Moderate Implementation)	<b>Level Four</b> (High Implementation)
<b>Indicator 1.1</b>				
All first-time ninth grade students are assigned to a ninth grade academy. Ninth grade teachers are assigned to teams with common planning periods and a common group of students. Efforts are made to minimize class sizes and assign the best teachers to the ninth grade academy teams.	<ul style="list-style-type: none"> <li>• Ninth grade students are not currently assigned to a ninth grade academy</li> <li>• Teachers are not currently assigned to common planning time.</li> </ul>	<ul style="list-style-type: none"> <li>• First-time and repeating ninth graders are assigned to the ninth grade academy.</li> <li>• Ninth grade teachers are assigned to common planning periods, but only 50 percent attend common planning meetings.</li> <li>• Teachers are not scheduled in common planning periods and attempt to meet during lunch periods, before or after school.</li> <li>• Ninth grade class sizes total no more than 25 students per class.</li> </ul>	<ul style="list-style-type: none"> <li>• First-time ninth graders are assigned to the ninth grade academy with all classrooms physically located together.</li> <li>• Seventy-five percent of teachers attend common planning meetings. When teachers are not scheduled in common planning time, 75 percent meet at least once weekly during lunch, before school or after school.</li> <li>• Ninth grade class sizes total no more than 25 students.</li> </ul>	<ul style="list-style-type: none"> <li>• All first-time ninth grade students are assigned to a ninth grade academy with all classrooms physically located together.</li> <li>• Ninth grade teachers are assigned to teams with common planning periods and a common group of students, and 95-100 percent of teachers attend common planning meeting.</li> <li>• The master schedule reflects a common planning period for all teachers in a ninth grade academy team.</li> <li>• Efforts are made to minimize class sizes and assign the best teachers to the ninth grade academy teams.</li> <li>• Ninth grade teams do not include repeating ninth graders.</li> </ul>
<b>Indicator 1.2</b>				
All students are encouraged to complete the <i>HSTW</i> recommended core curriculum (four credits in mathematics beyond Algebra I, four in lab-based science, four in college preparatory language arts, three in social studies [four if on block schedule], 1 in computer applications, and a planned sequence of three to four courses in an academic or career/technical concentration. The <i>HSTW</i> goal is to have 85 percent of students completing the recommended core.	<ul style="list-style-type: none"> <li>• No plans are currently being made or implemented to encourage students to take the <i>HSTW</i> recommended core curriculum.</li> <li>• Teachers have received professional development to create understanding of the <i>HSTW</i> recommended core curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• The school’s program of study includes recommendations for all students to complete the recommended core curriculum.</li> <li>• Teachers/advisors and counselors have received professional development designed to create understanding of the <i>HSTW</i> recommended core curriculum</li> <li>• Teachers/advisors and counselors do not encourage students to take higher-level courses.</li> <li>• The <i>HSTW</i> student survey results indicate less than 60 percent of seniors completed the recommended core curriculum.</li> </ul>	<p>Teachers/advisors and counselors have participated in professional development to understand the <i>HSTW</i> recommended core curriculum and understand the rationale and benefit to students.</p> <ul style="list-style-type: none"> <li>• The school’s program of study requires students to complete the recommended core curriculum and provides students extra help to meet the more rigorous requirements.</li> <li>• All staff encourage students to take higher level mathematics, science, language arts, and social studies courses.</li> <li>• The <i>HSTW</i> student survey indicates at least 60 percent of seniors have completed the recommended core curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• All of three plus;</li> <li>• A plan to provide ongoing professional development to understand the <i>HSTW</i> recommended core curriculum.</li> <li>• The <i>HSTW</i> student survey results indicate at least 85 percent of seniors have completed the recommended core curriculum.</li> </ul>

	<b>Level One</b> (No Implementation or Planning Stages)	<b>Level Two</b> (Low Implementation)	<b>Level Three</b> (Moderate Implementation)	<b>Level Four</b> (High Implementation)
<b>Indicator 1.3</b>				
Areas of concentration, including three or four courses in a planned sequence have been identified within each small learning community. Concentrations link to career clusters identified by the United States Department of Education and the state following guidelines for primary and related course selection.	<ul style="list-style-type: none"> <li>• School leadership, guidance counselors and teachers have not taken steps toward implementation of a concentration requirement.</li> <li>• Faculty are investigating the possibility of small learning community themes.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are encouraged to complete a concentration.</li> <li>• Small learning community themes have been selected based upon the career clusters.</li> <li>• Elective courses based upon the theme of the community have been selected.</li> <li>• The master schedule reflects enrollment in at least one elective course based upon the theme of the small learning community.</li> </ul>	<ul style="list-style-type: none"> <li>• The school has established requirements for students to complete a concentration.</li> <li>• The school leadership team has selected small learning community themes based upon the clusters and a planned sequence of three to four courses has been identified within each SLC.</li> <li>• The school currently offers at least two of these courses in its master schedule with plans to include three to four courses in the next school year.</li> </ul>	<ul style="list-style-type: none"> <li>• All of three plus;</li> <li>• Teachers assigned to the small learning communities have had input in selection of small learning community themes and in selection of courses in the planned sequence.</li> <li>• The planned sequence links with post-secondary institutions through articulated agreements.</li> <li>• The school master schedule reflects enrollment in at least three of the four the sequenced courses.</li> </ul>
<b>Indicator 1.4</b>				
Students and parents selected small learning communities after receiving academic and career guidance. Students have been enrolled in a small learning community.	<ul style="list-style-type: none"> <li>• No academic and career guidance has been offered.</li> <li>• Students are not assigned to small learning communities.</li> <li>• School leadership is currently planning implementation steps.</li> </ul>	<ul style="list-style-type: none"> <li>• With very little guidance (perhaps in a grade level assembly or a homeroom session during which small learning communities were described), students have chosen a small learning community and have been assigned.</li> <li>• Students may be able to identify their small learning community but may not understand how membership in the small learning community affects them.</li> </ul>	<ul style="list-style-type: none"> <li>• Students receive career guidance to select the small learning community.</li> <li>• Some students within the small learning community can identify their community.</li> <li>• Students have some understanding of how a small learning community affects them.</li> <li>• Students have opportunities to review a 4-5 year plan as a part of their course scheduling process.</li> </ul>	<ul style="list-style-type: none"> <li>• Students and parents receive extensive academic and career guidance (perhaps in a small group or one-on-one counseling session during which students review career assessments) in the selection of SLCs.</li> <li>• Students identify with the small learning community they have selected.</li> <li>• Students review their academic plans yearly.</li> <li>• Eighty-five percent of parents are involved at least once a year in the review of students' education plans.</li> </ul>

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<b>Indicator 1.5</b>				
Teachers within a small learning community are assigned to common planning periods and to a common group of students.	<ul style="list-style-type: none"> <li>Teachers within a small learning community are not assigned to a common planning period.</li> <li>The master schedule does not ensure all teachers within an SLC have a common group of students.</li> </ul>	<ul style="list-style-type: none"> <li>The school leadership team creates the master schedule without the input of counselors and small learning community lead teachers. Professional development has taken place for teachers to understand the benefits and responsibilities associated with being a teacher in a small learning community. The school's master schedule reflects one of the following: (1) 100 percent of teachers within a small learning community are scheduled together for common planning, but the teachers are not meeting regularly; (2) at least 50 percent of teachers within a small learning community are scheduled together for common planning; or (3) 50-100 percent of teachers are scheduled for common planning periods but they are not assigned a common core of students for whom they are collectively responsible for achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Eighty-five percent of teachers understand their responsibilities as a core of teachers collectively responsible for a group of students. Most teachers attend common planning meetings regularly. The master schedule reflects the following: (1) Seventy-five percent of teachers within a small learning community are assigned to common planning periods with their small learning community team who are meeting weekly; (2) a common core of students is assigned to a team with no more than 25 percent of students from outside the small learning community; (3) where teachers are assigned a common core of students but no common planning time, the teachers have developed a schedule for meeting before or after school or during lunch. A school scheduling team develops the master schedule but may not include administrators, small learning community lead teachers, counselors and the high school facilitator.</li> </ul>	<ul style="list-style-type: none"> <li>A scheduling team that includes administrators, the high school facilitator, the data manager, small learning community lead teachers and counselors develops the master schedule to ensure common planning periods exist and that 100 percent of teachers within a small learning community are assigned to a common core of students for whom they are collectively responsible. One hundred percent of teachers on the small learning community team meet weekly. A written action plan that is reviewed annually guides all team meetings. Meeting agendas and minutes are distributed weekly to all teachers on the team as well as to administration.</li> </ul>

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<b>Indicator 1.6</b>				
Small Learning Communities incorporate quality work-based learning experiences at all grade levels.	<ul style="list-style-type: none"> <li>No work-based learning opportunities exist for students.</li> </ul>	<ul style="list-style-type: none"> <li>Work-based learning experiences are available to students in a few career areas.</li> <li>Internships may be related to the student's intended career choice.</li> <li>Small learning community teachers are seeking partnerships for work-based learning opportunities for students assigned to them.</li> </ul>	<ul style="list-style-type: none"> <li>Work-based learning experiences are available in all career areas with limited involvement.</li> <li>Opportunities include: <ul style="list-style-type: none"> <li>Job shadowing opportunities for underclassmen.</li> <li>Internships in student's intended career choice.</li> <li>School Enterprises linked to local businesses.</li> <li>Virtual Enterprises link schools and students.</li> </ul> </li> <li>Work-based learning students participate in both worksite experiences and classroom opportunities to discuss experiences.</li> <li>School counselors research work-based learning opportunities in the community and strongly recommend students to them.</li> <li>SLC teacher teams actively seek work-based learning opportunities for students assigned to them, with 50 percent of seniors participating.</li> </ul>	<ul style="list-style-type: none"> <li>All of 3 plus:</li> <li>School counselors and small learning community teachers work to find suitable work-based learning opportunities for 85 percent of twelfth graders.</li> <li>Internships are always based upon the students' academic and career goals.</li> <li>Students in ninth grade participate in field trips, career inventories, and planned activities to learn about career options.</li> </ul>

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<b>Indicator 1.7</b>				
Strategies are in place to strengthen the senior year, including requirements for completion of a rigorous curriculum that includes mathematics and science in the senior year and carrying a full academic course load.	<ul style="list-style-type: none"> <li>No strategies are in place to strengthen the senior year.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and counselors encourage students to take higher level courses during the senior year, including AP, articulated credit and dual enrollment.</li> <li>Seniors who have completed state mandated credits for graduation may be given senior release.</li> <li>The <i>HSTW</i> student survey results indicate less than 60 percent of seniors completed the <i>HSTW</i> recommended core curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>All seniors are required to enroll in a mathematics and science course during their senior year.</li> <li>Seniors carry a full course load with no early release even though state minimum graduation requirements have been completed.</li> <li>Counselors and teachers encourage students to take higher level courses in the senior year, including AP, articulated credit and dual enrollment.</li> <li>The <i>HSTW</i> student survey indicates at least 60 percent of seniors have completed the <i>HSTW</i> recommended core curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>All seniors complete the <i>HSTW</i> recommended curriculum and are required to take mathematics and science courses in the senior year.</li> <li>Seniors are required to carry a full load of courses, with no senior early release even though state minimum graduation requirements have been completed.</li> <li>Counselors and teachers articulate the requirement to take at least one higher level (AP, articulated credit or dual enrollment course) during the senior year.</li> <li>Local community colleges and/or universities administer their placement exams in English and mathematics at the end of grade 11.</li> <li>The school has developed a senior year catch-up program to improve postsecondary success.</li> <li>The <i>HSTW</i> student survey results indicate at least 85 percent of seniors have completed the <i>HSTW</i> recommended core curriculum.</li> </ul>

<b>STRAND 2: Building a System of Shared Leadership: Using Small Learning Community Teams Effectively</b>				
	<b>Level One</b> (No Implementation or Planning Stages)	<b>Level Two</b> (Low Implementation)	<b>Level Three</b> (Moderate Implementation)	<b>Level Four</b> (High Implementation)
<b>Indicator 2.1</b>				
The school has developed an <b>effective leadership structure</b> for continuous improvement that includes opportunities for small learning community teachers to meet, departments to meet and school-wide improvement teams to meet in an effort to continuously analyze data for decision-making.	<ul style="list-style-type: none"> <li>The school has not developed a plan that includes opportunities for small learning community teachers to plan collaboratively, departments to meet on a regular basis and school improvement teams to discuss improvement efforts.</li> </ul>	<ul style="list-style-type: none"> <li>Small learning community teams meet regularly and minutes are published for all teachers to review.</li> <li>School-wide improvement efforts are determined by school or district leadership with limited involvement of teacher leaders.</li> <li>Departments do not have a framework for meeting together.</li> </ul>	<ul style="list-style-type: none"> <li>Small learning community teams meet regularly and minutes are published to all teachers to review.</li> <li>A school-wide improvement team process is established and plans developed.</li> <li>Departments meet together monthly for vertical articulation.</li> </ul>	<ul style="list-style-type: none"> <li>All of three plus:</li> <li>SLC Teams adapt improvement plans to specifically meet their focus.</li> <li>At least once annually, departments meet with sending middle school teachers for vertical articulation.</li> <li>School improvement teams include parent and community members.</li> </ul>
<b>Indicator 2.2</b>				
<b>Relevant SLC data</b> are used for decision-making and continuous improvement of strategies and practices. Data include student attendance, teacher attendance, discipline referrals, team agendas and minutes, results of review of student work sessions, number of parent/teacher conferences held, failure and pass rates for each class represented on the small learning community team and perception surveys from students/parent/teachers.	<ul style="list-style-type: none"> <li>Appropriate data are not collected, or school leadership has just begun planning to design a data collection system. Decisions are made based on “gut” feelings or in an effort to continue to do things the way the school has always done things.</li> </ul>	<ul style="list-style-type: none"> <li>Each small learning community team has an organized collection of agendas and minutes for each small learning community meeting.</li> <li>Each SLC has developed a plan for what data to collect, when to review it and who is responsible for the review.</li> <li>Minutes reflect actions taken.</li> <li>Parent conferences held during common planning times are reflected in the team minutes, but recommendations for actions are not made based on a collection of student performance data.</li> </ul>	<ul style="list-style-type: none"> <li>Each small learning community team has collected data in reference to at least two of the data items.</li> <li>SLC teams use the collected data to make adjustments to small learning community policies and practices or to determine what additional data may be needed.</li> </ul>	<ul style="list-style-type: none"> <li>Each small learning community collects appropriate data, which is shared with all team members and used for decision-making and continuous improvement.</li> <li>School administration supports teachers making decisions for the small learning community to which they are assigned.</li> <li>Small learning community data are shared with the school leadership team for school-wide continuous improvement and appropriate decision-making.</li> <li>SLC teams have developed perception study processes to continuously review the effectiveness of efforts.</li> </ul>

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<b>Indicator 2.3</b>				
SLC teams use common planning time once each week to review instructional data. <b>Instructional data</b> include results of walkthrough observations, use of protocols for reviewing student work, analysis of teacher assignments and the alignment of teacher assessments to the proficient level.	<ul style="list-style-type: none"> <li>SLC teams do not currently meet to review instructional data.</li> </ul>	<ul style="list-style-type: none"> <li>SLC teams review some instructional data. However, a formal process does not exist to collect and analyze the data.</li> </ul>	<ul style="list-style-type: none"> <li>Each SLC team has a formal process to collect instructional data that includes observation data and the use of a protocol to analyze student work.</li> </ul>	<ul style="list-style-type: none"> <li>All of three plus:</li> <li>Teams review classroom assignments and assessments to ensure they meet standards.</li> <li>Teams use the analysis to develop interdisciplinary units and projects.</li> <li>Teams use instructional planning time to share best practices and to follow-up professional development.</li> </ul>
<b>Indicator 2.4</b>				
Relevant <b>ninth grade data</b> is used for decision-making and continuous improvement. Data include: discipline referrals, failure and pass rates for all courses, attendance, drop out, discipline referrals, parent contacts, honor recognitions, ninth grade academy meeting minutes and agendas, and student extra-curricular participation.	<ul style="list-style-type: none"> <li>Data is not collected for review.</li> <li>Decisions are made based on “gut” feelings or in an effort to continue to do things the way the school has always done things.</li> </ul>	<ul style="list-style-type: none"> <li>Each ninth grade academy teacher team has an organized collection of agendas and minutes for ninth grade academy meeting. Minutes reflect actions taken.</li> <li>Parent conferences held during common planning times are reflected in the team minutes</li> </ul>	<ul style="list-style-type: none"> <li>In addition to the organized collection of agendas and minutes for ninth grade academy team meetings, the teams have collected data in reference to at least two of the data items listed (student attendance, drop out, discipline referrals, team agendas and minutes, number of parent/teacher conferences held, failures and pass rates for each class represented on the team).</li> <li>Teams evaluate collected data before the end of the current school year in order to make adjustments to ninth grade academy policy and practices.</li> </ul>	<ul style="list-style-type: none"> <li>The ninth grade academy teachers have developed an organized system for collection and review of relevant data and use that data to make decisions for continuous improvement.</li> <li>Data is shared with the school leadership team. Team minutes reflect the study of data for decision-making. Data are easily accessible.</li> </ul>

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<b>Indicator 2.5</b>				
<p>Relevant school-wide <b>achievement data</b> are used for decision-making and continuous improvement. Data include State Assessment results, failure rates for all courses, attendance, drop out rates, parent contacts, honor recognitions, ACT/SAT results, state accountability test results, parent/teacher/student surveys and the <i>HSTW</i> assessment results.</p>	<ul style="list-style-type: none"> <li>Administrators and teachers do not disaggregate achievement data to determine gaps for decision-making.</li> <li>Decisions are made based on “gut” feelings or in an effort to continue to do things the way the school has always done things.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers receive data annually related to state accountability, but little action is taken to develop prescriptive steps for improvement.</li> <li>Although teachers have an opportunity to review state accountability data, results are not used in determining actions to take.</li> <li>Teachers have received professional development related to the use of data for continuous improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers receive data annually related to state accountability as well as the <i>HSTW</i> assessment and student survey.</li> <li>Action plans for prescriptive steps for improvement have been written and are being implemented.</li> <li>Qualitative data from teacher and student input is taken into account as plans are made to improve programs.</li> </ul>	<ul style="list-style-type: none"> <li>The school leadership team, with significant input from each SLC team, collects relevant and appropriate data which is shared with all team members and which is used for decision-making and continuous improvement.</li> <li>Data for the entire school is disaggregated for each SLC.</li> <li>All teachers receive data from college placement exams, AP exams, state assessments and have been given time to analyze the data to determine prescriptive steps for improvement. Other data include attendance records for twelfth grade students, pass and failure rates for all twelfth grade classes, perception surveys, as well as the <i>HSTW</i> assessment and student survey results.</li> <li>Teachers and administrators go beyond achievement data to find the gaps in school and classroom practices in order to determine action plans with follow up review of data planned.</li> </ul>

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<b>Indicator 2.6</b>				
School administrators with the school leadership team place an emphasis on improving curriculum, instruction and student achievement. School leaders create a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible, and recognize and encourage implementation of good instructional practices that motivate and increase student achievement.	<ul style="list-style-type: none"> <li>Teachers cannot articulate a clear vision/mission for the school.</li> <li>Decisions are made based on “gut” feelings or in an effort to continue to do things the way the school has always done things. Data is not used to drive continuous improvement efforts.</li> <li>No administrative emphasis is in place to improve curriculum, instruction and student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Administrators analyze data at least once yearly to develop prescriptive steps for improvement.</li> <li>Administrators have developed a mission/vision for the school but few teachers can articulate or agree on the mission.</li> <li>Currently, school leadership places emphasis on improving curriculum, instruction and student achievement as articulated by district mandates.</li> <li>Site-based decision-making for improvement does not take place and each SLC has limited autonomy.</li> </ul>	<ul style="list-style-type: none"> <li>The entire leadership team and faculty have agreed upon a common mission and vision for the school.</li> <li>Administrators, with active participation by the school leadership team, including small learning community lead teachers/coordinators, analyze data (including standardized test scores, <i>HSTW</i> assessment results, teacher assessments, ACT/SAT results, etc.) and develop prescriptive steps for continuous school improvement at least once yearly.</li> <li>Administrators meet bi-weekly with the school leadership team to monitor school-wide efforts for improving curriculum and instruction quality. The team may hold monthly student focus groups to ask students in what classes they are learning the most, how they are producing quality work, and what the school can do to get more students to work harder and learn more.</li> </ul>	<ul style="list-style-type: none"> <li>Leaders and teachers use the mission and vision as a basis for decision-making at the school.</li> <li>Administrators, with active participation by all teachers, analyze data at least once yearly, including standardized test scores, <i>HSTW</i> assessment results, teacher assessments, ACT/SAT results, etc. to develop/refine instructional activities and set instructional goals.</li> <li>School leaders facilitate data disaggregation for use by faculty and other stakeholders, providing and participating in professional development as needed.</li> <li>Administrators use a variety of strategies to analyze the quality of instructional practices being implemented in the school, including academic walkthroughs, review of lesson plans, student focus groups, results of collected data, and review of small learning community meeting minutes.</li> <li>Administration works with teachers to select and implement appropriate instructional strategies to address identified achievement gaps, providing professional development as needed.</li> <li>All administrators attend and participate in professional development.</li> </ul>

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<b>Indicator 2.7</b>				
SLC teachers analyze each student's <b>individual progress</b> weekly. Teams look at student rosters weekly to find students falling below a C in coursework or who are having difficulties with behavior and are then planning collectively how to provide support that includes parent contact to those students while providing positive reinforcement to those students achieving academic success.	<ul style="list-style-type: none"> <li>Teachers within a small learning community are not assigned to a common planning period.</li> <li>Teachers within a small learning community do not discuss individual student progress during meetings.</li> </ul>	<ul style="list-style-type: none"> <li>SLC teams discuss the achievement of some students, but a specific process does not exist.</li> <li>Students discussed who are not meeting standards have an individual plan for improvement developed.</li> <li>The team uses limited achievement data (grade reports) for decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>SLC teams meet weekly to review the progress of all students.</li> <li>Data used includes academic achievement, discipline and attendance data.</li> <li>Teachers develop plans for improvement for students not meeting standards using current extra help procedures.</li> </ul>	<ul style="list-style-type: none"> <li>All of three plus:</li> <li>Teachers go through student rosters together, naming each student on the team and discussing whether or not each student needs additional support or attention to keep from falling below a C on coursework or to maintain appropriate classroom/school behavior.</li> <li>Team meeting minutes reflect actions planned beyond typical extra help opportunities and results of actions.</li> <li>Data is recorded which includes attendance, discipline referrals, actions taken and grades of all students assigned to the team.</li> <li>Data also includes the number of parent contacts and conferences held.</li> </ul>

<b>STRAND 3: Developing Rigorous and Relevant Instructional Practices in Small Learning Communities</b>				
	<b>Level One</b> (No Implementation or Planning Stages)	<b>Level Two</b> (Low Implementation)	<b>Level Three</b> (Moderate Implementation)	<b>Level Four</b> (High Implementation)
<b>Indicator 3.1</b>				
The school has established literacy goals and created a literacy plan that is shared with all stakeholders. The plan is based upon the <i>HSTW</i> five literacy goals: (1) all students read 25 books per year; (2) all students write weekly in all classes; (3) all students write a research paper in every class yearly; (4) all teachers use literacy strategies in every class; and (5) the school’s language arts classes are taught at the college-preparatory level (College preparatory language arts classes require students to write one to three page essays weekly, write a research paper yearly, and read eight to ten books.).	<ul style="list-style-type: none"> <li>The school has not established literacy goals and does not have a literacy plan.</li> <li>Professional development with emphasis on gaining teacher understanding of rationale and benefits for creating and following a literacy plan based upon the five <i>HSTW</i> literacy goals may have taken place.</li> </ul>	<ul style="list-style-type: none"> <li>The school used professional development time for a team of teacher leaders to establish realistic goals based upon the five <i>HSTW</i> literacy goals.</li> <li>School professional development time was planned for reading and writing across the curriculum training and planning at least two times during the school year.</li> </ul>	<ul style="list-style-type: none"> <li>The school used professional development time to establish realistic literacy goals for year one of the district’s high school reform which are based upon the <i>HSTW</i> literacy goals.</li> <li>School professional development time was established for reading and writing across the curriculum training and planning at least three times during the school year. Professional development has included rationale and benefits of using literacy strategies in all classes.</li> <li>Appropriate school personnel provide support to help teachers practice newly learned literacy strategies.</li> <li>English Language Arts classes develop lessons that will meet college preparatory class expectations.</li> </ul>	<ul style="list-style-type: none"> <li>All of three plus:</li> <li>The school has a three-year literacy plan designed to reach the five <i>HSTW</i> goals by the end of the third year. Teachers evaluate the plan and its implementation annually.</li> <li>Teachers received follow-up professional development on instructional strategies that incorporate reading and writing across the curriculum.</li> <li>Ongoing professional development, including modeling in classrooms, for teachers has taken place or is planned.</li> <li>All English Language Arts classes meet expectations for reading and writing for college preparatory classes.</li> </ul>
<b>Indicator 3.2</b>				
Relevant data are used for decision-making and continuous improvement in the use of reading and writing across the curriculum and of implementation of the school literacy plan.	<ul style="list-style-type: none"> <li>Teachers and administration do not currently study data for decision-making in the use of reading and writing across the curriculum.</li> <li>Decisions are made based on “gut” feelings or in an effort to continue to do things the way the school has always done things.</li> </ul>	<ul style="list-style-type: none"> <li>The school sets aside professional development time to study relevant data. Data include review of weekly lesson plans, review of small learning community meeting minutes, teacher and student perception surveys about the extent of use of reading and writing strategies, the <i>HSTW</i> assessment and student survey results, state accountability testing results and ACT/SAT results.</li> </ul>	<ul style="list-style-type: none"> <li>All of two plus:</li> <li>SLC teams review data each week on the use of reading and writing strategies.</li> <li>Teachers maintain implementation logs of strategies used.</li> <li>Literacy action plans were written and school leadership monitored progress at least once each semester.</li> </ul>	<ul style="list-style-type: none"> <li>All of three plus:</li> <li>Administrators require small learning community teams to review reading and writing strategies and to work collaboratively to plan for use and training of additional strategies.</li> <li>Teachers demonstrate strategies learned for other teachers in classrooms.</li> <li>The school leadership team reviews action plans at least quarterly to monitor progress and to make adjustments for continuous improvement.</li> </ul>

	<b>Level One</b> (No Implementation or Planning Stages)	<b>Level Two</b> (Low Implementation)	<b>Level Three</b> (Moderate Implementation)	<b>Level Four</b> (High Implementation)
<b>Indicator 3.3</b>				
Teachers assigned to a small learning community have planned and implemented integrated real-world projects and discuss in meetings how they can better link content.	<ul style="list-style-type: none"> <li>Teachers have not received professional development on how to plan integrated real-world projects.</li> <li>Teachers have limited knowledge of what other teachers in the small learning community teach.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers have received professional development on how to plan integrated real-world projects. A few teachers have worked collaboratively to develop projects.</li> <li>SLC teachers have knowledge of the standards all teachers address in their classrooms through collaborative planning.</li> </ul>	<ul style="list-style-type: none"> <li>All of two plus:</li> <li>Administrators have set expectations for collaborative planning and integrated projects.</li> <li>Teachers continuously link their instruction to other content areas in multiple manners.</li> </ul>	<ul style="list-style-type: none"> <li>All of three plus:</li> <li>Team minutes reflect teachers evaluating projects against standards.</li> <li>Teachers in SLCs meet to study, experiment and evaluate the use of common instructional strategies at least once a month.</li> </ul>
<b>Indicator 3.4</b>				
Teachers assigned to common planning periods use established protocols (such as the Tuning Protocol) at least monthly to look at the quality of student work and teacher assignments. Teachers reflect specifically on the level of the assignment (basic, mastery, advanced) and assessments.	<ul style="list-style-type: none"> <li>Teachers have not had any professional development in protocols to analyze teacher assignments and student work.</li> <li>Administrators do not collect data on teacher assignments and assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers have received professional development on protocols to look at the quality of student work and teacher assignments.</li> <li>At least one team of teachers is using a protocol at least monthly.</li> </ul>	<ul style="list-style-type: none"> <li>SLC teams use a protocol to analyze student work and teacher assignments periodically.</li> <li>Administrators provide for the use of protocols.</li> <li>Administrators serve as facilitators for some protocols.</li> </ul>	<ul style="list-style-type: none"> <li>All of three plus:</li> <li>Administrators have set expectations for SLC teams to use a protocol.</li> <li>Administrators collect and provide feedback to teachers on assignments and assessments.</li> </ul>
<b>Indicator 3.5</b>				
Teachers have created and provide to students and parents a set of common expectations focused the quality of student work.	<ul style="list-style-type: none"> <li>Teachers have not created common course syllabi.</li> <li>SLCs do not have a set a common behavior and academic expectations.</li> <li>Common rubrics for writing and projects have not been created.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers have created common course syllabi for all courses that articulate expectations, major projects and define what it takes to make an A or B in the class.</li> <li>Some SLCs have established common sets of behavior and academic expectations.</li> <li>Discussions on the creation of a common writing rubric have begun.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers have created common course syllabi across the school for all courses and each SLC has determined the appropriate integrated projects to meet established standards.</li> <li>Each SLC has also adopted a set of common practices.</li> <li>Faculty have established a common writing rubric used in all classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>All of three plus:</li> <li>Teachers have created a common rubric for projects.</li> <li>The common writing rubric is published in the student handbook.</li> <li>Teachers have developed common grading practices.</li> </ul>

	<b>Level One</b> (No Implementation or Planning Stages)	<b>Level Two</b> (Low Implementation)	<b>Level Three</b> (Moderate Implementation)	<b>Level Four</b> (High Implementation)
<b>Indicator 3.6</b>				
All twelfth grade students participate in a senior project that includes a paper, a product, a portfolio and a presentation based on a career choice and requires students to participate in job shadowing with a community mentor.	<ul style="list-style-type: none"> <li>Twelfth grade students do not participate in a senior project.</li> </ul>	<ul style="list-style-type: none"> <li>A pilot group of students participate in an elective course requiring a senior project.</li> <li>Teachers are developing a plan for implementation based upon the review of other school's efforts.</li> <li>Professional development has been provided for 9<sup>th</sup> through 12<sup>th</sup> grade teachers designed to create buy-in for full staff participation in the senior project.</li> </ul>	<ul style="list-style-type: none"> <li>Ninety-five to 100 percent of seniors have a senior project expectation.</li> <li>Senior advisors help students find job shadowing mentors.</li> <li>Underclassmen advisors are providing information to students about senior project requirements.</li> </ul>	<ul style="list-style-type: none"> <li>All of three plus:</li> <li>The school involves all faculty in senior project presentation night with 85 percent participation.</li> <li>Business and community members participate in the analysis of senior projects.</li> <li>The school has established a committee to annually review the quality of senior projects in an effort to continuously improve.</li> <li>The school board has established a policy requiring the senior project for graduation.</li> </ul>

<b>STRAND 4: Supporting Students and Teachers within Small Learning Communities</b>				
	<b>Level One</b> (No Implementation or Planning Stages)	<b>Level Two</b> (Low Implementation)	<b>Level Three</b> (Moderate Implementation)	<b>Level Four</b> (High Implementation)
<b>Indicator 4.1</b>				
Students and parents have received academic and career guidance and have selected a small learning community based on a career choice. All students have been enrolled in a small learning community.	<ul style="list-style-type: none"> <li>No academic and career guidance has been offered.</li> <li>Students have limited input into the choice of their small learning community.</li> </ul>	<ul style="list-style-type: none"> <li>Students receive career guidance on a requested basis. The school has career materials made available to students.</li> <li>Students have chosen a small learning community based upon large group presentations describing the various SLCs.</li> <li>Students may be able to identify their small learning community but may not understand how membership in the small learning community affects them.</li> </ul>	<ul style="list-style-type: none"> <li>All students receive individual career guidance.</li> <li>All students select a small learning community based upon career guidance received.</li> <li>Students have some understanding of how a small learning community affects them.</li> <li>Each student participates in a group review of their 4-6 year academic plan annually.</li> </ul>	<ul style="list-style-type: none"> <li>All of three plus:</li> <li>Parents' participation is required in student guidance on the selection of small learning communities.</li> <li>Parents participate with students in annual review of their 4-6 year academic plans annually.</li> </ul>
<b>Indicator 4.2</b>				
Teachers on common planning time are looking at student rosters weekly to find students falling below a C in coursework or who are having difficulties with behavior and plan collectively how to provide support to those students while providing positive reinforcement to those students achieving academic success.	<ul style="list-style-type: none"> <li>Teachers within a small learning community are not assigned to a common planning period.</li> <li>Teachers with common planning do not review student progress to determine methods to provide individual student support.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers in each SLC meet at least once a month to discuss students falling below a C in coursework or having difficulties with behavior.</li> <li>The school has an overall plan for providing students extra help.</li> </ul>	<ul style="list-style-type: none"> <li>All of two plus:</li> <li>Teachers in each SLC determine individual actions to provide extra help within their SLC that augments school-wide practices.</li> </ul>	<ul style="list-style-type: none"> <li>All of three plus:</li> <li>Teachers go through student rosters together, naming each student on the team and discussing whether or not each student needs additional support or attention to keep from falling below a C on coursework or to maintain appropriate classroom/school behavior.</li> <li>SLC team members will involve parents in the process.</li> <li>Data includes the number of parent contacts and conferences held.</li> </ul>

	<b>Level One</b> (No Implementation or Planning Stages)	<b>Level Two</b> (Low Implementation)	<b>Level Three</b> (Moderate Implementation)	<b>Level Four</b> (High Implementation)
<b>Indicator 4.3</b>				
Teacher/advisors are assigned to a group of 15-20 students for whom they serve as academic and career advisor for three to four years. Guidance/advisement meetings take place on a regular basis for 30 to 40 minutes.	<ul style="list-style-type: none"> <li>Faculty/staff are not assigned to a group of students for whom they serve as academic and career advisor for three to four years.</li> </ul>	<ul style="list-style-type: none"> <li>Professional development for advisors may have taken place describing the benefits and rationale for the guidance/advisement program as a means toward building relationships and relevancy.</li> <li>A team of teachers, administrators and counselors have begun to develop a curriculum for the advisor program and have analyzed possible adjustments to the school day for meeting time.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers/advisors are assigned to a group of 15-20 students for whom they serve as academic and career advisor for three to four years.</li> <li>Guidance/advisement meetings are held on a regular basis with an activity provided to the teachers/advisors.</li> <li>Teacher and student perception surveys indicate at least 75 percent of teachers, students and parents understand the value of the guidance/advisement program.</li> <li>Follow up professional development has been provided for teachers/advisors.</li> <li>In 75 percent of guidance/advisement groups, students and teachers are observed to be actively discussing issues related to career and academic advisement and/or specific to the guidance/advisement activity for the day.</li> </ul>	<ul style="list-style-type: none"> <li>All of three plus:</li> <li>All paperwork is funneled through the advisor so he/she can maintain a close oversight of the students.</li> <li>At least once annually, the student, advisor and parent meet to discuss the student's progress.</li> <li>Administrators not assigned an advisor group conduct walkthrough observations during the advisement time and offer opportunities for best practices to be shared.</li> </ul>
<b>Indicator 4.4</b>				
Each teacher/advisor has a student file folder for each of the students in his/her guidance/advisement group that includes a copy of the student's five-year plan, transcripts, grade reports, job shadowing verification, student resume, career interest inventory results, achievement award, individual communications with parents and disciplinary data. This file may be electronic in nature.	<ul style="list-style-type: none"> <li>Students' files are not kept by advisors.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers have received professional development on the maintenance of student files and only a portion of the faculty members maintain them.</li> <li>Files include only minimal data including grade reports and advisement session activities.</li> </ul>	<ul style="list-style-type: none"> <li>Individual student files are maintained by all advisors.</li> <li>Files include academic and career interest information along with advisement activities.</li> </ul>	<ul style="list-style-type: none"> <li>All of three plus:</li> <li>Files include job shadowing information, parent communication and disciplinary data.</li> <li>Administrators periodically spot check files for completeness.</li> <li>Parents, students and advisors review files during annual meetings.</li> <li>Appropriate professional development has been provided for all advisors in the use of these reports to guide students in educational/career planning.</li> </ul>

	<b>Level One</b> (No Implementation or Planning Stages)	<b>Level Two</b> (Low Implementation)	<b>Level Three</b> (Moderate Implementation)	<b>Level Four</b> (High Implementation)
<b>Indicator 4.5</b>				
A structured curriculum with grade-level appropriate activities and schedule for weekly guidance/advisement meetings has been developed by a team that includes teachers/advisors, counseling staff and administration. Professional development for advisors was delivered before the implementation of guidance/advisement, and ongoing, sustained professional development for advisors takes place regularly.	<ul style="list-style-type: none"> <li>No guidance/advisement curriculum or schedule of activities currently exists.</li> </ul>	<ul style="list-style-type: none"> <li>A team of teachers, administrators and counselors select guidance/advisement activities using multiple sources.</li> <li>The activities are individual in nature and do not follow a planned sequence.</li> <li>Teachers are given the materials in advance and develop their own plans.</li> </ul>	<ul style="list-style-type: none"> <li>The advisor curriculum is planned by a team of teachers, counselors and administrators and follows a planned sequence with activities designed for specific grade levels.</li> <li>Professional development is provided to teachers prior to the year to review the curriculum.</li> <li>Each small learning community team may organize and supply activities specific to the small learning community vision and mission.</li> <li>A school focus group meets semi-annually to review the curriculum and make adjustments based upon the needs of the school.</li> </ul>	<ul style="list-style-type: none"> <li>All of three plus:</li> <li>Teachers meet in small groups prior to each advisor session to go over planned activities and to ensure all understand expectations.</li> <li>The school has developed a plan for advisor sessions that would be covered by substitutes.</li> <li>A process is in place to augment advisor sessions in a way that will allow the advisor to develop a more positive relationship with advisees (additional time).</li> </ul>
<b>Indicator 4.6</b>				
All students have completed a four–six year career/education plan. The plan is reviewed annually by students and parents as a part of student programming for the upcoming school year.	<ul style="list-style-type: none"> <li>Students are not currently required to complete a four – six year educational plan.</li> </ul>	<ul style="list-style-type: none"> <li>A sub-group (i.e. career technical completers) of students has completed a four – six year education plan as a ninth grader.</li> </ul>	<ul style="list-style-type: none"> <li>One hundred percent of students have completed four – six year career/education plans.</li> <li>Students review the plan annually with a counselor or advisor (small or large group) and make needed adjustments.</li> </ul>	<ul style="list-style-type: none"> <li>All of three plus:</li> <li>Students meet with their parent and an advisor annually to review the plan and to determine courses of study for the next year based upon the plan.</li> <li>The advisor reviews assessment results with the parent and student to ensure the student is making appropriate progress.</li> </ul>

	<b>Level One</b> (No Implementation or Planning Stages)	<b>Level Two</b> (Low Implementation)	<b>Level Three</b> (Moderate Implementation)	<b>Level Four</b> (High Implementation)
<b>Indicator 4.7</b>				
A three-year action plan has been written and implemented for parental/guardian involvement that includes yearly meetings with student, parent/guardian and advisor. Six types of parental/guardian involvement are included in the action plan: communicating, learning at home, decision-making, parenting, volunteering, and collaborating with the community.	<ul style="list-style-type: none"> <li>The school does not have a one-, two- or three-year plan for parent/guardian involvement. The school currently plans only for district mandated parent/guardian activities.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to providing parent involvement activities, the school currently encourages parents/guardians to become involved in the school by holding regularly scheduled meetings of the parent organization and sending meeting reminders to all parents.</li> <li>The school’s counselors, administrators and teacher/advisors are available to meet with parents to discuss school issues.</li> </ul>	<ul style="list-style-type: none"> <li>All of two plus:</li> <li>The school publishes monthly parent newsletters.</li> <li>A parent liaison actively recruits parent/guardian volunteers.</li> <li>The band and athletic booster clubs solicit membership from all parents/guardians.</li> <li>The school has begun to make action plans to strengthen parent/guardian involvement.</li> </ul>	<ul style="list-style-type: none"> <li>All of three plus:</li> <li>The school has developed a three-year plan to strengthen parent/guardian involvement.</li> <li>Each SLC may augment the plan to specifically meet their needs.</li> <li>The parent involvement plan includes annual meetings of the parent/guardian to review and approve the student’s four – six year academic and career plan.</li> <li>The school actively recruits for community-school partnerships.</li> </ul>
<b>Indicator 4.8</b>				
Ninth grade teachers implement the teaching of a support program focused on study skills and goal setting such as the <i>HSTW</i> Habits for Success curriculum.	<ul style="list-style-type: none"> <li>No implementation of support program is evident.</li> <li>Ninth grade teachers have not received professional development in support strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Ninth grade teachers have embedded study skills development in their classrooms.</li> <li>Ninth grade SLC teachers discuss study skills development during team meetings.</li> <li>Follow-up discussions and modeling after use may have occurred and is reflected in team minutes.</li> </ul>	<ul style="list-style-type: none"> <li>All ninth grade teachers have received training in study skills development and agreed to embed these into all ninth grade classes.</li> <li>All or a targeted group of students may have an additional class focused on the development of study skills and goal setting such as the <i>HSTW</i> Habits of Success.</li> <li>A common set of study skills expectations (i.e. note-taking) is evident in all ninth grade classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>All of three plus:</li> <li>Students most at risk of failure upon entering grade nine must take a study skills development course that may include tutoring opportunities.</li> <li>Teachers have published a clear set of expectations for study skills that is used across the school.</li> <li>Ninth grade teachers have begun to discuss study skills development with sending middle school teachers.</li> </ul>

	<b>Level One</b> (No Implementation or Planning Stages)	<b>Level Two</b> (Low Implementation)	<b>Level Three</b> (Moderate Implementation)	<b>Level Four</b> (High Implementation)
<b>Indicator 4.9</b>				
<p>Extra help strategies have been implemented which may include:</p> <ul style="list-style-type: none"> <li>• a summer bridge program for 8<sup>th</sup> graders who are at-risk for failure;</li> <li>• double dosing for students who enter ninth grade behind;</li> <li>• a variety of tutoring strategies including peer tutoring, before and after school assistance, Saturday School, Vacation School, summer school and specific teacher assistance by appointment; and</li> <li>• strategies to ensure that students complete high school academic requirements necessary to graduate.</li> </ul>	<ul style="list-style-type: none"> <li>• No organized extra help program exists across the school.</li> </ul>	<ul style="list-style-type: none"> <li>• The school has developed an after-school tutoring program that teachers can recommend students attend.</li> <li>• Less than 50 percent of students referred to the tutoring program participate.</li> <li>• Entering ninth grade students identified as at risk for failure are required to enroll in an extra help class or double dosing in at least one of the core subject areas.</li> </ul>	<ul style="list-style-type: none"> <li>• The school has developed a multi-tier extra help plan that includes: <ul style="list-style-type: none"> <li>○ A summer bridge program for eighth graders most at risk of failure.</li> <li>○ A voluntary before or after school extra help for students not meeting standards.</li> </ul> </li> <li>• Small learning community teams are providing individual classroom tutoring in addition to school-wide tutoring opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• All of three plus:</li> <li>• Before and after school extra help includes mandatory attendance for those most at risk.</li> <li>• A credit recovery program has been established for students who fail courses required for graduation.</li> <li>• A peer tutoring program uses the expertise of various students (or groups).</li> <li>• The school has sought community involvement in the tutoring program.</li> </ul>
<b>Indicator 4.10</b>				
<p>Extra help strategies are in place to ensure all seniors pass the state graduation tests and all required courses. Extra help can include credit recovery, night school, vacation school, specialized tutoring, and catch-up classes. By the second week of August, the school has identified rising seniors who are at risk of not graduating. Risk factors include discipline and attendance problems, low GPA, course failures, lack of sufficient credits and poor assessment scores.</p>	<ul style="list-style-type: none"> <li>• No extra help is offered beyond individual teacher tutoring or a school sponsored tutoring program available to all students.</li> </ul>	<ul style="list-style-type: none"> <li>• The school offers an after-school tutoring program open to all students.</li> <li>• A small percentage of at risk seniors participate.</li> </ul>	<ul style="list-style-type: none"> <li>• Special programs or courses are developed for seniors who have not passed state assessments or appear likely to need remediation at the post-secondary level. The courses include at least language arts and mathematics.</li> <li>• Parent contact is also made at the first sign of struggle.</li> <li>• The school has begun planning for a credit recovery program.</li> </ul>	<ul style="list-style-type: none"> <li>• All of three plus:</li> <li>• The school offers credit recovery through summer school, night school or on-line courses.</li> <li>• Twelfth grade teachers offer before and after school tutoring for students, in addition to the school's tutoring program.</li> <li>• Parents are contacted individually when students show signs of struggling. By early August, all new seniors who will need extra help to graduate due to missing credits, attendance problems, etc. have been identified and extra help offered.</li> </ul>

	<b>Level One</b> (No Implementation or Planning Stages)	<b>Level Two</b> (Low Implementation)	<b>Level Three</b> (Moderate Implementation)	<b>Level Four</b> (High Implementation)
<b>Indicator 4.11</b>				
Student achievement is recognized at least quarterly. At least one small learning community social event is held per semester. Small learning community recognition ceremonies are held and involve students, teachers, counselors, administrators, parents, and business partners.	<ul style="list-style-type: none"> <li>Student recognition ceremonies are limited to end-of-year activities and occur school-wide.</li> </ul>	<ul style="list-style-type: none"> <li>Small learning community teams have recognized student achievement at least once during the current school year in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>Student achievement has been recognized by small learning community teams at the end of at least two grading periods during the current school year.</li> <li>At least one small learning community social event, field trip or assembly has been held during the current school year.</li> <li>Plans are underway for an end-of-year student recognition ceremony.</li> </ul>	<ul style="list-style-type: none"> <li>Student achievement is recognized quarterly by each SLC.</li> <li>Each SLC has held at least one social event, field trip or assembly each semester, and with the help of parents, business partners, administrators, teachers and counselors, a small learning community end-of-year recognition ceremony has been scheduled.</li> <li>A Welcome-Back-to School event is planned and scheduled involving each SLC.</li> </ul>