

Site Action Planning Workbook For New *HSTW* Sites



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Primary *HSTW* Goals for Continuous Improvement

The mission of *HSTW* is to create a culture of high expectations and continuous improvement in high school and the middle grades. To achieve this mission, *HSTW* has several goals:

- Increase to 85 percent the percentages of high school students who meet the *HSTW* reading, mathematics and science performance goals on a National Assessment of Educational Progress (NAEP)-referenced exam.
- Increase the percentages of *all* high school students who perform at the proficient level to at least 50 percent in reading, mathematics and science, as measured by the NAEP-referenced *HSTW* Assessment.
- Increase to 85 percent the percentages of high school graduates who complete college-preparatory courses in mathematics, science, English/language arts and social studies and a concentration in an academic area, a career/technical area or a blend of the two.
- Increase to 90 percent the percentages of high school students who enter grade nine and complete high school four years later.
- Advance state and local policies and leadership initiatives that sustain a continuous school improvement effort.
- Have all students leave high school with postsecondary credit or having met standards for postsecondary studies to avoid remedial courses.
- Work in the middle grades to increase annually the percentages of students entering high school prepared to succeed in college-preparatory courses.

HSTW Key Conditions for Accelerating Student Achievement

High Schools That Work believes everyone — teacher, school, district, local and state leaders — must work together to align policies, resources, initiatives and accountability efforts to support high schools and middle grades schools as they adopt and implement comprehensive school improvement designs. The *HSTW* Key Conditions include the following:

- **A clear, functional mission statement:** Schools need a clear, functional mission statement to prepare middle grades students for challenging secondary studies and high school students for success in postsecondary education and the workplace.
- **Strong leadership:** Each district and school needs strong and committed leaders to improve, align and benchmark curriculums to high standards, to improve the quality of instruction and to raise student achievement in grades six through 12. At each high school and middle grades school, create a leadership team consisting of the principal, assistant principal and teacher leaders. **School and district teams participate annually in a series of leadership development workshops aimed at more fully implementing the *HSTW* design.**
- **Plan for continuous improvement:** District and school leaders create an organizational structure and process that ensures continuous involvement with faculty on what to teach, how to teach it, what students are expected to learn, how to assess what they have learned, and how they relate to each other, to the students and to the home and community.
- **Qualified teachers:** Middle grades and high school teachers have in-depth knowledge of their subject areas and of teaching strategies appropriate to students' grade levels. Middle grades teachers lacking majors in their subject areas are supported by the district to acquire them. The school and district employ teachers who have depth in their teaching fields and support them in learning how to teach well.

- **Commitment to goals:** School leaders and teachers are committed to achieving the *HSTW* Goals and implementing the Key Practices. School boards are committed to having all students complete a demanding academic core and either an academic or career/technical concentration. **Continuous review of local policies and practices ensures that a strong message of high expectations is sent to both the high schools and the middle grades.**
- **Flexible scheduling:** School superintendents and school boards permit high schools to adopt flexible schedules enabling students to earn more credits.
- **Support for professional development:** District and school leaders provide teachers with instructional materials, planning time and professional development for implementing new curriculums and research-based instructional methods.

***HSTW* Key Practices for improving student achievement**

HSTW has identified a set of Key Practices that impact student achievement. Following are the *HSTW* Key Practices that provide direction and meaning to comprehensive school improvement and student learning:

- **High expectations** — Motivate more students to meet high expectations by integrating high expectations into classroom practices and giving students frequent feedback.
- **Program of study** — Require each student to complete an upgraded academic core and a concentration.
- **Academic studies** — Teach more students the essential concepts of the college-preparatory curriculum by encouraging them to apply academic content and skills to real-world problems and projects. School leaders need to:
 - Align core academic courses to essential state and national standards that prepare youth for postsecondary studies and careers.
 - Align student assignments, student work and classroom assessments to at least the proficient-level standards as measured by a NAEP-referenced exam and state assessments.
- **Career/technical studies** — Provide more students access to intellectually challenging career/technical studies in high-demand fields that emphasize the higher-level mathematics, science, literacy and problem-solving skills needed in the workplace and in further education. School leaders need to:
 - Develop standards, conditions and agreements for awarding postsecondary credit in high demand career/technical fields to high school students.
 - Require senior projects with academic, technical and performance standards.
 - Provide students opportunities to work toward a recognized employer certification.
- **Work-based learning** — Enable students and their parents to choose from programs that integrate challenging high school studies and work-based learning and are planned by educators, employers and students.
- **Teachers working together** — Provide teams of teachers from several disciplines the time and support to work together to help students succeed in challenging academic and career/technical studies. Integrate reading, writing and speaking as strategies for learning into all parts of the curriculum and integrate mathematics into science and career/technical classrooms. School leaders need to support:

- academic and career/technical teachers in engaging students regularly in reading books and articles writing, making presentations, and using high-level reasoning and thinking skills.
 - mathematics, science and career/technical teachers working together to better align and integrate mathematics concepts and skills into assignments in science and career/technical classrooms.
- **Students actively engaged** — Engage students in academic and career/technical classrooms in rigorous and challenging proficient-level assignments³ using research-based instructional strategies and technology.
 - **Guidance** — Involve students and their parents in a guidance and advisement system that develops positive relationships and ensures completion of an accelerated program of study with an academic or career/technical concentration. Provide each student with the same mentor throughout high school to assist with setting goals, selecting courses, reviewing the student’s progress and suggesting appropriate interventions as necessary. School leaders need to:
 - **Involve parents in annual meetings with students and their mentors to review progress and develop plans for the next year.**
 - **Develop efforts to educate middle grades parents, school and teacher leaders, and students about the achievement level needed for challenging high school studies and to educate high school parents, students and teachers about the achievement level needed for postsecondary study and high-demand, high-income jobs.**
 - **Extra help** — Provide a structured system of extra help to assist students in completing accelerated programs of study with high-level academic and technical content. School leaders need to:
 - Support all students to become independent learners by building into their learning experiences opportunities to practice habits of successful learners such as study and literacy skills, time management and learning with others.
 - Give students easy access to opportunities to meet course standards and graduate with their peers.
 - Support teachers in forming nurturing academic relationships with students aimed at improving students’ work and achievement.
 - Plan catch-up learning experiences for entering ninth-graders who are not prepared to succeed in college-preparatory courses.
 - Work with postsecondary institutions to identify 11th-graders not ready for postsecondary study.
 - Develop special courses for the senior year to get these students prepared.
 - **Culture of continuous improvement** — Use student assessment and program evaluation data to continuously improve school culture, organization, management, curriculum and instruction to advance student learning.

The *HSTW*-recommended curriculum

The centerpiece of *HSTW* is a challenging curriculum that focuses on preparing high school students for further education and the workplace. To complete the recommended curriculum, each student takes the following:

- **At least four English courses, with the content and performance standards of college-preparatory English, that emphasize reading, writing and presentation skills. Students should read the equivalent of eight books annually, write short papers weekly and write one or more research papers annually. Students revise work until it meets standards.**
- **At least four credits in mathematics including Algebra I, geometry, Algebra II and a fourth higher-level mathematics course or a specially-developed mathematics course designed to prepare students for postsecondary studies so they can avoid remedial college mathematics.**
 - Students completing Algebra I in grade eight will be required to complete four additional years of mathematics. Students take mathematics their senior year.
- **At least three college-preparatory science courses — biology, chemistry, physics or applied physics, or anatomy/physiology. Students conduct lab experiments and investigative studies; read, critique and discuss three to five books or equivalent articles about scientists, scientific discoveries and how science is used in the real world; keep lab notebooks; make presentations; and complete research projects and written reports. Students design and conduct group or individual projects. *HSTW* recommends that schools using block schedules require four years of science.**
- **At least three college-preparatory social studies courses emphasizing reading and writing to learn. Students will read five to eight books or equivalent articles, write weekly, make presentations, complete research projects, and prepare at least one major research paper in each course.**
- **At least one computer course or demonstrated proficiency in computer technology beyond simple keyboarding (this course should be taken early in high school so that students will be able to use computer-based technical skills in other classes.)**
- **At least four credits in a concentration. Each student will have a choice from among at least four career/technical concentrations at school sites, work sites, career/technical centers, postsecondary institutions; and a choice of two academic concentrations, such as mathematics/science and humanities. Each academic concentration will include one or two Advanced Placement (AP), International Baccalaureate (IB) or dual-credit courses. School leaders need to:**
 - Have students complete an academic humanities concentration including four or more credits in college-preparatory/honors English and in college-preparatory/honors social studies, with at least one credit at the AP level, and four additional credits in one or more of the humanities, such as foreign language, fine arts or additional literature and social studies courses; or
 - Have students complete a concentration in mathematics and science with a minimum of four credits each in college-preparatory/honors mathematics and science including at least one at the AP level.

Changes Schools Can Expect – Ideal Process for Implementing the *HSTW* Design

Structural Changes	Instructional Changes	Support Changes	Leadership Changes
<ul style="list-style-type: none"> ▪ Adjust the Master Schedule – annually to increase the percentage of students enrolled in college preparatory courses by at least 20 percent. ▪ Expand Student Access to Quality Career/Technical Studies – through partnerships with employers and postsecondary institutions ▪ Expand Dual Credit and Advanced Placement Offerings Each Year – by training teachers annually and offering new courses ▪ Organize into career-based small learning communities around a rigorous academic core/ 	<ul style="list-style-type: none"> ▪ Literacy Across the Curriculum – prepare all teachers to use reading and writing to learn strategies ▪ Numeracy Across the Curriculum – Establish plans to increase student use of mathematical skills and processes in all content areas – with special emphasis in science, career/ technical courses, physical education and athletics ▪ Integrating Academic and Career Studies – Establish common units of study that link academic content with real world opportunities ▪ Project-based Learning – Develop high-level project-based assessments ▪ Research-based Instructional Strategies – prepare teachers to use strategies that actively engage students in relevant learning experiences ▪ Curriculum Alignment – Align instruction to state standards through development of a curriculum framework, course syllabi, common end-of-course exams and units of study ▪ Developing Students as Self-directed Learners – Instruction to develop study skills provided through a support class or integrated into ninth -and 10th - grade courses ▪ Teacher Assignments and Assessments – Develop a process to provide teachers with frequent feedback on a review of assignments, student work and assessments to determine if they expect students to learn at the proficient level 	<ul style="list-style-type: none"> ▪ Development of a Ninth -grade Support Program - for students entering high school lacking skills for success. ▪ Extra Help Program – Program that ensures all students having a grade below “B” have access to and receive help. ▪ Guidance Program – Program that ensures every student has an adult advocate at the school who meets with the student to develop and annually review a four-year plan for success. The program also involves frequent monitoring of student progress by the adult advocate who keeps parents involved and informed. ▪ Credit Recovery Program – A process to allow students to make up failed courses in a timely manner so they may graduate on-time. ▪ Support for Teaching and Learning – A process to develop school leadership teams who support efforts to improve instruction through development of demonstration classrooms, peer coaching, walkthrough observations and strategies to assist teachers in making the various changes outlined here. 	<ul style="list-style-type: none"> ▪ Development of a leadership team to: <ul style="list-style-type: none"> ▪ involve all faculty in the change process ▪ create a culture of high expectations in the school ▪ build consensus for a need to change within a school ▪ move standards into the classroom to get students to create proficient-level work ▪ support efforts to focus on literacy ▪ support efforts to focus on numeracy ▪ Prepare master teachers - to become teacher leaders ▪ Engage the Faculty in Continuous School Improvement – by organizing a school improvement team and school wide leadership teams around curriculum and instruction, professional development, evaluation, guidance and transitions.

Recommended Plan for *High Schools That Work* Plan for Implementation - Year 1

Area	Planning	Implementing	Reviewing/Refining
Structural	<ul style="list-style-type: none"> ▪ Actions to create a culture of raised expectations within the school ▪ Actions to increase the percentages of students completing the <i>HSTW</i>-recommended core and a concentration ▪ New master schedule that increases the percentages of students in advantaged curriculum ▪ Increase in AP offerings and develop links to expand dual credit offerings 	<ul style="list-style-type: none"> ▪ Interdisciplinary <i>HSTW</i> leadership teams within to plan actions for continuous improvement ▪ Increase in senior year expectations (multiple formats) ▪ Phase out 20 percent of low- level course sections to push students to a higher level 	<ul style="list-style-type: none"> ▪ School and Classroom Practices via the <i>HSTW</i> Technical Assistance Visit, <i>HSTW</i> Assessment and <i>HSTW</i> Ninth -grade Survey ▪ Master Schedule ▪ Current School Improvement Plans
Instructional	<ul style="list-style-type: none"> ▪ Development of a literacy plan using <i>HSTW</i>'s Literacy Goals ▪ Development of a numeracy across the curriculum plan that integrates mathematics, science, CT, PE and athletics ▪ Process for teachers to analyze teacher assignments, student work and assessments ▪ Curriculum mapping in all core areas and career/technical courses 	<ul style="list-style-type: none"> ▪ Literacy instructional strategies across the curriculum ▪ Research-based instructional strategies that actively engage students to complete challenging assignments ▪ Upgrade mathematics teachers' content knowledge and instructional methods (as needed) 	<ul style="list-style-type: none"> ▪ Instruction via walkthrough observations by school and district leaders aligned to professional development ▪ Analyze teacher assignments, student work and classroom assignments against the proficient level.
Support	<ul style="list-style-type: none"> ▪ Advisor-advisee program that will involve faculty, students and parents ▪ Extra Help Program for all students not meeting standards ▪ Prepare teachers for ninth-grade catch-up courses 	<ul style="list-style-type: none"> ▪ Actions to communicate plans to students and parents in a clear manner ▪ Provide students with frequent feedback on progress in reaching proficient level work 	<ul style="list-style-type: none"> ▪ Development or revision of program of study booklet ▪ Involvement of parents in the scheduling process
Leadership Development	<ul style="list-style-type: none"> ▪ Develop leadership team procedures for overall school 	<ul style="list-style-type: none"> ▪ SREB's Leadership Modules: <ul style="list-style-type: none"> ○ Creating a Culture of High Expectations ○ Using Data to Lead Change 	<ul style="list-style-type: none"> ▪ Involvement of entire faculty in the improvement process

Recommended Plan for *High Schools That Work* Plan for Implementation - Year 2

Area	Planning	Implementing	Reviewing/Refining
Structural	<ul style="list-style-type: none"> ▪ 12th grade transition program designed around three dimensions: <ul style="list-style-type: none"> ○ Getting almost all students ready for college ○ Special programs for students planning to go to college but not yet prepared ○ Employer certification programs for students not planning to go to college ▪ Continuous efforts to raise expectations for all students 	<ul style="list-style-type: none"> ▪ Ninth- grade program including catch-up courses ▪ Actions to increase the percentages of students completing <i>HSTW</i> recommended core and a concentration ▪ Master schedule that phases out 20 percent of low- level course sections to push students to a higher level ▪ Implement new AP course offerings and expand dual credit offerings 	<ul style="list-style-type: none"> ▪ Interdisciplinary leadership team effectiveness ▪ Senior-year expectations and current graduation requirements ▪ Implementation impact of pushing more students into advantaged curriculum
Instructional	<ul style="list-style-type: none"> ▪ Project-based learning focus ▪ Improving the quality of CTE instruction through integration of academic, career/technical instruction and improvement of project-based learning opportunities. ▪ Curriculum Mapping in two core academic areas 	<ul style="list-style-type: none"> ▪ Implement school-wide literacy plan ▪ Implement numeracy across the curriculum plan that integrates mathematics, science, CT, PE and athletics ▪ Research-based Instructional Strategies ▪ Process for teachers to analyze teacher assignments, student work and assessments to determine if they reach proficiency ▪ Curriculum mapping for two core content areas 	<ul style="list-style-type: none"> ▪ Teacher use of literacy strategies to engage students in classrooms ▪ Teacher use of research-based instructional strategies that actively engage students ▪ Quality of mathematics instruction
Support	<ul style="list-style-type: none"> ▪ Preparation of teachers to teach new senior transition courses to prepare students for postsecondary study and careers ▪ Develop students as self-directed learners curriculum ▪ Prepare teachers to teach new AP course offerings 	<ul style="list-style-type: none"> ▪ Adviser-advisee program that involves students, faculty and parents with frequent feedback and communication ▪ Extra Help Program for all students not meeting standards ▪ Implement new ninth grade catch-up courses 	<ul style="list-style-type: none"> ▪ Communication procedures to students and parents ▪ Feedback procedures for students on progress toward proficient-level work
Leadership	<ul style="list-style-type: none"> ▪ Develop leadership teams for continuous improvement. ▪ Develop school wide school improvement coordinators 	<ul style="list-style-type: none"> ▪ SREB's Leadership Modules: <ul style="list-style-type: none"> ○ Prioritizing, Mapping and Monitoring the Curriculum ○ Literacy Leadership 	<ul style="list-style-type: none"> ▪ Effectiveness of leadership processes ▪ Change in the culture of expectations within school ▪ Processes to analyze data, establish goals and actions to meet them.

Recommended Plan for *High Schools That Work* Plan for Implementation - Year 3

Area	Planning	Implementing	Reviewing/Refining
Structural	<ul style="list-style-type: none"> ▪ Enhanced collaboration with community/technical colleges and business/industry ▪ Expand collaboration with feeder middle grades to improve transition of students 	<ul style="list-style-type: none"> ▪ 12th grade transition program designed around three dimensions: <ul style="list-style-type: none"> ○ Getting almost all students ready for college ○ Special programs for students planning to go to college but not yet prepared ○ Employer certification programs for students not planning to go to college ▪ Efforts to raise expectations for all students ▪ Phase out 20 percent of low level course sections to push students to a higher level 	<ul style="list-style-type: none"> ▪ Ninth-grade transition programs ▪ Actions to increase the percentages of students completing <i>HSTW</i> recommended core and a concentration ▪ Quality of new AP offerings and effectiveness of dual credit offerings
Instructional	<ul style="list-style-type: none"> ▪ Expansion of real-world learning opportunities <ul style="list-style-type: none"> ○ Work-based learning ○ Senior project development ▪ Curriculum mapping for CTE programs 	<ul style="list-style-type: none"> ▪ Literacy/numeracy and research-based Instructional Strategies ▪ Project-based learning focus ▪ Improve the quality of CTE Instruction through integration of academic and career/technical instruction and improve quality of project-based learning activities ▪ Curriculum mapping for two core content areas ▪ Demonstration Classrooms 	<ul style="list-style-type: none"> ▪ Teacher use of literacy/numeracy strategies to engage students in the classrooms ▪ Teacher use of research-based instructional strategies that actively engage students ▪ Curriculum mapping process ▪ Processes for teachers to analyze assignments, student work and assessments to determine if they reach proficiency ▪ Effectiveness of demonstration classrooms and increase in teacher collaboration
Support	<ul style="list-style-type: none"> ▪ Expand links with community support programs 	<ul style="list-style-type: none"> ▪ Teach new senior transition courses to prepare students for postsecondary study and careers ▪ Implement students as self-directed learners curriculum ▪ Teach new AP/dual credit course offerings 	<ul style="list-style-type: none"> ▪ Adviser-advisee program effectiveness ▪ Extra Help program effectiveness ▪ Ninth-grade catch-up courses effectiveness ▪ School and classroom practices via Technical Review Visit, <i>HSTW</i> Assessment and <i>HSTW</i> Ninth-grade survey ▪ Continual review of communication processes
Leadership	<ul style="list-style-type: none"> ▪ Continuous improvement team revisits current plans ▪ Process to orient new staff to <i>HSTW</i> design. ▪ Literacy and numeracy coaches to support continued growth 	<ul style="list-style-type: none"> ▪ SREB’s Leadership Modules: <ul style="list-style-type: none"> ○ Leading Assessment and Instruction ○ Numeracy Leadership 	<ul style="list-style-type: none"> ▪ Focus team effectiveness for continuous planning ▪ Leadership for curriculum, instruction and assessment

Climate for Continuous Improvement

Key Condition — A school principal with strong, effective leadership who supports, encourages, and actively participates with the faculty in implementing the key practices.

The school sends a consistent message to students, families and the community about what is expected of students, teachers and administrators.

Key Practice - using student assessment and program evaluation data to improve continuously the school climate, organization, management, curricula, and instruction to advance student learning and to recognize students who meet both curriculum and performance goals.

Current Status				
Place the number that best describes the degree to which the following indicators are in place.				
1-Not Addressed	2-Planned	3-Early Stages of Implementation	4-Full Implementation	
	1	2	3	4
The goals and priorities of the school are clear.				
The school maintains a demanding, yet supportive, environment that pushes students to do their best.				
High school teachers meet at least annually with teachers from their feeder middle grades or junior high schools to discuss expectations, content knowledge and performance standards for students entering high school.				
Teachers meet at least annually with employers and postsecondary faculty to discuss expectations, content knowledge and performance standards for students graduating from high school.				
Teachers meet at least a few times annually to examine students' work to determine if it meets state or national standards in content areas.				
The principal uses data at least every semester to continuously evaluate the school's academic and technical programs and activities.				
The principal consults with staff members at least annually before making decisions that affect them.				
The principal organizes study teams that meet at least every semester to address how to implement the individual components of the school improvement plan.				
Teachers strongly agree that they are continually learning and seeking new ideas on how to improve students' achievement.				
Teachers strongly agree that they and the school administrators work as a team to improve students' academic achievement.				
Teachers strongly agree that they use data reports to continually evaluate the school's academic and technical programs and activities.				
Students' learning is measured through a variety of school-based and state assessments.				
Learning results are disaggregated by ethnicity, gender, socio-economic status, etc.				

Continuous Improvement Specific Actions

Explain how team leaders for each Focus Team will be selected.
Explain how team members will be assigned and who will be represented on each team.
How will team membership be decided? Who will be represented on: Curriculum: Use of Data: Guidance: Transition: Professional Development:
Which Focus Team will be responsible for analyzing, reporting and addressing the following gaps?
The achievement gap (School versus district, state or national data – including subgroups) The expectation gap (Graduation requirements, Course taking patterns) The opportunity gap (Pupil-teacher ratios, Advanced Placement and dual enrollment by gender and ethnic group)
What will each focus team be expected to focus on for school improvement?
Curriculum: Use of Data: Guidance: Transition: Professional Development:

Pre-learning Concept Check

A **Pre-learning Concept Check** prepares students for what they are about to read or discuss, by having them react to a series of statements related to the new content. Teachers have found that Pre-learning Concept Check guides are valuable because they prepare students to read/discuss by connecting them to the information ahead of time. Students tend to become interested in the topic because they have been asked their opinion.

An Inventory on Rigorous Curriculum

Instructions: Rate your school by placing one of the following symbols in the space provided in the left column next to each statement. If the statement is **true** for your school, place a **plus-sign (+)** in the space provided. If the statement is **mostly true**, place a **checkmark (✓)**. If the statement is **not true** for your school, place a **zero (0)** in the space provided.

- _____ 1. All high school students are required to take 4 years of college preparatory-level English.
- _____ 2. All students are required to take a higher-level mathematics class in their senior year.
- _____ 3. Eighth-graders leave the middle school having passed pre-Algebra or Algebra I with a common end-of-course exam.
- _____ 4. This school has only one level of classes that all students take.
- _____ 5. All students take college-prep biology, and chemistry or physics.
- _____ 6. Our school offers the students an academic, career or blended concentration.
- _____ 7. Our students leave the eighth grade able to describe their heritage, government and key economic principles.
- _____ 8. Students leave the eighth grade having written a research paper.
- _____ 9. Students have the same adult advisor throughout high school.
- _____ 10. Students leave the eighth grade with a four-year plan for course-taking in high school.
- _____ 11. Our career/technical/exploratory classes emphasize academic skills.
- _____ 12. Our students can select and use appropriate technology to complete a task.
- _____ 13. Our students are required to read materials in each class.

Add all plus-signs (+) together: _____.

Add all checkmarks (✓) together: _____.

Add all zeros (0) together: _____.

Program of Study

Key Practice --Having students complete a challenging program of study with an upgraded academic core and a concentration.

Percent of students completing the HSTW-recommended curriculum	<u>Current Status - %</u>	
Four credits in college-preparatory-level English/language arts courses.		
Four mathematics credits with at least three credits equal to Algebra I, geometry and Algebra II.		
Three science credits (four in schools with a block schedule), including two credits equal to chemistry, physics or lab-based college-preparatory biology.		
Three social studies credits (four in schools with a block schedule)		
Four credits in a concentration: <ul style="list-style-type: none"> • A planned sequence of career/technical courses • Academic Concentration 		
A computer technology course aimed at teaching students database management, PowerPoint, the Internet and e-mail as tools for project-based learning. (SBD)		
Students receive the <i>HSTW</i> Award of Educational Achievement.		
	<u>YES</u>	<u>NO</u>
Mathematics is required the senior year.		
Science is required the senior year.		
All students must complete the recommended academic core.		
All students must complete an academic or career concentration.		
A guidance and advisement system exists that results in every student establishing a program of secondary studies based on their goals.		

Recommended Academic and Career/Technical Concentrations

Academic Concentrations:

- A. **Mathematics and Science** — Four or more credits each in mathematics and science courses with at least one credit at the Advanced Placement level.
- B. **Humanities** — Four credits each in college-preparatory/honors English and social studies with at least one course at the Advanced Placement level, and four more credits drawn from foreign language, fine arts, journalism, debate or additional courses in literature, history, economics, psychology or other humanities areas.

Career/Technical Concentration:

- A. At least four credits in a planned sequence of quality career/technical courses in a broad field of study with students meeting standards on an external assessment.

Program of Study Specific Actions

Review the major actions for Program of Study. Brainstorm together the major actions you can take to increase by 10 go 20 percent the percentages of students completing the recommended academic core and major 2007, 2008 and 2009. Include specific implementation steps necessary to implement each major action.

Outstanding Practice
Major Actions to Increase the Percentage of Students Completing Four college preparatory English courses where students read 8-10 books a year, write weekly and complete at least one research paper
<ol style="list-style-type: none"> 1. 2. 3.
Major Actions to Increase the Percentage of Students Completing Four courses in college preparatory mathematics courses where students use reasoning skills to gain an understanding of rigorous content
<ol style="list-style-type: none"> 1. 2. 3.
Major Actions to Increase the Percentage of Students Completing Three college preparatory, lab-based science courses
<ol style="list-style-type: none"> 1. 2. 3.
Major Actions to Increase the Percentage of Students Completing an Academic of Career/technical Concentration
<ol style="list-style-type: none"> 1. 2. 3.

Jigsaw Activity

High-Quality Career/Technical Programs Give Students a Boost Toward a Good Job and Postsecondary Studies - 2005 Newsletter

Steps for Jigsaw Activity

- 1. Have each table group count off by 5's**
- 2. Divide the article up into five sections**
- 3. Have each group read the section assigned to them**
- 4. Have each group meet to discuss the findings from their section**
- 5. Each group reports out on their section**

Career/Technical Studies

Key Practice --Increasing access to intellectual challenging career/technical studies, with a concentration emphasis on using high-level mathematics, science, language arts and problem-solving skills in the modern workplace and in preparation for continued learning.

Current Status				
Place the number that best describes the degree to which the following indicators are in place.				
1-Not Addressed	2-Planned	3-Early Stages of Implementation	4-Full Implementation	
Policies and practices related to career/technical expectations for students.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
Students are required to read a career-field related article twice a month and demonstrate understanding of the content.				
Students have to do mathematics homework two hours a week on a career-related problem.				
Students read and interpret technical manuals at least weekly to complete career/technical assignments.				
Students have to complete writing assignments of 1 to 3 pages at least weekly.				
Students have to use mathematics to complete career/technical assignments at least weekly.				
Students are required by teachers to include a list of books/articles, writing samples and (pictures of) products in a portfolio.				
Students use a database or spreadsheet to complete an assignment or project at least once a semester.				
Students have to meet standards on a written exam to pass the career/technical course. <ul style="list-style-type: none"> • One-third of the items are designed to assess student’s ability to read, interpret and comprehend technical materials related to projects they have completed. • One-third of the items are designed to assess mathematics related to problems studied in the classroom. • One-third of the items are designed to assess understanding of major technical concepts. 				
Students prepare a written report or research study at least once each semester.				
Students reported they had to take a performance test containing industry standards they had to meet to pass the test.				
	YES		NO	
Do you disaggregate state assessment results in reading, mathematics and science for career/technical students?				
Does your school and/or state require each program to give career/technical exams, such as industry exams, state skill assessments, NOCTI, etc., to career/technical completers?				
Does the career/technical exam count as part of the student’s grade?				
Do all career/technical programs have industry accreditation and offer students the opportunity to earn certification.				
Are students required to produce a product and explain it?				
Are students required to present a report before a panel of judges?				
Each career/technical course has a mathematics-related textbook.				

Work-based Learning

Key Practice --Giving students and their parents the choice of a system that integrates school-based and work-based learning. The system should span high school and postsecondary studies and should be planned by educators, employers and employees.

Current Status				
Place the number that best describes the degree to which the following indicators are in place.				
1-Not Addressed	2-Planned	3-Early Stages of Implementation	4-Full Implementation	
Increase the percentage of surveyed students reporting:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
They received on-the-job training and rotated through several jobs or departments.				
They received on-the-job-training where they observed veteran workers perform certain jobs.				
	<u>YES</u>		<u>NO</u>	
Students' work-based learning experiences are connected to career goals.				
Classroom and work-site assignments are correlated to the career field.				
The school has established a set of standards and policies for work-based learning.				
A training agreement for each employer and student is in place.				
Someone at the school conducts regular site visits to monitor students' progress.				
Each student is required to develop an individual portfolio to showcase skills and experiences.				
Each student is required to keep a journal.				
Each student is assigned a work-site mentor.				

Career/Technical Studies – Work-based Learning Specific Actions

Review the major actions for Career/Technical Studies and Work-based Learning. Brainstorm together the ones you might implement during years one, two and three. List specific implementation steps necessary to implement each major action.

Outstanding Practice
Major Action to Incorporate Literacy in C/T Classes
Major Action to Incorporate Numeracy in C/T Classes
Major Action to Upgrade Quality of C/T Programs
Major Action to Increase Access and Quality of Work-based Learning Opportunities

Four Corners Activity High Expectations

1. Note the following four signs in the corners of the room: **Agree, Disagree, Strongly Agree and Strongly Disagree.**
2. Read the statement on the screen: **Allowing students to redo work until it meets standards and giving them credit is a form of cheating and unfair to students who do it right the first time.**
3. Move to the corner you most relate to in regards to this statement. If you are undecided remain in the middle of the room.
4. Select a spokesperson for each corner and brainstorm the justification for your choice.
5. Each spokesperson presents the groups justification. After each spokesperson presents, have conversations and/or allow the undecided group to ask questions.
6. Undecided participants may move to any of the four corners if the justifications convince them of that particular belief.

High Expectations

Key Practice: Setting higher expectations and getting more students to meet them.

Current Status				
Place the number that best describes the degree to which the following indicators are in place.				
1-Not Addressed 2-Planned 3-Early Stages of Implementation 4-Full Implementation				
Policies and practices related to high expectations.	1	2	3	4
Teachers clearly indicate the amount and quality of work necessary to earn an A or B.				
Students are required to do one or more hours of homework across all subjects each night.				
Students are required to revise their essays and other written work several times to improve quality.				
Students are required to complete a senior project and make a presentation about it.				
	YES		NO	
The school has and enforces a homework policy.				
The homework policy is communicated to students and parents.				
The school has and enforces an attendance policy.				
The school has and enforces a tardy policy that expects students to be in class on time.				
Assignments are benchmarked to the proficient or advanced level.				
Performance descriptors are used to evaluate the level of questions.				
Higher-order questions are used during classroom discussions and on all assessments.				
Common course syllabi, rubrics and end-of-course exams have been developed.				

High Expectations Specific Actions

Review the major actions for High Expectations. Brainstorm together the ones you might implement during years one, two and three. List specific implementation steps necessary to implement each major actions.

Outstanding Practice
Major Action for Career Expectations for What it Takes to Make an A, B or C Grade
Major Action for Students to Re-do Work Until it Meets Standards
Major Action to Raise Expectations

Academic Studies/Students Actively Engaged/Teachers Working Together

Key Practice - Teach more students the essential concepts of the college-preparatory curriculum
Key Practice - Getting every student involved in rigorous and challenging learning.

Current Status				
Place the number that best describes the degree to which the following indicators are in place.				
1-Not Addressed 2-Planned 3-Early Stages of Implementation 4-Full Implementation				
Research strategies used by teachers across the curriculum	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
Reading and writing strategies.				
Open-ended questioning for which there is no obvious solution.				
Cooperative learning that includes individual and team expectations				
Project-based learning to deepen understanding				
Computer-assisted assignments/research				
Class discussion at least weekly about content studied				
Integrated, inter-disciplinary lessons/projects				
Word processing at least weekly to complete an assignment or project				
Work with other teachers to examine students' work to determine if it meets state or national standards in the content area.				
The following forms of assessment included in students' final course grades:				
• Teacher-made, open-ended exams				
• Projects or practical /lab exercises				
• Portfolios of students' work				
• End-of-course exams in the content area				
Literacy Across the Curriculum - Goals	1	2	3	4
Students are required to read 25 or more books (or their equivalent) across the curriculum. Number of Books _____				
Students are required to write weekly in all classes.				
Students use reading and writing strategies to enhance learning in all classes				
Students write research papers in all classes				
Students complete a rigorous language arts curriculum taught like college-preparatory/honors English.				
Literacy Across the Curriculum - Strategies	1	2	3	4
Students often use word-processing software to complete an assignment or project.				
Students often revised their essays or other written work several times to improve their quality.				
Students sometimes or often are asked to write in-depth explanations about a class project or activity.				
Students at least monthly discussed or debated with other students about what they read in English or language arts classes.				
Students at least monthly read and interpret technical books and manuals to complete assignments in their career/technical area (CTE students only)				
Students at least monthly read an assigned book outside of English class and demonstrated that they understood the significance of the main ideas.				
Students in a typical week read non-school related materials outside of class for				

two or more hours.				
Students at least monthly complete short writing assignments of one to three pages for which they receive a grade in their English classes.				
Students at least monthly complete short writing assignments of one to three pages for which they received a grade in their science classes.				
Students at least monthly complete short writing assignments of one to three pages for which they received a grade in their social studies classes.				
Numeracy Across the Curriculum - Strategies	1	2	3	4
Students take a mathematics class during their senior year				
Student take at least four full-year courses in mathematics in grades 9 through 12				
Mathematics teachers sometimes or often show students how mathematics concepts are used to solve problems in real-life situations				
Students use a graphing calculator at least monthly to complete mathematics assignments.				
Students complete a mathematics project at least monthly that uses mathematics in ways that most people would use mathematics in a work setting.				
Students at least monthly orally defend a process they used to solve a mathematics problem.				
Students in career/technical classes use mathematics at least monthly to complete a challenging assignment in their career/technical area.				
Students work in groups to brainstorm how to solve a mathematics problem at least monthly .				
Students solve mathematics problems with more than one possible answer at least monthly .				
Students solve mathematics problems other than those found in the textbook at least monthly .				
Students work with one or more students in their class at least monthly on a challenging mathematics assignment and receive a group and individual grade.				
Science Across the Curriculum - Strategies	1	2	3	4
Students complete any three of the following science courses: college-preparatory physical science, college-preparatory biology/biology 2, anatomy, college-predatory chemistry, physics or Advanced Placement science.				
Science teachers often show how scientific concepts are used to solve problems in real-life situations.				
Students take a science class during their senior year				
Students use science equipment to do science activities in a laboratory with tables and sinks at least weekly .				
Students read an assigned book (other than a textbook) or article dealing with science at least monthly .				
Students use science equipment to do science activities in a classroom at least monthly .				
Student work with one or more students in their class on a challenging science assignment at least monthly .				
Students prepare a written report of lab results for laboratory investigations in science at least monthly .				

Teachers Working Together to Integrate Instruction				
Students report having one or two assignments for which a grade is given in both academic and career/technical classes:				
<ul style="list-style-type: none"> • English and career/technical 				
<ul style="list-style-type: none"> • Mathematics and career/technical 				
<ul style="list-style-type: none"> • Science and career/technical 				
Teachers strongly agree that they are familiar with the content and specific goals of other teachers in the school.				
Teachers strongly agree that they meet monthly or more often as a part of a team of academic and career/technical teachers to plan joint instructional activities.				

Academic Studies/ Students Actively Engaged/Teachers Working Together Specific Actions

Review the Benchmark major actions for Academic Studies. Brainstorm together the ones you might implement during years one, two and three. List specific implementation steps necessary to implement each major action.

Major Actions for Literacy Across the Curriculum
Year 1:
Year 2:
Year 3:
Major Actions for Numeracy Across the Curriculum
Year 1:
Year 2:
Year 3:
Major Actions For Science
Year 1:
Year 2:
Year 3:
Major Actions to Increase Integration of Instruction
Year 1:
Year 2:
Year 3:

Guidance and Advisement

Key Practice 8—Involving each student and his or her parents in a guidance and advising system that ensures completion of an accelerated program of study with an in-depth academic or career/technical concentration.

Current Status				
Place the number that best describes the degree to which the following indicators are in place.				
1-Not Addressed	2-Planned	3-Early Stages of Implementation	4-Full Implementation	
Increase the percentage of surveyed students who:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
Received most help in planning a high school program of study before grade nine.				
Participated in a parent-teacher-student conference to plan a high school program of study at least once a year.				
Had an adult mentor or adviser at the school for all four years of high school.				
Received information from someone at school about selecting and/or applying to college.				
High School-Post High School Transition				
The school works with a postsecondary institution to give most juniors a placement exam to determine which students are not ready for postsecondary study and uses the senior year to get them ready.				
Teachers report that the school requires students performing below the state or national average on the ACT or SAT mathematics and verbal sections to take higher-level mathematics and English courses during the senior year.				
Students report taking a mathematics course during the senior year.				
Decreasing the percentage of students needing to take remedial or developmental courses in reading, language arts, writing or mathematics at the postsecondary level.				
Students were often encouraged by counselors or teachers to take more challenging mathematics courses.				
Students completed four courses (credits) in mathematics.				
Students were often encouraged to take more challenging science courses.				
		<u>YES</u>	<u>NO</u>	
Is your school's ACT or SAT composite below, at, or above the district level? Where are the gaps? In content areas? Among subgroups?				
Are you aware of the remediation rate for your students who enter postsecondary institutions in your area? Where are the gaps?				
What percent of the current seniors started at your school as freshman?				

Guidance Specific Actions

Review the major actions for Guidance. Brainstorm together the ones you might implement during years one, two and three. List specific implementation steps necessary to implement each major action.

Outstanding Practice
Major action to ensure every student has a goal and program of study to meet that goal by the end of 9th grade
Major action to provide each student with an adult mentor throughout high school
Major action ensure that the student meets at least once a year with his/her parent or guardian and a school representative

Extra Help and Transitions

Key Practice --Provide a structured system of extra help to enable students who may lack adequate preparation to complete an accelerated program of study that includes high-level content.

Current Status				
Place the number that best describes the degree to which the following indicators are in place.				
1-Not Addressed 2-Planned 3-Early Stages of Implementation 4-Full Implementation				
Increase the percentage of surveyed students reporting:	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
They are often able to get extra help from their without much difficulty when they need it.				
Their teachers gave them extra help in mathematics a few times a week.				
Their teachers gave them extra help in reading a few times a week.				
Teachers often set high expectations and are willing to help students meet them.				
Middle School/High School Transition				
Teachers report meeting with teachers from feeder middle grades or junior high schools annually to discuss expectations, content knowledge and performance standards for students entering high school.				
Teachers report that the school is effectively implementing a summer bridge program—exiting eighth-graders are identified to receive four to six weeks of supplemental instruction prior to high school.				
Teachers report that the school is effectively using a required parent-teacher-student conference to plan or review the high school program of study to every entering ninth-grader.				
Teachers report having a schedule that allows double periods in reading and mathematics for students who need extra help.				
Teachers report that a caring adult is assigned to mentor each entering ninth-grader.				
	<u>YES</u>		<u>NO</u>	
All teachers are qualified with depth of content knowledge and are certified in the content area.				
Teachers work together in teams to plan and look at student work.				
Administrators and teachers are familiar with the following data: <ul style="list-style-type: none"> • The percent of entering ninth-graders not performing at grade level in reading and mathematics. • The percent of ninth- and tenth-graders enrolled in each level of English and mathematics by race and gender. • The current failure rate in ninth and tenth grade English and mathematics courses, disaggregated by level of course, race and gender. 				

Our school has the following extra help strategies in place (check all that apply):

- | | |
|--|---|
| <input type="checkbox"/> Extended school day—before and after school | <input type="checkbox"/> Study teams |
| <input type="checkbox"/> Time during day—support classes | <input type="checkbox"/> Summer program |
| <input type="checkbox"/> Saturday academy | <input type="checkbox"/> Mastery learning |
| <input type="checkbox"/> Repeater classes | |

Extra Help Specific Actions

Review the major actions for Extra Help. Brainstorm together the ones you might implement during years one, two and three. List specific implementation steps necessary to implement each major actions.

Outstanding Practices
Major actions to take to improve ongoing, timely extra help at your school
1. 2. 3.
Major actions to improve middle grades to ninth-grade transition
1. 2. 3.
Major actions to improve the postsecondary transition
1. 2. 3.

Next Steps – School Teams Format

Determine steps to introduce information learned in this workshop.

Determine steps to form focus teams and make them active.

Determine steps to share recommended actions developed during the workshop.

Develop expectations for focus teams regarding submitting action plans.

Next Steps for Site Team (School Improvement Team):

Review the major actions developed by table teams. Choose the top priorities (Actions that can most impact achievement) for each year. Use **your current school improvement plan, state assessment data, HSTW Assessment data (if available) and Technical Assistance Visit Report (if available)** to help determine priorities.

1. Choose four- five major actions that can most impact student achievement to complete during **year one**.

Major Actions	Implementation Steps	Professional Development	Person(s) Responsible

2. Choose actions on which to work during **year two**.

Major Actions	Implementation Steps	Professional Development	Person(s) Responsible

3. Choose major actions on which to work during year **three**.

Major Actions	Implementation Steps	Professional Development	Person(s) Responsible

Strategies to Share Information Learned

Develop strategies and timeline for sharing plans with the entire faculty and board of education. **Note: The faculty should review the plan and give feedback to the implementation team; revisions should be made and the final plan presented to the board of education and or the school-based council.**

Date	Person(s) Responsible	Strategies

Staff Development Needed by Position

Group	Year 1	Year 2	Year 3
School Leadership Team			
Guidance Counselors			
All Teachers			
English Teachers			
Mathematics Teachers			
Science Teachers			
Social Science Teachers			
Career/technical Teachers			
Others			

Send a completed copy of pages 31-34 to the *HSTW* state and district coordinator by _____.