

Students Have Goal & Program of Study	Middle Grades Transition	Meet With Parent, Student, and School Representative/ Student, Parent, Teacher Conferences
Establish relationships between adults in the school and kids. Advocacy groups: Each advocate will meet annually (with student and parents) to set goals and determine 4-year plans - and revise if necessary. P.Town		
Review and refine current practice. Promote. L.P.	Summer Bridge Program between 8th and 9th grade. Team Taught between H.S. and middle school teachers. LP.	Refine our current evening parent program (by class) and seek options to increase attendance/involvement. L.P.
Use connections seminar to develop planning for all students. Woodstock	Study Team, Freshman Academy, Career Cruising (add advocate). WHS.	Use Connections Advisors to reach parents to gain their support and train them to assist in high school planning as well as postsecondary planning. Woodstock
Career Exploration for freshmen during half-day Student Development Program. Marshall	Recruit Summer Bridge students. Set up an exchange day before ninth grade. Giving middle/8th grader Orientation about H.S. before 9th grade. Marshall.	Require a mandatory 5th week Assessment Parent Conference. Marshall H.S.
Each year students fill out a Goal sheet: short term, long term, academic career, Four year plan sheet, and list their Career interests/path. CMHS	Early articulation between middle school and HS departments to discuss: Expectations, Curriculum, revisions, goals - each department will report to staff on these topics of discussion. CMHS.	Third-year implementation of Teacher Advisory Program. CMHS
At 8th grade registration and feeder school open house, give parents copy of required classes, 4-year plan sheet, to begin thought process for high school. Richards		Working with feeder schools (e.g., parent/teacher conferences) Have feeder schools reserve a room for 8th grade parents to meet high school staff to discuss basic info about H.S./Course selection/careers/available resources. Richards H.S.
Establish student file - 9th grade - with career interest inventory - review file and schedule and transcript each semester. Four-year plan filled out by all 8th graders during spring. EAWR		In March, allow one evening and 1/2 day for advisors to meet with student and parents in order to review current year and schedule next year. EAWR
Have each student develop a student career interest portfolio in the 9th grade. Paris		Each student advisor is responsible to schedule a meeting at least one time per year with student and parent. Use parent/teacher conference day as much as possible. Paris.
		Each teacher will be responsible for contacting the parents of those 15 students he/she has been assigned - will set up meeting to discuss graduation requirements. Litchfield
	Meet often with representatives from feeder schools to discuss expectations.	Visit homes of parents who won't come to the building.

Adult Mentor Throughout High School	Extra Help Throughout High School
Pilot Freshman Experience Program -- Built into 9th grade Study Halls... Peer Mentoring/Adult Advocate... Develop Curriculum. L.P.	Frequent Monitoring of mid-term-quarter-semester grades. Identify struggling students BEFORE it's too late. L.P.
Currently have Connection Seminars in place. Include a level of advising in that time and incorporate Freshman Career Cruising. Woodstock	Developing Skills Labs, Tutorial Development. Woodstock.
Assign freshmen to advisories based on SLC Career Interests. Assign freshmen to one counselor for four year period. Marshall.	Provide funding for teacher's extended day and program. Marshall.
1st year: Professional development regarding Teacher Advisory Program, while creating advisory time in schedule for following year. In May, assign advisors to students - use phone calls/letters to welcome students. 2nd year: Begin Advisory Program. 3rd year: Set up Teacher Advisory meeting to include Advisor, student, and parent. CMHS.	Homework Lab. Algebra Block (includes extra period). English-After-Hours class (credit retrieval). For athletes: AM Homework Lab. Summer School. CMHS
Expand existing mentor/mentee program. Start small. Richards H.S.	
Rework current schedule to include advisory period during day. Train teachers on curriculum. EAWR	
Establish a system to assign students with advisors and keep that advisor for all four years. Implement advisor staff development. Paris.	
Each teacher will be assigned 15 students - will meet with them during PLC time and "dropped" periods. Litchfield.	

Senior Transition	Literacy Action	Math Action
	Incorporate use of Cornell notes school wide. P. Town.	Solve math problems not in the textbook. P. Town.
Articulation with Math-Science-English-CTE faculty from H.S. and community college. Dual Credit. Create Senior classes that will help reduce placement into remedial course in college. L.P.		First year: Development of a senior level math class to add to the master schedule. Input from Science, C/T and IVCC. Second year: Offer the class. Third year: 90% taking the class. L.P.
Remedial lab to prevent students from taking remedial courses at college level. CAPSTONE courses. Woodstock.	Begin 9th grade writing integration in science and social studies. Woodstock.	Develop partnerships between most appropriate tech/math teachers and contract 1-2 collaborative projects. Woodstock
Create an elective course for Postsecondary transition. Including: All areas needed in College and Scholarship application processes. Marshall.	Incorporate equivalent of one book in all classes. Professional development to train staff on explicit instruction content and reinforce strategies. Marshall	Enroll all students in a Career/Tech. Therefore, will be involved in a 4th year math. Marshall. H.S.
Dual Credit with community college. Free course with community college - 2.5 or better. On-line courses and Summer School - both credit retrieval. English After Hour - English make-up. CMHS.	Independent Reading Program. Book Clubs. Reading Lounge. CMHS.	Enhance number of electives to seniors (e.g. statistics). CMHS.
	Assess current use of Project CRISS and other literary strategies at start of year. Discuss data and record. Based on data, create a plan for integration of ideas.	Participate in city-wide math competitions - and class competitions. Incorporate more real-world word problems and Problem-Based Learning math projects.
	Create dialogue opportunities to talk about what content is taught in CT that links to reading/writing. Two times a month staff meetings where every teacher will share a literacy strategy that they used recently and how it worked. Graded monthly, one to three papers per class. EAWR.	Increase graduation requirements to four years. Also offer more support to students. EAWR.
	Determine what is being assigned in reading across the curriculum. Paris.	Needs assessment and staff development. Paris.
	Training staff in writing assessment approaches. Litchfield.	Use writing-to-learn strategies to explain answers/solutions/thinking/etc. Litchfield.

Science Action	Integration Action
First competition across core and ETC classes. Shared grade for students. More labs and challenging projects. Increase science participation - seniors.	Once per quarter generate a school-wide theme through brainstorming at staff meetings and with input from students. P. Town.
Do away with Basic Science and make three years science mandatory. Collaboration with other departments. Explore alternative electives. L.P.	Restructure Academic Teams within divisions... Emphasis on collaboration/curriculum design/Examining student work together. L.P.
Develop projects that are more extensive including assessments, sharing grades with tech and science course. Woodstock.	Departments discuss what is an "A" paper, "B" paper, "C" paper and grading scale differences. Woodstock.
Provide funding for labs and change curriculum from text-based to lab-based. Marshall. H.S.	Involve C/T teachers in history fair and science fair projects. Conduct more interdisciplinary projects between C/T and other disciplines.
Increase number of science electives. (e.g. Forensics, etc.) CMHS.	Piloting integrated projects on a small scale (e.g. Science and LA; Math and Soc., etc.) CMHS.
Students will read one book/article related to science and monthly/quarterly book.	Expand existing mentor/mentee program. Start small. Richards H.S.
Increase graduation requirements in science. EAWR.	Common planning time for teachers at end or beginning of day. Increase number of class periods in a day. EAWR.
Needs assessment and staff development. Paris	Monthly staff meetings - staff development committee will present a strategy. Have staff use admit ticket. Paris.
Use writing-to-learn/discover activities to explain thought processes/hypotheses. Litchfield.	Interdisciplinary unit - use PLC time to collaborate. Litchfield.
Use of weekly professional period sessions for communication related to science across the curriculum.	