



SREB

Site Development Planning
Workbook for New *HSTW* Sites

Southern
Regional
Education
Board

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High Schools That Work Goals

- To increase the percentage of high school career/technical completers to 85 percent who meet the *HSTW* reading, mathematics and science performance goals in a NAEP-referenced exam;
- To increase the percentage of **all** high school students who perform at the proficient levels **to at least 70 percent** in reading, and 50 percent in mathematics and science, as measured by the *HSTW* Assessment;
- To increase annually the percentage of high school students who complete college-preparatory studies in mathematics, science, language arts and social studies and a concentration in an academic area, a career/technical area or a blend of the two;
- To increase the percentage of high school students who enter grade nine and complete high school four years later by one percent annually or until 90 percent is reached;
- To have all students leave high school having earned postsecondary credit or meet standards for postsecondary studies without having to take remedial courses;
- Advance state and local policies and leadership initiatives necessary to sustain a continuous school-improvement effort for both academic and career/technical studies.

High Schools That Work Key Conditions

- An organizational structure and process for ensuring continuous involvement by school administrators and teachers in planning strategies to achieve the key practices — Each school needs a clear mission statement to prepare high school students for success in postsecondary education and the workplace.
- Leadership from the district and the school to improve curricula, instruction and student achievement — Each school site should have a leadership team consisting of the principal, the assistant principal and teacher leaders who support, encourage and actively participate with the faculty in implementing the key practices.
- A commitment from the school board to support the school in replacing the general track — Schools should offer a more demanding academic core and either an academic, a career/technical or a blended concentration.
- A system superintendent and school board members who support school administrators and teachers in carrying out the key practices — This commitment includes financial support for instructional materials, time for teachers to meet and plan together, and six to eight days per year of staff development on using the key practices to improve student learning.
- A school superintendent and a school board that will allow the high school to adopt a flexible schedule that enables students to earn more credits — The block schedule that *HSTW* recommends for challenged schools makes it possible for students to earn 32 credits in four years.

High Schools That Work Key Practices

- **High expectations** - setting higher expectations and getting more students to meet them
- **Career/technical studies** - increasing access to intellectually challenging career/technical studies, with a major emphasis on using high-level mathematics, science, language arts and problem-solving skills in the modern workplace and in preparation for continued learning
- **Academic studies** - increasing access to academic studies that teach the essential concepts from the college-preparatory curriculum by encouraging students to use academic content and skills to address real-world projects and problems
- **Program of study** - having students complete a challenging program of study with an upgraded academic core and a major
- **Work-based learning** - giving students and their parents the choice of a system that integrates school-based and work-based learning that spans high school and postsecondary studies and that is planned by educators, employers and employees
- **Teachers working together** - having an organization, structure and schedule giving academic and career/technical teachers the time to plan and deliver integrated instruction aimed at teaching high-level academic and technical content
- **Students actively engaged** - getting every student involved in rigorous and challenging learning
- **Guidance** - involving each student and his or her parents in a guidance and advisement system that ensures the completion of an accelerated program of study with an in-depth academic or career/technical major
- **Extra help** - providing 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 academic and technical content
- **Keeping score** - 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

Recommended curriculum

The centerpiece of *HSTW* is a challenging curriculum that focuses on raising academic and technical standards and expectations to prepare students for further education and the workplace. To complete the recommended curriculum, each student takes:

- at least four English courses with the content and performance standards of college-preparatory English.
- at least four credits in mathematics, including Algebra I, geometry, Algebra II and a higher-level mathematics course, such as trigonometry, statistics, pre-calculus, calculus or The College Board's Pacesetter Mathematics – four credits for schools with a block schedule. Students completing Algebra I in grade eight will be required to complete four additional years of mathematics.
- at least three credits in science, including at least three college-preparatory courses, such as biology, chemistry, physics or applied physics or anatomy/physiology – four credits for schools with a block schedule.
- at least three college-preparatory social studies courses.
- at least one course or demonstrated proficiency in computer technology (this course should be taken early in high school so that the student will be able to use technical skills in other classes).
- at least four credits in a concentration. Each student will have a choice among at least four career/technical concentrations and two academic majors, such as mathematics/science and humanities. Each academic major will include one or two Advanced Placement courses.
- an academic humanities concentration includes four or more credits each in college-preparatory/honors English and in college-preparatory/honors social studies, with at least one credit in each at the Advanced Placement (AP) level, and four additional credits in one or more of the humanities such as a foreign language, fine arts or additional literature and social studies courses.
- a concentration in mathematics and science – a minimum of four credits in college/preparatory/honors/AP mathematics with at least one at the AP or calculus level and a minimum of four credits in college-preparatory/honors/AP science with at least one at the AP level.

The *HSTW*-recommended curriculum focuses on making the senior year more challenging and meaningful for students. Data from the *HSTW* Assessment indicate that taking a mathematics course in the senior year will help to close the achievement gap in that subject. The recommended curriculum, therefore, includes a high-level mathematics course in the senior year, as well as at least two other academic courses.

Students who receive school credit for jobs are required to have work-based learning plans, and all students must complete senior projects.

Transition from the middle grades to high school

Building a strong bridge from the middle grades to high school is the most urgent issue in raising student achievement and keeping students in school. Students must be ready to meet the requirements of a rigorous curriculum when they begin high school. Unprepared students are likely to drop out of school or seek less stringent diploma options. *HSTW* encourages high schools and their feeder middle schools to work cooperatively to ensure that middle grades students are prepared adequately for high school.

- Establish readiness indicators in reading, English, mathematics and science for being prepared for challenging high school studies and work with feeder middle schools to align curriculum, teacher assignments and assessment to readiness education.
- Set goals to increase annually the percentage of students leaving grade eight having successfully completed Algebra I.

There should be a “gearing-up” program, in which middle grades and high school leaders identify seventh- and eighth-graders who need accelerated instruction in mathematics, language arts and reading. Teachers provide students with the extra time and help they need in order to meet standards and readiness indicators, and teachers use instructional techniques that motivate students to work harder.

Schools should provide a four- to six-week summer program to help entering ninth-graders who need further study to succeed in high school. The daily program consists of two hours of reading and writing and two hours of mathematics. Four days a week, students spend two hours using computers to complete reading, writing and mathematics assignments. On the fifth day, student participate in two hours of field trips and other experiences that show the importance of academic studies in the “real world.”

Ninth-graders who are not ready for college-preparatory courses in English and Algebra I should have “double-doses” of those subjects. There should be a two-semester program available to help these students strengthen their skills.

A meaningful senior year in high school

For many students, the senior year in high school is a time to celebrate or make the “farewell tour” rather than to prepare for an important transition in life. Many students seem to put more effort into the low-skills part-time jobs that earn them spending money than into their ongoing education. School leaders, teachers and counselors should strive to make the senior year a time to get students ready for their next step.

This effort should begin before the senior year. School leaders can work with postsecondary institutions to administer their placement exams to 11th-graders. Leaders can use the results on these exams in working with parents and students to modify the program of study to prepare 12th-graders for postsecondary studies and work.

When students have not taken challenging courses in certain subjects in more than a year, they often struggle in those subjects when they enter college. To make sure that major subjects are fresh in students’ minds, schools need to set a goal that all seniors will take at least three academic courses, including a high-level mathematics or science course.

Schools should make an effort to enroll seniors in college-preparatory language arts courses and/or teach The College Board’s Pacesetter English to seniors who previously have taken low-level English courses.

Every senior should be required to complete a project that includes a research paper, a product or service, and an oral presentation.

Schools also need to ensure that students have work-based learning plans if they are receiving school credit for work experience that require them to leave school.

- Provide multi-strategies for juniors and seniors to earn college credit while in high school – Advanced Placement courses, joint enrollment courses, approved career/technical courses, learning experiences on college campus during summer and school year, use of virtual high school, etc.

Alphabet Soup: KWL Strategy on *HSTW* and SREB

What I Know	What I Want to Know	What I Learned

What is Action Planning?

Action planning is a way of establishing key 2006 goals and actions for your school to advance student learning as you implement the *HSTW* key practices. The goals are to assist each student to achieve reading, mathematics and science achievement *HSTW* performance goals as measured by the National Assessment of Educational Progress (NAEP) — and show progress in advancing student learning on other assessments (ACT, SAT and other state and local exams).

As you develop your action plan, you will:

- Determine actions for each of the key practices.
- Identify implementation steps needed to implement the actions.
- Identify resources needed to accomplish the activities.
- Identify responsible parties.
- Set target dates for action.
- Identify evidence of success.

Outcomes of the *High Schools That Work* program can be indicated by:

- statistically significant increases in student achievement;
- sites having moved toward making the necessary changes in school and classroom practices to achieve the 2006 goals;
- sites having coherently linked academic and career/technical studies;
- sites having a significant increased percentage of students completing the recommended academic core and a career or academic concentration.

Action Planning Team

SCHOOL	DISTRICT	
ADDRESS		
CITY	STATE	ZIP
PHONE	FAX	WEB SITE
SYSTEM COORDINATOR	E-MAIL	
SUPERINTENDENT	E-MAIL	
PRINCIPAL	E-MAIL	
GUIDANCE COUNSELOR	E-MAIL	
POST SECONDARY REP.	E-MAIL:	
PRIVATE SECTOR REP.	E-MAIL	
TEACHER	E-MAIL	
TEACHER	E-MAIL	
PARENT	E-MAIL	
OTHER	E-MAIL	
OTHER	E-MAIL	

High Schools That Work

Multi-School Site Team Structure

In this model, an overall site team is composed of top-level representatives from participating schools, post-secondary institutions and business and industry. The team will develop and coordinate a unified action plan for achieving *HSTW* 2006 targets. The team is supported by four focus teams, which unify efforts among schools. The four focus teams deal with issues relating to: **curriculum; staff development; guidance and public information; and evaluation.**

To increase communication and coordination, each focus team leader is also a member of the site team. Each focus team is comprised of representatives from each school.

Single-School Site Team Structure

In this model, single high school sites establish an overall site team with representatives from academic and career/technical education, the business community, postsecondary education, the school system's district office and parents. The school superintendent and the president of the closest two-year college or technical institution serve on the team.

Who is currently on your team?

NAME	TITLE

Who else do you need to include on your team?

NAME	TITLE

Also, see *Site Development Guide #2: School Site Teams* for more information.

High Schools That Work Site Team Structure

Focus Teams

Each site has four focus teams to deal with curriculum, staff development, guidance and public information and evaluation. Focus team members represent career/technical and academic areas, guidance, the school administration, the business community, postsecondary education, parents and the school system district office. Each focus team leader also serves on the Overall Site Team. You may choose to use your School Improvement Team and committee structure to serve as the focus teams.

Identify leaders of your four focus teams:

Curriculum

NAME	TITLE

Staff development

NAME	TITLE

Guidance/public information

NAME	TITLE

Evaluation

NAME	TITLE

Also, see *Site Development Guide #2: School Site Teams* for more information

High Schools That Work Site Development Workshop for New Sites

Roles and Responsibilities

Each site team and focus team should have an effective team leader, a facilitator, a recorder and a timekeeper. The team leader is the “keeper of the vision” who plans, informs, directs, supports and evaluates the progress of the team’s mission. (See *Site Development Guide #2: School Site Teams*, p. 11, for job description.)

TEAM LEADER

The facilitator keeps the discussion focused and moving along, intervenes if a discussion fragments, prevents anyone from being dominant or passive, and brings discussions to a close at the end of the allotted time. The facilitator also keeps the group focused on the key practices.

FACILITATOR

The recorder takes notes during discussions, records agreements and actions.

RECORDER

Note: These roles may stay the same from meeting to meeting or change depending on the needs of your team.

Team Planning

Throughout the workshop teams will have an opportunity to brainstorm and plan which benchmark major actions they might work on for years 1, 2 and 3. At the end of the workshop, each team will need to prioritize which of the total list of major actions you will work on during years 1, 2 and 3 and identify appropriate staff development.

Sources for Major Actions:

HSTW Assessment Report

HSTW Teacher Survey Report

School-based Data collected by school or school district

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.

Keeping score — 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 — Directions: Place the number that best describes the degree to which the following indicators are in place. **1-Disagree 2-Agree Somewhat 3-Agree 4 - Strongly Agree**

	Current Status	<i>HSTW</i> 2006 Goal
The goals and priorities of the school are clear.		60%
The school maintains a demanding, yet supportive, environment that pushes students to do their best.		60%
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.		70%
Teachers meet at least annually with employers and postsecondary faculty to discuss expectations, content knowledge and performance standards for students graduating from high school.		70%
Teachers meet at least a few times annually to examine students' work to determine if it meets state or national standards in content areas.		75%
The principal uses data at least every semester to continuously evaluate the school's academic and technical programs and activities.		85%
The principal consults with staff members at least annually before making decisions that affect them.		60%
The principal organizes study teams that meet at least every semester to address how to implement the individual components of the school improvement plan.		60%
Teachers strongly agree that they are continually learning and seeking new ideas on how to improve students' achievement.		70%
Teachers strongly agree that they and the school administrators work as a team to improve students' academic achievement.		70%
Teachers strongly agree that they use data reports to continually evaluate the school's academic and technical programs and activities.		70%
	YES	NO
Students' learning is measured through a variety of school-based and state assessments.		
Learning results are disaggregated by ethnicity, gender, socioeconomic status, etc.		

Continuous Improvement

Specific Actions

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

Year 1	
Major Actions	Implementation Steps
Staff Development Needed? <input type="checkbox"/> Yes	Linked to School Improvement Plan Goal # _____

Year 2	
Major Actions	Implementation Steps
Staff Development Needed? <input type="checkbox"/> Yes	Linked to School Improvement Plan Goal # _____

Year 3	
Major Actions	Implementation Steps
Staff Development Needed? <input type="checkbox"/> Yes	Linked to School Improvement Plan Goal # _____

Pre-learning Concept Check

Topic: High Expectations

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. A teacher's perception of a student's ability often influences the level of achievement that the student reaches.
- _____ 2. No accommodation should be made in the standard that a student should reach on a given assignment.
- _____ 3. A student's performance is totally outside the teacher's control.
- _____ 4. Sorting students to accommodate their abilities does not limit further opportunities for the students.
- _____ 5. The best way to enhance a student's self-esteem is to give them good grades.
- _____ 6. Courses such as General English and Basic Algebra should be eliminated from the curriculum.
- _____ 7. Telling students exactly what is expected of them and giving them the grading sheet is helping them too much and deterring their independent thinking.
- _____ 8. Allowing students to redo their work until it is satisfactory is a form of cheating.

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

Add all checkmarks (✓) together: _____.

Add all zeros (0) together: _____.

High Expectations

Key Practice 1 — Setting higher expectations and getting more students to meet them.

Current Status

Directions: Place the number that best describes the degree to which the following indicators are in place.

1 - Disagree 2 - Agree Somewhat 3 - Agree 4 - Strongly Agree

Policies and practices related to high expectations.	Current Status	<i>HSTW</i> 2006 Goal
Teachers clearly indicate the amount and quality of work necessary to earn an A or B.		85%
Students are required to do one or more hours of homework across all subjects each night.		80%
Students are required to revise their essays and other written work several times to improve quality.		60%
Students are required to complete a senior project and make a presentation about it.		65%
	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.

Year 1	
Major Actions	Implementation Steps

Staff Development Needed? Yes Linked to School Improvement Plan Goal #_____

Year 2	
Major Actions	Implementation Steps

Staff Development Needed? Yes Linked to School Improvement Plan Goal #_____

Year 3	
Major Actions	Implementation Steps

Staff Development Needed? Yes Linked to School Improvement Plan Goal #_____

Pre-learning Concept Check

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 4 — Having students complete a challenging program of study with an upgraded academic core and a concentration.

Current Status

Directions: Place the number that best describes the degree to which the following indicators are in place.

1 - Not Being Addressed 2 - Being Planned 3 - Early Steps of Implementation 4 - Full Implementation

Percent of students completing the <i>HSTW</i> -recommended curriculum	Current Status	<i>HSTW</i> 2006 Goal
Four credits in college-preparatory-level English/language arts courses.		85%
Four mathematics credits with at least three credits equal to Algebra I, geometry and Algebra II.		100%
Three science credits, including three credits equal to chemistry, physics or lab-based college-preparatory biology. (4 on a block)		85%
Four credits in a planned concentration.		85%
A computer technology course aimed at teaching students database management, PowerPoint, the Internet and e-mail as tools for project-based learning. (SBD)		100%
Percentage of students who receive the <i>HSTW</i> Award of Educational Achievement.		
	YES	NO
Mathematics is required the senior year.		
Science is required the senior year.		
All students have completed a solid academic core and either an academic or career concentration.		
Vertical study teams have been established across grade levels.		
A guidance and advisement system that results in every student establishing a program of secondary studies based on their goals has been established.		
Joint/dual enrollment opportunities both in academic and career/technical.		

Recommended Academic and Career/Technical Concentrations

Academic Concentrations:

- Mathematics and Science — Four or more credits each in mathematics and science courses with at least one credit at the Advanced Placement level.
- 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:

- 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 ones you might implement during years one, two and three. List the specific implementation steps necessary to implement each major action.

Year 1	
Major Actions	Implementation Steps
Staff Development Needed? <input type="checkbox"/> Yes	Linked to School Improvement Plan Goal # _____

Year 2	
Major Actions	Implementation Steps
Staff Development Needed? <input type="checkbox"/> Yes	Linked to School Improvement Plan Goal # _____

Year 3	
Major Actions	Implementation Steps
Staff Development Needed? <input type="checkbox"/> Yes	Linked to School Improvement Plan Goal # _____

Four-Year Program of Study

Directions: Plan a four-year program of study based on the recommended *HSTW*-curriculum for one of the students listed in Case Studies on page 16. Use the graduation requirements listed below. You may use course names/requirements offered at your school and or a partner career/technical center. If your school is not on a 4x4 schedule plan accordingly.

Graduation Requirements - 28 credits (Recommended *HSTW* Curriculum) *recommended senior year

- English/language arts 4 credits (taught to college-preparatory-level standards)
- *Mathematics 4 credits with at least three credits equal to Algebra I, geometry and Algebra II
- *Science 3 credits, including two credits equal to chemistry, physics, applied physics and lab-based biology – 4 credits in science with a block schedule
- Social studies 3 credits
- Computer technology 1 credit
- Electives 14 credits (at least four credits in a planned academic, career or blended academic and career concentration)

4x4 block schedule

Grade Nine

First Semester

Academic

Elective credits related to concentration

Second Semester

Academic

Elective credits related to concentration

Grade Ten

First Semester

Academic

Second Semester

Academic

Grade Ten *continued* ...

First Semester

Elective credits related to concentration

Second Semester

Elective credits related to concentration

Grade Eleven

First Semester

Academic

Elective credits related to concentration

Second Semester

Academic

Elective credits related to concentration

Grade Twelve

First Semester

Academic

Elective credits related to concentration

Second Semester

Academic

Elective credits related to concentration

Case Studies for Four-year Program of Study

Directions: Plan a four-year program of study for **one** of the students listed below. Follow the Directions on page 14.

1. Sandra is interested in a career in agribusiness. Help her select the right courses for the next four years.
2. James is interested in a career in art history. Help him select the right courses for the next four years.
3. Davis is interested in a career in welding. Help him select the right courses for the next four years.
4. Jessica wants to be an elementary school teacher. Help her select the right courses for the next four years.
5. Brandon wants to be an electrical engineer. Help him select the right courses for the next four years.
6. Stephanie wants to be an architect. Help her select the right courses for the next four years.

Concentrations

The purpose of the concentration is for students to study one area in depth. Concentrations provide an opportunity to involve the business community by selecting concentrations that are appropriate to the needs of your community. The concentration should consist of four units of study above the required academic core.

Two types of concentrations:

- Academic
- Career

Examples of an Academic Concentration

Mathematics and Science

- 4 additional units in mathematics and science, with at least one at the Advanced Placement level.

Humanities

- 4 additional units in literature, economics, foreign language, journalism, or fine arts with at least one at the Advanced Placement level.

Examples of a Career Concentration

Finance

- 4 specialized courses above the academic core including economics, college-level accounting, college-level finance and banking.
- 2 credits from related course areas such as computer technology, foreign language, word processing or small business/entrepreneurship.
- Internship.

Project Lead the Way pre-engineering program

- Includes a middle grades Gateway to Technology curriculum consisting of four 10-week units for grades 6 - 8.
- Four year program of study for high school that prepares students for a 2 or 4 year college.
- Connects academics to high-level career/technical courses.

Career/Technical Studies

Key Practice 2 — 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 work-place and in preparation for continued learning.

Current Status

Directions: Place the number that best describes the degree to which the following indicators are in place.

1 - Not Being Addressed 2 - Being Planned 3 - Early Steps of Implementation 4 - Full Implementation

Policies and practices related to career/technical expectations for students.	Current Status	<i>HSTW</i> 2006 Goal
Students are required to read a career field-related article twice a month and demonstrate understanding of the content.		85%
Students have to do mathematics homework two hours a week on a career-related problem.		85%
Students read and interpret technical manuals at least weekly to complete career/technical assignments.		80%
Students have to complete writing assignments of 1 to 3 pages at least weekly.		65%
Students have to use mathematics to complete career/technical assignments at least weekly.		90%
Students are required by teachers to include a list of books/articles, writing samples and (pictures of) products in a portfolio.		65%
Students use a database or spreadsheet to complete an assignment or project at least once a semester.		75%
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've carried out. ■ 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. 		85%
Students prepare a written report or research study at least once each semester.		90%
Students reported they had to take a performance test containing industry standards they had to meet to pass the test.		75%

Career/Technical Studies *continued ...*

Key Practice 2 — 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

Directions: Place the number that best describes the degree to which the following indicators are in place.

1 - Not Being Addressed 2 - Being Planned 3 - Early Steps of Implementation 4 - Full Implementation

Policies and practices related to career/technical expectations for students.	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?		
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.		

Career/Technical Studies

Specific Actions

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

Year 1	
Major Actions	Implementation Steps
Staff Development Needed? <input type="checkbox"/> Yes	Linked to School Improvement Plan Goal #_____

Year 2	
Major Actions	Implementation Steps
Staff Development Needed? <input type="checkbox"/> Yes	Linked to School Improvement Plan Goal #_____

Year 3	
Major Actions	Implementation Steps
Staff Development Needed? <input type="checkbox"/> Yes	Linked to School Improvement Plan Goal #_____

Work-based Learning

Key Practice 5 — 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

Directions: Place the number that best describes the degree to which the following indicators are in place.

1 - Not Being Addressed 2 - Being Planned 3 - Early Steps of Implementation 4 - Full Implementation

Increase the percentage of surveyed students reporting:	Current Status	<i>HSTW</i> 2006 Goal
They received on-the-job training and rotated through several jobs or departments.		75%
They received on-the-job-training where they observed veteran workers perform certain jobs.		75%
	YES	NO
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.		

Work-based Learning

Specific Implementation Steps

Review the major actions for **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.

Year 1	
Major Actions	Implementation Steps

Staff Development Needed? Yes Linked to School Improvement Plan Goal #_____

Year 2	
Major Actions	Implementation Steps

Staff Development Needed? Yes Linked to School Improvement Plan Goal #_____

Year 3	
Major Actions	Implementation Steps

Staff Development Needed? Yes Linked to School Improvement Plan Goal #_____

Academic Studies

Key Practice 3 — Increasing access to academic studies that teach the essential concepts from the college-preparatory curriculum by encouraging students to use academic content and skills to address real-world projects and problems.

Current Status

Directions: Place the number that best describes the degree to which the following indicators are in place.

1 - Not Being Addressed 2 - Being Planned 3 - Early Steps of Implementation 4 - Full Implementation

Policies and practices related to academic studies	Current Status	<i>HSTW</i> 2006 Goal
English/Language Arts		
Students are required to read 10 or more books (or their equivalent) for language arts courses.		85%
Students are required to complete a short writing assignment for a grade each week.		65%
Draft, rewrite and edit writing assignments before being given a grade.		85%
Complete a written research paper on a subject of their choice at least once a year.		100%
Literacy Across the Curriculum		
Students are required to read 25 or more books (or their equivalent) across the curriculum. Number of Books _____		75%
Students are required to read two or more hours outside of class each week.		65%
Students complete a short writing assignment in all classes weekly.		65%
Mathematics		
Students are required to use a graphing calculator to complete mathematics assignments weekly.		85%
Students are required to complete a written report on a major mathematics project at least once a semester.		65%
Students are required to work in groups to brainstorm how to solve a mathematics problem at least once or twice a month.		60%
Students are required to solve mathematics problems other than those found in the text-book or on drill sheets.		60%
Numeracy Across the Curriculum		
Students use a graphing calculator for a grade each week.		85%
Students in career/technical classes use mathematics to complete career/technical assignments.		90%
Students in career/technical classes do mathematics homework at least two hours a week on a career-related problem.		85%
Students work in groups to solve a mathematics problem.		60%

Policies and practices related to academic studies	Current Status	<i>HSTW</i> 2006 Goal
Science		
Students are required to use science equipment to do science activities in a laboratory with tables and sinks at least twice a month		85%
Students are required to read an assigned book (other than a textbook) or article dealing with science at least once a semester.		75%
Students are required to complete a laboratory assignment in which students use science to address a problem found in the community at least once a semester.		75%
Students are required to complete research assignments in science that involve, at least once a semester, designing the experiment and preparing an oral report of the results.		75%
	YES	NO
<p>On your state and college-placement (ACT, SAT) data results for English:</p> <ul style="list-style-type: none"> ■ Is one racial or ethnic group progressing at a faster or slower rate than others? ■ Are there differences in each group's achievement based on experiences/opportunities? 		
<p>On your state and college-placement (ACT, SAT) data results for mathematics:</p> <ul style="list-style-type: none"> ■ Is one racial or ethnic group progressing at a faster or slower rate than others? ■ Are there differences in each group's achievement based on experiences/opportunities? 		
<p>On your state and college-placement (ACT, SAT) data results for science:</p> <ul style="list-style-type: none"> ■ Is one racial or ethnic group progressing at a faster or slower rate than others? ■ Are there differences in each group's achievement based on experiences/opportunities? 		
Do the administrators and teachers know what actions and characteristics are more common at some grade levels or content areas than others?		
All courses have been aligned to state and national standards.		
All teachers have identified the essential standards that students need to know, be able to do and understand.		
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.		

Academic Studies

Specific Actions

Review the Benchmark major actions for **Academic Studies**. Set a measurable action in year one, two and three to implement an across the curriculum emphasis on literacy, numeracy and science. List specific implementation steps necessary to implement each major action.

Year 1	
Major Actions	Implementation Steps
Literacy	
Numeracy	
Science	
Staff Development Needed? <input type="checkbox"/> Yes	Linked to School Improvement Plan Goal # _____

Year 2	
Major Actions	Implementation Steps
Literacy	
Numeracy	
Science	
Staff Development Needed? <input type="checkbox"/> Yes	Linked to School Improvement Plan Goal # _____

Year 3	
Major Actions	Implementation Steps
Literacy	
Numeracy	
Science	
Staff Development Needed? <input type="checkbox"/> Yes	Linked to School Improvement Plan Goal # _____

Students Actively Engaged

Key Practice 7 — Getting every student involved in rigorous and challenging learning.

- Literacy Across the Curriculum
- Numeracy Across the Curriculum
- Engaging Students in Research-based Instructional Strategies

Current Status

Directions: Place the number that best describes the degree to which the following indicators are in place.

1-Not Being Addressed 2-Being Planned 3 - Early Stages of Implementation 4 - Full Implementation

Research strategies used by teachers across the curriculum	Current Status	<i>HSTW</i> 2006 Goal
Reading and writing strategies.		100%
Open-ended problems for which there is no obvious solution.		70%
Cooperative learning to deepen understanding.		60%
Project-based learning to deepen understanding.		60%
Computer-assisted assignments/research.		60%
Class discussion at least weekly about content studied.		80%
Integrated, interdisciplinary lessons/projects.		
Word processing at least weekly to complete an assignment or project.		85%
Work with other teachers to examine students' work to determine if it meets state or national standards in the content area.		100%
The following forms of assessment in students' final course grades: <ul style="list-style-type: none"> ■ Teacher-made, open-ended exams ■ Projects or practical /lab exercises ■ Portfolios of students' work ■ End-of-course exams in the content area 		100%

Students Actively Engaged

Specific Actions

Review the major actions for **Students Actively Engaged**. Select a research-based instructional strategy to focus on in year one, one in year two and one in year three. List specific implementation steps necessary to implement each major action.

Year 1	
Major Actions	Implementation Steps

Staff Development Needed? Yes Linked to School Improvement Plan Goal # _____

Year 2	
Major Actions	Implementation Steps

Staff Development Needed? Yes Linked to School Improvement Plan Goal # _____

Year 3	
Major Actions	Implementation Steps

Staff Development Needed? Yes Linked to School Improvement Plan Goal # _____

Teachers Working Together

Key Practice 6 — Having an organization, structure and schedule giving academic and career/technical teachers the time to plan and deliver integrated instruction aimed at teaching high-level academic and technical content.

Current Status

Directions: Place the number that best describes the degree to which the following indicators are in place.

1-Not Being Addressed 2-Being Planned 3 - Early Stages of Implementation 4 - Full Implementation

Research strategies used by teachers across the curriculum	Current Status	<i>HSTW</i> 2006 Goal
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 ■ Mathematics and career/technical ■ Science and career/technical 		60% 60% 60%
Teachers strongly agree that they are familiar with the content and specific goals of other teachers in the school.		65%
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.		65%
	YES	NO
Mathematics and science teachers use real-world problems.		
Career/technical teachers require students to read and use mathematics.		
Students complete a senior project that involves the use of reading, writing and mathematics.		
Students involved in work-site learning receive instruction on communication and mathematics.		
There is time in their current situation for teachers to plan and carry out integrated activities.		
Our teachers received staff development on integration.		
Integration is a common practice at our school.		

Teachers Working Together

Specific Actions

Review the Benchmark major actions for **Teachers Working Together**. Choose an integration approach for year one (determine grade level and content areas), one for year two and year three.

Year 1

Approach:

Grade Level:

Content Areas:

Description:

Staff Development Needed? Yes

Linked to School Improvement Plan Goal #_____

Year 2

Approach:

Grade Level:

Content Areas:

Description:

Staff Development Needed? Yes

Linked to School Improvement Plan Goal #_____

Year 3

Approach:

Grade Level:

Content Areas:

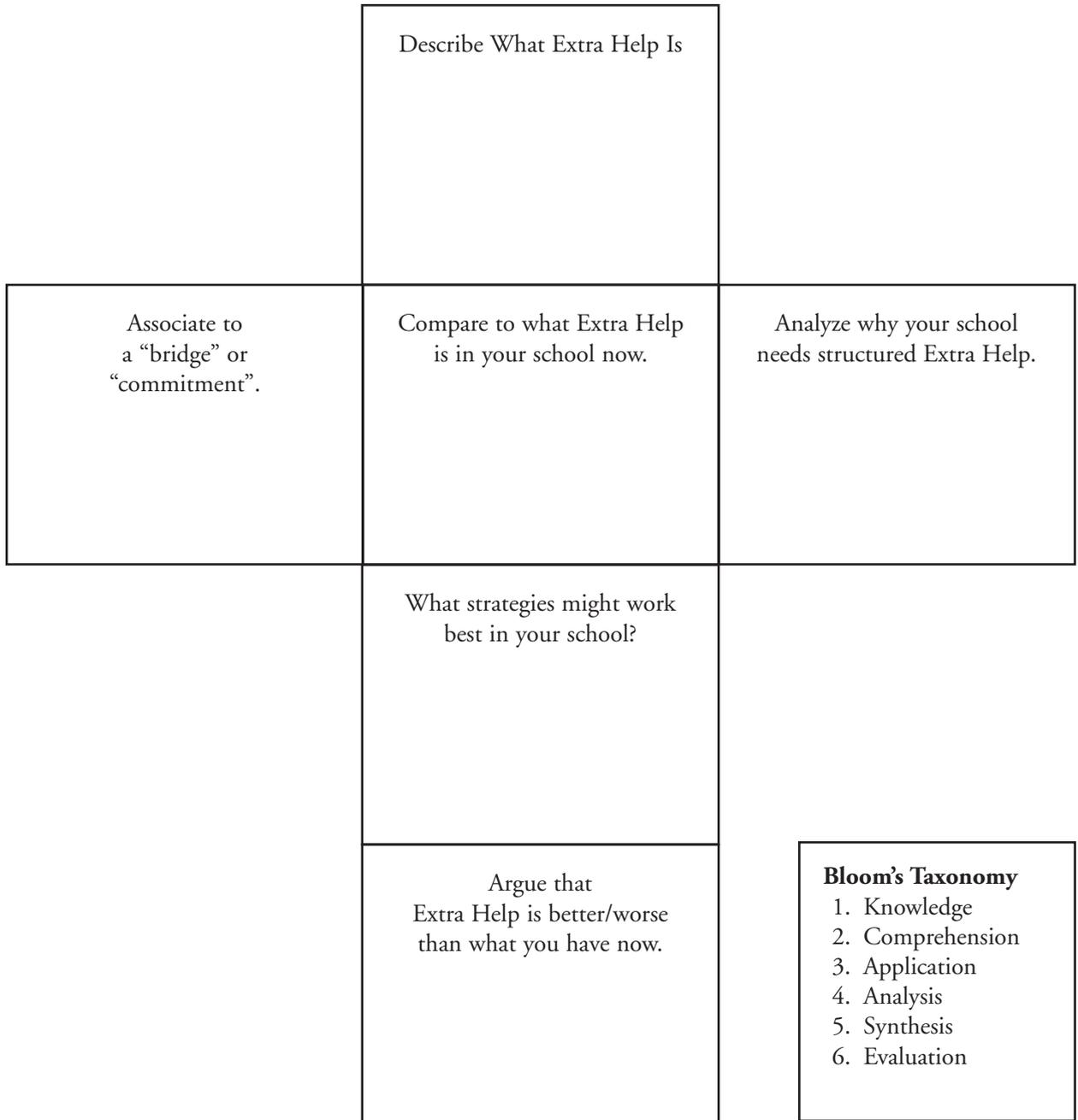
Description:

Staff Development Needed? Yes

Linked to School Improvement Plan Goal #_____

Cubing

Cubing is a strategy that helps students think on the six levels of cognition. Cowan and Cowan (1980) originally used cubing as a way to stimulate writing when there is “writer’s block”. It has been suggested that you start your students with cubing by using an easy topic such as a pencil. The students can describe the pencil, compare it to something else, associate the pencil with another concept, analyze it by breaking it down, apply it to their lives, and argue that it has both good and bad points. This exercise with a common object will allow a student to become familiar and comfortable with the idea of cubing before moving on to a more complex topic.



Extra Help and Middle School-High School Transition

Key Practice 9 — Providing 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 academic and technical content.

Current Status

Directions: Place the number that best describes the degree to which the following indicators are in place.

1-Not Being Addressed 2-Being Planned 3 - Early Stages of Implementation 4 - Full Implementation

Increase the percentage of surveyed students reporting:	Current Status	<i>HSTW</i> 2006 Goal
They are often able to get extra help from their without much difficulty when they need it.		75%
Their teachers gave them extra help in mathematics a few times a week.		75%
Their teachers gave them extra help in reading a few times a week.		75%
Teachers often set high expectations and are willing to help students meet them.		75%
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.		70%
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.		60%
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.		100%
Teachers report having a schedule that allows double periods in reading and mathematics for students who need extra help.		85%
Teachers report that a caring adult is assigned to mentor each entering ninth-grader.		60%

Extra Help and Middle School-High School Transition *Continued ...*

Key Practice 9 — Providing 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 academic and technical content.

Increase the percentage of surveyed students reporting:	YES	NO
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. 		
Which classes have the highest failure rate?		

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

- Extended school day-before and after school
- Time during day-support classes
- Saturday academy
- Repeater classes
- Study teams
- Summer program
- Mastery learning

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.

Year 1	
Major Actions	Implementation Steps
Staff Development Needed? <input type="checkbox"/> Yes	Linked to School Improvement Plan Goal # _____

Year 2	
Major Actions	Implementation Steps
Staff Development Needed? <input type="checkbox"/> Yes	Linked to School Improvement Plan Goal # _____

Year 3	
Major Actions	Implementation Steps
Staff Development Needed? <input type="checkbox"/> Yes	Linked to School Improvement Plan Goal # _____

Summer School

Specific Actions

Brainstorm together actions related to **Summer School** that you might implement during years one, two and three. List specific implementation steps necessary to implement each major actions.’

Year 1	
Major Actions	Implementation Steps
Staff Development Needed? <input type="checkbox"/> Yes	Linked to School Improvement Plan Goal #_____

Year 2	
Major Actions	Implementation Steps
Staff Development Needed? <input type="checkbox"/> Yes	Linked to School Improvement Plan Goal #_____

Year 3	
Major Actions	Implementation Steps
Staff Development Needed? <input type="checkbox"/> Yes	Linked to School Improvement Plan Goal #_____

Jigsaw Activity

Scott County High School Ninth Grade Program

We will use a Cooperative Learning strategy called “The Jigsaw” to learn about creating effective Transition programs. Each person should have a copy of a case study Scott County High School in Georgetown, Kentucky.

In the “jigsaw” strategy, students form a **base group** of four. Each person takes a piece of the assignment and becomes its “expert.” The experts teach their pieces to the whole group, so that the “jigsaw pieces” become the whole.

For this activity you will form a **base group** of four. Each person will take a piece of the case study.

Jigsaw Instructions

- Divide yourselves into groups of four.
- Your team is called your base group.
 - Expert 1: Focusing on Freshmen and Dismal Beginning
 - Expert 2: Aligning the Curriculum and Mastering Academic Courses
 - Expert 3: Teams of Teachers and Getting Ready for the Ninth-Grade
 - Expert 4: A New Grading System and Showing Results

Each person will read the introduction and his/her piece of the attached case study. Tomorrow morning, all the people with the same “piece” will work together to develop instructional strategies. Then the “experts” will rejoin their **base group** to teach their colleagues.

- After reading, the expert groups will have 15 minutes;
 - All the “expert ones” will gather to discuss *Focusing on Freshmen and a Dismal Beginning* in this case study. The “ones” will design engaging strategies to “teach” their base group about how the school began their transition program.
 - All the “expert twos” will gather to discuss *Aligning the Curriculum and Mastering Academic Courses* described in this case study. The “twos” will design engaging strategies to “teach” their base group about curriculum and teacher teams in this case study.
 - All the “expert threes” will gather to discuss *Teams of Teachers and Getting Ready for the Ninth-Grade*. The “threes” will design engaging strategies to “teach” their base group about the school’s extra help strategies.
 - All the “expert fours” will gather to discuss *A New Grading System and Showing Results*. The “fours” will design engaging strategies to “teach” their base group about accountability and results of the transition program in this school.
- The experts will return to their **base groups** and for 10 minutes each expert will teach his/her section to their colleagues.

School for Ninth-graders Achieves Success

One Step at a Time

A journey of a thousand miles must be taken one step at a time. But when leaders at Scott County High School in Georgetown, Kentucky, examined the performance of incoming ninth-graders in 1995, the journey must have seemed very long. Forty-five percent of incoming freshmen were likely to fail one or more courses and 17 percent of the class probably would have to repeat the ninth grade. Twenty percent of these students already had been held back a year.

Understandably, the ninth grade had a multitude of dropout, expulsion and disciplinary problems. Attendance was low.

Georgetown is a suburb of Lexington. It is located in a rural area that is moving from an agricultural to an industrial economy. Some 450 students enter the ninth grade each year.

Focusing on Freshmen

The school board and the local planning committee determined that freshmen needed their own “space” and more focused attention. Each year about 450 students enter ninth grade at this rural school in a suburb of Lexington. School leaders decided to house ninth-graders in the former middle school building, while 10th-through 12th-graders attended classes in a new school next door.

The Ninth Grade School would have its own administrators, teachers and counselors to help students develop academically, socially and emotionally. Because freshmen ordinarily get little recognition in high school, this school would strive to recognize and encourage many students frequently.

Reconfiguring space was only part of the strategy. The planners examined data, identified challenges and set goals for raising achievement in ninth grade. They vowed to reduce failures, dropouts, expulsions and disciplinary problems; offer a challenging curriculum with individualized instruction; and provide a safe, comfortable learning environment.

Four guiding principles set the tone for the Scott County Ninth Grade School:

- All students can learn at high levels.
- Not all students learn in the same way or at the same pace.
- Success fosters success.
- All students want to be successful, but some do not know how.

Dismal Beginning

The outlook was dismal in September 1996, when the changes began. Principal Betty Hughes, who was assistant principal at the time, remembers cast-off desks and furniture in the old school and “sawdust everywhere” as the new school neared completion.

“Adversity pulled the staff together,” Hughes said. “Teachers and administrators began developing a challenging curriculum and tailoring the instruction to individual students’ needs, interests and learning styles.”

The changes have been dramatic. Classes are small, and each student has an individual graduation plan. Teachers know their students and how to motivate them to learn.

Mastering Academic Courses

All students, including special education students, take Algebra I. “They’re getting it and they’re loving it,” Hughes said. Three Algebra II classes are offered for ninth-graders who have progressed to that level.

Every ninth-grader takes a high-level language arts course that emphasizes reading and writing. Students read for information and literary value (*Romeo and Juliet* and *The Odyssey*). They keep portfolios of items such as feature articles, personal narratives, poems and letters.

In 2001 the freshman class published *Finding Myself: A Journey*, a book of students’ poetry, prose and illustrations. Students, parents and friends attended an “autograph party” to celebrate the students’ accomplishments. As an extra thrill for the authors, the book is being sold on the Internet through Amazon.com.

Aligning the Curriculum

The school is aligning the curriculum with state and national standards, one department at a time: First came mathematics, then language arts and social studies. In an ongoing initiative, high school English teachers meet for a week during the summer and periodically throughout the school year. These meetings enable them to eliminate overlap and address gaps in the curriculum. All alignment efforts are based on state standards.

From the beginning, Hughes and her staff worked hard to align the ninth-grade curriculum with those of feeder middle schools, grades 10 through 12, and area colleges. She urged middle grades principals to provide substitutes so that eighth-grade mathematics teachers could attend a retreat with the three ninth-grade mathematics teachers, the chairman of the high school mathematics department and a mathematics professor from Georgetown College.

Interdisciplinary teaching teams are a hallmark of the school’s success. Students explored English and social studies through participation in a Shakespearean festival, and a Cinco de Mayo fiesta combined their studies in Spanish, mathematics, social studies, art and foods. Every interdisciplinary activity focuses on helping students learn concepts and skills they will need in the real world.

Teams of Teachers

Each interdisciplinary team consists of four teachers — one each from English, mathematics, science and social studies — as well as other staff. The three teams — labeled red, white and blue — serve similar mixes of students. No group includes only high- or low-achieving students. The teams have a shared planning time and meet weekly to address students’ academic problems. Through a \$250,000 grant from the federal Goals 2000 program, all team members received staff development.

Getting Ready for the Ninth Grade

When a teacher identifies an incoming ninth-grader as “at risk,” the student is invited to attend a Jump Start program in the summer or during the month of September. The programs are not mandatory, but teachers contact parents to stress the importance of students’ participation. The summer session is based on the students’ needs and may include academic skills, goal-setting, team building and problem solving.

The September program takes place before and/or after school every Tuesday and Thursday and before school on Wednesdays and Fridays during the first month of school. The sessions focus on helping ninth-graders build their study and organizational skills and complete current assignments. There were spots for 30 students in the first program in September 2001 and almost 20 students chose to participate. Hughes believes the enrollment will grow as the word gets around in future years.

Both jump-start programs emphasize connections between teachers and students. “We have found that many students do not do well in school because they do not bond with their teachers and with other students,” Hughes said. “This program encourages reluctant learners to establish a rapport with the faculty and other young people.”

New Grading System

The school modified its grading system to encourage students to stay in school and earn their diplomas. The following example shows how the new grading scale would work in the English curriculum. Students who are failing an English course and are identified as at-risk receive I's for "incomplete" — rather than failing grades — at the end of the year. The next year, these students take a 90-minute block class, in which they use computers extensively and work at their own pace to improve their English and study skills. If they complete the coursework successfully by the end of the semester, they move on to English II in the second semester. The block schedule for these students gives them the opportunity to earn two credits in English and a half-credit in study skills by taking the double-period class and making passing grades for an entire year. Students who do not complete English I in the first semester take it in the second semester. Block courses also are available for students who need to catch up in mathematics or science.

The Ninth Grade School rewards students for hard work. In addition to games and refreshments, students are treated to special luncheons with teachers and administrators at local restaurants. To qualify for the luncheons, students must make progress in their studies and must complete an informal course on social skills and appropriate dress. Teachers say the incentives and rewards are having an effect. Students are gaining more confidence in their academic knowledge and skills and are more determined to graduate from high school.

Parental involvement is another factor in the school's success. Parents attend an open house in August to learn what will be expected of their children in ninth grade. They receive a newsletter in each grading period and attend an awards night for students toward the end of the school year. Teachers call parents regularly not only to talk about academic and disciplinary problems but also to convey good news and congratulations when students make progress.

Kentucky has supported the Ninth Grade School through grants and professional development. In 2002 the school received a professional-development grant from the state to implement an information-technology cluster as the school begins to establish career academies (schools within schools that focus on specific career paths).

Showing Results

These efforts are paying off. By the end of the first year, there was a 7 percent decline in dropouts, a 6 percent drop in failures and a 2 percent increase in attendance. The school has seen many improvements after five years of the Ninth Grade School:

- Students' scores on the total battery (mathematics, language arts and reading) of the national Comprehensive Test of Basic Skills, fifth edition (CTBS/5) at the end of grade nine have risen by six points and are five points higher than the Kentucky average.
- Mathematics scores on the CTBS/5 at the end of grade nine have gained an average of 14 points and are nine points higher than the Kentucky average.
- The daily attendance rate for freshmen has risen from 89 percent in 1995-1996 to 93 percent in 2000-2001.
- Freshman failures have decreased from 17 percent in 1995-1996 to six percent in 2000-2001.
- Freshman discipline referrals have dropped by 54 percent since 1995-1996 and disciplinary expulsions declined from eight in 1995-1996 to zero in 1998-1999.

"In 2000-2001, our students exceeded the state and national averages for students in every area — English, language arts and mathematics — on the CTBS," Hughes said.

The class of 2000 was the largest in Scott County history, and the numbers of graduates continue to rise, as more students stay in school and complete courses that prepare them for the workplace and further education.

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Middle School-High School Transition

Specific Actions

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

Year 1	
Major Actions	Implementation Steps
Staff Development Needed? <input type="checkbox"/> Yes	Linked to School Improvement Plan Goal # _____

Year 2	
Major Actions	Implementation Steps
Staff Development Needed? <input type="checkbox"/> Yes	Linked to School Improvement Plan Goal # _____

Year 3	
Major Actions	Implementation Steps
Staff Development Needed? <input type="checkbox"/> Yes	Linked to School Improvement Plan Goal # _____

Guidance and High School-Post High School Transition

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

Directions: Place the number that best describes the degree to which the following indicators are in place.

1-Not Being Addressed 2-Being Planned 3 - Early Stages of Implementation 4 - Full Implementation

Increase the percentage of surveyed students who:	Current Status	<i>HSTW</i> 2006 Goal
Received most help in planning a high school program of study before grade nine.		85%
Participated in a parent-teacher-student conference to plan a high school program of study at least once a year.		85%
Had an adult mentor or adviser at the school for all four years of high school.		85%
Received information from someone at school about selecting and/or applying to college.		85%
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.		60%
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.		40%
Students report taking a mathematics course during the senior year.		100%
Decreasing the percentage of students needing to take remedial or developmental courses in reading, language arts, writing or mathematics at the postsecondary level.		Evidence of Decline
Students were often encouraged by counselors or teachers to take more challenging mathematics courses.		100%
Students completed four courses (credits) in mathematics.		100%
Students were often encouraged to take more challenging science courses.		100%
	YES	NO
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.

Year 1	
Major Actions	Implementation Steps
Staff Development Needed? <input type="checkbox"/> Yes	Linked to School Improvement Plan Goal # _____

Year 2	
Major Actions	Implementation Steps
Staff Development Needed? <input type="checkbox"/> Yes	Linked to School Improvement Plan Goal # _____

Year 3	
Major Actions	Implementation Steps
Staff Development Needed? <input type="checkbox"/> Yes	Linked to School Improvement Plan Goal # _____

Post-High School Transition

Specific Actions

Review the major actions for **Post-High School Transition**. Brainstorm together the ones you might implement during years one, two and three. List specific Implementation Steps necessary to implement each Major Actions.

Year 1	
Major Actions	Implementation Steps
Staff Development Needed? <input type="checkbox"/> Yes	Linked to School Improvement Plan Goal #_____

Year 2	
Major Actions	Implementation Steps
Staff Development Needed? <input type="checkbox"/> Yes	Linked to School Improvement Plan Goal #_____

Year 3	
Major Actions	Implementation Steps
Staff Development Needed? <input type="checkbox"/> Yes	Linked to School Improvement Plan Goal #_____

Summary and Follow-Up

Review the major actions you planned to work on during years **one**, **two** and **three**. Choose the two top priorities for each year. **These should become a part of your school improvement plan.**

1. Choose two major actions on which to work during year one.

Major Actions	Person(s) Responsible	Staff Development	Monitoring/Evaluation

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

Major Actions	Person(s) Responsible	Staff Development	Monitoring/Evaluation

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

Major Actions	Person(s) Responsible	Staff Development	Monitoring/Evaluation

4. 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

5. Send a completed copy of this summary to the *HSTW* state and district coordinator.

Send by: ____/____/____

Southern Regional Education Board Goals for Education

1. All children are ready for the first grade.
2. Achievement in the early grades for all groups of students exceeds national averages and performance gaps are closed.
3. Achievement in the middle grades for all groups of students exceeds national averages and performance gaps are closed.
4. All young adults have a high school diploma — or, if not, pass the GED tests.
5. All recent high school graduates have solid academic preparation and are ready for postsecondary education and a career.
6. Adults who are not high school graduates participate in literacy and job-skills training and further education.
7. The percentage of adults who earn postsecondary degrees or technical certificates exceeds national averages.
8. Every school has higher student performance and meets state academic standards for all students each year.
9. Every school has leadership that results in improved student performance — and leadership begins with an effective school principal.
10. Every student is taught by qualified teachers.
11. The quality of colleges and universities is regularly assessed and funding is targeted to quality, efficiency and state needs.
12. The state places a high priority on an education system of schools, colleges and universities that is accountable.