

Changes Schools Can Expect – 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. ▪ Engage the Faculty in Continuous School Improvement – by organizing a school improvement team and school-wide focus teams around curriculum and instruction, professional development, evaluation, guidance and transitions. ▪ Expand Student Access to Quality Career and 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 	<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 assessment of learning ▪ 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 students 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 on this page. 	<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

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 percentage of students completing the <i>HSTW</i> Recommended Core and a Concentration ▪ New master schedule that increases the percentage of students in advantaged curriculum ▪ Increase in AP offerings 	<ul style="list-style-type: none"> ▪ Interdisciplinary <i>HSTW</i> focus 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 SREB's Literacy Goals ▪ Development of a Numeracy Across the Curriculum plan that integrates mathematics, science, CT, P.E. 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 and 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 new ninth grade catch-up courses 	<ul style="list-style-type: none"> ▪ Actions to communicate expectations 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

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 percentage 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 	<ul style="list-style-type: none"> ▪ Interdisciplinary Focus 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 and career technical instruction ▪ 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, P.E. 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 ○ Leading Assessment and Instruction 	<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.

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 percentage of students completing <i>HSTW</i> Recommended Core and a concentration ▪ Quality of new AP 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 ▪ 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 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 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"> ○ Literacy leadership ○ Numeracy leadership 	<ul style="list-style-type: none"> ▪ Focus team effectiveness for continuous planning ▪ Leadership for Curriculum, Instruction and Assessment