

2020 VISION: “*Changing the Face of Education in Fayette County*”

WORK GROUP: High School Reform Sub-Group: External Partnerships

FINAL REPORT

Group Recommendation Number: EP1

Specific Recommendation: High Schools will make dual credit and dual enrollment opportunities (to include academic and technical courses, for 11th and 12th grade students) an integrated part of the HS structure, i.e. expanded Opportunity College

Research Rationale for how this change will help kids:

In the May 2005 Prichard Committee for Academic Excellence Report “High Achieving High Schools” a top priority (noted on p. 14) is to: “Vastly expand opportunities for high school students to participate in postsecondary learning opportunities while they are still in high school; encourage courses for postsecondary credit for high school students through such programs as middle college, early college, Advanced Placement and International Baccalaureate. Start preparing students during their freshman year. Develop funding policies that encourage, instead of discourage, dual enrollment.” Move high schools out of the ‘sorting machine’ structure in which 1/3 of students go to college, 1/3 to work, and 1/3 drop out.

Other sources of information on this topic:

McGuinness, A. C., Jones, D. P. (2003) *Narrowing the Gaps in Educational Attainment within States: A Policymaker’s Guide to Assessing and Responding to Needs for Community College Services*. Education Commission of the States.

Early College High School Initiatives: Core Principles. Jobs for the Future. www.jff.org.

Early Middle Colleges. Education Commission of the States. <http://www.ecs.org/html/issue.asp?issueid=108&subIssueID=167>.

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**WORK GROUP: High School Reform
Sub-Group: External Partnerships**

FINAL REPORT

Implementation Steps for Recommendation #EP1	Persons Responsible for Completing Steps	Possible Resources	Begin Date	End Date
FCPS to incorporate dual enrollment/dual credit as a standard offering for 11 th and 12 th grade students.	IAKSS- Superintendent; High School Director and Director of Student Achievement; HS principals; HS Guidance Counselors; Academic Deans	Refer to recommendation	asap	

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**WORK GROUP: High School Reform
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Recommendation Number: EP2

Specific Recommendation:

IAKSS will develop ongoing collaborative partnerships with businesses, teacher education and administrative leadership programs and other post secondary education/training programs so their programs teach concepts relevant to HS needs.

Research Rationale for how this change will help kids:

Need ongoing dialogue between business programs and school system to ensure teachers, administrators, and staff receive relevant training connected to high school needs. Build community, business, and postsecondary support for K-12 education.

Career Academies: Designing Improved Education for Students, Teacher’ Work and Employer Participation—*Orr, Hughes, Karp, Columbia University Institute on Education and the Economy, April 2002:*

...quality employer involvement enriches the students’ experiences, their aspirations and their subsequent college and career accomplishments.

Career Academies: Designing Improved Education for Students, Teacher’ Work and Employer Participation—*Orr, Hughes, Karp, Columbia University Institute on Education and the Economy, April 2002:*

...the more teachers reported working collaboratively on curriculum and instructional matters, the more effective they perceived that they were with students.

Over the last 20 years, increased employer involvement in public education generally has been seen as a way to provide young people with quality contextual learning experiences and expand the educational resources of public schools

Other Sources of information:

High Achieving High Schools. May, 2005. Prichard Committee for Academic Excellence. p. 18

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WORK GROUP: High School Reform Sub-Group: External Partnerships

FINAL REPORT

Group Recommendation Number: EP3

Specific Recommendation:

High Schools will align competencies for mastery of content with postsecondary and work requirements.

Research Rationale for how this change will help kids:

“...50 percent of all college students need to take remedial courses because they did not gain the skills they should have in their secondary schools (National Center for Educational Statistics, NCES 2001)

“Studies show a direct relationship between the courses students take and their success in postsecondary education.” “The knowledge and skills for success in the workplace are similar to those required for postsecondary education, since success requires the capacity to continuously learn more advanced skills.” *High Achieving High Schools*. May 2005. Prichard Committee for Academic Excellence.

Other Sources of Information:

Early College High School Initiative: Core Principles. Jobs for the Future.

McGuinness, A. C., Jones, D. P. (2003) *Narrowing the Gaps in Educational Attainment within the States. A Policymaker’s Guide to Assessing and Responding to Needs for Community College Services*. p. 13.

Brand, B. (2003). *Rigor and Relevance: A New Vision for Career and Technical Education. A White Paper*. American Youth Policy Forum.

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Implementation Steps for Recommendation #EP3	Persons Responsible for Completing Steps	Possible Resources	Begin Date	End Date
High Schools with IAKSS support will align competencies for mastery of content with postsecondary and work requirements.	IAKSS-High School Director and Director of Student Achievement; Content Specialists; Academic Deans	Refer to recommendation	asap	

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**WORK GROUP: High School Reform
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FINAL REPORT

Group Recommendation Number: EP4

Specific Recommendation:

High Schools will require all students to participate in a HS graduation component such as a community service learning project.

Research Rationale for how this change will help kids:

May 2005. *High Achieving High Schools*. Prichard Committee for Academic Excellence.

Brand, B. (2003). *Rigor and Relevance: A New Vision for Career and Technical Education. A White Paper*. American Youth Policy Forum.

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**WORK GROUP: High School Reform
Sub-Group: External Partnerships**

FINAL REPORT

Implementation Steps for Recommendation #EP4	Persons Responsible for Completing Steps	Possible Resources	Begin Date	End Date
High Schools will require all students to participate in a HS graduation component such as a community service learning project.	IAKSS-EBCE coordinator; HS Director; Principals; Academic Deans	Refer to recommendation	asap	

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**WORK GROUP: High School Reform
Sub-Group: External Partnerships**

FINAL REPORT

Group Recommendation Number: EP5

Specific Recommendation:

Model team building exercises (such as Governors Scholars, Youth Lexington Leadership and entrepreneurial opportunities) should grow to include all students, not just primarily high achievers.

Research Rationale for how this change will help kids:

High Achieving High Schools. Prichard Committee for Academic Excellence. May 2005. p.9.

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**WORK GROUP: High School Reform
Sub-Group: External Partnerships**

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Implementation Steps for Recommendation #EP5	Persons Responsible for Completing Steps	Possible Resources	Begin Date	End Date
Model team building exercises (such as Governors Scholars, Youth Lexington Leadership and entrepreneurial opportunities) should grow to include all students, not just primarily high achievers.	IAKSS-Smaller Learning Communities coordinator; guidance counselors; Academic Deans	Refer to recommendation	asap	

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**WORK GROUP: High School Reform
Sub-Group: External Partnerships**

FINAL REPORT

Group Recommendation Number: EP6

Specific Recommendation:

IAKSS, in conjunction with community marketing /advertising resources, will produce a community marketing campaign based on the Successful Practices Network research/information to create/ensure awareness and a sense of urgency for needed HS educational reform with school staff, parents, students, and community.

Research Rationale for how this change will help kids:

Based on global issues and life that our students will be living in the next several decades.

Creating Successful Schools. International Center for Leadership in Education. <http://www.leadered.com/>.

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Implementation Steps for Recommendation #EP6	Persons Responsible for Completing Steps	Possible Resources	Begin Date	End Date
IAKSS, in conjunction with community marketing /advertising resources, will produce a community marketing campaign based on the Successful Practices Network research/information to create/ensure awareness and a sense of urgency for needed HS educational reform with school staff, parents, students, and community.	IAKSS-Superintendent; Director of Communications and Public Relations	Refer to recommendation	asap	

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WORK GROUP: High School Reform Sub-Group: External Partnerships

FINAL REPORT

Group Recommendation Number: EP7

Specific Recommendation:

IAKSS, in conjunction with the high schools, will facilitate and coordinate ongoing community/business partnerships (for example: advisory groups, student work experiences such as EBCE and Internships, role models/mentors, as well as financial and educational support)

Research Rationale for how this change will help kids:

Career Academies: Designing Improved Education for Students, Teacher’ Work and Employer Participation—*Orr, Hughes, Karp, Columbia University Institute on Education and the Economy, April 2002:*

School-sponsored work placements also give students access to more diverse workplaces than they would normally have.

School-provided internships, according to educational researchers, offer important advantages over the jobs students find on their own: more training, more interaction with adults at the workplace, and better connections between student’ studies and their work experience.

The National Commission on the High School Senior Year (January 2001; October 2001)—focused on the disconnect between secondary and postsecondary education and employment and called for more diverse learning opportunities to engage students and increase their achievement, particularly during their senior year.

Brand, B. (2003). *Rigor and Relevance: A New Vision for Career and Technical Education. A White Paper.* American Youth Policy Forum.

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**WORK GROUP: High School Reform
Sub-Group: External Partnerships**

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Implementation Steps for Recommendation #EP7	Persons Responsible for Completing Steps	Possible Resources	Begin Date	End Date
IAKSS, in conjunction with the high schools, will facilitate and coordinate ongoing community/business partnerships (for example: advisory groups, student work experiences such as EBCE and Internships, role models/mentors, as well as financial and educational support)	IAKSS- Superintendent; High School Director; EBCE Coordinator; Principals; Academic Deans	Refer to recommendation	asap	

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WORK GROUP: High School Reform Sub-Group: External Partnerships

FINAL REPORT

Group Recommendation Number: EP8

Specific Recommendation:

Schools, staffs/teachers will intentionally build trusting relationships directly with parents of students they are working with/teaching to include:

- -involving parents in the development of their students’ IGP’s
- -taking school programs into each schools specific communities (YMCA, community centers, churches etc.)
- -forming an individual school outreach plan/committee with FRYSC, PTSA, school staff etc.

Research Rationale for how this change will help kids:

Trusting relationships among parents and high school teachers is significantly correlated to several school performance indicators including GPA, attendance, and credits earned toward graduation (Adams & Christenson (2000).

Trusting relationships among high school parents and teachers is not only significantly related to high school student achievement, but also acts as a predictor of academic productivity at the high school level. Key components of building trusting relationships include establishing a school culture which supports open communication and encourages parent partnerships. In such partnerships, parents need to perceive that they have ample opportunities to influence their own child’s education, and teachers need parents to let their children know that the teacher has a special role in the student’s academic life (Kerley, 2004).

Youth News Team reports that parents who are involved in their high school children's lives can have an enormous impact on student achievement at the high school level (*High School Students Have Parents, Too: A study of the relationship between parents and high school academic achievement in the Fayette County Public Schools* (2005). KCCJ & the Prichard Committee for Academic Excellence.

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Implementation Steps for Recommendation #EP8	Persons Responsible for Completing Steps	Possible Resources	Begin Date	End Date
<p>Build trusting relationships directly with parents of:</p> <ul style="list-style-type: none"> -involving parents in the development of their students’ IGP’s -taking school programs into each schools specific communities (YMCA, community centers, churches etc.) -forming an individual school outreach plan/committee with FRYSC, PTSA, school staff etc.. 	<p>Principals; Guidance Counselors; Teachers; FRYSC Coordinator; Academic Deans</p>	<p>Refer to recommendation</p>	<p>asap</p>	

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WORK GROUP: High School Reform

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FINAL REPORT

Group Recommendation Number: EP9

Specific Recommendation:

Alignment of all elementary, MS, and HS curriculum across content areas with focus on higher order critical thinking skills.

Research Rationale for how this change will help kids:

High schools do not exist isolated from other schools so there is a need to align curriculum and assessment among all levels of education (High Achieving High Schools, 2005).

Daggett, Wm. (2005). Successful Practices Network.

McGuinness, A. C., Jones. D. P. (2003) *Narrowing the Gaps in Educational Attainment within the States. A Policymaker’s Guide to Assessing and Responding to Needs for Community College Services*. Education Commission of the States.

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Implementation Steps for Recommendation #EP9	Persons Responsible for Completing Steps	Possible Resources	Begin Date	End Date
Alignment of all elementary, MS, and HS curriculum across content areas with focus on higher order critical thinking skills.	IAKSS-HS, MS, and ES Directors; Director of Student Achievement; Content Specialists; Academic Deans	Refer to recommendation	asap	

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WORK GROUP: High School Reform Sub-Group: External Partnerships

FINAL REPORT

Group Recommendation Number: EP10

Specific Recommendation:

Diagnostic reading assessments will be provided at elementary, MS and HS with specific transitional conversations about data and interventions already used with individual students shared between all levels of teachers within schools and from school to school.

Research Rationale for how this change will help kids:

America’s Most Successful High Schools-What Makes Them Work - Daggett, Willard, International Center for Leadership in Education, 2004:

While there is no one formula for a successful high school, certain characteristics appear to be consistent across the 30 high schools. They are:

- An unrelenting commitment by administrators and teachers to excellence for all students with a particular emphasis on literacy across the curriculum.
- To support student achievement so that new and/or successful interventions are in place to assist those not reading at grade level at the beginning of each school year or when they change schools.

A report to Carnegie Corporation of New York, READING NEXT, a vision for action and research in middle and high school literacy, Alliance for Excellent Education, 2004.

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WORK GROUP: High School Reform Sub-Group: Internal Partnerships

FINAL REPORT

Group Recommendation Number: IP1

Specific Recommendation:

High Schools will create a small school environment/climate through:

- career interest pathways & institutes
- Freshman Academy programs
- advisor/advisee programs
- looping opportunities w/teachers

Research Rationale for how this change will help kids:

Career Academies: Designing Improved Education for Students, Teacher’ Work and Employer Participation—*Orr, Hughes, Karp, Columbia University Institute on Education and the Economy, April 2002:*

...research findings provide continued evidence of the effectiveness of a well-implemented, intermediary-supported career academy model. These findings demonstrate that when well supported, a career academy experience fosters improved student preparation and successful transition into and through early postsecondary education and employment experiences.

International Center for Leadership in Education, 2004:

While there is no one formula for a successful high school, certain characteristics appear to be consistent across the 30 high schools. They are:

1. *Focusing instruction around students' interests, learning styles, and aptitudes through a variety of small learning community approaches, most commonly academies.*
2. *An unrelenting commitment by administrators and teachers to excellence for all students with a particular emphasis on literacy across the curriculum*
3. *A laser-like focus on data at the classroom level to make daily instructional decisions for individual students.*
4. *An extraordinary commitment of resources and attentions to 9th grade students*
5. *A rigorous and relevant 12th grade year*
6. *High-quality curriculum and instruction that focuses on rigor, relevance, relationships, and reflective thought.*
6. *Solid and dedicated leadership*
7. *Relationships driven by guiding principles*
8. *Sustained and supported professional development*

Need teacher advocates who are better able to meet and advise/mentor students - - more personalization.

(2005) *High Achieving High Schools*. Prichard Committee for Academic Excellence.

Brand, B. (2003). *Rigor and Relevance: A New Vision for Career and Technical Education. A White Paper*. American Youth Policy Forum.

Early College High School Initiative: Core Principles. Jobs for the Future. www.earlycolleges.org.

Vision 2020

“Building our Community by Developing our Workforce”

IMPLEMENTING A WORKFORCE ACADEMY

LEARNING TEAMWORK THROUGH MEETING FACILITATION

PROBLEM SOLVING → PLAN DO CHECK ACT

**EVALUATION
EMPOWERMENT**

**STRATEGIC
ELEMENTS**

**INVOLVEMENT
PERSONNEL**

SERVICE DELIVERY

STRUCTURE

STRATEGIES

EDUCATION

Administration
Principals
Faculty
Community Leaders

Bluegrass Area School Systems

KCTCS
Georgetown College & UK
BGADD & CQPO

INTRODUCING CAREERS &

ESTABLISHING CURRICULUM &

BUSINESS

Manufacturing Companies
Retail Establishments
Services Organizations
Chamber of Commerce

Job Competencies Identified

Job Related Materials & Equipment
Hands-on Examples
Work Experience Speakers

MEETING FACILITATION SKILLS

PROBLEM SOLVING SKILLS

COMMUNITY SERVICES

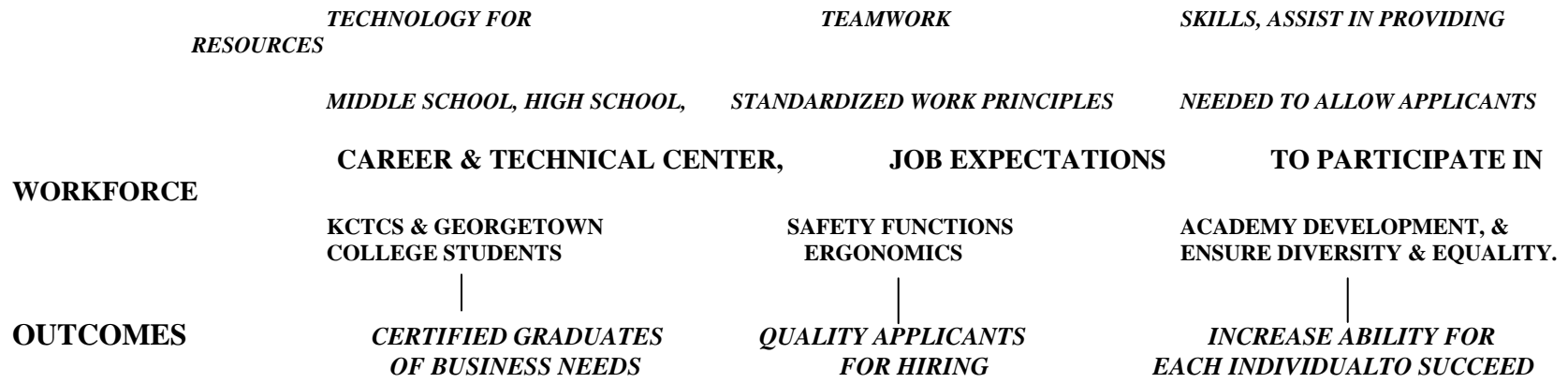
Early Child Care & Education
Adult Education
Social Services
Workforce Development
Local Government

Learning Skills Assessments

Training Needs Assessments
GED Eligibility
Funding Eligibility

ENGAGED IN LEARNING TO DEVELOP

BASIC MATH, READING & TECHNOLOGY



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**WORK GROUP: High School Reform
Sub-Group: Internal Partnerships**

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Implementation Steps for Recommendation #IP1	Persons Responsible for Completing Steps	Possible Resources	Begin Date	End Date
High Schools will create a small school environment/climate through: -career interest pathways & institutes -Freshman Academy programs -advisor/advisee programs -looping opportunities w/teachers	IAKSS-SLC coordinator and HS Principals	Refer to recommendation	asap	

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WORK GROUP: High School Reform Sub-Group: Internal Partnerships

FINAL REPORT

Group Recommendation Number: IP2

Specific Recommendation:

IAKSS will reduce the size of high schools and lower student/teacher ratio.

Research Rationale for how this change will help kids:

Key high school reform strategies: An overview of research finding, Visher, M. G. Emanuel, D., & Teitelbaum, P. (1999)
Washington, DC: U. S. Department of Education, Office of Vocational and Adult Education:

...small school size alone leads to improved academic achievement and engagement and facilitates other positive school attributes, including teacher collegiality, personalized teacher-student relationships, and less instructional differentiated ability.

Ayers, W.; Bracey, G; and Smith, G. The Ultimate Education Reform? Make Schools Smaller. Milwaukee, WI: Center for Education Research, Analysis, and Innovation, University of Wisconsin-Milwaukee, December 2000:

There is growing interest in returning to small schools and mounting research that small schools function better than big ones.

High Achieving High Schools. Prichard Committee for Academic Excellence. May 2005.

Brand, B. (2003). *Rigor and Relevance: A New Vision for Career and Technical Education. A White Paper*. American Youth Policy Forum.

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**WORK GROUP: High School Reform
Sub-Group: Internal Partnerships**

FINAL REPORT

Implementation Steps for Recommendation #IP2	Persons Responsible for Completing Steps	Possible Resources	Begin Date	End Date
IAKSS will reduce the size of high schools and lower student/teacher ratio.	IAKSS-Superintendent; Board of Education	Refer to recommendation	8/2006	

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**WORK GROUP: High School Reform
Sub-Group: Internal Partnerships**

FINAL REPORT

Group Recommendation Number: IP 3

Specific Recommendation:

High Schools will increase student involvement and interest in school organizations and activities by:

- holding district wide “Club Days” within the school day
- regularly providing activity busses for after school sports/field trips in the community/service learning projects, etc

Research Rationale for how this change will help kids:

High school students report a greater sense of belongingness and school pride by participating in a variety of school activities and associating with different groups of students at the high school (2001-2 Focus Group Report, Henry Clay High School). Students suggest that they like the clubs and activities offered, but would like additional opportunities offered in which all students could participate (2004-5 Focus Group Report, Henry Clay High School).

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Sub-Group: Internal Partnerships**

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Implementation Steps for Recommendation #IP3	Persons Responsible for Completing Steps	Possible Resources	Begin Date	End Date
High Schools will increase student involvement and interest in school organizations and activities by: <ul style="list-style-type: none">• holding district wide “Club Days” within the school day• regularly providing activity busses for after school sports/field trips in the community/service learning projects, etc	HS staff	Refer to recommendation	8/2006	

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WORK GROUP: High School Reform Sub-Group: Internal Partnerships

FINAL REPORT

Group Recommendation Number: IP 4

Specific Recommendation:

IAKSS will change the structure of the high schools by:

- eliminating focus on departments as arranged by content areas and moving to integrated and inter-disciplinary instructional teams
- creating time for teacher study groups and joint planning to discuss instructional strategies, examine student work and individual student needs

Research Rationale for how this change will help kids:

High Achieving High Schools. Prichard Committee for Academic Excellence. May 2005.

Early College High School Initiative: Core Principles. Jobs for the Future. www.earlycolleges.org.

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Implementation Steps for Recommendation #IP4	Persons Responsible for Completing Steps	Possible Resources	Begin Date	End Date
IAKSS will change the structure of the high schools by: <ul style="list-style-type: none">• eliminating focus on departments as arranged by content areas and moving to integrated and inter-disciplinary instructional teams• creating time for teacher study groups and joint planning to discuss instructional strategies, examine student work and individual student needs	IAKSS- Superintendent; High School Director; Principals;	Refer to recommendation	asap	

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WORK GROUP: High School Reform Sub-Group: Internal Partnerships

FINAL REPORT

Group Recommendation Number: IP 5

Specific Recommendation:

IAKSS will provide High Schools with additional Associate Principals, Academic Deans, Counselors, Social Workers, Reading, Writing and other Curriculum Resource Specialists, and Interdisciplinary Team Leaders to insure:

- meaningful instructional leadership
- safer schools
- effective teacher evaluations and mentoring that leads to improvement
- teacher and staff accountability
- consistent execution of school wide discipline policies
- effective and consistent student supervision and accountability
- successful Freshman Academies
- effective advising and mentoring of students

Research Rationale for how this change will help kids:

Need for staffing for additional support for students and teachers

1) (2003) *High Achieving High Schools*. Prichard Committee for Academic Excellence.

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**WORK GROUP: High School Reform
Sub-Group: Internal Partnerships**

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Implementation Steps for Recommendation #IP5	Persons Responsible for Completing Steps	Possible Resources	Begin Date	End Date
IAKSS will provide High Schools with additional Associate Principals, Academic Deans, Counselors, Social Workers, Reading, Writing and other Curriculum Resource Specialists, and Interdisciplinary Team Leaders	IAKSS-Superintendent and Board of Education	Refer to recommendation	asap	

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**WORK GROUP: High School Reform
Sub-Group: Internal Partnerships**

FINAL REPORT

Group Recommendation Number: IP 6

Specific Recommendation:

IAKSS will provide PD one day per month in the school calendar that supports TIME for teacher planning and collaboration.

Research Rationale for how this change will help kids:

Increase time and training for deeper, imbedded, on-going teacher collaboration, joint planning and implementation of changes with focus on school goals as PD becomes an effective change agent not a one time event.

High Achieving High Schools. Prichard Committee for Academic Excellence. May 2005.

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Implementation Steps for Recommendation #IP6	Persons Responsible for Completing Steps	Possible Resources	Begin Date	End Date
IAKSS will provide PD one day per month in the school calendar that supports time for teacher planning and collaboration.	IAKSS-Superintendent	Refer to recommendation	asap	

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**WORK GROUP: High School Reform
Sub-Group: Internal Partnerships**

FINAL REPORT

Group Recommendation Number: IP 7

Specific Recommendation:

IAKSS will provide High Schools with needed support and personnel to effectively compile and deliver timely data to schools

Research Rationale for how this change will help kids:

High Achieving High Schools. Prichard Committee for Academic Excellence. May 2005

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Implementation Steps for Recommendation #IP7	Persons Responsible for Completing Steps	Possible Resources	Begin Date	End Date
IAKSS will provide High Schools with needed support and personnel to effectively compile and deliver timely data to schools	IAKSS- Superintendent; HS Director; Director of Student Achievement	Refer to recommendation	asap	

VISION: “*Changing the Face of Education in Fayette County*”

**WORK GROUP: High School Reform
Sub-Group: Internal Partnerships**

FINAL REPORT

Group Recommendation Number: IP 8

Specific Recommendation:

IAKSS will implement a Model Teachers Program that allows:

- -for Master teachers to be rewarded/compensated for quality teaching and student learning & achievement
- -effective teachers release time to work in classrooms with other teachers
- -for collaboration among teachers

Research Rationale for how this change will help kids:

High Achieving High Schools, Prichard Committee for Academic Excellence, May 2005.

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Sub-Group: Internal Partnerships**

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Implementation Steps for Recommendation #IP8	Persons Responsible for Completing Steps	Possible Resources	Begin Date	End Date
IAKSS will implement a Model Teachers Program that allows: <ul style="list-style-type: none">• for Master teachers to be rewarded/compensated for quality teaching and student learning & achievement• effective teachers release time to work in classrooms with other teachers• for collaboration among teachers	IAKSS- Superintendent; High School Director and Director of Student Achievement	Refer to recommendation	asap	

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WORK GROUP: High School Reform Sub-Group: Internal Partnerships

FINAL REPORT

Group Recommendation Number: IP 9

Specific Recommendation:

IAKSS and High Schools will provide ongoing PD to assist teachers in effective content delivery techniques that insure and increase student learning and provide training in:

- creating lessons that build relationships w/students
- creating lessons that make relevant connections to the real world
- teaching using differentiated instruction and understanding learning styles
- create lessons that utilize a variety of technology

Research Rationale for how this change will help kids:

Build a culture of trust, safety, belonging, relationships; a HS culture in which teachers/schools believe in their power to teach all students to high levels of learning along with the “how and why” to reach depth of understanding. High expectations for staff and students. Giving teachers tools to teach more efficiently in a student directed way.

...personalizing instruction so content delivery is student focused/directed rather than content focused/directed (includes establishing relationships, learning styles, multiple intelligences, diversity, accountability, interactive teaching, relevant value connections to students etc.) Assist teachers in moving away from the stress of “needing to cover all the core content/or whole text book” so they can move into a deeper master teaching of concepts taught (or in Literacy).

Bill Daggett

High Achieving High Schools. Prichard Committee for Academic Excellence. May 2005.

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Implementation Steps for Recommendation #IP9	Persons Responsible for Completing Steps	Possible Resources	Begin Date	End Date
<p>IAKSS and High Schools will provide ongoing PD to assist teachers in effective content delivery techniques that insure and increase student learning and provide training in:</p> <ul style="list-style-type: none"> -creating lessons that build relationships w/students -creating lessons that make relevant connections to the real world -teaching using differentiated instruction and understanding learning styles -create lessons that utilize a variety of technology 	<p>IAKSS-High School Director; Director of Student Achievement; PD coordinator; Content Specialists; HS Reading Specialists and Academic Deans</p>	<p>Refer to recommendation</p>	<p>asap</p>	

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WORK GROUP: High School Reform

Sub-Group: Affective Domain: Mental Health/Student Support/Safe School Environments

FINAL REPORT

Group Recommendation Number: AD 1

Specific Recommendation:

IKASS will develop support structures focused on student mental health issues by increasing staff, social workers, counselors, and nurses while implementing district wide mandatory programs and policies to support school climate and behavior expectations of students based on the Safe and Civil School programs i.e. CHAMPS, FOUNDATIONS etc.

Research Rationale for how this change will help kids:

Increase “safe” climate in schools and communication among students, teachers and schools on current availability of support systems through Safe Schools Program (i.e. monthly newsletter). Students need consistency from class to class and from school to school to ease transitions and improve achievement

Safe and Civil Schools Project.

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**WORK GROUP: High School Reform Group
Sub-Group: Curriculum**

FINAL REPORT

Group Recommendation Number: C1

Specific Recommendation:

High Schools will create mandatory developmental instruction opportunities for HS students not on grade level to prepare them for HS, college and world of work ...i.e. in school ESS, structured study hall and/or alternative school settings.

Research Rationale for how this change will help kids:

For those in need of more time for school work and for pull out tutoring opportunities develop programs to enhance student success through alternative school settings such as a transitional year at a different site (to break away from stigma of remedial classes and come to HS well prepared) and/or in school ESS (or “study hall” setting whereby struggling students could be worked with in small groups or individually by other support staff while not missing core content class time and lightening their load)

(2005) High Achieving High Schools. Prichard Committee for Academic Excellence.

Early College High School Initiative: Core Principles. Jobs for the Future. www.earlycolleges.org.

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**WORK GROUP: High School Reform Group
Sub-Group: Curriculum**

FINAL REPORT

Implementation Steps for Recommendation #C 1	Persons Responsible for Completing Steps	Possible Resources	Begin Date	End Date
IAKSS and High Schools will create mandatory developmental instruction opportunities for HS students not on grade level to prepare them for HS, college and world of work ...i.e. in school ESS, structured study hall and/or alternative school settings.	IAKSS-HS Director; MS Director; HS principals	Refer to recommendation	8/2006	

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**WORK GROUP: High School Reform Group
Sub-Group: Curriculum**

FINAL REPORT

Group Recommendation Number: C2

Specific Recommendation:

IAKSS will implement a school calendar to include year round school options such as more school days, expanded time during the day, makeup days for students and PD/planning days for teachers.

Research Rationale for how this change will help kids:

To enhance student success through more time for instruction, intentional time planned to assist students who have fallen behind, and time for teachers to better meet the needs of students.

High Achieving High Schools. Prichard Committee for Academic Excellence.

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**WORK GROUP: High School Reform Group
Sub-Group: Curriculum**

FINAL REPORT

Implementation Steps for Recommendation #C 2	Persons Responsible for Completing Steps	Possible Resources	Begin Date	End Date
IAKSS will implement a school calendar to include year round school options such as more school days, expanded time during the day, makeup days for students and PD/planning days for teachers.	IAKSS-Superintendent	Refer to recommendation	8/2006	

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WORK GROUP: High School Reform Group Sub-Group: Curriculum

FINAL REPORT

Group Recommendation Number: C3

Specific Recommendation:

High Schools will provide a more rigorous Senior (4th) year:

- *See External Community Partnerships
- expanding AP classes offerings
- additional required math and science component

Research Rationale for how this change will help kids:

Not easing up in the senior year but keeping it rigorous will increase success in post secondary.

(2005) *High Achieving High Schools*. Prichard Committee for Academic Excellence.

Brand, B. (2003) *Rigor and Relevance: A New Vision for Career and Technical Education. A White Paper*. American Youth Policy Forum.

Early College High School Initiative: Core Principles. Jobs for the Future. www.earlycolleges.org.

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**WORK GROUP: High School Reform Group
Sub-Group: Curriculum**

FINAL REPORT

Implementation Steps for Recommendation #C3	Persons Responsible for Completing Steps	Possible Resources	Begin Date	End Date
High Schools will provide a more rigorous Senior (4 th) year: <ul style="list-style-type: none">○ *See External Community Partnerships○ expanding AP classes offerings additional required math and science component.	IAKSS- Superintendent; High School Director and Director of Student Achievement; HS principals; HS Guidance Counselors; Academic Deans	Refer to recommendation	asap	

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**WORK GROUP: High School Reform Group
Sub-Group: Curriculum**

FINAL REPORT

Group Recommendation Number: C4

Specific Recommendation:

IAKSS will provide district wide mandatory end of course exams to determine proficiency level of HS students and formulate assessments throughout for continuous improvement.

Research Rationale for how this change will help kids:

To assure mastery of content.

Brand, B. (2003). Rigor and Relevance: A New Vision for Career and Technical Education. A White Paper. American Youth Policy Forum.

Early College High School Initiative: Core Principles. Jobs for the Future. www.earlycolleges.org.

High Achieving High Schools. Prichard Committee for Academic Excellence. May 2005.

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**WORK GROUP: High School Reform Group
Sub-Group: Curriculum**

FINAL REPORT

Implementation Steps for Recommendation #C4	Persons Responsible for Completing Steps	Possible Resources	Begin Date	End Date
IAKSS will provide district wide mandatory end of course exams to determine proficiency level of HS students and formulate assessments throughout for continuous improvement.	IAKSS- Superintendent; High School Director and Director of Student Achievement	Refer to recommendation	asap	

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WORK GROUP: High School Reform Group Sub-Group: Curriculum

FINAL REPORT

Group Recommendation Number: C5

Specific Recommendation:

High Schools will place less emphasis on text books and more on student research through reading and technology by:

- providing a large variety of reading materials (genres and reading levels) with imbedded reading/research technology in all classrooms across the curriculum.
- providing ongoing updated technology equipment (more and better computers and/or laptops and lab facilities) and personnel/technology staff
- implementing consistent class TIME to read as well as, continuous, imbedded, differentiated, comprehension reading and vocabulary strategies across the curriculum to include more informational, technical, and practical/workplace reading
- providing current lexile information and appropriate strategies and interventions to teachers across grades and curriculum based on ongoing formative/diagnostic assessments
- focusing on technology and business reading and writing with applications for the “real world”

Research Rationale for how this change will help kids:

More real reading in the classroom needs to take place as the trend is toward less reading going on in and out of classrooms. Research indicates that the amount of reading practice occurring in schools is very low Data suggests student reading positively correlates to the amount of in-school reading. (Topping & Paul, 1999) Sustained Silent Reading or SSR data shows schools can make significant gains when students are given more opportunities and time to read during the school day. (Journal of Adolescent and Adult Literacy, 48:2, 10/04)

“Whether teaching reading or writing or a subject area, teachers need to find texts at a wide range of difficulty levels” (text matching student ability level and below student frustration level) as “high interest, low-difficulty texts play significant role in adolescent literacy and are critical for fostering reading skills...and engagement of all students”. (READING NEXT, pg.18)

Research shows reading and strategies for two to four hours daily across all content classes as more effective than “stigmatized” remedial classes only particularly at the HS level for students needing help with comprehension. “No single intervention or program will ever meet the needs of all struggling readers and writers.”(READING NEXT, pg. 10) Reading instruction not likely to effect change when instruction is limited to 30-40 minutes a day... “panel strongly argued the need for two to four hours of literacy connected learning daily” ... “with time spent focused with texts and focused on reading and writing ...across content areas.” (READING NEXT, pg. 20)

Research supports that “writing instruction also improves reading comprehension and helps MS and HS students read like writers and write like readers”...but especially need that instruction to be connected to the kind of writing tasks they will have to perform will in HS and beyond. (READING NEXT, pg.19)

“Technology plays increasing role in society and... is changing reading and writing demands...requires new skills unimaginable a decade ago. Effective adolescent literacy programs use technology as both instructional tool and topic. (READING NEXT, pg.19)

*A report to Carnegie Corporation of New York, READING NEXT, a vision for action and research in middle and high school literacy, Alliance for Excellent Education, 2004

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WORK GROUP: High School Reform Group
Sub-Group: Curriculum

FINAL REPORT

Group Recommendation Number: C6

Specific Recommendation:

High Schools will add more required and elective opportunities by:

- providing semester classes in keyboarding, grammar, consumer education, career education, humanities and character development and practical living
- offering Economics/Financial Literacy and Geography classes
- expanding Foreign Language options

Research Rationale for how this change will help kids:

For more student options/growth needed to meet future global needs (i.e. learning the Chinese language) as well as for better schedule flexibility.

(2005) *High Achieving High Schools*. Prichard Committee for Academic Excellence.

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**WORK GROUP: High School Reform Group
Sub-Group: Curriculum**

FINAL REPORT

Implementation Steps for Recommendation #C6	Persons Responsible for Completing Steps	Possible Resources	Begin Date	End Date
<p>High Schools will add more required and elective opportunities by:</p> <ul style="list-style-type: none"> ○ providing semester classes in keyboarding, grammar, consumer education, career education, humanities and character development and practical living ○ offering Economics/Financial Literacy and Geography classes ○ expanding Foreign Language options 	<p>IAKSS-High School Director and Director of Student Achievement; HS principals; SBDM HS Guidance Counselors; Academic Deans</p>	<p>Refer to recommendation</p>	<p>asap</p>	

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WORK GROUP: High School Reform Group Sub-Group: Curriculum

FINAL REPORT

Group Recommendation Number: C7

Specific Recommendation:

Offer a variety of paths to graduation to include:

- Performance based assessment of skills
- Progression based not on movement from 9th grade to 10th, to 11th grade to 12th grade but on mastery of course content by utilizing end of course exams, not on completion of seat time. (For example, students may complete all skills required for geometry after the first semester of their freshman year thus allowing them to move in to algebra two in the second semester of their freshman year and not have to wait until they are sophomores to take this course) This would apply to all subject areas.

Research Rationale for how this change will help kids:

Offering students a variety of paths to graduation takes the lid off of our hundred-year-old restrictive high school model which forces students into an institutional outdated mode, and instead focuses on flexible paths within the high school structure that supports individual student growth, excellence, and mastery.

Brand, B. (2003). Rigor and Relevance: A New Vision for Career and Technical Education. A White Paper. American Youth Policy Forum.

Early College High School Initiative: Core Principles. Jobs for the Future. www.earlycolleges.org.

High Achieving High Schools. Prichard Committee for Academic Excellence. May 2005.

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**WORK GROUP: High School Reform Group
Sub-Group: Curriculum**

FINAL REPORT

Implementation Steps for Recommendation #C7	Persons Responsible for Completing Steps	Possible Resources	Begin Date	End Date
<p>Offer a variety of paths to graduation to include:</p> <ul style="list-style-type: none"> • Performance based assessment of skills • Progression based not on movement from 9th grade to 10th, to 11th grade to 12th grade but on mastery of course content by utilizing end of course exams, not on completion of seat time. (For example, students may complete all skills required for geometry after the first semester of their freshman year thus allowing them to move in to algebra two in the second semester of their freshman year and not have to wait until they are sophomores to take this course) This would apply to all subject areas. 	<p>IAKSS-Superintendent; High School Director and Director of Student Achievement; HS principals; SBDM HS Guidance Counselors; Academic Deans</p>	<p>Refer to recommendation</p>	<p>asap</p>	