

HSTW

***Georgia HSTW Site
Development Workshop:
Developing a School's
Improvement Plan***

***High
Schools
That
Work***

Scott Warren

Director of *HSTW* State Contracted Services

Parent of child with a Learning Disability

Former:

Highly Skilled Educator for Kentucky Department of Education

Principal

Assistant Principal

Math/P.E. Teacher

Basketball Coach

Athletic Director

HSTW

***High
Schools
That
Work***

Site Development Workshop Objectives

- Participants will develop awareness and understanding of key practices that guide schools.
- Develop a structure for planning and managing the implementation of the *HSTW* design
- Brainstorm and develop plans to address a Georgia focus on Expectations and Advisor-Advisee

Parking Lot

QUESTIONS

SUGGESTIONS

CONCERNS

FOLLOW-UP

HSTW

*High
Schools
That
Work*

Ground Rules



- ⑩ Everyone participates
- ⑩ Respect the speaker
- ⑩ Conversational courtesies
- ⑩ Cell phones are turned off or on vibrate
- ⑩ Biology breaks
- ⑩ Start and end on time

KWL for *HSTW*

HSTW



**What I
know
about
*HSTW***

**What I
want to
know
about
*HSTW***

**What I've
learned
about
*HSTW***

Complete
Column 1

Complete
Column 2

*High
Schools
That
Work*

SREB

HSTW

Formed in 1948 by governors of 16 states (not for profit) to improve the plight of the south by focusing on education

Provide data to legislatures and state boards of education for decision making

Focus on improving post-secondary institutions

Linking states together

1987 – *HSTW* in 27 schools

1998 – *MMGW* in 25 schools for research

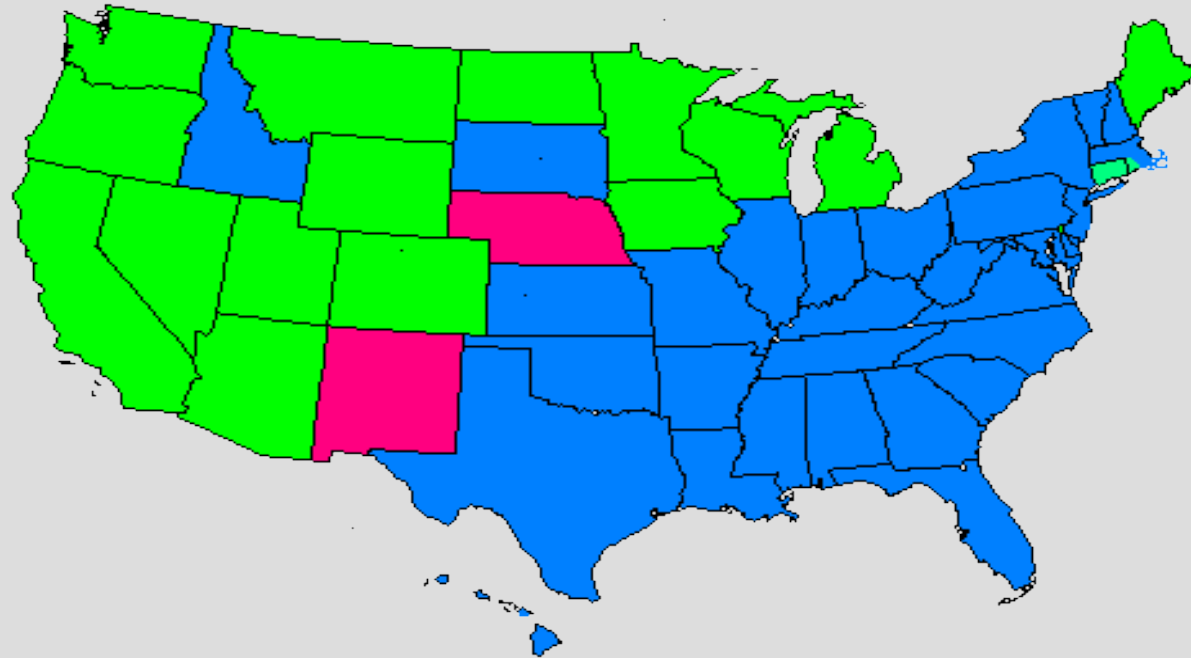
2001 – *MMGW* opened to all

2005 – 1300 *HSTW* schools (32 states) with over 8000 at the 2005 Summer Conference

*High
Schools
That
Work*

HSTW States

HSTW



***High
Schools
That
Work***

Georgia *HSTW* Network

HSTW

- 24 New Sites
- 7 New CSR Sites
- 4 Urban District Networks
- State Workshops

*High
Schools
That
Work*

Beliefs

- All students prepared for post-secondary or work success
- Focus on the middle 60 percent
- Transitions years are key – 8/9 & 12/Postsecondary
- Distributed leadership development
- Link schools, districts and state together

Work harder to get better!

SDW 05-06

What is the *HSTW* framework?



- High Expectations
- Challenging Career/Technical Studies
- College-prep Curriculum
- Academic Core and a Concentration
- Work-based Learning
- Integration of Academic and Career/Technical Studies
- Active Engagement
- Guidance and Advisement
- Extra Help
- Data-based Decision Making

What are the conditions for implementing the key practices?

- A Clear, Functional Mission Statement Used
- Strong Leadership TEAM
- Plan-Do-Check-Revise Format
- Eliminate the BNTLY, BNTTY, BNTNY Attitude
- Focused professional development with follow-up

HSTW

*High
Schools
That
Work*

Ideal Implementation Design

- Four types of changes
 - ⑩ Structural
 - ⑩ Instructional
 - ⑩ Support
 - ⑩ Leadership
- Plan in year 1, implement in year 2 and review/revise in year 3

Workshop Format

- Day 1
 - ⑩ Overview of *HSTW* with teams determining possible areas expand focus
 - ⑩ Learn common actions schools take to address each key practice
- Day 2
 - ⑩ Develop plans to take the information back and share with faculty
 - ⑩ Develop next steps for Georgia focus

HSTW

***High
Schools
That
Work***

Table Team Member Roles

- A facilitator
- A recorder
- An equipment manager
- A presenter



Key Practice



Use student assessment and program evaluation data to improve curriculum, instruction, school climate, organization and management to advance student learning... **keeping score—continuous improvement!**

**What is your current
status in using data for
continuous
improvement?**

**What actions are you
currently taking?**

How schools measure progress!

- State Assessments
- ACT/SAT Results
- Attendance Reports
- Drop-out Reports
- Remediation Reports
- AP Exams
- Failure Rates
- Discipline Data
- EOCT
- Other School-Based Data

How schools measure the depth of implementation!

- The *HSTW* Assessment
 - ⑩ NAEP – referenced assessment in Reading, Mathematics and Science
 - ⑩ Student survey of school and classroom practices
 - ⑩ Student transcript analysis
 - ⑩ Faculty Survey
- Technical Assistance Visit review of school and classroom practices
- *HSTW* Annual Report – A reflection by the school of progress
- Portfolio of Progress

HSTW

*High
Schools
That
Work*

Actions to Cultivate a Climate for Continuous Improvement

- Teachers/administrators go beyond achievement data:
 - ⑩ School and Classroom Practices Data
 - ⑩ Perceptions Data
- School wide focus on a few action plans with entire faculty agreeing to take the actions.

HSTW

*High
Schools
That
Work*

New Sources of Data

- Instructional Review
- Staff Experience Chart
- Remedial Studies Reports
- Follow-up studies
- Drop-out exit reports
- Master Schedule
- Focus Group Interviews – Sample Questions
- Graduates return to work with students/faculty

Climate for Improvement--Teachers Report Intensive School Improvement

HSTW

Indicator:	Top Sites	All Sites
Goals are clear	80%	40%
Teachers maintain a demanding and supportive environment	71%	34%
Principals stress the need to teach all students to the same high standards (monthly)	60%	33%
Teachers continue to learn and seek out new ideas	74%	42%
Teachers/administrators work as a team	78%	37%

High Schools That Work

Common Actions

- Data Rooms/Walls
- Simplify data to make it relevant to each teacher
- Collect instructional data – Walkthrough Observations
- Collect perceptions data – community, students, parents
- Use technology

Spotlight on Excellence

HSTW

- Destrehan High School
#1 Wildcat Lane
Destrehan, LA 70047
(985) 764-9946
Contact: Steve Keyes

*High
Schools
That
Work*

Rigorous Studies

- Raise Expectations
- Program of Study
- Challenging Academic Studies
- Engaging Students in Challenging Work

HSTW

*High
Schools
That
Work*

Take 5 minutes to complete the
Anticipation Guide on *High
Expectations*



Key Practice



**Set high expectations
and get students to
meet them**

Actions for Defining the Quality of Work Expected

- Benchmark assignments to the proficient level - GPS.
- School-wide rubrics
- Higher-order questions during classroom discussions and on all assessments.
- Develop common course syllabi, rubrics and end-of-course exams.
- Get teachers to agree and display samples of student work that earn an A or B.

Students See that High School is Important to Their Future

HSTW

Indicator:	Top Sites	All Sites
Courses are exciting or challenging (often)	83%	17%
Tried to do their best work in school (often)	68%	54%
Very important to participate actively in class	77%	58%
Very important to study hard to get good grades	83%	69%

*High
Schools
That
Work*

Common Actions

Increased requirements – total or specific courses –
GO BEYOND THE MINIMUM

Scheduling procedures push students

Senior course requirements/Senior Project

Common course syllabi clearly defines expectations

Common end-of-course (and unit) exams

Development of rubrics – SCHOOL-WIDE Writing
Rubric

Protocols to Look at Assignments/Assessments

A-B-C Not Yet grading

Expand opportunities to earn college credit in high
school

Student recognition activities

HSTW

*High
Schools
That
Work*

Spotlight on Excellence

HSTW

- Springdale High School
1103 W. Emma Ave.
Springdale, AR 72764
(479) 750-8832
Contact: David Kellogg

*High
Schools
That
Work*

Key Practice



Have students complete a **challenging program of study** with an upgraded academic core and a major.

Recommended Academic Core for All Students – Keep All Doors Open



- Four credits in college-prep/honors English
- Four mathematics credits – Algebra I, geometry, Algebra II and above
- Three science credits at the college-prep level; four credits with a block schedule
- Three years of college prep social studies; four credits with a block schedule
- Mathematics in the senior year PLUS

Recommended Concentrations – Provide Focus

- Mathematics and science concentration
- Humanities concentration
- Career technical concentration
- Fine Arts
- Integrated

Recommended Core and Academic Achievement

	Average Reading Score 279	Average Mathematics Score 297	Average Science Score 299
Fully Completed	294	319	313
Partially Completed (completed 1 or 2 of the subjects)	279	301	294
Did Not Complete	264	284	275

The Most Common Statement: Our kids can't do that!

HSTW

Quartiles on 8th Grade Reading Assessment

Earned a grade of D or F in:	Low 25%	2nd	3rd	Top 25%
C-P English 9	21	16	10	3
Low-level English 9	47	31	32	8

High Schools That Work

Strategies for Implementing the *HSTW* Core Curriculum

- Eliminate at least 20-25 percent of low-level courses annually to enroll more students in higher level courses.
- Investigate alternative schedules to allow more time for students to take critical courses.
- Use the core as the default curriculum – All are Dual Seal
- Get guidance staff on board.

Actions to Get Students to Complete a **Concentration**

- Required for graduation
- Eliminate smorgasbord scheduling
- Create a career awareness process
- Small Learning Communities

Examples of Four Credits in a Defined Sequence

Examples:

- Business and Computer Technology
 - ⑩ Accounting, banking, financing, programming, Web design, etc.
- Health and Human Services
 - ⑩ Medical, dental, education, culinary arts, etc.
- Engineering and Science Technologies
 - ⑩ Electronics, Automotive, Project Lead The Way, etc.

Spotlight on Excellence

- Buford High School
Buford, Georgia

(770) 945-6768

Contact: Bonnie Davis

HSTW

*High
Schools
That
Work*

Current Status

Take 5 minutes to assess your current effort on requiring students to take a rigorous program of study (what percentage of students currently complete each part).

What actions are you currently taking?

HSTW

*High
Schools
That
Work*

Key Practice



Increase access to **academic studies** that teach college-preparatory content through functional and applied strategies.

Current Status

Take 5 minutes to assess your current effort on challenging academic studies.

What actions are you currently taking?

HSTW

*High
Schools
That
Work*

Actions to Target English Achievement

- Focus on standards – not books
- Writing process emphasized
- Real-world reading and writing
- Graphic Organizers
- Teach research skills
- Assessments focus on using information, not reciting facts

HSTW

*High
Schools
That
Work*

Actions to Target Mathematics Achievement

- Link math to real-life problems
- Use math in C/T assignments
- Solve problems outside textbook
- Explain processes orally
- Work with others on assignments
- Brainstorm to solve problems in groups
- Solve open-ended problems
- Use graphing calculators

HSTW

*High
Schools
That
Work*

Actions to Target Science Achievement

Have students:

- Use science equipment to do science activities in a lab
- Use science equipment to do science activities in the classroom
- Work with one or more students in classroom on science work
- Prepare a written report on science project
- Read an assigned book or article dealing with science

HSTW

*High
Schools
That
Work*

Actions to Target Social Studies Achievement

Have students:

- Read a variety of supplemental materials other than a textbook
- Analyze events according to various perspectives (gender, age, culture)
- Draw conclusions and make predictions based on research of an issue
- Determine cause and effect relationships (political, economic, social)
- Give oral presentations, debate issues, and solve real world problems
- Write several times a week to reflect on discussions
- Write a research paper at least once a year

HSTW

*High
Schools
That
Work*

Key Practice



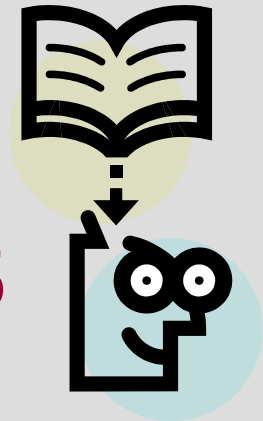
Getting every student involved in rigorous and challenging learning using classroom strategies to target **active student engagement.**

Student Engagement Is Not:

- Students working on drill sheets
- Copying notes from the board
- Answering questions at the end of a chapter
- Groups working together on any of the above.
- Pedagogy of control

Literacy Goals

- Students will read the equivalent of **25** books per year across the curriculum.
- Students will write weekly in **all** classes.
- Students will use reading and writing strategies to help them **understand and use the content** of all classes.
- Students will write researched papers in **all** classes.
- **All** students will be taught as if they were in honors language arts classes.



Why do we need to focus on reading & writing for learning?

Reading and Writing:

- Are keys to learning in all subjects.
- Advance student achievement.
- Assist students in advancing in our information based society.

The 21st Century Challenge

DOL estimates that 70% of fastest growing jobs will require postsecondary education and 40% of all jobs projected to 2008 will need at least an associate's degree

90% Fortune 1000 executives have stated that low employee literacy is a key attribute hurting their business

71% of 300 executives surveyed listed basic written communication training as critical to their companies' success

HSTW

*High
Schools
That
Work*

Poverty and illiteracy are the parents of desperation and imprisonment.

82% of prison inmates are school dropouts.

Inmates are twice as likely to be in bottom levels of literacy.

60% of inmates are illiterate.

In the 1990's, Indiana used the literacy level of second graders to estimate the number of prison cells needed in this decade.

But teachers aren't asking students to read...

HSTW

Number of Books	Middle Grades	High School
None	47%	33%
1-2	28%	36%
3-5	12%	18%
6-8	7%	7%
9+	7%	5%

*High
Schools
That
Work*

Do students have time to read?

High School

44% of the students watch TV three or more hours per day

7 percent watch over 6 hours!

Middle Grades

51% watch TV or play computer games three or more hours each school day.

17% watch over 5 hours!

HSTW

*High
Schools
That
Work*

Do The Math

Goal of 25 book equivalents
Average reading rate 250 words
per minute
500 words per page
100 pages per book
175 school days

equals

***less than 30 minutes per day
to reach goal!***

HSTW

***High
Schools
That
Work***

Fifteen Literacy Strategies Any Teacher Can – and Should – Use

1. **Admit slips**
2. **Exit slips**
3. **Double entry or two column notes**
4. **ReQuest**
5. **Interactive CLOZE**
6. **Open-response questions – A KEY**

HSTW

*High
Schools
That
Work*

Fifteen Literacy Strategies Any Teacher Can – and Should – Use

- 7. KWL charts**
- 8. Metaphorical Thinking**
- 9. Four Corners**
- 10. Jigsaw reading**
- 11. Paired Reading**
- 12. Graphic organizers**
- 13. GIST**
- 14. WordSplash/Capsule Vocabulary**
- 15. RAFT**

HSTW

***High
Schools
That
Work***

Three tougher ones that work great in all classes!

- **Anticipation Guides/Pre-learning
Concept Checks**
 - ⑩ Activating prior knowledge
- **Socratic Seminars**
 - ⑩ Focusing class discussions
 - ⑩ Using all levels of Bloom's

HSTW

*High
Schools
That
Work*

Actions for Engaging Students in Research-based Instructional Strategies

- Project-based learning
- Cooperative learning
- Student-designed research
- Integrated, interdisciplinary studies
- Integrating Technology
- **Effective** direct instruction
- Applied learning to the real world/student lives
- Students perform for others
- Authentic classroom assessment



Professional Development – Key to Improving Instruction

- From an event to a process
- Aligned to improvement plans
- Continuous with support
- Expectations for implementation established

HSTW

*High
Schools
That
Work*

Spotlight on Excellence

- Sussex Technical High School
P.O. Box 351
Georgetown, DE 19947
(302) 856-0961
Contact: Pat Savini

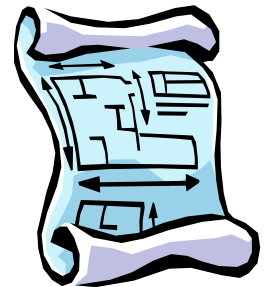
HSTW

*High
Schools
That
Work*

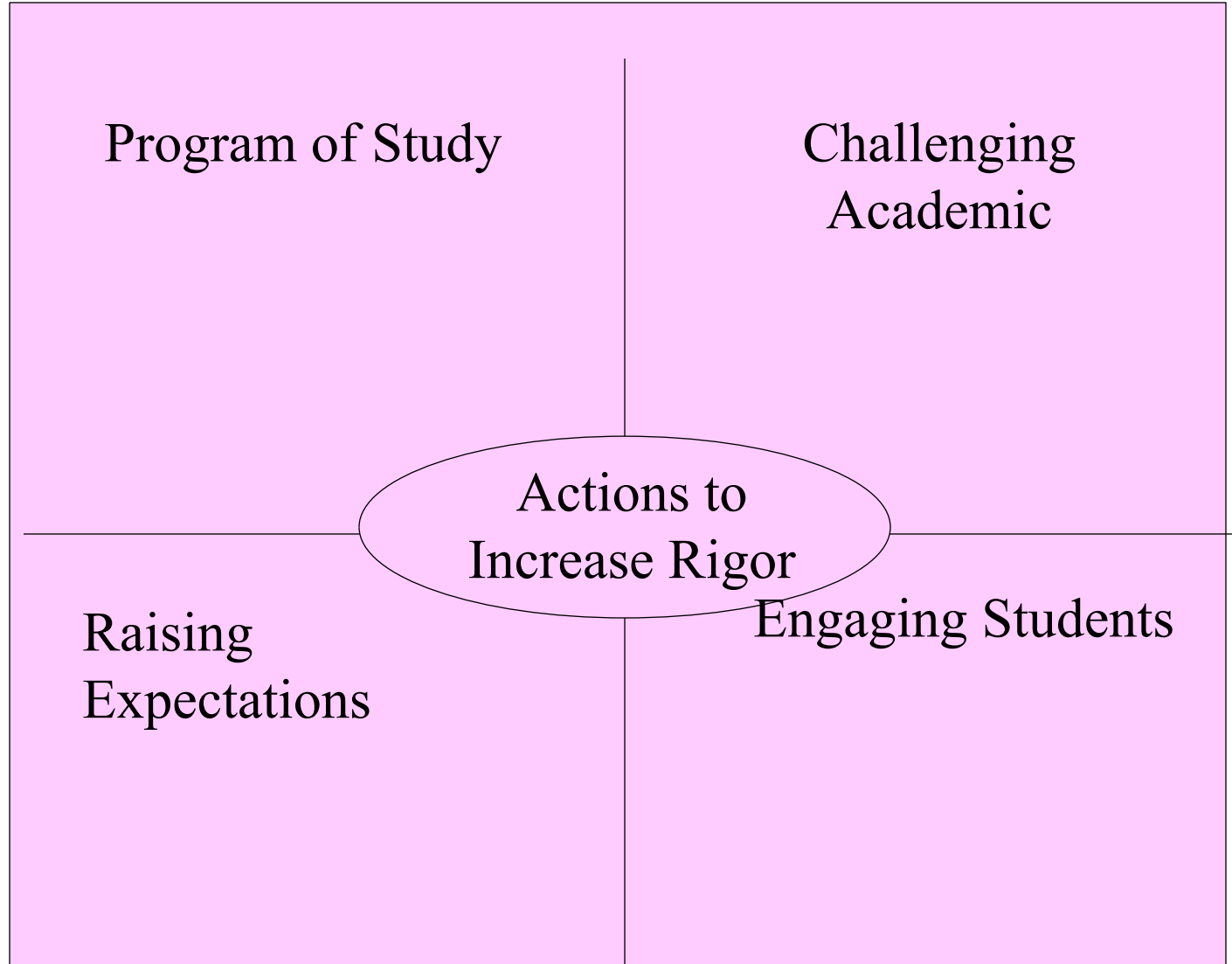
Rigorous Studies



- Discuss in your table teams how you can share this information with your faculty.
- Create a Frayer Model and post on the wall on potential actions to take for rigorous studies.



School Name



HSTW

***High
Schools
That
Work***

Focused Walk

- Walk in school teams with presenter remaining at the poster to answer questions
- Put a * by “Wow Items”
- Put a ? by the items you have questions about

HSTW

*High
Schools
That
Work*

Relevant Learning Experiences

Key Practice

Increase access to **challenging career/technical studies** with a major emphasis on using high-level mathematics, science, language arts and problem-solving skills.

HSTW

*High
Schools
That
Work*

Preparing Students Using High Quality C/T Studies

- Enroll at-risk students in at least one C/T credit course annually.
- Offer ninth grade exploratory course introducing broad career fields.
- Organize course offerings into career pathways which lead to an employer certification and/or associates degree.
- Expand opportunities for students to earn post-secondary credit or certifications while in high school.

Strategies to Strengthen C/T Courses

- Emphasize literacy, numeracy, science and technology in all C/T classrooms through rigorous assignments, projects and homework.
- Create C/T assessments that reflect industry standards, literacy and numeracy concepts as related to career field.
- Require career focused senior project.

HSTW

*High
Schools
That
Work*

Common Actions

- Business Advisory Committees become active
- Seek industry certification
- Require reading, writing and math
- Written final exams
- Capstone Projects
- Link with community colleges for dual credit opportunities
- Expand work-based/school-based/virtual learning opportunities

Spotlight on Excellence

HSTW

- EHOVE Career Center

Milan, Ohio

(419) 499-4663

Contact: Judy Driscoll

Principal

*High
Schools
That
Work*



Key Practices

Have **teachers work together** to integrate academic and technical studies.

Provide access to **work-based and school-based learning** planned cooperatively by educators and employers.

Conditions for Effective Integration

- Standards-based, not activity-based
- Create organizational structure that will support teacher collaboration - TIME
- Provide large blocks of instructional time for completion of complex tasks.
- Provide professional development to support teachers.
- Establish clear expectations for teachers—**Collaboration by invitation does not work.**



Finding Time

- Master Schedule
- Bank time for early release/late start
- Use administrators/guidance counselors to cover classes
- Roving substitutes

Common Actions

START SMALL - Curriculum Wall
Natural links
Short-term projects
Long-term projects
SLC's
Collaborative (team) teaching
Increase inclusion
Literacy across the curriculum

HSTW

*High
Schools
That
Work*

What Makes a Quality WBL Program?

Each student has:

- Classroom and work-site assignments that are correlated to career field.
- Work-site experiences connected to career goals.
- A work-site mentor.

HSTW

*High
Schools
That
Work*

Quality Programs Have High Expectations for Students

They require students to:

- Attend a regular class and/or seminar.
- Keep a journal of experiences.
- Develop a professional portfolio.

HSTW

*High
Schools
That
Work*

2004 Percentage of Students Having Quality Work-site Learning

HSTW

Indicator:	Top Sites	All Sites
Observed veteran workers	60%	43%
Taught how to do the work	87%	76%
Encouraged to develop good work habits (monthly)	77%	62%
Encouraged to develop good customer relations skills (monthly)	76%	62%

High Schools That Work

Common Actions

Career exploration in ninth grade (i.e. 9th grade research paper)

Field Trips

Job Shadowing

Teacher Externships

School enterprises

Virtual enterprises

Competitions

Require students in work-based learning opportunities to:

Attend a regular class and/or seminar.

Keep a journal of experiences.

Develop a professional portfolio.

HSTW

***High
Schools
That
Work***

Spotlight on Excellence

- Hanna-Westside Extension
Campus

1225 S. McDuffie St.

Anderson, SC 29624

(864) 260-5160

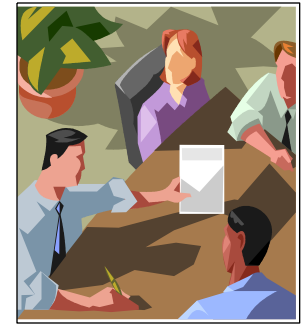
Contact: Rick Mascaro

HSTW

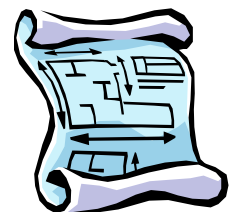
*High
Schools
That
Work*

Relevant Learning Experiences

Brainstorming



- Review pages 13,14,17& 18.
- Determine three potential actions to take to based upon your self-analysis in each area:
 - ⑩ Challenging CT Programs
 - ⑩ Teachers Working Together
 - ⑩ Work-based Learning



Warm-up: Can you determine the phrase or new word(s)

- WEILIEGHT
- 87S9AF3E6T54Y10
- ALL world
- BB ~~BB~~
- EYERIGHTEYE
- RI POORCH

HSTW

*High
Schools
That
Work*

Quick Recap

- Focus on the middle 60
- 10 Key Practices
 - ⑩ Data
 - ⑩ 4 Focused on Rigor
 - ⑩ 3 Focused on Relevant Learning
- Questions/Concerns
- Presentation of Actions to Improve Relevant Learning Experiences

HSTW

*High
Schools
That
Work*

Creating Relationships

Key Practice

Involve students and parents in a **guidance and advisement** system designed to ensure that students complete an accelerated academic program of study and a major.

HSTW

*High
Schools
That
Work*

Current Status

Take 5 minutes to assess your current effort on guidance and advisement.

What actions are you currently taking?

HSTW

*High
Schools
That
Work*

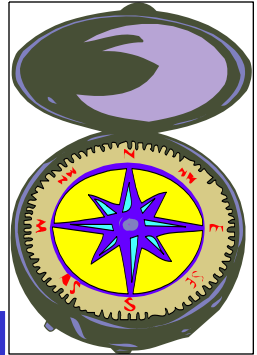
Actions to Improve Guidance and Advisement Programs

- Provide students with opportunities to speak with persons in careers to which they aspire
- Provide information on college and postsecondary studies to all students and parents
- Assist student and parents with the postsecondary application process
- Relationship Matrix

HSTW

*High
Schools
That
Work*

Practices that Target Guidance and Advisement



- Encourage students to take challenging mathematics and science courses.
- Assist students in planning a program of study by the end of grade nine.
- Involve parents by hosting at least three parent meetings to discuss future goals and steps for students.
- Provide information on postsecondary education and employment.
- Implement a teacher advisement system.

Teacher Advisement System

- A counselor should oversee the advisory program
- All staff involved
- Advisor remains with student
- Training and curriculum provided
- Portfolio on each student
- Regular meetings (once a month) with planned lessons
- Assess yearly and make necessary adjustments



Common Errors

- Lack of teacher buy-in
- Meet too often
- Poor instructional strategies
- Do not link to parents
- Becomes another prep
- Poor lessons

HSTW

*High
Schools
That
Work*

For Assistance

- Contact Vivian Snyder at vsnyder@doe.k12.ga.us
- www.georgiacrn.org
- Harlem High School – Carla Shelton
- Georgia HSTW Guidance Workshop
- National Guidance Workshops

HSTW

*High
Schools
That
Work*

2004 Percentage of Students Experiencing Intensive Guidance

HSTW

Indicator:	Top Sites	All Sites
Received most help in planning high school program of study by the end of grade nine	61%	49%
Teacher or counselor talked with students individually about plans for careers of further learning	91%	79%
Students spoke with persons in careers to which they aspired	77%	65%

High Schools That Work

Spotlight on Excellence

HSTW

- Owen Valley High School
R.R. 4, Box 13
Spencer, IN 47460
(812) 829-2266
Contact: Christi McBride

*High
Schools
That
Work*

Key Practice



Provide a **structured system of extra help** to assist students in meeting higher standards.

Components of a Comprehensive Extra Help Program

- **Continuous** extra help to meet standards
- Ninth-grade transition
- High school to postsecondary/
careers transition

Current Status

HSTW

Take 10 minutes to assess your current effort to provide extra help to all students not meeting standards, on middle school to high school transition and high school to post-high school transition.

*High
Schools
That
Work*

Components of an Extra Help System



- Extra help is available, without difficulty, from the teacher
- Extra help is available before, during or after school
- Extra time and extra help to pass courses
- Acceleration – Not Remediation

Extra-help Strategies

- Extended school day—before and after school
- Time during school day—support classes
- Peer Tutors
- Using other groups to tutor – retired teachers, college students, community groups
- Saturday academy
- Repeater classes
- Study teams
- Mastery learning

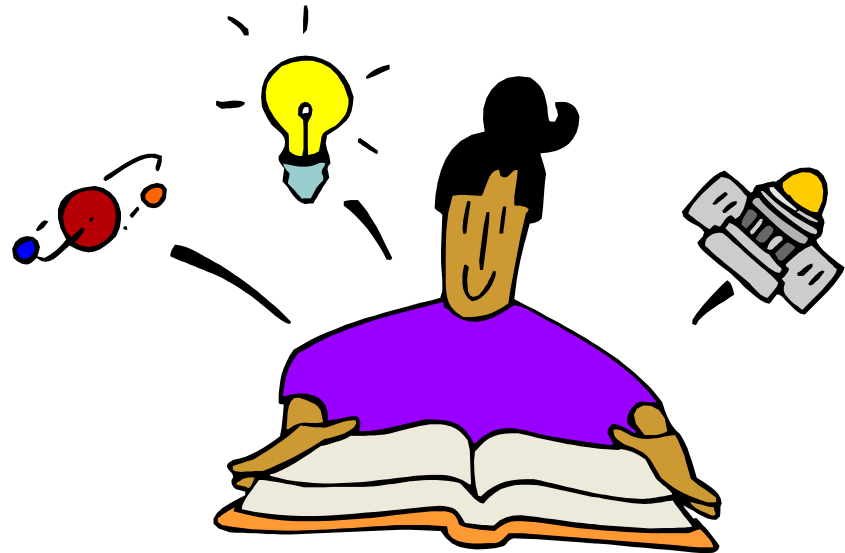


HSTW

**High
Schools
That
Work**

A Ninth Grader.....

Too old to do what a child does,
too young to do what an adult
does, so they do what nobody
else would do.



Why target middle school transition?

- The transition point from middle school to high school has the highest percentages of dropouts nation wide.
- The highest failure rate occurs in grade nine.
- Preparing students for high school work, directly impacts retention.

Actions for Transition from Middle Grades to High School

- Gearing Up — grades seven and eight
- Summer Bridge — between grades eight and nine
- Double Dosing — grades nine and ten
- Support Class



Organize a Ninth-Grade School/Academy

- Separate grade nine from the rest of the school.
- Get parent support.
- Organize into a series of learning communities:
 - ⑩ teams of teachers
 - ⑩ common groups of students
 - ⑩ common planning time



Spotlight on Excellence

HSTW

- Corbin High School
1901 Snyder Street
Corbin, KY 40701
(606) 528-3902
Contact: Joyce Phillips

*High
Schools
That
Work*

A Senior.....

Saw nothing, did nothing, knows everything.



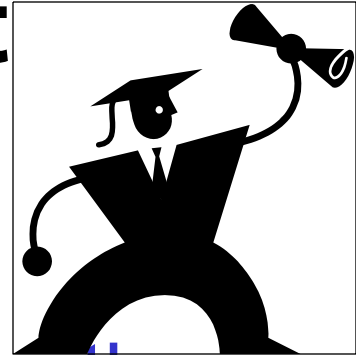
Research Based Strategies that Work for Postsecondary Transition

HSTW

- Enroll students who are not ready for postsecondary work in high school catch-up mathematics and English courses.
- Ensure that students who do not plan to go on to further study are participating in a CT program to advance their career.
- Develop extra help opportunities to target students having trouble graduating (GHSGT)

*High
Schools
That
Work*

Additional Actions for Making the Senior Year Count



- Have community college administer placement exam during 11th grade
- Reality check prior to the senior year with parents, adviser and counselor
- Enroll seniors in upper-level courses
- Enroll all seniors in at least three academic courses.
- Consider requiring a senior project that includes a research paper, a product or service and an oral presentation.

Spotlight on Excellence

- Academy for the Arts, Science and Technology

900 79th Ave. N.

Myrtle Beach, SC 29572

(843) 839-1412

Contact: Debby Pace

HSTW

*High
Schools
That
Work*

Creating Relationships Brainstorming

- Determine two potential concrete actions to take (Note: One action will be to implement an Advisor-Advisee Program) in **each** key practice:

	G/A	Extra Help
1.		1.
2.		2.



Final Review

- 10 Key Practices
- Faculty ownership of actions
- Leadership team pushes for implementation
- Concrete steps
- Plan – Do – Review - Revise
- Focus – Focus - Focus

Taking the Information Back



- School Leadership Team communicates to all teachers what *HSTW* means in their school
- Take fifteen minutes to develop a communication plan – How will you orient staff to the 10 Key Practices. Include dates and who will communicate to whom

What process do schools use to change?

- Establish a consensus among faculty and community about the **need** to change.
- Create a **vision** of what they want the school to look like.
- Establish interim **targets** to reach the vision.
- Establish **small**, concrete actions to reach the vision.
- **Celebrate** successes along the way

Developing the Improvement Plan: The *HSTW* Way

School leadership forms focus teams:

⑩ Curriculum

⑩ Guidance

⑩ Professional development

⑩ Evaluation

⑩ Transition/Special ad hoc

⑩ Alternative Formats

▶ Around challenges

▶ Around school/district improvement goals

Team Membership

- **School Improvement—Overall Site Leadership Team**
 - ⑩ Possible Membership: System administrator, school principal, lead academic and vocational teachers, postsecondary educator, business/industry, parents, students, focus team leaders
- **Focus Teams -- Curriculum, Professional Development, Guidance/Public Information, Evaluation, Transitions or other formats**
 - ⑩ Membership: Academic teachers, career/tech teachers, business/industry representative(s), postsecondary representatives(s), system/central office staff.

Similar Formats

- Around TAV Challenges
- Using current school improvement teams
- Around district/school goals

HSTW

***High
Schools
That
Work***

Why Teams?

- Teachers spend too little time talking about their trade.
- Teams come up with better ideas.
- Leadership Teams carry on the process if a leader leaves.
- Improves communication

Teaming Tips

- Forming the team
 - ⑩ All faculty involved
 - ⑩ Selection process key
- Agendas
- Published minutes
- FIVE Dysfunctions of a Team
- Expectations set by leadership team

Focus Teams

- What steps will the leadership team take to develop a set of focus teams who will develop concrete plans for improvement?
 - ⑩ How will the teams be formed?
 - ⑩ What will be their focus?
 - ⑩ How will you involve all faculty?
 - ⑩ How will the focus teams communicate with the faculty AND community?

Focus on Guidance and Expectations

- Take ten minutes to develop a plan for steps the leadership team will take for a guidance (advisor-advisee) and raising expectations focus in year.
 - ⑩ How will the team create faculty buy-in and ownership of the program?
 - ⑩ What steps will the team take upon return to answer the following questions?
 - ▶ How will you divide students/teachers?
 - ▶ How often will you meet?
 - ▶ When will you meet?
 - ▶ How will you link with parents?
 - ▶ What curriculum will you use?
 - ▶ Other questions needed for implementation

Other Questions

- What resources (including SREB and GA DOE) will your school need for implementation?
- How will you involve all stakeholders (parents, business, district office, etc) in the improvement process?
- How will you link what you have learned to current improvement efforts?

The Home Depot Approach

HSTW

- **You can build it and we can help!**
 - **SDW – Actions generated and focus teams formed**
 - **Orient staff to key practices and process**
 - **Next 30 days – Focus teams develop implementation plans for advisor-advisee and raising expectations**
 - **Next 30 days – Leadership prioritizes plans**
 - **Next 30 days – Present plans to all constituents and begin implementation of the highest priority items.**

*High
Schools
That
Work*

Next Steps

KEEP MOVING!!!!!!!

REMEMBER – You own the plan!

**Schools that fail to make progress:
Don't keep moving after this workshop –
the next 60 days are critical to success
Focus on small ideas around the edge**

HSTW

*High
Schools
That
Work*

REMEMBER ...

All schools want to improve but few want to change. The fact remains that to improve one **MUST** change.



HSTW

*High
Schools
That
Work*

The Process: After this Workshop

- **Leadership team communicates, communicates and communicates with faculty – Day Two Development of Plans**
- **Plan focus teams to begin improvement process – link with current efforts**

HSTW

*High
Schools
That
Work*