

## High School Models

53

### **A.J. Moore Academy**

**Dr. Debra Bishop**, Principal, A.J. Moore Academy, Waco, Texas

A. J. Moore Academy is a magnet high school where success and support are the buzz words. With challenging demographics, this school meets the needs of a diverse population with a high degree of success. Students are prepared to excel academically and socially, with special emphasis in such career fields as engineering, finance, information technology, and emerging technology via an innovative career academy approach. Students use their academic and technical expertise in unique and relevant ways to provide outstanding community service projects. This presentation will demonstrate how rigorous and relevant project-based learning and a model school culture combine to produce a 95% completion rate, high passing rates on the state assessment, and students with the skills to succeed in a global marketplace.

54

### **Brockton High School**

**Dr. Susan Szachowicz**, Principal, and **Maria LeFort**, Associate Principal, Brockton High School, Brockton, Massachusetts

Brockton High School's restructuring efforts have centered on improving academic achievement and personalizing the educational experience for all students - high standards, high expectations, no excuses. This session will discuss a schoolwide literacy program that has increased academic achievement for all students, including struggling learners; the design and use of a professional development model that requires all teachers to be teachers of reading, writing, speaking, and reasoning; and the analysis of data to target areas of skill development. These initiatives have resulted in impressive student results on state and national assessments, including meeting AYP in every subgroup represented in this large urban high school.

55

### **Butler Technology and Career Development Schools**

**Dr. Robert Sommers**, Chief Executive Officer, Fairfield Township, Ohio

Butler Tech has doubled in enrollment, moved from near the bottom to the top in state student performance results, improved student satisfaction, and earned the Achievement of Excellence Award in Ohio's Baldrige-based organizational recognition program. All this has been accomplished while maintaining the lowest cost per pupil for any career-technical school in Ohio. This presentation will demonstrate how treating students as customers, treating faculty as professionals, and linking performance and finances have transformed Butler Tech to exceed expectations.

56

### **Caprock High School**

**Rebecca Harrison**, Principal, Caprock High School, Amarillo, Texas

This presentation will describe how a high-achieving, low-income school levels the playing field for students through rigorous curriculum, built-in support systems, and continuous improvement and growth for both students and teachers. Caprock uses ongoing data to upgrade rigor and relevance and provide all students – superintendent scholars, ESL, LEP, visually impaired, deaf, and special education – what is necessary for success on an individual level. Academic interventions guarantee individualized student success. Developing a climate of positive support and trust provides a basis for students to see themselves as graduates, to reach for academic excellence, and to compete on any level.

**57**

### **Coopersville High School**

**Ronald Veldman**, Principal, Coopersville High School, Coopersville, Michigan

Coopersville High School utilizes continuous improvement in developing a culture to meet the needs of all students. This presentation will share strategies to assist 9<sup>th</sup> graders, including the mentor/mentee program that pairs juniors and seniors with freshmen. Also covered will be how the school culture, which is based on building and developing connections with students, is working to help all students achieve high expectations. This comprehensive high school program will hopefully provide insights into a number of components in place to better reach all students.

**58**

### **Delano High School**

**Dr. W. Bruce Locklear**, Principal, and **T. Joseph Vieau, Jr.**, Assistant Principal, Delano High School, Delano, Minnesota

Delano High has earned many statewide honors through establishing rigorous and relevant programming for all students, from the most at-risk students to National Merit Scholars. Its high school reform initiatives include a school-within-a-school model that boasts a 100% graduation rate over the past five years. Articulation agreements with four colleges and one online learning service provider serve students as they prepare for the next level beyond high school. This session will focus on educational reform “The Delano Way”: Show Up, Show Up on Time, Work Hard, and Failure Is Not an Option.

**59**

### **Dyersburg High School**

**Sam Miles**, Principal, and **Kim Worley**, Assistant Principal, Dyersburg High School, Dyersburg, Tennessee

For schools seeking to improve graduation rates, decrease discipline and failure rates, increase attendance and reading scores, and see a remarkable improvement in student engagement — a freshmen transition academy may be the answer. Dyersburg High School began this program in 2006 and has seen unbelievable results. This session will describe what this school accomplished using a team approach, interdisciplinary learning, and a special transition course to meet the needs of the average freshman.

**60**

### **Greenwood High School**

**Mark Davis**, Principal, Greenwood High School, Bowling Green, Kentucky

Greenwood High School consistently ranks in the top 10 schools on state assessments and *TerraNova* CTBS exams. This session will describe a few of the initiatives that have taken Greenwood to its high level of achievement, including the Freshman Academy, student activity/mentoring period, smaller learning communities, vertical and interdepartmental teams, school-wide writing rubric, dual credit classes, and Thoughtful Education learning teams. Learning style inventories, higher level thinking activities, real-world applications, individual learning plans, and relationship building are being used to move Greenwood into Quadrant D of the Rigor/Relevance Framework.

**61**

### **Hempstead High School**

**Lee Kolker**, Assistant Principal, Hempstead High School, Dubuque, Iowa

Hempstead High School is a good school with a long history of performing well on measures of achievement. Yet, the school believes it must do better to keep its students competitive in the 21<sup>st</sup> century. Developing a “process” to help move from good to great has led Hempstead to put structures in place that promote thought and communication about where they are and where they want to go. A central component is the Instructional Coaches Team, which is currently assisting the entire staff in developing effective lessons in Quadrant D of the Rigor/Relevance Framework. This session will describe how Hempstead achieves sustained change over time.

**62**

### **Highland School of Technology**

**Lee Dedmon**, Principal, **Beth Eisenhart** and **Fran DaCanal**, Academy Coordinators, Highland School of Technology, Gastonia, North Carolina

The first high school to be recognized as a School of Excellence in North Carolina, Highland goes beyond a rigorous core curriculum to offer sophisticated technical curricula through its eight small learning communities/pathways in three career academies: Health Sciences and Biomedical Technology, Communications and Information Technology, and Manufacturing and Engineering Technology/Graphics. Replicable practices include integrated team planning, classroom observations by teachers, interdisciplinary lessons, student-created digital portfolios, and advanced studies that include senior projects/internships. This session will focus on how interdisciplinary lessons promote rigor, relevance, and relationships in our school community.

**63**

### **Hoover High School**

**Richard Bishop**, Principal, and **Carol Martin**, Assistant Principal, Hoover High School, Hoover, Alabama

At Hoover High School, the personalized approach for students is the key to success. Every student is connected to faculty and peer advisors who are advocates for them throughout their high school experience. Peer Helpers support the school climate of success along with the dedicated, caring faculty. Students excel in the classroom and in a broad range of nationally recognized co-curricular programs. Success is individualized and expected for every student, with a myriad of supports in place. This session will give an overview of specific programs and results from Hoover High School with practical implementation ideas for all schools.

**64**

### **Kennesaw Mountain High School**

**Susan Gunderman**, Principal, and **Mimi Dyer**, Magnet Coordinator, Kennesaw Mountain High School, Kennesaw, Georgia

This multimedia presentation will chronicle the 2006-07 school year as teachers accepted the challenge of creating Quadrant D lessons within departmental collaborative groups. The journey, which incorporated staff development activities and collegial discussions across disciplines, concluded with a real-world application entitled KM Idol. In this competition, juried by district-level personnel, each department submitted its best lesson. This presentation is designed for teachers and administrators who want to see how a multi-year commitment to the Rigor/Relevance Framework culminated in an exciting celebration of great teaching and learning.

**65**

### **La Serna High School**

**Martin Plourde**, Principal, La Serna High School, Whittier, California

This presentation will outline the district and school efforts in providing prevention and intervention programs so that all students meet with success. Starting in the spring before freshman year at La Serna High School, a systematic approach to identification and assistance is put in place so that no student falls through the cracks. Orientations, study halls, tutorials, and rewards are all part of the system. The school enjoys an exceptionally collaborative culture that lends itself to creation and innovation and a commitment to each student.

**66**

### **Mid-Coast School of Technology**

**Tim Hathorne**, Director, Mid-Coast School of Technology, Rockland, Maine

Mid-Coast School of Technology is moving from a promising to a proven model of excellence. The development and implementation of a school-wide literacy program in reading and writing is moving quickly to include mathematics, science, and technology. These efforts are supported by a robust school-based learning team. The use of the Lexile Framework for Reading, word walls, bell work, and the Rigor/Relevance Framework in conjunction

with data-driven decision making and a rigorous and relevant integrated curriculum supports all students in making significant academic, personal, and technical gains. This presentation will describe the interrelationships that exist between these dynamic teaching and learning integration models and their impact on our efforts to meet the needs of all students.

**67**

### **Morgan County High School**

**Dr. Mark Wilson**, Principal, Morgan County High School, Madison, Georgia

Graduation rates have soared over the past four years at Morgan County High School. The number of students taking Advanced Placement or International Baccalaureate classes has increased from 30 to 300 in three years. More students are staying in school, and students are happier, more productive, and more successful. Commitment, creativity, and compassion are the keys to this success. This presentation will tell the story of a school that has used these “3 Cs” to raise the “3 Rs” (rigor, relevance, and relationships).

**68**

### **New Smyrna Beach High School**

**Dr. Carol Kelley**, Principal, New Smyrna Beach High School, New Smyrna Beach, Florida

Using a belief in the Rigor/Relevance Framework and relationships, New Smyrna Beach High School has transformed itself from the traditional seven-period high school day to a school organized into wall-to-wall career-focused small learning communities. The school has changed its structure, instruction, and climate and is mentoring 10 schools throughout Florida. This “nuts and bolts” session will help participants develop their own blueprint for action.

**69**

### **Newport High School**

**Patricia Siegwarth**, Principal, and **Bethany Spinler**, Assistant Principal, Newport High School, Bellevue, Washington

This session will describe how Newport High School is successfully creating and sustaining a culture of rigorous coursework for all students that has earned the school state and national recognition. The presentation will share effective support services so that all students experience success in rigorous coursework, including honors and Advanced Placement courses. Also covered will be how data and technology are utilized to promote instructional and curricular changes and growth. How this impacts the role of the administrative team in the building will also be explored.

**70**

### **Princess Anne High School**

**Patricia Griffin**, Principal, and **Thomas Gustafson**, Assistant Principal, Princess Anne High School, Virginia Beach, Virginia

This session will describe Princess Anne High School’s heavy focus on data and how it is used to set goals, identify priorities, and drive decisions throughout the school. School improvement is not just about academics; it is about creating a learning environment where students and staff feel safe, respected, and valued. The presentation will demonstrate how data analysis impacts everything at the school, from academics to 9<sup>th</sup> grade transition, school-wide discipline, and the overall culture. With a positive, safe, and instructionally focused learning environment, teachers and students can perform at higher levels.

**71**

### **Rex Putnam High School**

**Cindy Quintanilla**, Principal, Rex Putnam High School, Milwaukie, Oregon

Rex Putnam High School, in suburban Portland, became a national showcase site after being named a New American High School in 1999 and continues to host "Design Studios" to assist schools nationwide in restructuring and reform efforts. This session will describe the how students transition from middle school to Rex Putnam by entering small learning communities for the 9<sup>th</sup> and 10<sup>th</sup> grades, where they develop individualized four-year plans. In the junior year, students select a Focused Program of Study to align with a self-designed rigorous and relevant senior project. Students engage in project-based learning as well as community and career experiences that help them prepare for next steps after high school.

**72**

### **Sacramento New Technology High School**

**Paula Hanzel**, Principal, Sacramento New Technology High School, Sacramento, California; and **Bob Pearlman**, Director of Strategic Planning, New Technology Foundation, Napa, California

Sacramento New Technology High School (SNTHS), a dependent charter school in the Sacramento City Unified School District, offers urban inner-city youth a positive, community-based education focused on 21<sup>st</sup> century skills. SNTHS is a project-based learning school with a 1-to-1 computer-to-student ratio in all classrooms. Students focus on projects based on real-life issues and attainment of California state standards. All students must complete rigorous graduation requirements (for admission to the University of California) as well as 12 college units, an internship, Digital Portfolio, and Senior Project. Inherent in the model is the concept that all students must leave as "round" human beings, capable of solving unpredictable problems in unpredictable situations.

**73**

### **Westlake High School**

**Linda Rawlings**, Principal, and **Russell Sassin**, Associate Principal, Westlake High School, Austin, Texas

The purpose of this session is to provide a road map for preparing students to live and learn in the 21<sup>st</sup> century world of work. Through a laser-focused vision, Westlake High School is dedicated to continuous improvement in the following areas: academic expectations, curriculum development, school structure and school day, student engagement, and transitions. This session will describe the path that Westlake High School has taken to ensure that all students are successful in both postsecondary education and the world of work.

**74**

### **White Pine High School**

**Adam Young**, Principal, White Pine High School, Ely, Nevada

White Pine High School has been designated by the Nevada Department of Education as High Achieving, High Achieving, and Exemplary during the 2003-04, 2004-05, and 2005-06 school years, respectively. This presentation will describe the transition programs in place to help students be successful as they begin high school and as they prepare for life after high school. Also covered will be how the school has increased student learning and accountability by providing mandatory extra time and support outside of class; staff expectations, including the focus on mastery as opposed to coverage in the classroom; and some logistics on how these initiatives have been integrated into the school culture.

**75**

### **W. T. White High School**

**Michael Watkins**, Director of Guidance and AP Coordinator, W.R. White High School, Dallas, Texas

This session will address practices and procedures used to transform the Warren Travis White High School, which seemingly eluded minority participation and lacked accountability standards, into an exemplary school that has won numerous awards for excellence in working with diverse populations. The techniques used will be described,

including strong instructional leadership, focus on academics for all students, instructional strategies to meet the needs of all students, and a safe, orderly, and positive learning environment. The session will also share strategies that have built one of the strongest Advanced Placement programs in the nation and information on the school's Early College Program.