



Hillsborough County

PUBLIC SCHOOLS

Excellence in Education

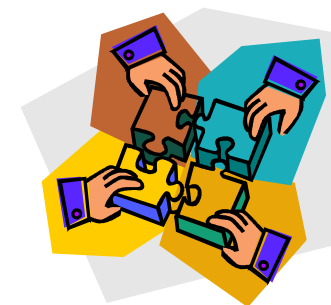
High School Reform



Rigor



Relevance



Relationships

High School Reform in Hillsborough County Public Schools

Overview:

National and state attention has become focused upon the relevance of a high school education to attain success in college and the workplace. Organizations such as the Southern Regional Education Board (SREB), International Center for Leadership in Education (ICLE), and National Association for Secondary School Principals (NASSP) have researched and reported on reforming high schools to better provide a rigorous and relevant program of study for all students. As a result of these studies and publications, the state of Florida has made a commitment to this movement in the fall of 2005 by charging a task force of educators to make recommendations for the 2006 Legislative Session, which are included in Governor Bush's A++ Plan (HB 7087).

Middle School:

Middle schools are recognized as providing the vital foundation for students to successfully complete rigorous courses in high school. High expectations for every middle school student is evidenced by more prescribed academic course requirements and increased high school credit offerings at the middle level. Compacted course of study options are extended to over-aged, at-risk students providing an avenue for accelerated student progression.

High School:

From issues of transitioning into an effective 9th grader to improving graduation rates, the recommendations for reform in Florida involve a variety of **areas of focus** including: limiting or eliminating grade-level retention; increasing the relevance of the curriculum in academic courses; providing support for all students through Smaller Learning Communities and/or Academies and increasing the rigor in core and elective programs. Hillsborough County's district-level administrators along with high school principals and teachers have attended state and national conferences focused on high school reform. The High School Principals' Council created a subcommittee to review the research and recommendations and develop an action plan for beginning the process of improving our high schools.

SCORECARD ON HIGH SCHOOL REFORM TASK FORCE RECOMMENDATIONS

CHANGE HIGH SCHOOL AS WE KNOW IT	
RECOMMENDATIONS OF THE HIGH SCHOOL REFORM TASK FORCE	LEGISLATION ON THE RECOMMENDATIONS (A++ PLAN)
1) Upgrade Florida's high school graduation requirements to better prepare students for the 21 st century. New graduation requirements: <ul style="list-style-type: none"> • Including rigorous core requirements • Four (4) years of mathematics including algebra and geometry or equivalent courses such as applied and integrated (Level 2 or above) • Area(s) of specialization • Minimum GPA requirements • Earning a passing score on the 10th Grade FCAT 	New Graduation Requirements (HB 7087) <ul style="list-style-type: none"> • Credits – <ul style="list-style-type: none"> • 16 core curriculum credits – 4 English, 4 mathematics, (Algebra I or higher), 3 science, 3 social studies, 1 fine arts, 1 physical education • 8 credits in majors, minors, or electives – 4 in an area of interest; and 4 in electives, a minor, or another major • Minimum GPA – 2.0 on a 4.0 scale • Passing scores on the FCAT
2) Provide for differentiated levels of proficiency in content areas. For example, recognition obtained in each content area for: <ul style="list-style-type: none"> • Successful completion of courses such as honors, AICE, IB, AP, Dual Enrollment • Achievement at this level – GPA in area • Non-traditional ways of demonstrating "Outstanding Accomplishments" 	Department of Education will study this summer and possibly propose legislation or a rule to the State Board of Education for consideration.
3) Eliminate grade-level retention in high school, with high school graduation being based on proficiency and earning the required credits and GPA.	The Department of Education will continue pursuing legislation.
4) Implement smaller learning communities, which may include (1) career clusters/academies in high school that may lead to industry certification, or (2) other advanced academic studies.	<ul style="list-style-type: none"> • Creation of Career and Professional Academies in law (HB7087) • SUCCEED, Florida! Grants (HB 5001) • DOE providing opportunities for districts to share best practices
READING	
RECOMMENDATIONS OF THE HIGH SCHOOL REFORM TASK FORCE	LEGISLATION ON THE RECOMMENDATIONS (A++ PLAN)
Help middle and high schools infuse reading as part of the culture by ensuring Level 1 and Level 2 readers are served with intensive reading instruction, incentivize content area teachers to pursue the reading endorsement, providing engaging and diverse texts in both the media center and classroom libraries, and tying reading to all content area and elective courses. Ensure that literacy benchmarks are a part of all content areas.	<ul style="list-style-type: none"> • Level 1 readers in middle and high school must be enrolled in an intensive reading course (HB 7087) • Level 2 readers must be placed in either an intensive reading course or content area course in which reading strategies are delivered (HB 7087) • Review of Sunshine State Standards will ensure Reading across content area (HB 7087)
INNOVATIONS	
RECOMMENDATIONS OF THE HIGH SCHOOL REFORM TASK FORCE	LEGISLATION ON THE RECOMMENDATIONS (A++ PLAN)
1) Encourage the development of the opportunities for a high school student to earn a high school diploma and a higher level degree, certification, or competency at the same time.	Ongoing
2) The Department will research the implementation of end-of-course exams in other states and Florida districts as a measure of students meeting higher expectations.	Study will be conducted by the Department in 2006.

A STRONG MIDDLE SCHOOL FOUNDATION

RECOMMENDATIONS OF THE HIGH SCHOOL REFORM TASK FORCE	LEGISLATION ON THE RECOMMENDATIONS (A++ PLAN)
1) Increase opportunities at the middle school level for earning high school level course credit by encouraging middle schools to offer a minimum of one high school course for high school credit with an emphasis on Algebra I	<ul style="list-style-type: none"> • Middle schools are required to offer at least one high school level mathematics course for which students may earn mathematics credit (HB 7087). • Middle schools can earn a weighted FTE for students who complete Algebra I (HB 5005).
2) To ensure the foundation of academic skills in middle school, require minimum core course completion (required number in core areas) to exit Grade 8 or enter high school)	<p>Course requirements for middle school promotion established in law (HB 7087):</p> <ul style="list-style-type: none"> • 3 courses in English • 3 courses in mathematics • 3 courses in science • 3 courses in social studies • 1 course in career and education planning to be completed in 7th or 8th grade.
3) Provide summer academies that give intensive intervention/remediation between Grades 5/6, 6/7, 7/8, 8/9 as needed, as a condition for promotion and credit recovery in high school. Particular emphasis must be placed on the transition from Grade 8 to 9, with 9 th grade summer academies to prepare struggling learners for high school. FCAT retakes should be allowed after the summer academies.	As part of the Secondary School Redesign Act, the district school board policy must address summer academies for students to receive intensive reading and mathematics intervention courses or competency-based credit recovery courses (HB 7087).
4) Require career education consisting of a minimum of 9 weeks in at least one middle level grade: 6, 7, or 8.	New requirement for middle grade promotion is one course in career and education planning in the 7 th or 8 th grade (HB 7087).

HELPING STUDENTS TO FOCUS ON THE FUTURE

RECOMMENDATIONS OF THE HIGH SCHOOL REFORM TASK FORCE	LEGISLATION ON THE RECOMMENDATIONS (A++ PLAN)
1) Provide the tools whereby middle grade students can focus on the future by the development of a 5-year educational plan to address high school and postsecondary goals.	Students will develop a personalized academic and career plan in the career and education planning course in middle school and may re-evaluate their plan annually (HB 7087).
2) Expand academic advisement and support services in secondary schools. Coordinate all planning with parental involvement and the student's academic and/or career plan (increase use of FACTS.org).	The career and education planning course must include educational planning online with FACTS.org or a program like it, and the parent must sign the plan (HB 7087).

PROFESSIONAL DEVELOPMENT

RECOMMENDATIONS OF THE HIGH SCHOOL REFORM TASK FORCE	LEGISLATION ON THE RECOMMENDATIONS (A++ PLAN)
1) Help teachers meet higher expectations by providing data-driven, student specific, research-based professional development.	<ul style="list-style-type: none"> • The Just Read, Florida! Office and Florida Center for Reading Research are statutorily required to provide research-based professional development (HB 7087). • The Florida Mathematics and Science Research Center is created in law and is also charged with providing assistance to teachers (HB 1489).
2) Help administrators meet higher expectations by providing instructional leadership training for principals.	The William Cecil Golden Professional Development Program is established in statute to train principals (HB 7087).

Please visit www.fldoe.org/hsreform for more information on high school reform, including meeting materials and resources.

Areas of Focus:

What Hillsborough County Public Schools are doing:

Middle Grades Reform

High School Courses in Middle School
Algebra I Initiative
Early Development of Educational Career Plan
Compacted Course of Study Options for Over-Aged Students

Transition to High School
(9th Grade)

Smaller Learning Communities
Greater Access Program (GAP) Summer Orientation Programs
Reaching Every Academic Challenge (REACH) Summer Remediation Programs
Parent/Community Involvement

Literacy Focus

Comprehensive Secondary Reading Program
Project CRISS Literacy Training & Implementation
Strategic Reading in the Content Areas
Technical and Career Education (TCE) Reading Focus
Writing to Learn in Content Area Courses
Technical and Career Education (TCE) Writing Focus
Community-Based Literacy Awareness Training

Increased Rigor & Relevance

Increased Mathematics Requirements (4 Credits)
Revision of Regular Science Curriculum
Writing in Content Areas
Scheduling Clusters for Limited English Proficient (LEP) Students
Using Data and Technology to Increase Rigor
Major/Minor Graduation Requirements
Career Academics Aligned with National Standards
Promoting Academic Vision for Career Courses
Curriculum Development
Exam Revision
Online Courses as Part of The School Day (Hillsborough Virtual)

Areas of Focus:

What Hillsborough County Public Schools are doing:

Acceleration Opportunities

Enrollment in College Courses (Dual Enrollment and Early Admission)
Tech Prep Articulation for Postsecondary Credit
International Baccalaureate
Advanced Placement

Decrease Retention
Recovery

Individually Motivated Performance Assisted Computer Technology (IMPACT) Credit

Variable Learning Time (VLT)
I CAN Learn
SLEEK
Summer Online Program (Hillsborough Virtual)
Adult Education Programs

Eliminate Achievement Gap

District Task Force
Hillsborough Advanced Placement Incentive (HAPI)
Gaining Early Awareness and Readiness for Undergraduate Programs (GEARUP)
Advanced Via Individual Determination (AVID) Program

Teacher Development/Retention

Training Opportunities for Teachers

- College Board: Advanced Placement Summer Institute (APSI)
- Training for Rigorous and Relevant Lessons
- Mathematics Training
- Science Teacher Training/Mentoring Program
- Reading Coach Model
- Reading Training
- District Certification for Teachers of Non-Degreed Technical and Career Education (TCE) Programs

Transition from High School
(12th Grade)

Career Certificate Programs
Co-curricular Competitions and Scholarships
College Readiness and Preparation
Postsecondary Assistance (Financial Aid, Resumes, etc.)

AREA OF FOCUS: Middle Grades Reform

Strategy	Current	Next Steps
High School Courses in Middle School	Approximately 6000 middle school students will receive high school mathematics credit in Algebra I Honors and Geometry Honors. Approximately 636 students are currently taking Spanish I, and 6129 students are enrolled in Physical Science Honors at the middle school level.	Continue to increase enrollment in high school credit courses.
Algebra I Initiative	For the past four years middle school Algebra teachers were trained in the Algebra I Initiative.	Continue Algebra I Initiative training for new middle school Algebra teachers and continue training middle school Geometry Honors teachers.
Early Development of Educational Career Plan	Develop an education career plan with 8 th grade students prior to enrollment in high school.	2006-2007 – Educational and Career Plan will be changed to a six-year plan. Piloting required career exploration course (13 middle schools) to prepare students for understanding and completing the educational career plan.
Compacting Course of Study for Over-Aged Students	Committee of district and school-based administrators developed a blueprint of scheduling options with criteria for student placement and progression through a compacted course of study.	2006-2007 – Implement the compacted course of study in all middle schools.

AREA OF FOCUS: Transition to High School

Strategy	Current	Next Steps
Smaller Learning Communities (SLC)	<p>Smaller Learning Communities are designed to help students feel more connected to their school and the curriculum by building relationships among students and between students and their teachers. SLC's are a whole school reform model.</p> <p>Chamberlain, Leto, East Bay, and Wharton High Schools are participating in a grant-funded program to increase teaming, cross-curriculum integration, and an academy or thematic approach.</p>	<p>All high schools have been implementing strategies for 9th grade transition into the SLC model such as: aligning guidance and administration around 9th grade (transition year), beginning cross-curricular academic planning, and offering a 9th grade Freshman Experience course. The SLC implementation will continue as additional grades are aligned with the SLC model.</p> <p>Grant application is in process to fund greater expansion into 10 schools.</p>
Greater Access Program (GAP) Summer Orientation Programs	<p>Beginning in summer 2004, nine schools have piloted this summer program to prepare rising 9th grade students for a successful transition into high school. This one-week camp served schools under the Hillsborough Advanced Placement Incentive (HAPI) federal grant.</p>	<p>2006-2007 – Expanding program model to all high schools to emphasize a positive experience and increase potential for success.</p>
Reaching Every Academic Challenge (REACH) Summer Remediation Programs	<p>Adapting the Sophomore Success (10th grade) summer camp model for reading remediation to help prepare students with the academic skills in mathematics, reading, and writing.</p>	<p>2006-2007 – Focus on rising 9th grade students with areas of weakness in reading, mathematics, and writing to increase their opportunity for success in high school.</p>
Parent/Community Involvement	<p>Faith-based and community organizations provide formal and informal learning and developmental enrichment opportunities for students and their families outside of school and beyond the regular school day or year.</p> <p>Providing assistance to parents and families in supplementing students' education with rigorous academic and enrichment activities that prepare students for high school.</p>	<p>2006-2007 – Working with sites to provide certified teachers for community-based Extended Learning Programs (ELP) to ensure continuity in academic programs.</p> <p>Expanding the number of faith-based and community education ELP sites to provide additional assistance to targeted students.</p>

AREA OF FOCUS: Literacy Focus

Strategy	Current	Next Steps
Comprehensive Secondary Reading Program (Rigorous and Relevant Reading Course Curricula)	Providing differential course curricula for the ten high school reading courses currently offered. Remedial courses employ a research-based balanced literacy approach. College preparation courses focus on critical reading and thinking skills needed to perform well in rigorous content courses and formal assessment. Supplemental reading programs currently include the <i>Read 180 Program</i> at all high schools which is intended to serve high Level 1/low Level 2 students and <i>Academy of Reading</i> intended to serve low Level 1 students.	Launch two new reading courses to support Level 1 and Level 2 readers at the tenth-grade level. Begin revision of established course curricula based on newly revised Sunshine State Standards for reading/language arts. Continue to expand the <i>Read 180</i> and <i>Academy of Reading</i> programs in all high schools. Implement new reading program, <i>Plugged In!</i> for high Level 1/low Level 2 students in all high schools.
Project CRISS Literacy Training & Implementation	Over 3000 middle and secondary teachers and ninety percent of all middle and high school administrators have participated in at least one twelve-hour Project CRISS, Level 1 training for exposure to the instructional design and strategies that best support content area reading needs. Twenty-four schools have conducted Project CRISS follow-up trainings that support the implementation of the instructional design and use of the learning strategies. All middle and secondary reading coaches either are or in the process of becoming District Certified Project CRISS trainers. Two schools are currently recognized as national demonstration sites by the Project CRISS national organization.	Continue to provide funding for Project CRISS, Level 1 training for all new teachers. Offer new site administrators CRISS and CRISS walk-thru training. Provide funding and training support for all schools to offer at least one follow-up training, under the guidance of the site-based reading coach, that will support the implementation of the CRISS instructional design and use of the learning strategies during the 2006-2007 school year. Collaborative learning communities will be formed at each school site to support the CRISS follow-up initiative. Continue to support reading coaches in becoming District Certified Project CRISS trainers and Nationally Certified Project CRISS trainers.

AREA OF FOCUS: Literacy Focus

Strategic Reading in the Content Areas	Each high school implemented training for teachers in the use of the Strategic Reading techniques for use in all content area classrooms.	Analyze the impact of the Strategic Reading initiative on FCAT reading scores. Site-based Reading Coaches will continue training teachers and administrators in the use of the Strategic Reading techniques. Collaborative learning communities will be formed under the guidance of the site-based Reading Coach.
Technical and Career Education (TCE) Reading Focus	Weekly integration of district-produced strategic reading lesson for TCE courses.	Implementing professional reading circles using content-related novels to develop reading strategies and lessons for use with students.
Writing to Learn in Content Area Courses	Training literacy leaders in specific writing strategies to increase content acquisition and writing skills.	Expand training to teachers and administrators and develop model lessons for use in content area classrooms.
Technical and Career Education (TCE) Writing Focus	Training teachers with best practices in writing instruction to facilitate completion of capstone projects and exhibition of mastery presentations.	Expand training and encourage collaborative planning between TCE and English/Language Arts.
Community-Based Literacy Awareness Training	Utilizing the Families Building Better Readers program to support families and students in the community.	Establish a network of faith-based and community volunteers within targeted communities to serve as literacy advocates.

AREA OF FOCUS: Increased Rigor & Relevance

Strategy	Current	Next Steps
Increased Mathematics Requirements (4 Credits)	<p>Increasing number of students <u>completing</u> Algebra I and Geometry in middle school.</p> <p>Identifying appropriate Technical and Career Education (TCE) equivalent courses to meet increased mathematics credit requirements. (Academy of Finance, etc.)</p>	<p>Developing curriculum for new “Informal Geometry” course to allow access for students who might not have attempted Geometry. Aligning equivalent courses with mathematics Sunshine State Standards.</p>
Revision of Regular Science Curriculum	<p>Aligning science credit-earning Technical and Career Education (TCE) courses with science Sunshine State Standards.</p> <p>Revising regular science curriculum to create a three-year integrated science program to address more rigorous and relevant applications of science Sunshine State Standards.</p>	<p>Encouraging schools to offer additional science courses which include integration of science Sunshine State Standards, particularly in 11th grade.</p> <p>Encouraging more schools to offer courses that teach science through applied and career models.</p>
Writing in Content Areas	<p>Providing training for site-based administrators, supervisors, department heads, and reading coaches in specific strategies and best practices for integrating “writing to learn” activities.</p>	<p>Offering training to schools and content area teachers. Working with supervisors to develop lessons for use in content area classrooms.</p>
Scheduling Clusters for Limited English Proficient (LEP) Students	<p>Providing English language acquisition support for English for Speakers of Other Languages (ESOL) students in all core courses. High Schools offer Developmental Language Arts through ESOL and/or English through ESOL I-IV, for English language learners.</p>	<p>Assistant Principals for Curriculum will receive training in: scheduling ESOL students appropriately, modifying schedules in order to maximize language acquisition, and providing common planning time for teachers and ESOL personnel to analyze student data in order to monitor instruction and academic progress.</p>
Using Data and Technology to Increase Rigor	<p>PSAT testing for all 9th and 10th grade students providing data to identify students to challenge with more rigorous classes.</p> <p>Utilizing SILK scheduler to place students in appropriate and challenging classes.</p>	<p>2006-2007 – Continue PSAT testing for all 9th and 10th grade students.</p> <p>Continue use of SILK scheduler to ensure appropriate placement and begin progress monitoring to ensure student success.</p>

AREA OF FOCUS: Increased Rigor & Relevance (continued)

Major/Minor Graduation Requirements	Reviewing legislation and developing a team to recommend major/minor options for School Board and state approval.	Developing proposals for implementing the major/minor options for School Board and state approval.
Career Academies Aligned with National Standards	Revising courses within Career Academies to ensure alignment with National Academy and Sunshine State Standards.	2006-2007 – Pursuing National Academy Accreditations, and providing training for teachers to support curriculum.
Promoting Academic Vision for Career Courses	Integrating reading, writing, mathematics, and science Sunshine State Standards into curriculum frameworks.	2006-2007 – Expand collaboration across the curriculum to enhance academic student learning and continue to provide staff development to foster academic rigor.
Curriculum Development	Review and revise curricula to increase rigor and relevance and ensure that instruction is aligned with academic standards and taught in context that interest students. Supporting learning environments that present students with challenging problems aligned with learning styles to demonstrate their knowledge and use their skills.	2006-2007 – Providing training and encouraging practices that incorporate increased rigor and relevance, academic skills in career and technical instruction, active student learning, and teacher collaboration. Implement district course monitoring procedures.
Exam Revision	End of term exams provide students greater purpose for retaining content and skills throughout the term.	Reviewing and revising exams to reflect “essential” skills and standards as needed.
Online Courses As Part of The School Day (Hillsborough Virtual)	Developing this program to allow students to attend classes part-time on-site and part-time online. This will allow students access to courses not otherwise available to them. Advanced placement and honors-level courses with limited course requests.	Implementing program with students to utilize online courses as part of the school day.

AREA OF FOCUS: Acceleration Opportunities

Strategy	Current	Next Steps
Enrollment in College Courses (Dual Enrollment and Early Admission)	In 2005-2006, approximately 2700 students enrolled in Dual Enrollment courses held on one of 17 high school campuses. An additional 265 students attended classes on a Hillsborough Community College campus.	Increase career courses, academic courses, and articulation with colleges.
Tech Prep Articulation for Postsecondary Credit	Articulation agreements which grant credit at numerous postsecondary institutions (i.e., St. Petersburg College; Hillsborough Community College; Polk Community College; and Erwin, Learey, and Brewster Technical Centers; and adult apprenticeship).	Communicate to stakeholders opportunities and procedures for earning credits.
International Baccalaureate (IB)	Achieving a growing success with pre-IB (450 students at MacFarlane Park Elementary Magnet Primary Years Programme and 800-900 students at Williams Middle Magnet Middle Years Programme) to increase student preparedness for the high school program.	2006-2007 – Opening a 3 rd IB program at Robinson High School to allow an additional 100-125 students the opportunity to participate and earn an IB diploma.
Advanced Placement	<p>Particular focus has been given to increasing student participation and performance in AP courses and exams. Total district participation as well as student group participation has increased. Specifically, the following data are provided: number (%) increase from last year.</p> <ul style="list-style-type: none"> • Total test takers: 6,918 (+23.7) Total # of exams taken: 12,478 (+20.6) # of Grades 3-5: 5,654 (+10.9) • Black test takers: 589 (+29.7) Total # of exams taken: 923 (+22.9) # of Grades 3-5: 273 (+31.3) • Hispanic test takers: 1,269 (+27.3) Total # of exams taken: 2,112 (+27.6) # of Grades 3-5: 968 (+15.5) • White test takers: 4,116 (+21.4) Total # of exams taken: 7,599 (+18.3) # of Grades 3-5: 3,549 (+8.6) 	<p>Continue to utilize PSAT scores and AP potential software to identify students for placement in AP courses. Continue efforts to expand course offerings and increase student participation and performance.</p> <p>Encourage students to pursue the Superintendent's Diploma of Distinction by participating in these rigorous courses.</p>

AREA OF FOCUS: Decrease Retention

Strategy	Current	Next Steps
Individually Motivated Performance Assisted Computer Technology (IMPACT) Credit Recovery	Nineteen high schools use the IMPACT computer assisted instruction lab to allow seniors behind their graduation class to earn credits and graduate on time.	Three additional high schools will add this program. Also, 10 th and 11 th grade students will begin to use labs for credit recovery.
Variable Learning Time (VLT)	VLT is designed to provide students facing difficulty meeting the Algebra I requirement with more time to be successful in learning the content and the credit. This model was piloted at two of our high schools between 2004-2006.	2006-2007 – Expanding versions of the VLT model to all high schools and across content areas to assist students to master course standards.
I CAN Learn	Utilizing a computer assisted learning lab approach for Pre-Algebra and Algebra I instruction in 34 classrooms in 19 middle and 5 high schools.	2006-2007 – Offering this program during the summer to allow credit recovery in Algebra I.
SLEEK	Piloting this model for computer assisted Algebra I credit recovery and FCAT skill building.	Expanding programs to additional schools when funding is available.
Summer Online Program (Hillsborough Virtual)	Approximately 400-500 students per year have used this as a credit recovery program during the summer over the past five years.	2006-2007 – Serving 800-900 student requests for credit (remediation and acceleration) during the summer. Updating courses and curricula to serve students more effectively.
Adult Education Programs	Provided funding support in 2005-2006 for summer FCAT Academy to support 11 th and 12 th grade FCAT failures. Pass rate has exceeded state average. Evening programs throughout the year allow credit recovery concurrent with student's day program.	All schools are participating in this program to serve the needs of students.

AREA OF FOCUS: Eliminate Achievement Gap

Strategy	Current	Next Steps
District Task Force	A task force of stakeholders was created to study the issues of Closing the Achievement Gap. The group met to develop a plan of action and communicated the plan with all schools.	2006-2007 – Implementing strategies to identify, challenge, and support students in all subgroups.
Hillsborough Advanced Placement Incentive (HAPI) Program	Supported student level programs: AP curriculum review, Greater Access Program (GAP) I Transition Camps, GAP II Residential Program, ANYTOWN. Supported curriculum development across content areas Guided College Board AP Audit	Develop sustainability models for post-grant activities.
Gaining Early Awareness and Readiness for Undergraduate Programs (GEARUP)	Partnered with middle school to secure federal funding for longitudinal program/services for students at Pierce Middle/Leto High and Ferrell Middle/Middleton High Schools.	Expand AVID to multiple sites through GEAR UP Grant (September 2006).
Advancement Via Individual Determination (AVID) Program	Plant City High School program closing out third year. Students served from feeder middle schools: Tomlin and Marshall Middle Schools.	Pilot AVID program at Blake High School (2006). Expand AVID to multiple sites through GEAR UP Grant (September 2006).

AREA OF FOCUS: Teacher Development/Retention

Strategy	Current	Next Steps
College Board – Advanced Placement Summer Institutes (APSI)	Began partnership with University of South Florida and College Board to provide AP Summer Institute locally. Provided training in eight to ten subjects areas each summer for 428 teachers over the past two years earning thirty professional development inservice credits.	2006-2007: Projected enrollment of 240 teachers in local Advanced Placement Summer Institutes. Continue collaboration with the University of South Florida after closure of grant.
Training for Rigorous and Relevant Lessons	Developing training activities and sequences that will provide teachers with model lessons and strategies for independent lesson development.	Implement training and lesson development for more rigorous and relevant activities and learning opportunities.
Mathematics Training	Continuing CRISS mathematics training to enhance mathematics through reading. Revised Algebra I Initiative materials and developed training for middle and high school teachers. Developed summer training for teachers of higher-level mathematics courses.	Piloting required training for revised Algebra I Initiative during summer and as rolling inservice across the district throughout 2006-2007. Providing training for teachers of higher level mathematics courses (Geometry, Math Analysis, Calculus, etc.)
Science Teacher Training/Mentoring Program	New and Alternative Certification Program (ACP) teachers receive mentoring and training in science pedagogy, laboratory techniques, technology, and safety.	Implement school-level support system with retirees and National Board Certified Teachers to train and mentor science teachers (ACP, new teachers, teaching new courses, seeking new skills, and new to district/state).

AREA OF FOCUS: Teacher Development/Retention

Strategy	Current	Next Steps
Reading Coach Model	All high schools have full-time, 8-hour reading coaches whose primary role is to serve as an on-site literacy staff developer for reading teachers and content area teachers. The staff development training includes implementing Project CRISS in the classrooms, peer coaching, use of assessments, lesson planning, etc. Reading coaches participate in a week-long district institute focused on coaching skills and in the Just Read, Florida! Coaches Institute. Monthly coach trainings address ongoing literacy training needs. A coach mentor cadre provides support to new coaches throughout the school year.	Reading coaches will continue on an 8-hour work day through funding provided by the K-12 Comprehensive Reading Plan. Summer training will include a week-long district institute focusing on differentiated instruction, reading program initiatives, and Project CRISS implementation strategies along with the Just Read, Florida! Leadership Institute for reading coaches and principals.
Reading Training	Thirty-one curriculum-based reading teacher trainings were provided throughout the 2005 summer and during the 2005-2006 school year. Training focus areas include balanced literacy approaches, assessments, classroom management, young adult literature, technology, and higher order thinking along with specific reading program initiatives such as <i>Read 180</i> and <i>Academy of Reading</i> .	Seventeen (17) 2006 summer reading teacher trainings are offered. The 2006-2007 school year training is in development and will focus on balanced literacy approaches, differentiated instruction, implementing Project CRISS in the reading classrooms, and higher order thinking. Specific reading program initiative training will be provided for <i>Plugged In</i> , <i>Read 180</i> , and the <i>Academy of Reading</i> .
District Certification for Teachers of Non-Degreed Technical and Career Education (TCE) Programs	Program to allow teacher candidates hired based on training and work experience to earn district certification and advanced degrees.	Restructuring the Advanced Degree program to encourage more teachers to pursue higher level of education and rank. Implement a new TCE Teacher Support Model that includes a structured coaching and mentoring component for Department Heads and Lead Teachers.

AREA OF FOCUS: Transition from High School

Strategy	Current	Next Steps
Career Certificate Programs	Providing students with Industry Standards Certificate in numerous programs.	Increasing the number of programs that meet National Academy Standards. Encouraging students to be program completers.
Co-curricular Competitions and Scholarships	All Technical and Career Education (TCE) programs compete through Career Technical Student Organizations (CTSO). Competitions result in real-world experiences which provide scholarship opportunities.	Encourage all teachers to participate in CTSO's. Training provided for potential advisors.
College Readiness and Preparation	District SAT preparation course offered at 8 sites to all juniors and seniors. Princeton Review offered to provide students opportunities online to prepare for the SAT.	Expand program to additional sites based on student need.
Postsecondary Assistance	School-based Guidance Resource Specialists and Career Specialists provide specialized support for existing students. District-sponsored college nights and financial aid workshops for students.	Continuing support to keep up with current information.

Requirements of the Rigorous and Relevant High School Diploma

This diploma proposal combines relevance and rigor into one seamless goal for high school students.

Relevance: A student will major in an area in which he/she has a particular strength or interest.

Rigor: Each student can choose the level of challenge they want to attain in their major area.

OVERALL CREDIT REQUIREMENTS	CREDITS
Core Courses	16
Major Area of Study	4
Elective or Minor Requirements	4
Total Credits for a High School Diploma	24

Core Courses – All Students	16 Credits
English (courses for Level 1 and 2 students must focus on reading)	4
Mathematics (all students must take and pass Algebra I and geometry)	4
Science	3
Social Studies	3
Fine Arts	1
Physical Education and Health	1

Major Areas of Study – Students Choose One (District school boards will submit proposed majors to the State Board of Education for approval, which will then be available to all school districts.)	4 Credits
Humanities (courses such as English, humanities, music, fine and/or performing arts)	
English (courses in literature and writing)	
Communications (courses such as journalism, debate, speech, mass media)	
Mathematics (courses such as linear algebra, abstract algebra, math analysis, analysis of functions, calculus, AICE further mathematics, multivariate calculus, differential equations, applied mathematics, geometry, analytic geometry, integrated math, advanced topics in mathematics, liberal arts math, probability and statistics, trigonometry, discrete mathematics, etc.)	
Science (courses such as biology, botany, anatomy and physiology, ecology, limnology, zoology, biotechnology, genetics, earth/space, astronomy, space technology/engineering, environmental, integrated, marine, solar energy, physical, chemistry, physics, nuclear radiation, agriscience, etc.)	
Advanced Mathematics and Science	
History (courses such as American, African American, Florida, Latin American, Eastern and Western heritage, American through 1920, Vietnam War, world history, Civil War, etc.)	
Social Studies (history courses such as American, African American, Florida, Latin American, Eastern and Western heritage, American through 1920, world history, Civil War, etc. Also anthropology, archaeology, economics, geography, political science, comparative governments, sociology, psychology, etc.)	
The Arts (performing and fine arts)	
Foreign Language	
Career Specialization	

Elective or Minor Requirements – Students' Choice	4 Credits
Students may (1) choose to concentrate three of these credits in one area to obtain a minor and have two additional credits in another area, (2) take five elective credits, or (3) earn a double major and take one elective.	

Note: A student may change their major and can transfer the credits to be elective credits or may apply them toward a minor.

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Florida Department of Education High School Reform Task Force Report <http://www.fldoe.org/hsreform/>

High Schools That Work (SREB) <http://www.sreb.org/programs/hstw/specialnetworks/csr/CSR.asp>

Rigor, Relevance and Relationships Improve Achievement in Rural High Schools: High School Reform Works When Schools Do the Right Things, by Gene Bottoms, Alice Presson, and Lingling Han (SREB)

http://www.sreb.org/programs/hstw/publications/2005Pubs/05V18_RigorRelevanceRelationship.pdf

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Research Digest: Parental Involvement and Student Achievement: A Meta-Analysis

<http://www.gsc.harvard.edu/hfrp/projects/fine/resources/digest/meta.html>