

Lawrence Township
Public Schools

Lawrence High School

Action Plan

LHS Task Force and Design Team
Spring 2008
Progress Made Spring 2009

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I. Lawrence High School Task Force and Design Team

In October 2006, the Lawrence Township Board of Education established a community-based High School Task Force to research best practices in high school reform and propose changes and enhancements to the existing high school program. The High School Task Force members included: parents, teachers, administrators, community members and board of education members. The Task Force was facilitated by Phil J. Meara, Superintendent; Crystal M. Lovell, Assistant Superintendent; David Roman, Principal; and Marian Leibowitz, consultant in the field of high school reform. Task Force meetings were open to the public and new members joined throughout the year.

Over the course of 18 months, the Task Force gathered information regarding the latest in high school reform, projected trends of what the future holds for our students, and examined high school programs and services offered by other school districts. Members of the Task Force visited over a dozen high schools in Mercer County, other parts of New Jersey, New York and Virginia.

During the December 2007 meeting, the Task Force created a list of priorities that represented the thinking and discussions of the last 14 months. The Task Force also commissioned a smaller group of teachers and administrators to form a Design Team. The Design Team's goal was to take the priorities from the Task Force and develop a comprehensive program design to meet the needs of the student body. The Design Team used these ideas and priorities to develop the Comprehensive Program Plan for Lawrence High School.

The information presented in this proposal is the result of the time, dedication and commitment of the many individuals who served on the Task Force and the Design Team. We would like to thank them for their dedication to and continued support of the students in Lawrence Township.

II. Mission Statement

The Lawrence Township Public School's mission statement is to provide extraordinary learning for all students. Thus, Lawrence High School is committed to providing each student with a challenging and rigorous academic program that meets their individual needs.

III. Vision Statement

The vision of Lawrence High School is to personalize the educational experience of students and staff in an effort to maximize student achievement.

IV. Program Administration and Management

The High School Principal has the overall responsibility for the administration and management of the programs and services offered at the high school. The Director of Personnel and Professional Development, Assistant Principals and Supervisors also have administrative oversight in monitoring the implementation of program changes, facilitating curriculum revisions/enhancements, providing professional development, developing a flexible schedule, instituting an academy/house system, exploring external school learning options, and providing a personalized learning environment for all students.

In addition to the administrative staff, the academies will be facilitated by proposed academy leaders. The academy leaders will teach part of the day and manage the academy during the other part of the day. The academy leader will act as a student advocate and facilitate small group meetings, independent study and special student projects. The academy leader will act as a liaison for parents and teachers,

often meeting with both in an effort to ensure student success. The academy leader will also monitor the culture and climate of the academy to ensure that a positive learning environment exists.

V. Comprehensive Program Design (CPD)

The charge of the High School Task Force was to develop a comprehensive program design that would meet the needs of our students. "A comprehensive program design (CPD) is a thoughtful, unified service delivery plan that has a singular purpose: to identify the many, varied ways that will be used to meet the needs of [Lawrence High School students]." *Adapted from Designing Services and Programs for High-Ability Learners, Purcell and Eckert, 2006.*

Our CPD proposal includes a variety of research-based strategies and services including but not limited to small learning communities, differentiated instruction, curriculum revisions to incorporate extensions in all content areas, a focus on transition to high school and career exploration, support systems for students and teachers, professional learning communities, professional development for staff, and out-of-school educational opportunities.

A significant change will occur in the way the high school is organized. For the first year of implementation we are proposing a 9th grade academy. The 9th grade academy theme will be *Transition to High School through Acts of Personalization*. All academic and social activities will be tied to this theme. During the second year of implementation, a 10th grade academy will be created. The theme of the 10th grade academy will be *Career Exploration*. Students will explore various career options and develop an academic plan that will assist them in pursuing several career options. During the junior and senior years, students may choose to attend one of three *Career Academies*. These academies will have broad themes such as math/sci/tech, arts and humanities. Within the career academies students may pursue various career strands. A detailed description of the CPD can be found on page 5 of this proposal.

VI. Professional Development

The High School Task Force and Design Team recognize that an exemplary high school program must be delivered by teachers and counselors who understand the varied needs of our students and who are skilled in providing learning experiences that allow for differentiation of general education curriculum. To that extent, we recommend professional training that is ongoing and job-embedded. We also recommend that professional learning communities be established and teachers be provided with opportunities to share best practices and work collaboratively to continually improve the educational program.

VII. Evaluation of the High School Program

Lawrence Township Public Schools believes that evaluation is critical to the success of any educational program and such evaluation should be based on documentation of successful attainment of program goals and outcomes. Such documentation will be in the form of triangulated data collected from observations, artifacts/documents and interviews. All stakeholders will be involved in the formal evaluation process.

The formal program evaluation will be conducted each year for the first 3 years during the initial phase in of the comprehensive program design. Findings from the program evaluation will be used to enhance, revise and/or modify the program as needed.

VIII. Scientifically-Based Research in Support of this Proposal

The information in this proposal is fully supported by scientifically-based research, advice from experts in the high school reform, and “experiences” of other high schools who implemented reform. The Superintendent has created a research binder which contains all relevant research reviewed by the Task Force, Design Team Members and administrators that support the ideas presented in this recommendation. There were too many references and resources to include in this report; therefore, any information and/or resources used in support of this program are available upon request by contacting the Office of Instructional Services.

LHS Task Force
Proposed Changes/Enhancements for Incoming 9th Grade
Comments in Red Indicate Progress Made as of April 2009

Outcomes	Primary Responsibility	Population Served	Supporting Activities	Assessment & Eval	Budget Implications	Year
<p>A 9th grade academy will be formed. Students will be grouped into 3 houses and each house will be balanced (ESL, spec ed, gender, SES, honors, etc).</p> <p>Organization</p> <p>Complete – 3 Houses are Spirit, Tradition and Pride.</p>	Administration Academy leader Teachers	Incoming 9 th grade students	<p>Create three balanced houses based upon ESL, spec. ed., SES, etc.</p> <p>Structure time for teachers in a house to plan, prep, assess and reflect on student data.</p> <p>Train teachers to work in the house/SLC.</p> <p>Communication plan for parents regarding 9th grade academy.</p> <p>Continue 8th/9th staff articulation meetings.</p> <p>Continue LHS/LMS student articulation meetings.</p> <p>Build individualism (personalization) while also enhancing a sense of community.</p>	<p>Academy Plan</p> <p>Tripod</p> <p>PD logs</p> <p>Student meetings</p> <p>Agendas and minutes</p> <p>Observations</p> <p>Walkthroughs</p> <p>Surveys</p> <p>Focus groups</p>	<p>Current PD \$</p> <p>Field trips \$</p> <p>Cur. resource \$</p>	2008
<p>A 9th grade academy leader will oversee the three houses.</p> <p>Organization</p> <p>Complete – Linda Weltmann is the 9th grade academy leader.</p>	Administration Academy leader Teachers	Incoming 9 th grade students	<p>Develop a job description for the academy leader.</p> <p>Train academy leader in facilitating the house concept and the G&T independent student group.</p> <p>Train academy leader to act as a student advocate and staff liaison.</p> <p>Provide training in the use and implementation of SLPs.</p> <p>Train academy leader to act as a primary contact for parents of students in the academy.</p> <p>Train academy leader to work with staff to implement academy and house plans.</p> <p>Train academy leader to host 9th grade small group meetings.</p>	<p>Observations</p> <p>Walkthroughs</p> <p>Evaluations</p> <p>Agendas and minutes</p> <p>Job description</p> <p>PD logs</p>	<p>Stipend for academy leader</p> <p>Current PD \$</p> <p>Cur. resources</p>	2008
<p>A dedicated guidance counselor will be assigned to the 9th grade academy.</p> <p>Organization</p> <p>Complete – Christian D'Angelo is the 9th grade guidance</p>	Administration Guidance	Incoming 9 th grade students	<p>Reorganize the current structure of guidance.</p> <p>Develop a job description for the 9th grade guidance counselor.</p> <p>Train guidance counselor to work with parents on assisting the students with transition to high school.</p> <p>Train guidance counselor to work with the academy leader and staff to implement academy and house plans.</p>	<p>Observations</p> <p>Walkthroughs</p> <p>Evaluations</p> <p>Agendas and minutes</p> <p>Job description</p> <p>PD logs</p>	<p>Current PD \$</p> <p>Cur. resources</p>	2008

LHS Task Force
Proposed Changes/Enhancements for Incoming 9th Grade
Comments in Red Indicate Progress Made as of April 2009

Outcomes	Primary Responsibility	Population Served	Supporting Activities	Assessment & Eval	Budget Implications	Year
counselor.			Provide training in the use and implementation of SLPs. Train guidance counselor to assist in coordinating and monitoring the SLPs. Train guidance counselor to “push-in” to classes to provide instruction and individualized support. Train guidance counselor to host 9 th grade small group meetings. Train guidance counselor to act as a primary contact for parents of students in the academy.			
A “swat” team consisting of CST members and ASI teachers will be assigned to the 9 th grade academy. Organization In progress – some work has been done in this area but it has not been formalized.	Administration Child Study Team ASI Teachers	Incoming 9 th grade students	Structure time to work collaboratively with the academy leader, guidance counselor, teachers and students. Provide training in the use and implementation of SLPs.	Observations Walkthroughs Evaluations Agendas and minutes PD logs	Current PD \$ Cur. resources	2008
All students will participate in a rigorous academic curriculum sequence of biology, chemistry and physics with extended time for laboratory activities. Curriculum Complete – all 9th graders were enrolled in Biology.	Science teachers Sp. Ed. teachers	Incoming 9 th grade students	Revise curriculum: biology (2008), chemistry (2009), and physics (2010). Provide job-embedded training in curriculum implementation with possible outreach activities with the NJ Biology Teachers Association. Investigate acquiring grants to support new curriculum development. Provide a parent information session/communication explaining new sequence. Allocate funds to support new curriculum resources.	Observations Walkthroughs Cur. Guides Lesson plans PD logs Student work Surveys	Current PD \$ Cur. writing \$ Cur. resource \$ Grant \$ Possible staffing due to certification issues	2008
Students who are	ASI Instructors	Incoming 9 th	Provide parent conferences to discuss	Observations	Current PD \$	2008

LHS Task Force
Proposed Changes/Enhancements for Incoming 9th Grade
Comments in Red Indicate Progress Made as of April 2009

Outcomes	Primary Responsibility	Population Served	Supporting Activities	Assessment & Eval	Budget Implications	Year
<p>identified as needing additional support in Algebra I and/or English 9 will participate in academic support instruction (ASI Algebra I, ASI Reading, and/or ASI English 9). Curriculum</p> <p>Complete – At-risk students participated in ASI support.</p>	Teachers	graders	<p>student performance data and placement in ASI classes. Possibly defer elective until 2nd semester or 10th grade if there are significant academic needs. Train staff in ASI strategies and supporting existing curriculum. Revise the curriculum for the ASI Algebra I and ASI English 9 courses. Develop a Student Learning Plan for each student. Revise the entrance/exit criteria for ASI and the duration of the program...investigate offering this as a possible semester course.</p>	<p>Walkthroughs Cur. Guides Lesson plans PD logs Student work Surveys</p>	<p>Cur. resources Cur. writing \$</p>	
<p>Investigate: Students will have an opportunity through Option II to receive credit and/or advancement for Algebra I, Geometry, and World Language (Level 1). Curriculum</p> <p>In progress – some work has been done in this area but we have not given high school credit for courses taken in LMS.</p>	8 th grade teachers Guidance Counselors	Incoming 9 th grade students	<p>Revise curriculum to ensure that the high school curriculum is offered at the middle school level. Review and revise the processes for Option II. Develop a parent communication/training for Option II awareness. Develop quality Algebra I, Geometry and World Language (speaking, listening, writing) assessments with rubrics for proficiency. Train staff in new curriculum and assessments.</p>	<p>Observations Walkthroughs Lesson plans PD logs Student work Assessments of proficiency Report cards Transcripts Surveys</p>	<p>Current PD \$ Cur. resources Cur. writing \$</p>	2009
<p>All 9th grade students will participate in regularly scheduled Cardinal Time activities. Organization</p> <p>Complete – time has</p>	Administration Academy leader	Incoming 9 th grade students	<p>Institute a flexible schedule that allows time for students to experience assemblies, field trips, articulation, community service, goal setting...during Cardinal Time. Train staff in the use of Cardinal Time.</p>	<p>Observations Walkthroughs Agendas PD logs</p>	<p>Current PD \$ Cur. resources Speakers</p>	2008

LHS Task Force
Proposed Changes/Enhancements for Incoming 9th Grade
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Outcomes	Primary Responsibility	Population Served	Supporting Activities	Assessment & Eval	Budget Implications	Year
been allocated for house/academy activities.						
<p>Investigate: The current In School Study (ISS) program will be restructured to include a focus on academic coursework (specific focus TBD).</p> <p>Organization</p> <p>In progress – some work has been done in acquiring an LTEF grant for Why Try and Ripples Effect programs. More work is needed to enhance academic portion.</p>	Administration ISS Teachers Content-Area Teachers	Incoming 9 th grade students	<p>Institute a flexible schedule that allows teachers to “push-in” to ISS to provide a focus on academic coursework based on student needs.</p> <p>Train teachers in varied instructional strategies that are most effective with diverse populations.</p>	Observations Walkthroughs Lesson plans Student work	Current PD \$ Cur. resources	2008 <i>tentatively</i>
<p>All 9th grade students identified as <i>truly gifted</i> (top 2-3%) have the opportunity to participate in an independent study project of their choice. This is in addition to their participation in any honors/AP courses.</p> <p>Curriculum</p> <p>In progress – the independent study program was not formalized at the high</p>	Academy leader	Incoming 9 th grade students	<p>Review the criteria for truly gifted.</p> <p>Review and revise the procedures and processes for independent study participation.</p> <p>Train the academy leader to facilitate the program and develop a regular meeting schedule with students.</p> <p>Institute a procedure such that students must log a minimum number of hours in order to receive full or partial credit. Independent study classes will not count toward GPA.</p> <p>Train the academy leader in facilitating independent study program.</p>	Individual learning plans Student work Culminating activity Surveys	Cur. resources \$ Current PD \$ academy leader stipend	2008

LHS Task Force
Proposed Changes/Enhancements for Incoming 9th Grade
Comments in Red Indicate Progress Made as of April 2009

Outcomes	Primary Responsibility	Population Served	Supporting Activities	Assessment & Eval	Budget Implications	Year
school.						
<p>All 9th grade students will participate in the Below C – SLP program for any course.</p> <p>Instruction</p> <p>Complete – 9th grade students who are not performing well receive an academic plan and participate in extra tutoring during the annex time.</p>	Academy leader Teachers	Incoming 9 th grade students	<p>Conference with students/parents to develop SLP (student learning plan). Train staff in developing and implementing the SLP.</p>	<p>Observations Walkthroughs SLPs Parent conf PD logs Student assessment data Surveys Focus groups</p>	Current PD \$	2008
<p>All 9th grade students will be assessed using curriculum-based benchmark assessments, midterm and final exams.</p> <p>Assessment</p> <p>In progress – midterms and finals are complete but benchmark assessments are still being developed.</p>	Teachers	Incoming 9 th grade students	<p>Develop benchmark assessments for all 9th grade courses (2008). Subsequent development of additional assessments in future years. Develop common midterm and final exams (2008). Provide professional development in the use and implementation of benchmark assessments and scoring rubrics. Provide time for reflection and review of benchmark assessment data for purpose of informing instruction.</p>	<p>Assessments Midterms Finals Observations Walkthroughs Lesson plans PD logs Student work Surveys</p>	<p>Current PD \$ Cur. writing \$ Resources for possible purchase of assessments.</p>	2008
<p>Investigate: Teachers in the 9th grade academy will institute a uniform system of grading.</p> <p>Assessment</p>	Teachers Academy leader Administration	Incoming 9 th grade students	Research and gather data on options for developing a uniform grading policy.	Formal proposal for grading system		2008

LHS Task Force
Proposed Changes/Enhancements for Incoming 9th Grade
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Outcomes	Primary Responsibility	Population Served	Supporting Activities	Assessment & Eval	Budget Implications	Year
In progress – some work has been done in this area to standardize grades given for common assessments. More work needs to be done to review the overall grading practice.						
All 9 th grade students will participate in NWEA assessments in math and language arts. Assessment Complete – all 9th grade students participated in the fall NWEA.	Teachers	Incoming 9 th grade students	Purchase license for NWEA. Train staff in NWEA implementation. Provide time for reflection and review of NWEA data for purpose of informing instruction. Provide a parent information session regarding interpretation of NWEA data. Investigate offering NWEA in 10 th and 11 th grades.	NWEA student growth data Observations Walkthroughs PD logs	Site license \$ Current PD \$	2008
Investigate: All 9 th grade students will be subject to more rigorous graduation requirements. Assessment In progress – the state has increased its graduation requirements.	Administration	Incoming 9 th grade students	Form a committee to research and gather data on options for increasing the graduation requirements. This may be the same committee that works on GPA or at a minimum should work in tandem GPA committee.	Formal proposal for new graduation requirements	Possible consultant fee	2009
Investigate: All 9 th grade students will participate in a new system for calculating GPA. Assessment	Administration	Incoming 9 th grade students	Form a committee to research and gather data on options for calculating GPA. This may be the same committee that works on graduation requirements or as a minimum should work in tandem with the graduation requirement committee.	Formal proposal for new GPA calculation	Possible consultant fee	2009

LHS Task Force
Proposed Changes/Enhancements for Incoming 9th Grade
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Outcomes	Primary Responsibility	Population Served	Supporting Activities	Assessment & Eval	Budget Implications	Year
In progress – the high school admin is currently reviewing gpa.						
Investigate: All 9 th grade students will become actively involved in a club, activity or sport. Climate & Culture In progress – students were encouraged to participate but no mandatory participation is in effect.	Administration	Incoming 9 th grade students	Research suggests that when students are involved in school activities they perform better academically. The administration is looking at ways to get students more involved. Train staff on connecting afterschool programs to instructional programs.	Enrollment reports	Stipends for club advisors Transportation Current PD \$	2009
All 9 th grade students will participate in the Tripod Student Perception survey. Climate & Culture In progress – students will take the survey next week.	Administration	Incoming 9 th grade students	Purchase Tripod survey and follow-up reports. Train staff in the interpretation of the reports.	Survey results Focus groups	Cost of surveys Cost of reports Current PD \$	2008
All 9 th grade students will be invited to participate in the summer Freshmen Agenda program. Climate & Culture Complete – students participated in a summer program. We are looking to expanding the program	Administration academy leader Teachers	Incoming 9 th grade students	Implement efforts to get EVERY 9 th grade student/parent to participate. Provide time for curriculum enhancements to connect Freshmen Agenda to the everyday program...building upon the skills and concepts addressed during the summer. Train staff in implementing Freshmen Agenda skills and concepts.	Surveys Student assessment data Observations Focus groups	Current PD \$	2008

LHS Task Force
Proposed Changes/Enhancements for Incoming 9th Grade
Comments in Red Indicate Progress Made as of April 2009

Outcomes	Primary Responsibility	Population Served	Supporting Activities	Assessment & Eval	Budget Implications	Year
for the 2009 summer.						
The amount of instructional time per class per will be increased by adding an additional 5-6 minutes per class. Switch from 9-periods to 8-periods. Instruction Complete – moved to an 8-period day with lab/PE combo.	Administration Teachers	All students	IMPORTANT: The amount of instructional time per class will incrementally increase over the next 2-3 years. Form a scheduling committee needed to develop “balanced” 9 th grade houses. Train staff in effective instructional strategies and use of instructional time.	Observations Walkthroughs PD logs Surveys	Current PD \$	2008
All teachers will utilize differentiated instruction as a means of meeting individual student needs. Instruction In progress – we are at varying degrees of implementation among the staff.	Teachers	All students	Provide job-embedded training on DI – spring 2008, summer 2008 and ongoing during the 2008-09 school year. Target the initial focus on 9 th grade teachers (2008). Follow-up with a focus on 10 th grade teachers (2009) and 11 th /12 th grade career academy teachers (2010). Revise curriculum to include options for differentiation: 9 th grade curriculum (2008), 10 th grade curriculum (2009), and remaining (2010) in accordance with 5-year cycle.	Observations Walkthroughs Lesson plans PD logs Student work Surveys	Current PD \$ Cur. materials Cur. writing \$	2008
There will be an enhancement of celebratory programs such as student of the month. Climate & Culture Complete – celebratory	Administration Teachers	All students	Institute a flexible schedule to allow for celebratory events such as: providing guest speakers, assemblies and fieldtrips. Provide time for honoring student’s academic, athletic, and behavioral growth as well as commitment to LHS.	Feedback from students/parents	Cur. resource \$ Transportation Fees for speakers	2008

LHS Task Force
Proposed Changes/Enhancements for Incoming 9th Grade
Comments in Red Indicate Progress Made as of April 2009

Outcomes	Primary Responsibility	Population Served	Supporting Activities	Assessment & Eval	Budget Implications	Year
<p>programs are a regular part of the culture.</p>						
<p>Investigate: Increasing celebratory programs for teachers...perhaps teacher of the month. Climate & Culture</p> <p>In progress – there is time set aside during faculty meetings to showcase and recognize teachers</p>	Administration Staff	All staff	Provide time to recognize best practices and teacher/staff success. Investigate staff celebratory programs such as the Renaissance Program.	Feedback from staff		2008

LHS Task Force
Proposed Changes/Enhancements for 10th Grade

Outcomes	Primary Responsibility	Population Served	Supporting Activities	Assessment & Eval	Budget Implications	Year
<p>A 10th grade academy will be formed. Students will be grouped into 3 houses and each house will be balanced (ESL, spec ed, gender, SES, honors, etc).</p> <p><i>Pending evaluation of 9th grade academy.</i></p> <p>Organization</p> <p>In progress – the design of the 10th grade academy will incorporate an interdisciplinary approach.</p>	Administration	Incoming 10 th grade students	<p>Create three balanced houses based upon ESL, spec. ed., SES, etc.</p> <p>Structure time for teachers in a house to plan, prep, assess and reflect on student data.</p> <p>Train teachers to work in the house/SLC.</p> <p>Develop a communication plan for parents regarding 9th grade academy.</p> <p>Building individualism (personalization) while also enhancing a sense of community.</p>	<p>Academy Plan</p> <p>Tripod</p> <p>PD logs</p> <p>Student meetings</p> <p>Agendas and minutes</p> <p>Observations</p> <p>Walkthroughs</p> <p>Surveys</p> <p>Focus groups</p>	<p>Current PD \$</p> <p>Field trips \$</p> <p>Cur. resource \$</p>	2009
<p>A 10th grade academy leader will oversee the three houses.</p> <p><i>Pending evaluation of 9th grade academy.</i></p> <p>Organization</p> <p>Complete – Linda Weltmann will move up to the 10th grade academy.</p>	Administration	Incoming 10 th grade students	<p>Develop a job description for the academy leader.</p> <p>Train academy leader in facilitating the house concept and the G&T independent student group.</p> <p>Train academy leader to act as a student advocate and staff liaison.</p> <p>Provide training in the use and implementation of SLPs.</p> <p>Train academy leader to act as a primary contact for parents of students in the academy.</p> <p>Train academy leader to work with staff to implement academy and house plans.</p> <p>Train academy leader to host 10th grade small group meetings.</p>	<p>Observations</p> <p>Walkthroughs</p> <p>Evaluations</p> <p>Agendas and minutes</p> <p>Job description</p> <p>PD logs</p>	<p>Stipend for academy leader</p> <p>Current PD \$</p> <p>Cur. resources</p>	2009

LHS Task Force
Proposed Changes/Enhancements for 10th Grade

Outcomes	Primary Responsibility	Population Served	Supporting Activities	Assessment & Eval	Budget Implications	Year
<p>A dedicated guidance counselor will be assigned to the 10th grade academy.</p> <p><i>Pending evaluation of 9th grade academy...</i></p> <p>Organization</p> <p>In progress – a recommendation has been made to not have a dedicated guidance counselor but rather have the four counselors share the students alphabetically.</p>	Administration Guidance	Incoming 10 th grade students	<p>Reorganize the current structure of guidance. Develop a job description for the 10th grade guidance counselor.</p> <p>Train the guidance counselor to work with parents on assisting the students with transition to high school.</p> <p>Train the guidance counselor to work with the academy leader and staff to implement academy and house plans.</p> <p>Provide training in the use and implementation of SLPs.</p> <p>Train the guidance counselor to assist in coordinating and monitoring the SLPs.</p> <p>Train the guidance counselor to “push-in” to classes to provide instruction and individualized support.</p> <p>Train the guidance counselor to host 10th grade small group meetings.</p> <p>Train the guidance counselor to act as a primary contact for parents of students in the academy.</p>	<p>Observations</p> <p>Walkthroughs</p> <p>Evaluations</p> <p>Agendas and minutes</p> <p>Job description</p> <p>PD logs</p>	Current PD \$ Cur. resources	2009
<p>A “swat” team consisting of CST members and ASI teachers will be assigned to the 10th grade academy.</p> <p><i>Pending evaluation of 9th grade academy.</i></p> <p>Organization</p> <p>In progress – some work has been done in this area but it has not been formalized.</p>	Administration Child Study Team ASI Teachers	Incoming 10 th grade students	<p>Structure time to work collaboratively with the academy leader, guidance counselor, teachers and students.</p> <p>Provide training in the use and implementation of SLPs.</p>	<p>Observations</p> <p>Walkthroughs</p> <p>Evaluations</p> <p>Agendas and minutes</p> <p>PD logs</p>	Current PD \$ Cur. resources	2009

LHS Task Force
Proposed Changes/Enhancements for 10th Grade

Outcomes	Primary Responsibility	Population Served	Supporting Activities	Assessment & Eval	Budget Implications	Year
<p>All students will participate in a rigorous academic curriculum sequence of biology, chemistry and physics with extended time for laboratory activities.</p> <p>Curriculum</p> <p>In progress – most 9th grade students are scheduled to take chemistry next year.</p>	Science teachers Sp. Ed. teachers	Incoming 10 th grade students	<p>Revise curriculum: biology (2008), chemistry (2009), and physics (2010).</p> <p>Provide job-embedded training in curriculum implementation with possible outreach activities with the NJ Biology Teachers Association.</p> <p>Investigate acquiring grants to support new curriculum development.</p> <p>Provide a parent information session/communication explaining new sequence.</p> <p>Allocate funds to support new curriculum resources.</p>	<p>Observations</p> <p>Walkthroughs</p> <p>Cur. Guides</p> <p>Lesson plans</p> <p>PD logs</p> <p>Student work</p> <p>Surveys</p>	<p>Current PD \$</p> <p>Cur. writing \$</p> <p>Cur. resource \$</p> <p>Grant \$</p> <p>Possible staffing due to certification issues</p>	2009
<p>Students who are identified as needing additional support in Geometry and/or English 10 will participate in academic support instruction (ASI Geometry, ASI Reading, and/or ASI English 10).</p> <p>Curriculum</p> <p>In progress – ASI support will continue as it did this year.</p>	ASI Instructors Teachers	Incoming 10 th grade students	<p>Provide parent conferences to discuss student performance data and placement in ASI classes.</p> <p>Possibly defer elective until 2nd semester or 11th grade if there are significant academic needs.</p> <p>Train staff in ASI strategies and supporting existing curriculum.</p> <p>Revise the curriculum for the ASI Geometry and ASI English 10 courses.</p> <p>Develop a Student Learning Plan for each student.</p> <p>Revise the entrance/exit criteria for ASI and the duration of the program...investigate offering this as a possible semester course.</p>	<p>Observations</p> <p>Walkthroughs</p> <p>Cur. Guides</p> <p>Lesson plans</p> <p>PD logs</p> <p>Student work</p> <p>Surveys</p>	<p>Current PD \$</p> <p>Cur. resources</p> <p>Cur. writing \$</p>	2009
<p>Investigate: Students will have an opportunity through Option II to receive credit and/or advancement for select high school courses/electives.</p> <p>Curriculum</p>	Teachers Guidance Counselors	Incoming 10 th grade students	<p>Revise curriculum to ensure that the high school curriculum is offered at the middle school level.</p> <p>Review and revise the processes for Option II.</p> <p>Develop a parent communication/training for Option II awareness.</p> <p>Develop quality assessments with rubrics for proficiency.</p>	<p>Observations</p> <p>Walkthroughs</p> <p>Lesson plans</p> <p>PD logs</p> <p>Student work</p> <p>Assessments of proficiency</p> <p>Report cards</p> <p>Transcripts</p>	<p>Current PD \$</p> <p>Cur. resources</p> <p>Cur. writing \$</p>	2009

LHS Task Force
Proposed Changes/Enhancements for 10th Grade

Outcomes	Primary Responsibility	Population Served	Supporting Activities	Assessment & Eval	Budget Implications	Year
In progress – some work has been done in this area but we have not given high school credit for courses taken in LMS.			Train staff in new curriculum and assessments.	Surveys		
All 10 th grade students will participate in regularly scheduled Cardinal Time activities. <i>Pending evaluation of the 9th grade academy.</i> Organization In progress – the committee is examining the feasibility of this.	Administration Academy leader	Incoming 10 th grade students	Institute a flexible schedule that allows time for students to experience assemblies, field trips, articulation, community service, goal setting...during Cardinal Time. Train staff in the use of Cardinal Time.	Observations Walkthroughs Agendas PD logs	Current PD \$ Cur. resources Speakers	2009
Investigate: The current In School Study (ISS) program will be restructured to include a focus on academic coursework (specific focus TBD). Organization In progress – some work has been done in acquiring an LTEF grant for Why Try and Ripples Effect programs. More work is needed to enhance academic portion.	Administration ISS Teachers Content-Area Teachers	Incoming 10 th grade students	Institute a flexible schedule that allows teachers to “push-in” to ISS to provide a focus on academic coursework based on student needs. Train teachers in varied instructional strategies that are most effective with diverse populations.	Observations Walkthroughs Lesson plans Student work	Current PD \$ Cur. resources	2009 <i>tentatively</i>

LHS Task Force
Proposed Changes/Enhancements for 10th Grade

Outcomes	Primary Responsibility	Population Served	Supporting Activities	Assessment & Eval	Budget Implications	Year
<p>All 10th grade students identified as <i>truly gifted</i> (top 2-3%) have the opportunity to participate in an independent study project of their choice. This is in addition to their participation in honors/AP courses.</p> <p>Curriculum</p> <p>In progress – the independent study program was not formalized at the high school.</p>	Academy leader	Incoming 10 th grade students	<p>Review criteria for truly gifted. Review and revise the procedures and processes for independent study participation. Train academy leader to facilitate the program and develop a regular meeting schedule with students.</p> <p>Implement a procedure such that students must log a minimum number of hours in order to receive full or partial credit. Independent study classes will not count toward GPA. Train the academy leader in facilitating independent study program.</p>	<p>Individual learning plans Student work Culminating activity Surveys</p>	<p>Cur. resources \$ Current PD \$ academy leader stipend</p>	2009
<p>All 10th grade students will participate in the Below C – SLP program for any course.</p> <p>Instruction</p> <p>In progress – there is a plan to continue this next year as part of the 10th grade academy.</p>	Academy leader Teachers	Incoming 10 th grade students	<p>Conference with students/parents to develop SLP (student learning plan). Train staff in developing and implementing the SLP.</p>	<p>Observations Walkthroughs SLPs Parent conf PD logs Student assessment data Surveys Focus groups</p>	Current PD \$	2009
<p>All 10th grade students will be assessed using curriculum-based benchmark assessments, midterm and final exams.</p> <p>Assessment</p> <p>In progress – midterms and finals are complete but benchmark assessments are still</p>	Teachers	Incoming 10 th grade students	<p>Develop benchmark assessments for all 10th grade courses (2009). Subsequent development of additional assessments in future years. Develop common midterm and final exams (2009). Provide professional development in the use and implementation of benchmark assessments and scoring rubrics. Provide time for reflection and review of benchmark assessment data for purpose of informing instruction.</p>	<p>Assessments Midterms Finals Observations Walkthroughs Lesson plans PD logs Student work Surveys</p>	<p>Current PD \$ Cur. writing \$ Resources for possible purchase of assessments.</p>	2009

LHS Task Force
Proposed Changes/Enhancements for 10th Grade

Outcomes	Primary Responsibility	Population Served	Supporting Activities	Assessment & Eval	Budget Implications	Year
being developed.						
Investigate: Teachers in the 10 th grade academy will institute a uniform system of grading. Assessment In progress – pending 9th grade evaluation.	Teachers Academy leader Administration	Incoming 10 th grade students	Research and gather data on options for developing a uniform grading policy.	Formal proposal for grading system		2009
Investigate: All 10 th grade students will participate in subject specific NWEA assessments. Assessment Complete – the district opted to test the 10th graders using the PSAT this year. We will continue using the PSAT and add NWEA next year.	Teachers	Incoming 10 th grade students	Purchase license for NWEA. Train staff in NWEA implementation. Provide time for reflection and review of NWEA data for purpose of informing instruction. Provide a parent information session regarding interpretation of NWEA data.	NWEA student growth data Observations Walkthroughs PD logs	Site license \$ Current PD \$	2009
Investigate: All 10 th grade students will become actively involved in a club, activity or sport. Climate & Culture In progress – students were encouraged to participate but no mandatory participation is in	Administration	Incoming 10 th grade students	Research suggests that when students are involved in school activities they perform better academically. The administration is looking at ways to get students more involved. Train staff on connecting afterschool programs to instructional programs.	Enrollment reports	Stipends for club advisors Transportation Current PD \$	2009

LHS Task Force
Proposed Changes/Enhancements for 10th Grade

Outcomes	Primary Responsibility	Population Served	Supporting Activities	Assessment & Eval	Budget Implications	Year
effect.						
All 10 th grade students will participate in the Tripod Student Perception survey. Climate & Culture In progress – survey is planned again for next year.	Administration	Incoming 10 th grade students	Purchase Tripod survey and follow-up reports. Train staff in interpretation of the reports.	Survey results Focus groups	Cost of surveys Cost of reports Current PD \$	2009
The amount of instructional time per class per will be increased by adding an additional 5-6 minutes per class. Switch from 9-periods to 8-periods. Instruction Complete – moved to an 8-period day with lab/PE combo.	Administration Teachers	All students	IMPORTANT: The amount of instructional time per class will incrementally increase over the next 2-3 years. Form a scheduling committee needed to develop “balanced” 10 th grade houses (2009). Train staff in effective instructional strategies and use of instructional time.	Observations Walkthroughs PD logs Surveys	Current PD \$	2008
All teachers will utilize differentiated instruction as a means of meeting individual student needs. Instruction In progress – we are at varying degrees of implementation among the staff.	Teachers	All students	Provide job-embedded training on DI – spring 2008, summer 2008 and ongoing during the 2008-09 school year. Target the initial focus on 9 th grade teachers (2008). Follow-up with a focus on 10 th grade teachers (2009) and 11 th /12 th grade career academy teachers (2010). Revise curriculum to include options for differentiation: 9 th grade curriculum (2008), 10 th grade curriculum (2009), and remaining (2010) in accordance with 5-year cycle.	Observations Walkthroughs Lesson plans PD logs Student work Surveys	Current PD \$ Cur. materials Cur. writing \$	2009

LHS Task Force
Proposed Changes/Enhancements for 10th Grade

Outcomes	Primary Responsibility	Population Served	Supporting Activities	Assessment & Eval	Budget Implications	Year
<p>There will be an enhancement of celebratory programs such as student of the month.</p> <p>Climate & Culture</p> <p>Complete – celebratory programs are a regular part of the culture.</p>	Administration Teachers	All students	<p>Institute a flexible schedule to allow for celebratory events such as: providing guest speakers, assemblies and fieldtrips. Provide time for honoring student’s academic, athletic, and behavioral growth as well as commitment to LHS.</p>	Feedback from students/parents	Cur. resource \$ Transportation Fees for speakers	2008
<p>Investigate: Increasing celebratory programs for teachers...perhaps teacher of the month.</p> <p>Climate & Culture</p> <p>In progress – there is time set aside during faculty meetings to showcase and recognize teachers</p>	Administration Staff	All staff	<p>Provide time to recognize best practices and teacher/staff success. Investigate staff celebratory programs such as the Renaissance Program.</p>	Feedback from staff		2008

LHS Task Force
Proposed Changes/Enhancements for 11th & 12th Grades

Outcomes	Primary Responsibility	Population Served	Supporting Activities	Assessment & Eval	Budget Implications	Year
<p>Three 11th/12th grade Career Academies will be formed. These academies will be facilitated by a supervisor/assistant principal pair.</p> <p>Organization</p> <p>In progress – preliminary work has been done to formulate academy themes.</p>	Administration Career academy leaders	Incoming 11 th grade students	<p>Provide all staff with extensive training in implementation of career academies.</p> <p>Develop ties with corporate sponsors.</p> <p>Develop flexible schedule that allows for out of school experiences such as internships.</p> <p>Examine district policies/regulations regarding liability of out of school experiences.</p> <p>Investigate new curriculum and revisions/enhancements to existing curriculum.</p> <p>Investigate corporate-school liaisons.</p> <p>Develop career academy criteria.</p> <p>Develop a job description for career academy leaders.</p> <p>Investigate possible facilities needs...special equipment for labs, etc.</p> <p>Ensure a bridge between career academies to allow students to change academies if needed.</p>	<p>Observations</p> <p>Walkthroughs</p> <p>Evaluations</p> <p>Site Visits</p> <p>Surveys</p> <p>PD logs</p>	<p>Current PD \$</p> <p>Transportation</p> <p>Cur. resources \$</p> <p>Cur. writing \$</p> <p>Facilities needs</p> <p>Funding for external experiences</p>	2010
<p>Students who are identified as needing additional support in Algebra II and/or English 11 will participate in academic support instruction (ASI Algebra II and/or ASI English 11).</p> <p>Curriculum</p> <p>Complete – at-risk students currently participate in ASI support.</p>	ASI Instructors Teachers	11 th grade students and those enrolled in Algebra II	<p>Provide parent conferences to discuss student performance data and placement in ASI classes.</p> <p>Possibly defer elective until 2nd semester or 12th grade if there are significant academic needs.</p> <p>Train staff in ASI strategies and supporting existing curriculum.</p> <p>Revise the curriculum for the ASI Algebra II and ASI English 11 courses.</p> <p>Develop a Student Learning Plan for each student.</p> <p>Revise the entrance/exit criteria for ASI and the duration of the program...investigate offering this as a possible semester course.</p>	<p>Observations</p> <p>Walkthroughs</p> <p>Cur. Guides</p> <p>Lesson plans</p> <p>PD logs</p> <p>Student work</p> <p>Surveys</p>	<p>Current PD \$</p> <p>Cur. resources</p> <p>Cur. writing \$</p>	2008

LHS Task Force
Proposed Changes/Enhancements for 11th & 12th Grades

Outcomes	Primary Responsibility	Population Served	Supporting Activities	Assessment & Eval	Budget Implications	Year
<p>Investigate: Students will have an opportunity through Option II to receive credit and/or advancement for select high school courses/electives. Curriculum</p> <p>In progress – some work has been done in this area but we have not given high school credit for courses taken in LMS.</p>	Teachers Guidance Counselors	Incoming 11 th and 12 th grade students	<p>Revise curriculum to ensure that the high school curriculum is offered at the middle school level. Review and revise the processes for Option II. Develop a parent communication/training for Option II awareness. Develop quality assessments with rubrics for proficiency. Train staff in new curriculum and assessments.</p>	<p>Observations Walkthroughs Lesson plans PD logs Student work Assessments of proficiency Report cards Transcripts Surveys</p>	<p>Current PD \$ Cur. resources Cur. writing \$</p>	2009
<p>All 11th and 12th grade students will be assessed using curriculum-based benchmark assessments, midterm and final exams. Assessment</p> <p>In progress – midterms and finals are complete but benchmark assessments are still being developed.</p>	Teachers	Incoming 11 th and 12 th grade students	<p>Develop benchmark assessments for all 11th and 12th grade courses (2010). Subsequent development of additional assessments in future years. Develop common midterm and final exams (2010). Provide professional development in the use and implementation of benchmark assessments and scoring rubrics. Provide time for reflection and review of benchmark assessment data for purpose of informing instruction.</p>	<p>Assessments Midterms Finals Observations Walkthroughs Lesson plans PD logs Student work Surveys</p>	<p>Current PD \$ Cur. writing \$ Resources for possible purchase of assessments.</p>	2010
<p>All seniors will have to complete a senior practicum or senior project as a graduation requirement. Curriculum</p>	Administration Career academy leaders Teachers	Incoming 12 th grade students	<p>Implement a procedure such that students must log a minimum number of hours in order to receive full credit for the senior practicum. Develop procedures for senior practicum. Develop procedures to assess the culminating activity/project. Train career academy leaders and project</p>	<p>Senior practicum plan Student work Culminating activity Observations Surveys</p>	<p>Cur. resources \$ Current PD \$ academy leader stipend</p>	2011

LHS Task Force
Proposed Changes/Enhancements for 11th & 12th Grades

Outcomes	Primary Responsibility	Population Served	Supporting Activities	Assessment & Eval	Budget Implications	Year
In progress – we are in the planning phase.			facilitators. Develop a community outreach plan to formulate partnerships with local businesses and corporations.			
The amount of instructional time per class per will be increased by adding an additional 5-6 minutes per class. Switch from 9-periods to 8-periods. Instruction Complete – moved to an 8-period day with lab/PE combo.	Administration Teachers	All students	IMPORTANT: The amount of instructional time per class will incrementally increase over the next 2-3 years. Train staff in effective instructional strategies and use of instructional time.	Observations Walkthroughs PD logs Surveys	Current PD \$	2008
All teachers will utilize differentiated instruction as a means of meeting individual student needs. Instruction In progress – we are at varying degrees of implementation among the staff.	Teachers	All students	Provide job-embedded training on DI – spring 2008, summer 2008 and ongoing during the 2008-09 school year. Target the initial focus on 9 th grade teachers (2008). Follow-up with a focus on 10 th grade teachers (2009) and 11 th /12 th grade career academy teachers (2010). Revise curriculum to include options for differentiation: 9 th grade curriculum (2008), 10 th grade curriculum (2009), and remaining (2010) in accordance with 5-year cycle.	Observations Walkthroughs Lesson plans PD logs Student work Surveys	Current PD \$ Cur. materials Cur. writing \$	2010
There will be an enhancement of celebratory programs such as student of the month. Climate & Culture Complete – celebratory programs are a regular	Administration Teachers	All students	Institute a flexible schedule to allow for celebratory events such as: providing guest speakers, assemblies and fieldtrips. Provide time for honoring student's academic, athletic, and behavioral growth as well as commitment to LHS.	Feedback from students/parents	Cur. resource \$ Transportation Fees for speakers	2008

LHS Task Force
Proposed Changes/Enhancements for 11th & 12th Grades

Outcomes	Primary Responsibility	Population Served	Supporting Activities	Assessment & Eval	Budget Implications	Year
<p>part of the culture.</p>						
<p>Investigate: Increasing celebratory programs for teachers...perhaps teacher of the month. Climate & Culture</p> <p>In progress – there is time set aside during faculty meetings to showcase and recognize teachers</p>	<p>Administration Staff</p>	<p>All staff</p>	<p>Provide time to recognize best practices and teacher/staff success. Investigate staff celebratory programs such as the Renaissance Program.</p>	<p>Feedback from staff</p>		<p>2008</p>