

Pocatello/Chubbuck School District #25  
Redesign Committee - High School Recommendations

Executive Summary

Recommendations	Redesign Committee Action: Accept/Reject	Financial Impact Yes/No	Dissenting Opinions
<p>#1. Develop and implement a 5 year plan inclusive of career pathways</p> <ul style="list-style-type: none"> <li>• Freshman and Sophomore year will allow for exploration of career pathways (in Freshman Success/Advisory).</li> <li>• Career Pathways will be developed at each school to focus students' interests and strengths. The number of credits required and the exact courses will be studied and determined later.</li> <li>• Students will choose a career pathway at the end of the sophomore year.</li> <li>• Flexibility will be allowed, and a process developed, for students who change their career path in their junior and/or senior year.</li> </ul> <p>Refer to committee to define details of pathways/credits and courses/staff issues at each high school.</p>	Accept	Yes–Potential staffing issues Materials/textbooks	None

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<p>#2. Initiate Senior Project/Employability Portfolio</p> <ul style="list-style-type: none"> <li>• Facilitate through content area teachers and/or advisories as recommended by the Senior Project Committee and require that the senior project address three questions: Who am I? Where am I going? How am I going to get there? (See attached Senior Project handout)</li> <li>• Elective class for students needing extra support during the senior year</li> <li>• Open ended or tied to career path</li> <li>• Staff member at each school to coordinate</li> <li>• Phase in model with Class of 2012</li> </ul>	Accept	Yes–Need a staff member from each high school to coordinate	None
<p>#3. Implement Advisory Program (possible new name: Ram Period, Red and Blue Period, Diamondback Period)</p> <ul style="list-style-type: none"> <li>• Link to State requirement (Senior Project)</li> <li>• Staff person and Academic VP for support</li> <li>• Develop clear philosophy, purpose and curriculum</li> <li>• Professional Learning Community (PLC) time for advisors to collaborate</li> <li>• Administration and counselors pair up to take an advisory</li> </ul> <p>Recommend an advisory committee, inclusive of staff person from each high school, to look into the logistics of the program (when it is offered in the day, how often, configuration), and ways to create buy-in and commitment from the staff</p>	Accept	<p>Yes–Staff member from each school to facilitate &amp; monitor</p> <p>The Career Development Facilitator is currently ½ time at CHS</p>	<p>1-Dissenting Opinion: This has never worked or proven to be successful. Most often it creates resentment among school staff members - doers vs not doers. Needs to be started at the middle school and transitioned in. Too much time wasted. This needs more planning and structure.</p>

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<p>#4. Initiate Community Service</p> <ul style="list-style-type: none"> <li>Refer to advisory committee to determine feasibility and time line for implementation</li> </ul>	Accept	No	<p>4-Dissenting Opinions: Not convinced community service is an educational concern. Community service belongs in clubs - not in curriculum Believe that the possibility of implementing a community service component in the Fall of 2009 at the same time as the senior project and 9th/11th grade job shadowing is too much to start at one time. Because of that concern we feel the need to cast a dissenting vote regarding community service as a recommendation.</p>

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<p>#5. Initiate Job Shadowing</p> <ul style="list-style-type: none"> <li>• One job shadow experience in 9<sup>th</sup> and 11<sup>th</sup> grade</li> <li>• Use staff member from Individualized Occupational Training Program (IOT) to help coordinate</li> <li>• Schedule one day per year for 9<sup>th</sup> grade to do job shadowing in Freshmen Success class</li> <li>• In the 11<sup>th</sup> grade, the IOT will help facilitate through advisories/content area teachers</li> <li>• Facilitate through advisories/content area teachers and be a component of the Senior Project</li> <li>• Pilot with a smaller number of 9<sup>th</sup> grade students in Spring 2008 to determine feasibility</li> </ul>	Accept	Yes–Printing; training	2-Abstained
<p>#6. 9<sup>th</sup> Grade Freshman Academy: Year-long, two period block involving three classes: English, Physical Science, Freshman Success/Global Perspectives– recommend further investigation needed</p> <ul style="list-style-type: none"> <li>• Recommend investigating Freshman Academy concept or other successful programs for 9<sup>th</sup> grade students. Involve high school administrators, teachers and other staff before implementation</li> <li>• In theory, concept is good, but more time is needed to investigate successful programs</li> <li>• If Freshman Academy is implemented, the offering of honors programs needs to be discussed</li> </ul>	Accept	Yet to be determined	<p>1-Dissenting Opinion</p> <p>This needs more work. It will be an issue teachers would feel is forced down their throats. Scheduling nightmare.</p> <p>1-Abstained</p>

Recommendations	Redesign Committee Action: Accept/Reject	Financial Impact Yes/No	Dissenting Opinions
<p>#7. Develop and require 2 new freshman level courses</p> <p>Recommend development and implementation of one trimester of Freshman Success; A committee will be established representative of all high schools to develop curriculum</p> <ul style="list-style-type: none"> <li>• Topics may include study and organizational skills, learning styles inventory, interest inventory, skill and aptitude inventory, personality inventory, career exploration, job shadowing, life skills, 7 Habits of Highly Effective Teens</li> </ul> <p>Recommend changing 9<sup>th</sup> grade US History to Global Perspectives</p> <ul style="list-style-type: none"> <li>• Require 1 credit of “Global Perspectives” in the 9<sup>th</sup> grade. This course will be an overview of global comparative politics, governments, economies, and current events in relation to the United States and world</li> <li>• Curriculum will be developed by high school social studies teachers with input from 8<sup>th</sup> grade geography teachers and economics teachers</li> </ul>	Accept	Yes–Materials, Professional Development for teachers to develop both courses	None

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#8. Develop and implement an ACT Prep Course	Accept  Access to computers could be an issue	Yes–Materials Using IDLA may avoid a huge impact. Software would be expense - about \$25 if downloaded. Classroom set could cost \$25. State reimburses	None
#9. Require math all 4 years OR require math in 9 <sup>th</sup> , 10 <sup>th</sup> , 12 <sup>th</sup> grade <u>and</u> ACT Prep Course Jr. Year	Accept	Yes–Materials, additional courses will be needed	None
#10. Require that beginning 08-09 Pre-Algebra will count as elective credit, not math credit  • IEP-driven for special education students	Accept	No	None

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<p>#11. Convert to a trimester system beginning with the 2009-2010 school year</p> <ul style="list-style-type: none"> <li>• Three 12 week terms</li> <li>• 5 credits/Tri; 15 credits/Year</li> <li>• 60 credit opportunities available</li> <li>• 52 credits required for graduation</li> <li>• Seniors coming in from other districts may apply for exemption of credits/courses for graduation</li> <li>• Note: Religious release time students will be eligible for release for religious instruction two trimesters each year 9th-12th grade per Idaho Code 33-519</li> </ul>	Accept	Yes–Materials for additional courses	None
<p>#12. Determine which courses be spread over three trimesters vs. two trimesters. Placement of high school courses at certain grade levels be considered simultaneously</p> <ul style="list-style-type: none"> <li>• A committee, representative of all high schools and content areas, will be established to make such decisions Spring 2008</li> </ul>	Accept	Yes–Professional Development time to complete committee work	None

Recommendations	Redesign Committee Action: Accept/Reject	Financial Impact Yes/No	Dissenting Opinions
<p>#13. Train Staff and Implement Professional Learning Communities</p> <ul style="list-style-type: none"> <li>• Daily prep time for teachers</li> <li>• Time for collaboration among teachers</li> <li>• Late start rather than early release</li> </ul>	Accept	Yes–Training	None
<p>#14. Establish a school wide support system for students who choose not to complete course work or who are failing classes</p> <ul style="list-style-type: none"> <li>• Provide immediate intervention for late/missing work</li> <li>• Review current “Make-Up Privilege” policy</li> <li>• Implement middle school first, look at phase in at high school at least through 9<sup>th</sup> grade</li> <li>• Establish a concise and enforceable support system</li> </ul>	Accept	Yes–Lunch or After school tutoring	1-Abstained

Recommendations	Redesign Committee Action: Accept/Reject	Financial Impact Yes/No	Dissenting Opinions
#15. Provide summer school as credit recovery and remediation only	Accept	No	3-Dissenting Opinions: Kids need an opportunity to take classes in summer school if they choose. Not allowing them this choice (could limit) the electives they desire.  Summer school needed to get more room for science plus electives.
#16. Limit enrollment of student aides  • Need to establish parameters and criteria	Accept	No	None
#17. Limit zero period offerings to performance classes and religious release time  • Late start could cause problems with zero hour classes. Calendar committee needs to deal with this issue	Accept	No	None
#18. Enhance transitions between 6 <sup>th</sup> and 7 <sup>th</sup> grade, 8 <sup>th</sup> and 9 <sup>th</sup> grade, 10 <sup>th</sup> and 11 <sup>th</sup> grade, and 12 <sup>th</sup> grade as students transition to post secondary	Accept	Cost uncertain as yet	None

Recommendations	Redesign Committee Action: Accept/Reject	Financial Impact Yes/No	Dissenting Opinions
<p>#19. Require completion of an online course for high school students–Omit recommendation</p> <ul style="list-style-type: none"> <li>• Currently available as an option but not required</li> </ul>	Accept	NA	2-Dissenting Opinions: Favor recommending an online course and through the increased number of courses available through the trimester system, students could sign up for a teacher supervised period where they can pay for the cost and have the time to complete the course. Good way to prepare students for college.
<p>#20. Implement ACT Explore in middle school</p> <ul style="list-style-type: none"> <li>• Use for career planning in the Spring of the 8<sup>th</sup> grade year</li> </ul>	Accept. Middle school work group will detail.	Yes– cost of ACT Explore test @ \$7.10 per student- 5% discount for volume of 250 to 1000 students	None
<p>#21. Require Introduction to Keyboarding I and II courses for all middle school students</p>	Accept	Yes–Potential staffing implications	None



## **Senior Project Committee Proposal**

### **Purpose:**

A senior or culminating project showcases the skills and abilities needed by a post-secondary student. The overall goal is to assure that each student creates a high-quality project that combines real world experience with focused research, resulting in a final project and presentation.

Three questions should be addressed while completing the senior project.

- Who am I?
- Where am I going?
- How am I going to get there?

### **Notes:**

- As a committee we recommend that the Senior Project Coordinators assigned at each of the high schools design a simple rubric describing the parameters for each of the elements to be included in the senior/culminating project. The parameters should then be applied consistently at each high school.
- Many of the elements are already included in the district curriculum. Some would fit well in the Freshman Success class. Others would need the assistance of an Advisor or another adult in the school.
- It is recommended that a binder or portfolio that contains work samples for each student be kept electronically.
- An Advisory committee would make recommendations concerning the logistics of that class - whether it consists of a single or multiple grade levels, which staff would be assigned Advisories, etc.
- The Senior Projects Coordinator would also oversee the curriculum used in Advisory.
- After much discussion, we purposely omitted a community service requirement. We felt that this could be added later, and that there was enough to manage for now.
- The committee supports implementing a Senior Project class. This would be an elective class with the purpose of giving extra help to those students who need extra help for completion of their senior project.

## Senior Project Proposal

<b>Freshman Year</b>	<b>Sophomore Year</b>
<ul style="list-style-type: none"><li>• Reflective paper (Eng.)</li><li>• Job shadow (Fr. Suc.)</li><li>• Thank you note (Fr. Suc.)</li><li>• Resume (skills and aptitudes) checklist (Fr. Suc.)</li><li>• Job App. (Fr. Suc.)</li><li>• Inventories (Fr. Suc.)</li><li>• Five-year plan</li></ul>	<ul style="list-style-type: none"><li>• Persuasive essay (Eng.)</li><li>• Cover letter (Eng.)</li><li>• Resume (Eng.)</li><li>• ASVAB (TA)</li><li>• Update five-year plan</li></ul>
<b>Junior Year</b>	<b>Senior Year</b>

<p>Research paper (Eng.)</p> <ul style="list-style-type: none"> <li>• Update resume (Eng.)</li> <li>• Update cover letter (Eng.)</li> <li>• Job shadow (TA)</li> <li>• Thank you (TA)</li> <li>• Update five-year plan</li> </ul>	<ul style="list-style-type: none"> <li>• Senior project that meets specified guidelines/rubric</li> <li>• proposal/ research (the proposal must include the commitment of someone in the community who is willing to serve as a mentor)</li> <li>• product (tangible representation)</li> <li>• presentation</li> <li>• reflection paper</li> <li>• Completion of binder including</li> <li>• updated resume and cover letter</li> <li>• transcript with attendance record (does not have to be official)</li> <li>• may include additional materials approved by committee</li> <li>• Update five-year plan</li> </ul>
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