



EDUCATING FOR LEADERSHIP, EDUCATING FOR LIFE

School Action Plan

2004-2005 School Year

Start Date: 09/01/04

End Date: 06/10/05

Highland is a model school that immerses students in a rigorous learning environment integrating technical and academic education, linking students in the school to industry mentors in the workplace.

HTH is a school structured with ALL components found in high achieving schools including the small learning community model, school to work programs, project based application of learned skills and a strong component in the “soft skills” linked with character development.

Highland is an innovative, tuition-free, secondary charter school designed to develop our next generation of educators, entrepreneurs, scientists and technology leaders.

Academic Achievement

1. To compare first year’s baseline data to current data, using various measurement systems, including mandated district and state assessments as well as school-developed assessment tools, to record growth in academic achievement in the areas of reading, writing, and mathematics.

Highland Tech students have demonstrated success with state-mandated testing. 100% of our 12th grade class has passed all subtests in the HSGQE. For the 11th grade class, 92% have passed the Reading test, 92% have passed the Writing test, and 68% have passed the Math exam. The 10th graders took the HSGQE for the first time this spring. 65% passed the Reading test, 70% passed the Writing test and 62/5 passed the Math test. These figures represent data broken down by grade level and will differ from ASGQE documents that report an aggregation of all students.

2. To achieve a minimum participation rate of 95% in Benchmark assessments for eighth grade students.

Highland achieved a participation rate of 98% for eighth grade students taking the SBA, 100% for seventh grade students and 97% for ninth grade students. Each student completed at least one component of the applicable assessment.



EDUCATING FOR LEADERSHIP, EDUCATING FOR LIFE

3. To provide students with the opportunity to challenge themselves academically as demonstrated by advancing through at least six levels in the eight content areas during the school year.

Students have found that the academics at Highland are quite rigorous. Data indicates that most students were not able to complete six complete levels during the regular school year. Many students are attending summer school to have the opportunity to finish incomplete work.

Learning Environment

1. To strengthen the culture of respect for everyone (C.O.R.E.) by developing and implementing consistent processes and demonstrate a reduction of discipline infractions of at least 50% over the course of the school year.

Highland developed its CORE program to build a culture of respect applicable to students, parents, teachers, staff, and community stakeholders. Additionally, during our second year, we incorporated a CORE Court where student behavior was reviewed by peers. Our data showed that amongst those receiving core referrals, 90% of the core infractions were with the same 10% of students. As the year progressed and the students moved up the core ladder toward more severe consequences.

2. To recruit and retain a highly qualified staff and train a minimum of 90% of them, including certificated and classified staff, through attendance at the Quality Schools symposiums and institutes.

All certified and classified staff have received training in the Quality Schools Model during the 04-05 school year. At this time, Highland is retaining all certified staff with the exception of one teacher who is retiring and one who moved out of district.



EDUCATING FOR LEADERSHIP, EDUCATING FOR LIFE

Public Accountability

1. To gather and report, in a timely fashion, data from all stakeholders (students, parents, teachers, staff, community members, business partners, etc.) regarding academic performance, budgetary concerns, stakeholder communications, standardized assessments, and informal evaluations, etc.

Highland made use of parent conferences, student focus groups, email- and paper-based surveys, and individual interviews to collect data regarding academics, budgets, communications, assessments, and evaluations. One of our most successful events of the year was our Town Meeting – Energizing the Vision, in which parents and students led the continuous improvement discussions with other Stakeholders.

2. To demonstrate fiscally responsible use of financial resources by publishing such data by the end of the school year.

HTH Annual Report to the Stakeholders contains statistics and reports gathered throughout the year. This is posted on our web site on the link “About HTH”.

Additional Comments

The global focus of the School Action Plan for the 2004-2005 school year involves the comparison of baseline data (first year) to current year as a means of ensuring reliable and valid application of the continuous improvement model and establishing processes that support HTH’s shared vision through four focus areas: academics, accountability, building community and developing character.