"I need someone well versed in the art of torture—do you know PowerPoint?"
Agenda

• Did You Know? 2.0
• Redesign Timeline:
  – Task Force
  – Coalition of Visioneers
  – Redesign Team
• Redesign Team Road Map
• Portrait of a CG Graduate (draft)
• Conferences and School Visits
• SLC Structures (drafts)
• Fish Bowl activity
Redesign Team Norms

- start/end on time
- maintain focus
- don’t take things personally/respect all opinions
- keep big picture in mind
- all students first
- be honest and positive
- limit side conversations
- use common courtesy
Redesign Timeline
(2005-present)

2005-06  High School Expansion Task Force

2006  Coalition of Visioneers
  » Community Connections
  » Personalization and Transitions
  » Campus Master Plan and Facilities
  » Small Learning Communities and
  » Program Models

2007-?  Redesign Team
Task Force

2005

**September:** the Task Force convened

**October:** members visited five Indianapolis-area high schools (Warren Central, Fishers, Hamilton Southeastern, Carmel, and Ben Davis)

**November:** members attended the “Indiana’s Future: Economic Development and the High School Connection” conference hosted by UIndy’s CELL.
January: Deb Sullivan, MSD of Decatur Central, spoke to the Task Force about the new 3 “R’s” and comprehensive high school reform models.

February: Members attended the Breaking Ranks II: 2006 High School Showcase, which convened over 20 of the most innovative and successful middle and high schools from around the country.

March: Members visited Kingwood High School, Atascocita High School, Humble High School, and Quest High School.
Task Force

April: members visited the Rocky Mountain School of Expeditionary Learning, New Vista High School, Littleton High School, Denver School of Science and Technology, and Mapleton Public Schools in Colorado.

June: the Task Force made a PowerPoint presentation to the School Board identifying four guiding principles that should anchor future decisions about CGHS.
Coalition of Visioneers

2006

August: the Coalition of Visioneers Steering Committee held its kick-off meeting.

Sept./Nov.: four subcommittees held meetings.

December: the Coalition of Visioneers Steering Committee made a Presentation to the Board of School Trustees.
January: CGHS staff reviewed the work of the Task Force/Coalition of Visioneers then read **Breaking Ranks II (Executive Summary)** and prioritized its recommendations.

February: CGHS staff learned about upcoming travel and conferences, the Early College High School Grant, and the **Coalition of Visioneers Subcommittee Reports**.

March: CGHS staff: heard presentations by Debbie Sullivan/Joe Preda (**MSD Decatur Township**); engaged in dialogue and reflection on the presentations; learned about the **High School Survey of Student Engagement (HSSSE)**; and reached consensus that CGHS will break into smaller learning communities (SLC’s).
March: members visited: Challenge Early College High School, Atascocita High School, and Quest High School in Texas

April: members visited: AMES, NUAMES, and Itineris Early College High School in Utah

April: members attended the “Indiana High School Redesign – The Future is Here” conference, hosted by ULindy’s CELL
Redesign Team

May: CGHS staff heard a report to the faculty on the Redesign Team’s spring semester work and upcoming events

June: members attended the Indiana High School Summit: Redesigning Indiana’s High School: Version 3.0: Making Good on Our Promise

June/July: members attended the Annual Model Schools Conference

July: members attended a Redesign Team Retreat and developed our “Road Map”
Our Road Map

by 10-12-07
• establish “what a CG grad should look like”
• investigate SLC’s
• form subcommittees

by 12-20-07
• establish SLC details
• submit subcommittee reports

by 2-1-08
• complete draft report to the School Board

on 3-1-08
• present report to the School Board

after 3-1-08
• begin implementation
Portrait of a CG Graduate (draft)

Preamble: The Center Grove High School graduate is highly sought-after because he/she has earned the highest-level diploma possible (e.g. CORE 40, CORE 40 with Academic Honors, CORE 40 with Technical Honors, etc.), and is prepared for post-secondary success. Furthermore, he/she is honest, trustworthy, responsible, resilient, organized, and self-confident. Prepared for a productive and purposeful life, the graduate possesses:

• 21st Century Skills
• Technology Skills
• Critical Thinking and Problem Solving Skills
• Interpersonal and Collaborative Skills
• Citizenship and Stewardship Skills
Conferences and School Visits Update

- **Oct. 15-16**  NYC
  - Manhattan Hunter College High School for the Sciences
  - Science, Technology and Research Early College High School at Erasmus
  - The Queens School of Inquiry
- **Oct. 23-26**  Denver
  - Tour of Mapleton Public School District
  - The Hope Foundation International Conference
- **Nov. 12-13**  Indiana’s Future Conference
  (through CELL) [Indianapolis]
Conferences and School Visits Update

• **Nov. 7-9** Houston-area schools visit:
  – [Atascocita H.S.](#)
  – [Kingwood Park H.S.](#)
  – [Kingwood H.S.](#) and/or [Humble H.S.](#)

• **Nov. 27-30** [A Hope Foundation Institute (Austin)](#) OR schools visit in November/December

• **Nov. 28-30** Portland-area schools visit:
  – [Forest Grove H.S.](#)
  – tba
  – [David Douglas H.S.](#)

• tba Franklin Community H.S. visits
Reminders

• “the change to small learning communities must focus on the students”
• 2020, not 2008 (21st Century Skills)
• CGCSC and CGHS mission, values, and goals
• the research
• our draft Portrait of a CG Graduate
• the Coalition of Visioneers Findings
4 Guiding Principles

• **Globalization**: The world around us is changing. *We must* change our current model or we will fail our kids.

• **Rigor/Relevance/Relationships**: All three *must be* integrated to be successful.

• **Technology**: Technology *has to* be embedded in the instructional model of the future.

• **Future Space Allocation**: Needs to be *adaptable and flexible*. Some of the trends we change “to” will be the ones we change “from” in the future.
Personalization & Transitions

Focus Group Findings

Facilitators:

Wendy Kruger  Director of Curriculum
Trael Kelly    Assistant Principal
Focus Group Findings

Personalization & Transitions

• Purpose:
  – Seek ways to better meet the needs of each individual.
  – Seek ways to be more effective with Seniors & Freshmen

• Goals: All Students…
  – Can succeed
  – Will graduate
  – Will be prepared for the next level
  – Will complete a rigorous curriculum
  – Will develop a personal six-year plan for their education/career
  – Will have developed a personal/professional relationship with a staff member
Focus Group Findings

Personalization & Transitions

• Areas of Concern:
  – Drop Out Rate
  – Graduation Rate
  – Freshmen Course Completion
  – Alternative Settings (Flexibility)
  – Transient Students (Who come to us behind the rigor of CGHS)
  – Technology
Focus Group Findings

Personalization & Transitions

• Important Concepts:
  – *Flexibility:*
    • Scheduling
    • Access to technology
    • Types of credits
    • Times and Locations of Courses
  – Individual Programming
  – *Small Personalized Learning Communities*
  – *School Start Time*
Focus Group Findings

Personalization & Transitions

• Findings
  – Continually evaluate existing transition programs.
  – Align all K-12 Curriculum
  – Scheduling Flexibility
    • To meet individual needs
    • To accommodate personalized learning plans
    • Including: Career courses, AP/Dual Credit, Online & night courses
Focus Group Findings

Personalization & Transitions

• Findings
  – Mentorships

  – Senior Seminar
    • College Visits
    • Job Shadowing
    • Resume Writing
    • College Application Assistance
    • Interview Techniques
    • Personal Finances
    • Rites of Passage / Life Issues
Focus Group Findings

Personalization & Transitions

• Findings
  – Survey Student Opinions on Engagement
  – Ensure Student Access to AP/Dual Credit/College Credits
  – Freshman Class
    • Keep smaller learning communities
    • Focused efforts to assist transition to high school
    • Do not create a separate facility for Freshmen
Focus Group Findings

Personalization & Transitions

• Findings
  – *Individual Programming*
  – *Smaller Learning Communities*
Community Connections

Focus Group Findings

Facilitators

Sally Hacker  
Director of Human Resources

Patti Duckworth  
Assistant Principal
Community Connections Focus Group Findings

Mentoring

- A positive relationship with an adult role model is critical to the social and academic success of our students.

- **Steps to a mentoring program would include:**
  - Build adult relationships
    - Recruit students and adults into a prototype program
  - Use prototype group to design the program
    - Best Practice Research
    - Timeframe & process
    - Legal Guidelines
    - Training and Skill Sets.
  - Launch pilot program & expand incrementally
Community Connections Focus Group Findings

Community Service

• **Students at CGHS will demonstrate good citizenship by completing 30 hours of required community service before receiving a diploma or certificate of completion.**

• **Possible Features of a Community Service program:**
  – 7.5 hours of service per grade level
  – Service occurs off-campus – in the community.
  – Minimum of 4 experiences in 4 years
  – CGHS defines clear criteria for service compliance
  – Student writes their own program with STAR advisor
  – Students will not be compensated for Service
Community Connections Focus Group Findings

Alternative Education

• Alternative education should focus on providing a range of learning opportunities for those students who learn best in a non-traditional structure and who have a variety of learning styles

• Possible Features:
  – Relationships with colleges, technical schools and apprenticeships
  – Support for the social & physical needs of students
    • Counseling
    • Outreach to Families
    • Daycare for students with children
    • Other resources as needed
Community Connections Focus Group Findings

Alternative Education

• *Features of an Alternative Education program:*
  – Flexible class schedules
  – Non-classroom learning opportunities
  – Dual credit opportunities
  – Credit Recovery
  – Service Learning
  – Self-Paced learning
  – On-Line Classes
  – Collaboration with Post-Secondary Programs
  – Preparation to succeed in primary high school learning environment
Opportunities for Diversity

• **Students should develop the social skills necessary to form quality relationships with people from diverse ethnic, socio-economic and geographical groups to succeed in a flat world.**

• **Opportunities for diversity include:**
  – Local & regional opportunities and events in Indianapolis & Bloomington
  – Distance Learning / On-line interaction
  – Class trips
  – Foreign Exchange Programs
  – Sister School Programs
Community Connections Focus Group Findings

Career Internships

- Provide our students with the opportunity for real life, hands-on experiential learning that promotes rigor, relevance and relationships.

- Features of Internships:
  - Lay Foundations in Freshman Keystone Program
  - Junior/Senior Year Focus
  - Structured Guidelines / Specialized Experiences
  - Daily Commitment / High Expectations
  - Develop Interview Skills & adult relationships
  - Build school-wide relationships with community
Community Connections Focus Group Findings

Service Learning Connections

• Provide opportunities for students to understand how to live successfully a global economy with unique learning experiences rich in perspective.

• Features of Service Learning Connections:
  – School wide effort to build connections with local, national and international linkages through networking and distance learning opportunities
  – Leadership Forum
  – Service Learning
Smaller Learning Communities & Program Models

Focus Group Findings

Facilitators
Janet Boyle  Assistant Superintendent
Matt Shockley  Principal
Sandy Hillman  Assistant Principal
Key Question #2
Program Models?

“Realizing additional study is needed, at this time I favor implementing the following program models as good fits for CGHS. (check as many as desired and star your favorites)...”
Smaller Learning Communities/Program Models
Focus Group
Favored Components

- **Flexible Scheduling for Students and Teachers**
  - Students may arrive and leave at different times of the school day, depending on their education plan.
  - Teachers also vary in their starting and ending times.
  - Blocks of time are embedded in the school day for:
    - *Professional development*
    - *Teacher collaboration*
    - *Student needs*
  - This flexibility may apply to all students, or just Juniors & Seniors *(Additional study needed)*
Smaller Learning Communities/Program Models
Focus Group

Favored Components

• *Dual Credit and College Credit Options*
  – Provide opportunities for each student to enroll in and earn post-secondary credit while having the support of the high school environment & staff.
  – Design flexible options to benefit students
Smaller Learning Communities/Program Models
Focus Group

Favored Components

• *Alternative Education*
  
  – Provide a range of learning options for non-traditional students who have a variety of learning styles and needs.
  
  – Create options such as flexible class schedules, credit recovery, self-paced learning, online course and service learning.
  
  – Provide support for students’ existing social, emotional and academic issues
Smaller Learning Communities/Program Models
Focus Group

Favored Components

• *Community Service and Service Learning*
  
  – Explore offering an elective course in service learning that is tied to Indiana Academic Standards
  
  – Investigate incorporating community service at each grade level as a graduation requirement.
Smaller Learning Communities/Program Models
Focus Group

Favored Components

• *Internships*
  – Offer specialized experiences in a designated career field.
  – Link to Career Major and serve as an outgrowth of the Keystone job shadowing experience
  – Schedule during Junior/Senior Year.
Smaller Learning Communities/Program Models
Focus Group

Favored Components

• *Senior Projects/Exhibitions*
  – Add rigor and relevance to the Senior Year.
  – Demonstrate mastery of a set of outcomes.
  – Involve a mentor to serve as a guide throughout the process.
  – Connect (possibly) to internship and be an outgrowth of that experience
  – Serves as a culminating event and is presented to a panel of staff, parents, and community members.
Smaller Learning Communities/Program Models
Focus Group

Favored Components

• Fewer Students per Teacher
  – Expands and strengthens student/adult relationships for all students.
  – Provides a sense of community.
  – Allows personalized learning and differentiation to occur.
  – Permits teachers to more closely monitor academic progress.
Fish Bowl Activity

1. What is your reaction to the Portrait of a CG Graduate?

2. Will any of the four structures that you’ve seen presented tonight help us meet the vision captured by the Portrait?

3. Are we moving in the right direction to accomplish the Coalition of Visioneers subcommittee recommendations?

4. What comments, questions, or concerns would you like for us to share with the rest of our Redesign Team and faculty/staff?
Communication/Dialogue

- web site
  (http://www.centergrove.k12.in.us/hsredesign.htm)
- Redesign Updates
- *The Daily Journal*
- Redesign Team meetings/minutes
- Prep Period Meetings
- presentations
- surveys/feedback
- research
- conferences/school visits
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