

FORGING PATHWAYS FOR INNOVATIVE LEARNING OPPORTUNITIES FOR ALL STUDENTS

PROGRESS ON THE CHS 5 YEAR STRATEGIC
PLAN



CHS ADMINISTRATORS/PRESENTERS

Lovie Lilly, Ed.D. – Principal

- Overview
- Update on the CHS Strategic Plan ~ “Administrative Perspective”
- Moving Forward – Modifications to the plan

Michael Healy – Assistant Principal

- Update – Multi-Level Pilot Program (English Language Arts, Science, Social Studies)

Faye Lewis – Assistant Principal

- MAC Scholars’ Program
- Professional Development
- Professional Learning Communities (PLCs)

Jennifer Giordano, Ed.D. – Director of Guidance

- Creative learning solutions
- Minority enrollment in higher-level classes (Past, Present, Projected)



COLUMBIA HIGH SCHOOL



“FOUR-YEAR GRADUATION RATE”



- Essential Question → What are the pathways that will allow our students to graduate in four years with a strong academic foundation that will support them in the completion of higher education and other post-secondary pursuits?
- Completion of high school in four years
- Seamless transition from high school to college
- “Diploma in Hand, but Unprepared for College (Lubrano, 2011)”
 - College readiness → College completion
 - Increased rates of competitive college readiness
- **National Student Clearinghouse (Student Tracker for High Schools)**
 - *How many of my high school graduates enroll in college?*
 - *Do they persist and graduate from college?*
 - *How long does it take for them to get their degree?*
 - *Do they go in or out of state, and do they attend a 4-year or 2-year school?*
 - *Which colleges do they most commonly attend?*
 - *Did any students go on to college who started 9th grade in my high school but did not graduate?*

ANALYSIS OF THE MULTI-LEVEL PILOT PROGRAM

“GLOWS”

For some former level 2 students, the motivation to do better and try to improve grades was high.

Class leaders emerge

Contagious motivation

Students are very interested and curious

Activities that are competitions work very well

“GROWS”

Wider range of needs of students – increased differentiation

Imbalance of former level 2 students and level 3 students

Immaturity often overrides ability to focus/work

Need to go at a slower pace

Students doing poorly are the former Level 2 students

MULTI-LEVEL PILOT PROGRAM (2011-2012)

English Language Arts

Levels	Average of the Averages
Level 3	86.2
Former Level 2	70.8
Former Level 2/SE	69.5

MULTI-LEVEL PILOT PROGRAM (2011-2012)

World History

Levels	Average of the Averages
Level 3	78.0
Former Level 2	71.0
Former Level 2/SE	63.0

MULTI-LEVEL PILOT PROGRAM 2011-2012

Biology

Levels	Average of the Averages
Level 3	76.7
Former Level 2	57.8
No SE	N/A

MAC SCHOLARS' PROGRAM

- *MSAN* National Conference
- Mentoring Research (*MSUNER* Grant)
- MAC Scholars
- Rising Scholars
- Emerging Scholars
- 2011-2012 Programs
- ACHIEVE Grant (Summer Program)
- Proposal for 2012-2013

OBSERVATIONS & EVALUATIONS

- Administrators are assigned across all content areas as primary and/or secondary evaluators
- Work collaboratively with content supervisors
- Assignments are based on the alignment of content expertise, and administrative duties and responsibilities.

ADMINISTRATIVE WALKTHROUGHS

- All administrators participated in administrative walkthroughs (Principal, Assistant Principals, Director of Guidance)
- Focused on *Charlotte Danielson Framework* Domain #3 “Instruction”
 - Differentiated instruction
 - Meeting the needs of students (General education/Special education)

PROFESSIONAL LEARNING COMMUNITIES (PLCS)

- 2009-2012 Overview
- SMART goals
- PLC Topics
- Faculty Presentations
- Impact on Instruction

SUMMARY OF ENROLLMENT DATA FOR L4 OR L5 OR L6 COURSES BASED ON ETHNICITY

Count of STUDNUM		Academic Year	Academic Year	Academic Year	Academic Year
<i>ETHNICITY</i>	<i>GENDER</i>	<i>2009-2010</i>	<i>2010-2011</i>	<i>2011-2012</i>	<i>2012-2013</i>
W	F	319	318	341	368
	M	310	303	318	339
W Total		629	621	659	707
B	F	261	268	285	414
	M	204	186	210	355
B Total		465	454	495	769
A	F	19	27	26	35
	M	29	27	30	30
A Total		48	54	56	65
H	F	39	33	32	38
	M	27	22	18	32
H Total		66	55	50	70
I	F			2	2
	M	1	2	1	1
I Total		1	2	3	3
M	F	2	1	3	11
	M	4	8	8	13
M Total		6	9	11	24
P	F				1
	M	2	2	2	2
P Total		2	2	2	3
Grand Total		1217	1197	1276	1641

LONGITUDINAL ENROLLMENT DATA FOR L4 (HONORS) COURSES BY ETHNICITY

ETHNICITY	GENDER	2002-2010	2010-2011	2011-2012	2012-2013
W	F	315	314	334	368
	M	302	297	315	338
W Total		617	611	649	706
B	F	258	264	279	411
	M	202	182	207	353
B Total		460	446	486	764
A	F	19	26	24	35
	M	29	26	30	29
A Total		48	52	54	64
H	F	36	33	30	37
	M	26	22	18	32
H Total		62	55	48	69
I	F			2	2
	M	1	2	1	1
I Total		1	2	3	3
M	F	2	1	3	11
	M	4	8	8	12
M Total		6	9	11	23
P	F				1
	M	2	2	2	2
P Total		2	2	2	3
Grand Total		1196	1177	1253	1632

LONGITUDINAL ENROLLMENT DATA FOR L5 (ADVANCED) COURSES BY ETHNICITY

ETHNICITY	GENDER	2009-2010	2010-2011	2011-2012	2012-2013
W	F	107	112	129	159
	M	99	109	124	132
W Total		206	221	253	291
B	F	32	40	39	53
	M	25	38	26	28
B Total		57	78	65	81
A	F	5	12	13	14
	M	13	10	10	12
A Total		18	22	23	26
H	F	3	5	6	7
	M	3	4	2	3
H Total		6	9	8	10
M	F	1	1	1	4
	M	1	4	4	1
M Total		2	5	5	5
P	M		1		1
P Total			1		1
Grand Total		289	336	354	414

LONGITUDINAL ENROLLMENT DATA FOR L6 (AP) COURSES BY ETHNICITY

ETHNICITY	GENDER	2009-2010	2010-2011	2011-2012	2012-2013
W	F	145	147	156	178
	M	129	113	120	141
W Total		274	260	276	319
B	F	44	52	49	73
	M	32	36	37	39
B Total		76	88	86	112
A	F	10	10	14	15
	M	11	12	12	14
A Total		21	22	26	29
H	F	13	10	7	12
	M	9	8	2	4
H Total		22	18	9	16
I	F				1
	M		1	1	1
I Total			1	1	2
M	F	1	1		1
	M	2	2	2	4
M Total		3	3	2	5
P	M				1
P Total					1
Grand Total		396	392	400	484

WHAT DO WE MEAN BY PATHWAYS?

Advanced Programming Options

- Increased number of “Step-Up” and Accelerated classes and summer programming
- Expanded enrollment opportunities for Honors, Adv. and AP courses
- Introduction of Naviance Programming to 9th graders, providing early preparation and orientation for the completion of high school, career exploration, and the transition to college.
- Dual Enrollment and Virtual Education programming to afford student enrichment coursework beyond the scope of the CHS curricula.
- Internship opportunities through community agencies (i.e. YouthNet)
- Expanded opportunities for Teaching Assistant positions throughout the Advanced and AP course program.

Innovative Programming for Struggling Learners

- Virtual/Online Learning opportunities via Educere, Inc.
- Non-Matriculation Programming at Essex County and other County Colleges.
- 30-Credit, Diploma Program at County College of Morris
- Afford struggling learners higher level enrollment opportunities based on standardized test scores
- The Alternative/Independent Learning Academy at CHS (Formerly Montrose).
- Adult School GED and English Language Learner Alternative Diploma Programs
- Internship opportunities through community agencies (i.e. YouthNet)
- MAC Scholars Programming

STUDENT SUPPORT SYSTEMS

Grades 9-12 (Regular Ed., Special Ed., & ELLs)

- Academic/Curricular Support
- Advanced Placement Support
- English Language Learners (ELLs)
- I&RS/504 Plans/Special Education (Coordinated Health Services)
- Positive Behavior Support
- The Loft
- Peer Academic Support (Tutoring, Mentoring/Coaching, Mediation)
- Improved/Coordinated Services for Home Instruction
- Home ↔ School Partnerships
- E-School (Power School/Naviance/Online learning, Etc.)

MOVING FORWARD....ACTION PLAN FOR 2012-2013

- Redefine goals and objectives
- Continue to analyze data to make informed decisions
 - HSPA, PSAT, AP scores
 - Student performance data
 - Attendance/Discipline data
 - Qualitative data
 - School climate data
- Develop a Formalized Action Plan for Student Support
 - Academic
 - Social - Emotional
- Development of teacher facilitated instructional teams that will examine data and curricula through the lens of the Danielson Framework
- Implementation of academic level recommendations (2012-2013 Biology, ELA, and Social Studies)
- Implementation of creative pathways for learning
- CHS and college/university alignments for instruction
- Researching the International Baccalaureate (IB) Programming for Columbia High School (IB Diploma)