



Small Schools Report

2004-2005

**West Clermont Local
School District**





West Clermont Local School District

4350 Aicholtz Road, Suite 220

Cincinnati, OH 45245

Small Schools Report

Final Report
March 1, 2006



Compiled by:

Dr. Gary Brooks, Superintendent
Sue Showers, Director of Small Schools
Pieter Elmendorf, Amelia Campus Principal
Dennis Ashworth, Glen Este Campus Principal
Wendy Planicka, District Communications Coordinator

OVERVIEW

This report reflects the characteristics and data from the past three years of implementation of West Clermont Local School District's ten small schools.

DISTRICT PROFILE

Five years ago, West Clermont district leaders and Board of Education members sat around tables with community leaders and parents and played a game. That game was called “Learning Curves – a New Day on Education Street” and it allowed participants to look at the “big picture” of education.

For the first time, the community was invited to look at how the world was changing and how education had to change. Participants looked inside classrooms and inside the courses offered to students. They began to examine how those courses served, or didn't serve, the students.

They discovered that West Clermont had to change its high schools to catch up with all of the changes occurring in society. Yesterday's schools offered limited choices and many students went straight into the workplace after graduation. Students received the “three R's” of writing, arithmetic and reading - and their memories were of school plays and football games.

Today, the world is quite different. In the near future, 90 percent of all jobs will require a post-secondary education. Students' needs are diverse and much different from their parents'. Today's graduates need to be prepared to enter a global, technology-based economy. They must possess skills that will enable them to be successful in life. Those skills include technical reading and writing across the curriculum, integrated science skills (especially chemistry and biology), statistics, and entrepreneurial skills.

District leaders and parents looked at the big picture, and then began examining each small piece. They turned over that work to the high school teachers and administrators, who inspected student achievement data and did extensive research into best practice teaching methods. They also visited other small schools across the nation. Their goal was to create small schools of choice that featured active inquiry-based education, in-depth learning and understanding, and performance-based assessments.

Thus, West Clermont's ten small schools were created. Five schools are housed at each high school campus, and each small school offers something unique. The small learning communities are focused on providing a high school experience that ensures all students graduate and are college ready. To ensure student success in the 21st century, the three R's have been retooled to *Rigor*, *Relevance*, and *Relationships*.

Because of the creation of ten small schools, students now get to make many choices about the type of high school experience they want to have. As eighth graders, they choose which small school they want to attend. That choice reflects their interests or what they may want to study in college. When they graduate, they have memories of the game-winning touchdown and the last curtain call of the school play, but they also leave with something else – a challenging and fulfilling academic experience.

Problem

Before the inception of small schools in the 2002-2003 school year, only 75 percent of ninth graders entering West Clermont high schools were graduating. Of those that graduated, 67 percent were being accepted into a college. Some of those students were enrolled in remedial reading and math courses.

Risk

The economic and civic quality of life for students is at risk if schools fail to prepare *every* student for the demands of the 21st century.

Opportunity

What works:

Small learning communities focused on personalized learning and relevant, rigorous coursework.

Call to Action

West Clermont is committed to providing a high school experience that will ensure that all students graduate college ready.



Rigor

Students are engaged in active, inquiry-based learning that stresses depth of competency and high expectations.

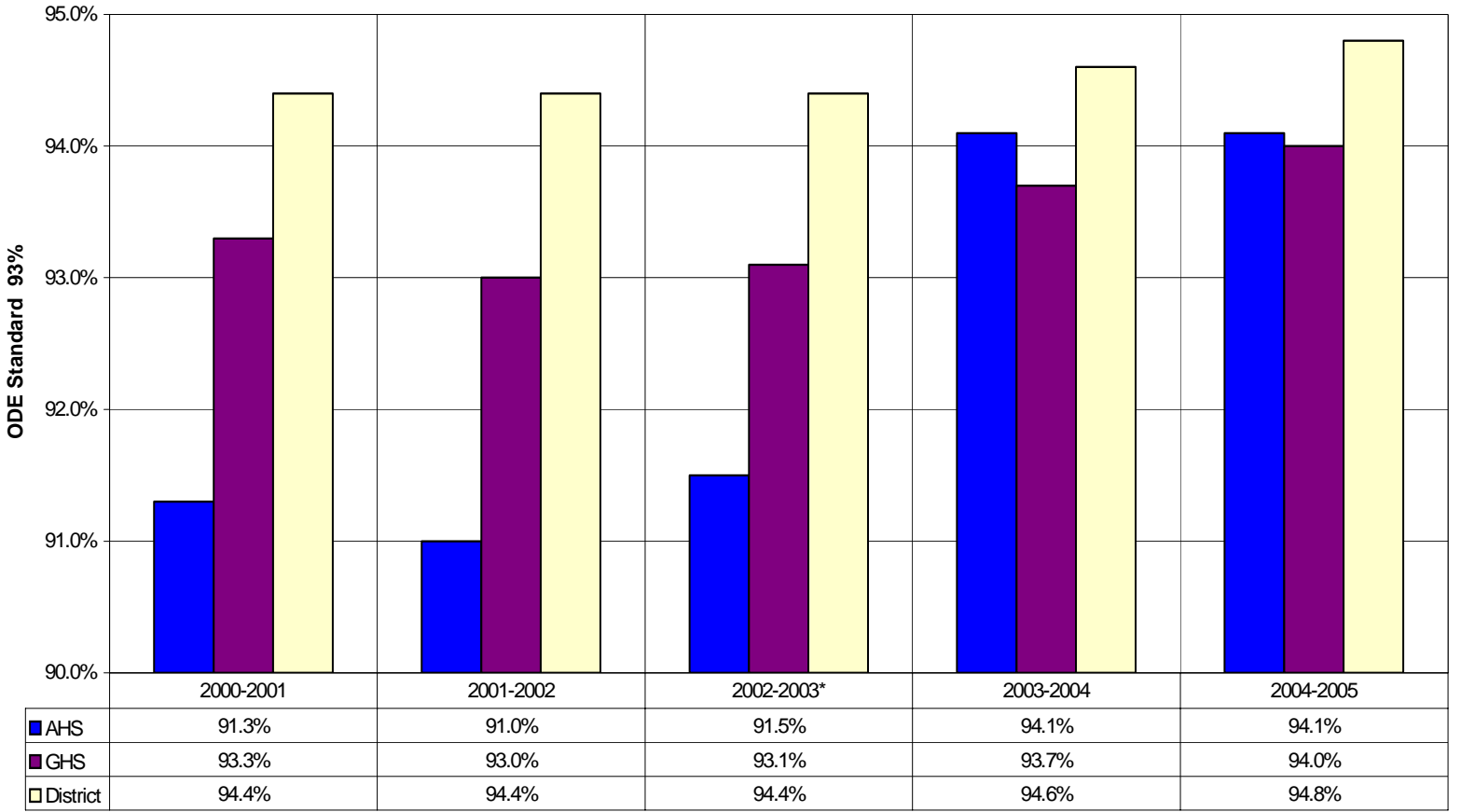
Relevance

Students have the opportunity to connect their learning with the outside world.

Relationships

Each student is provided with an adult advocate who helps him or her personalize their educational experience.

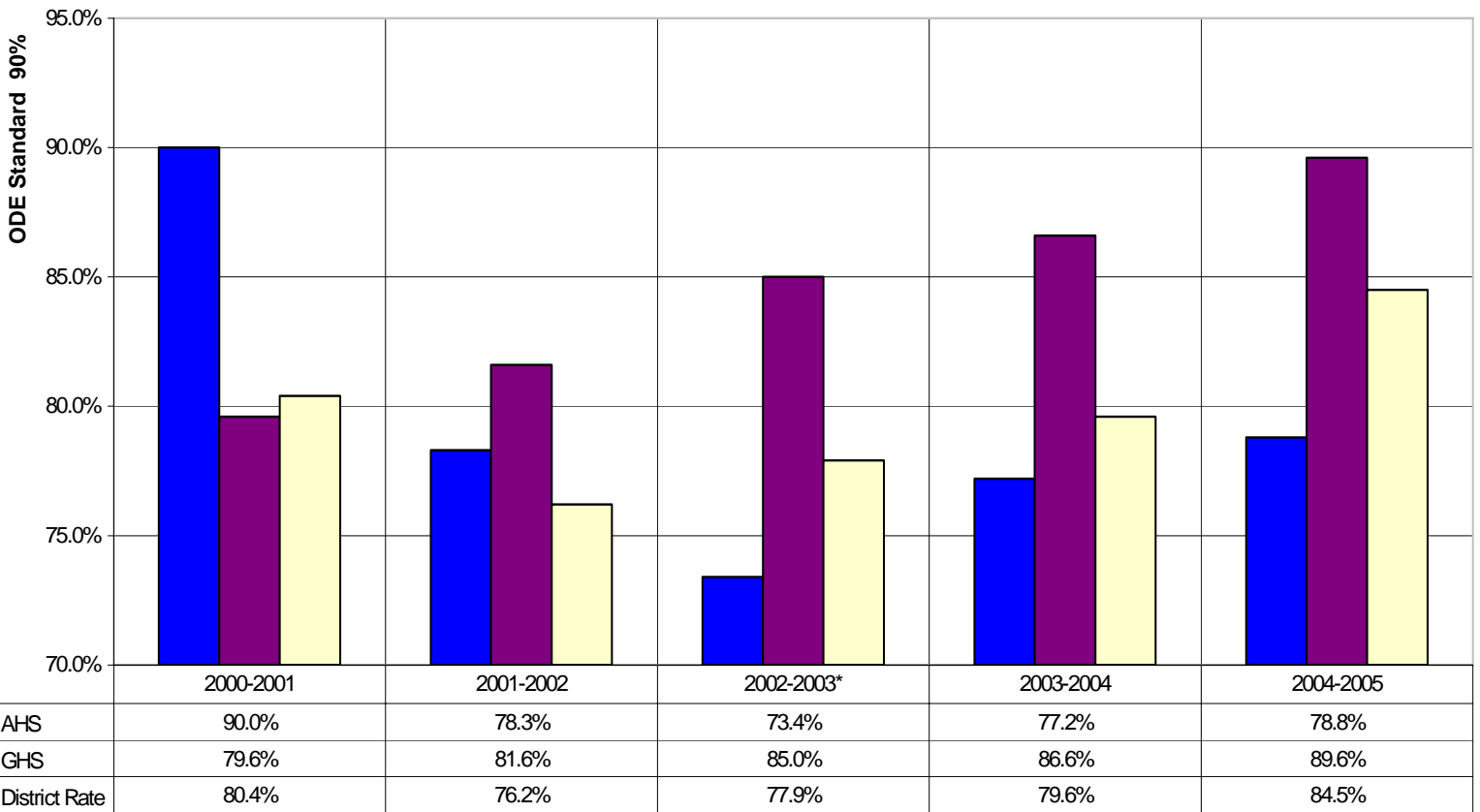
Attendance Rate by Campus
Based on ODE State iLRC Report



* 1st Year for Small Schools

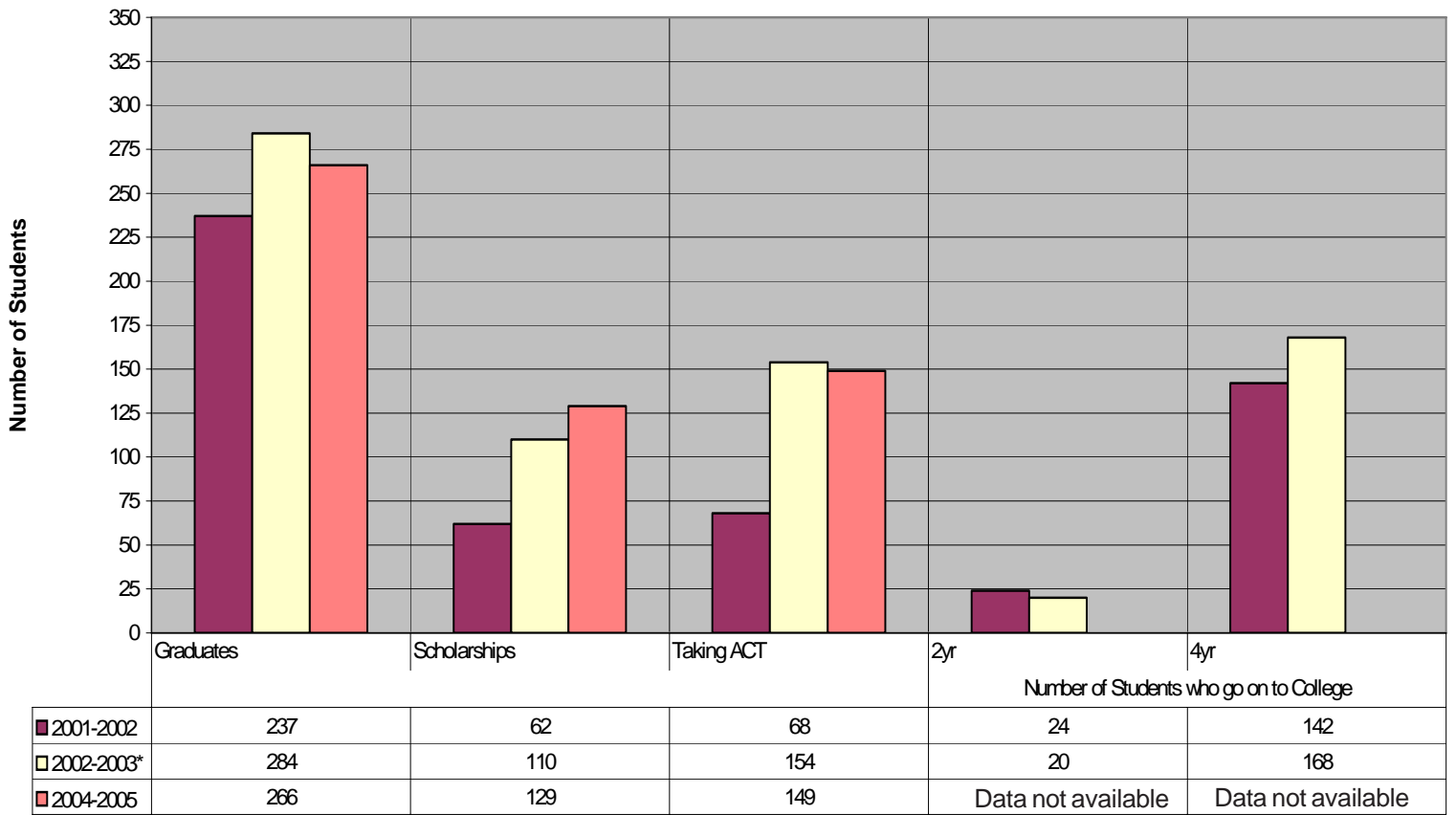
Graduation Rate by Campus/District

Based on ODE State iLRC Report



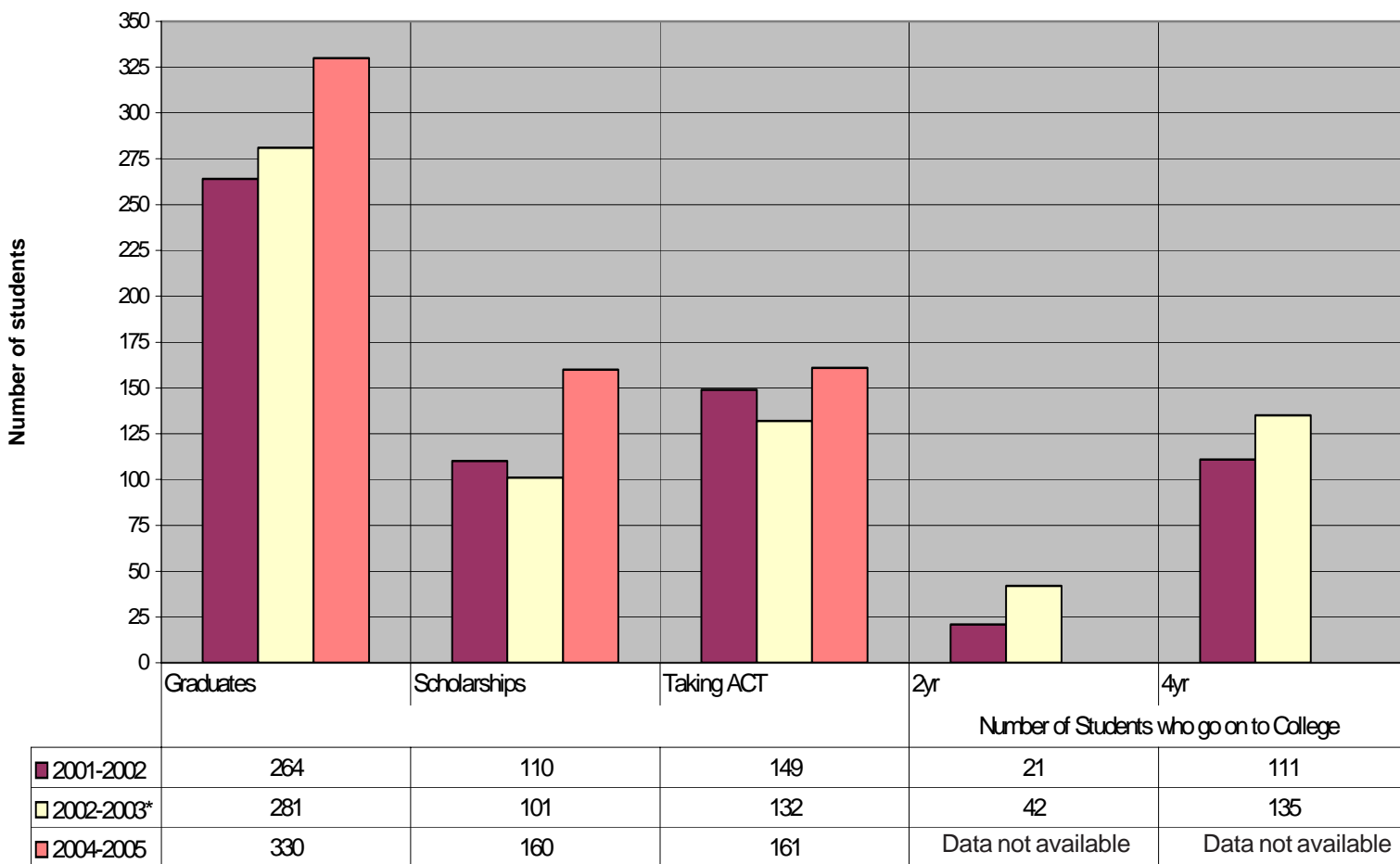
* 1st year for small schools

**Graduation Data
Amelia Campus**



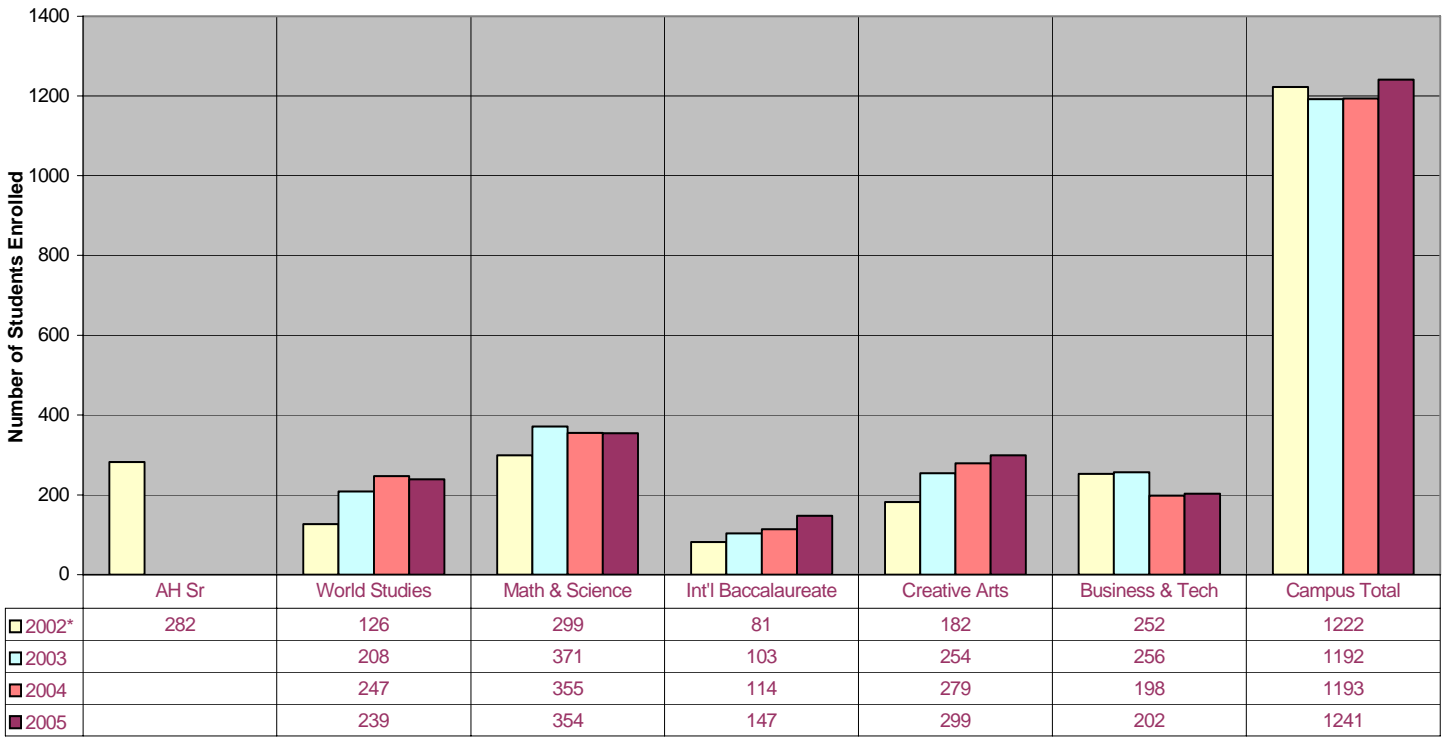
* 1st year for small schools

Glen Este Campus Graduation Data



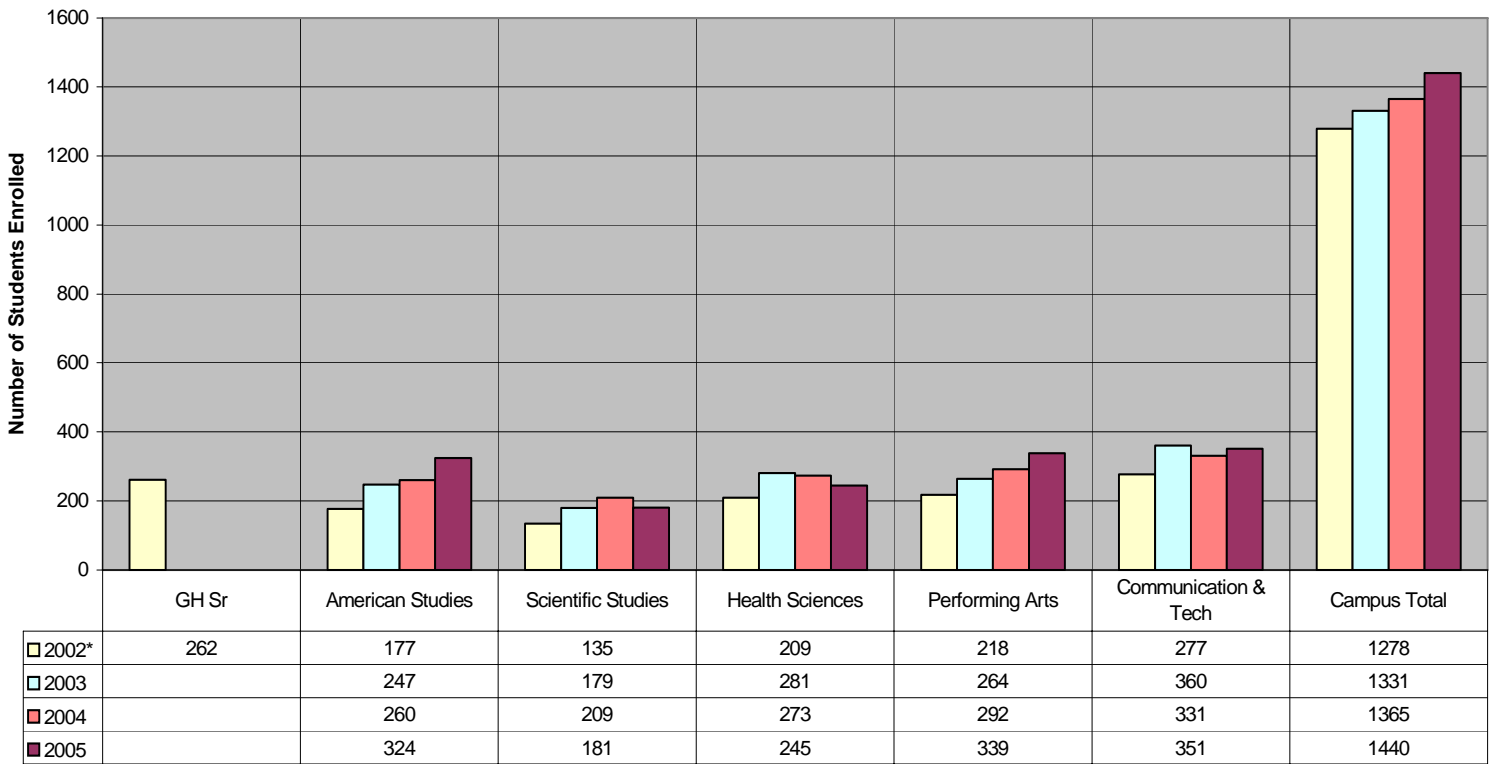
*1st year for small schools

Amelia Campus Enrollment
based on "October Count Week"



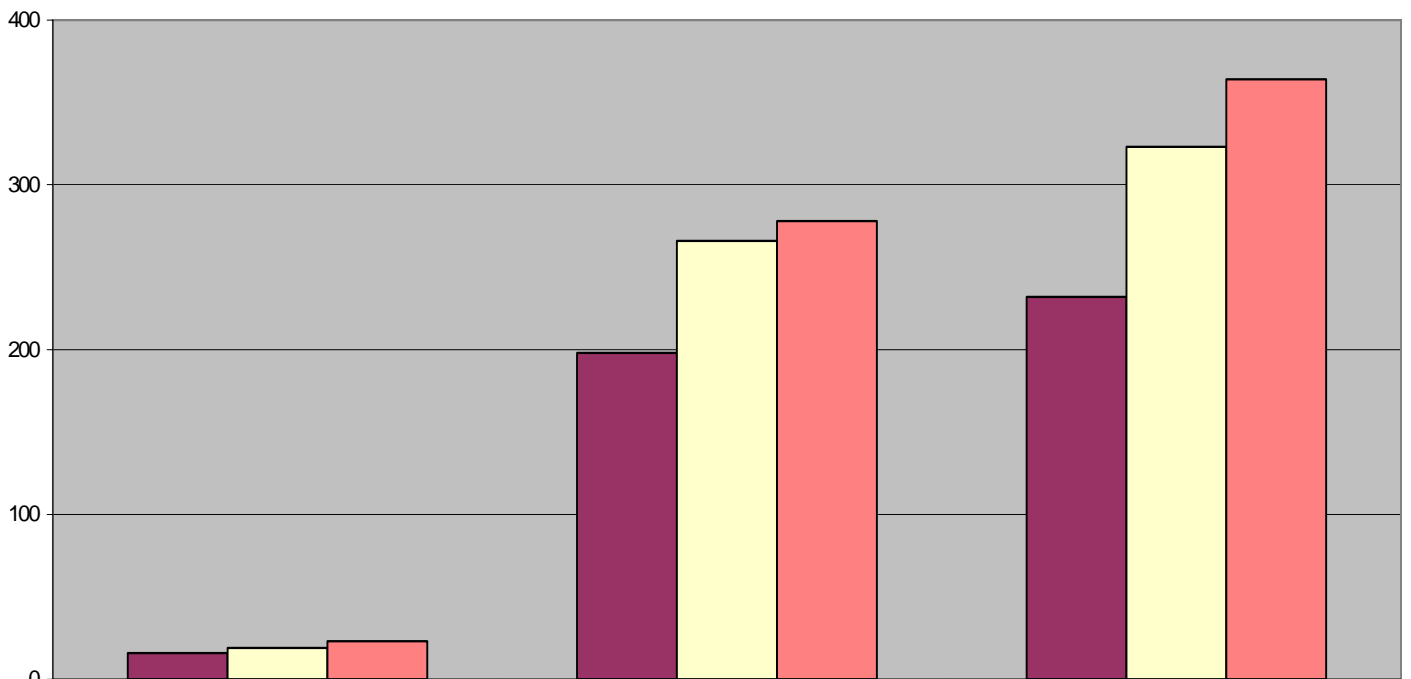
*1st year for small schools

Glen Este Campus Enrollment
based on "October Count Week"



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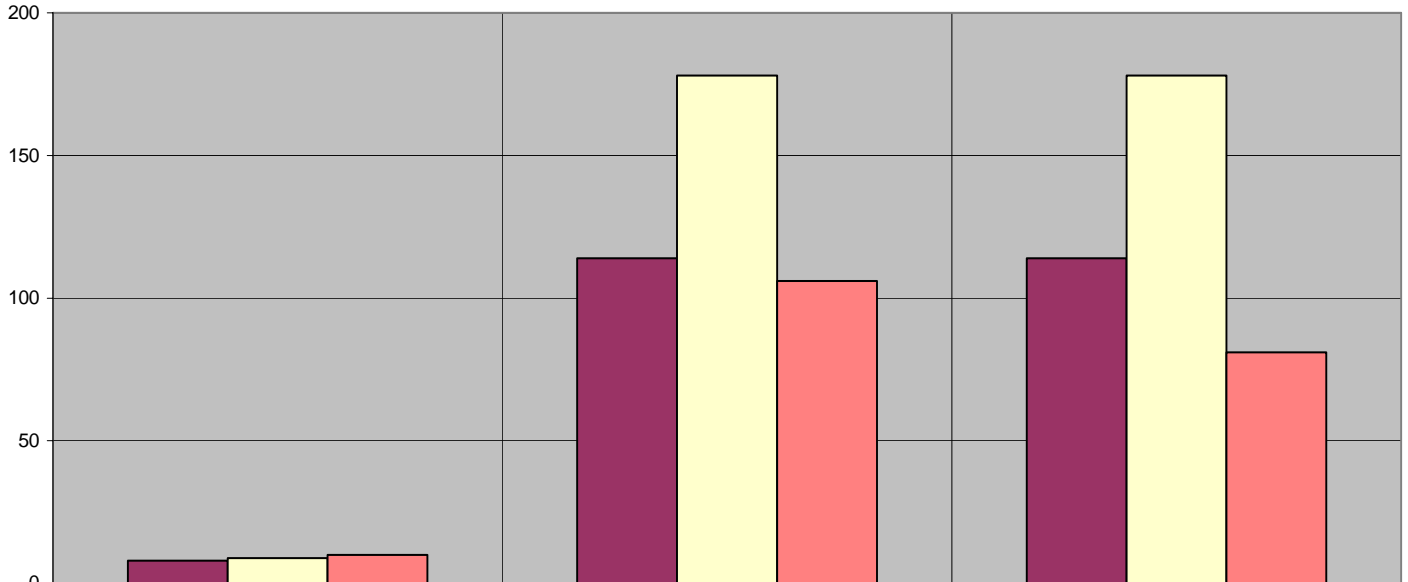
Advanced Placement for District



	Number of Courses Offered	Number of Students Taking AP Courses	Number of Tests Given
■ 2001-2002	16	198	232
□ 2002-2003*	19	266	323
■ 2004-2005**	23	278	364

*1st year for small schools

**Advanced Placement Data
Amelia Campus**

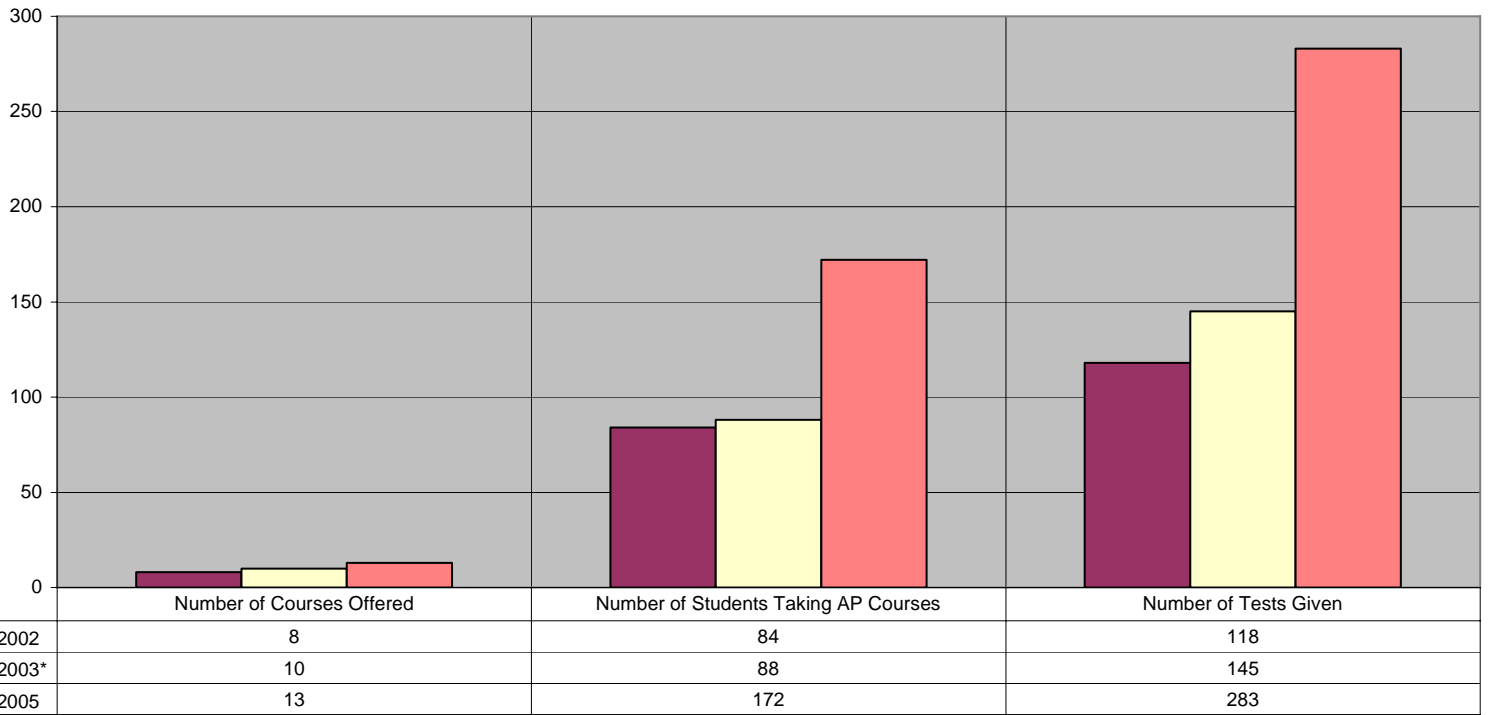


	Number of Courses Offered	Number of Students Taking AP (& IB/AP Courses)	Number of Tests Given (including IB/AP)
■ 2001-2002	8	114	114
■ 2002-2003*	9	178	178
■ 2004-2005**	10	106	81

*1st year for small schools

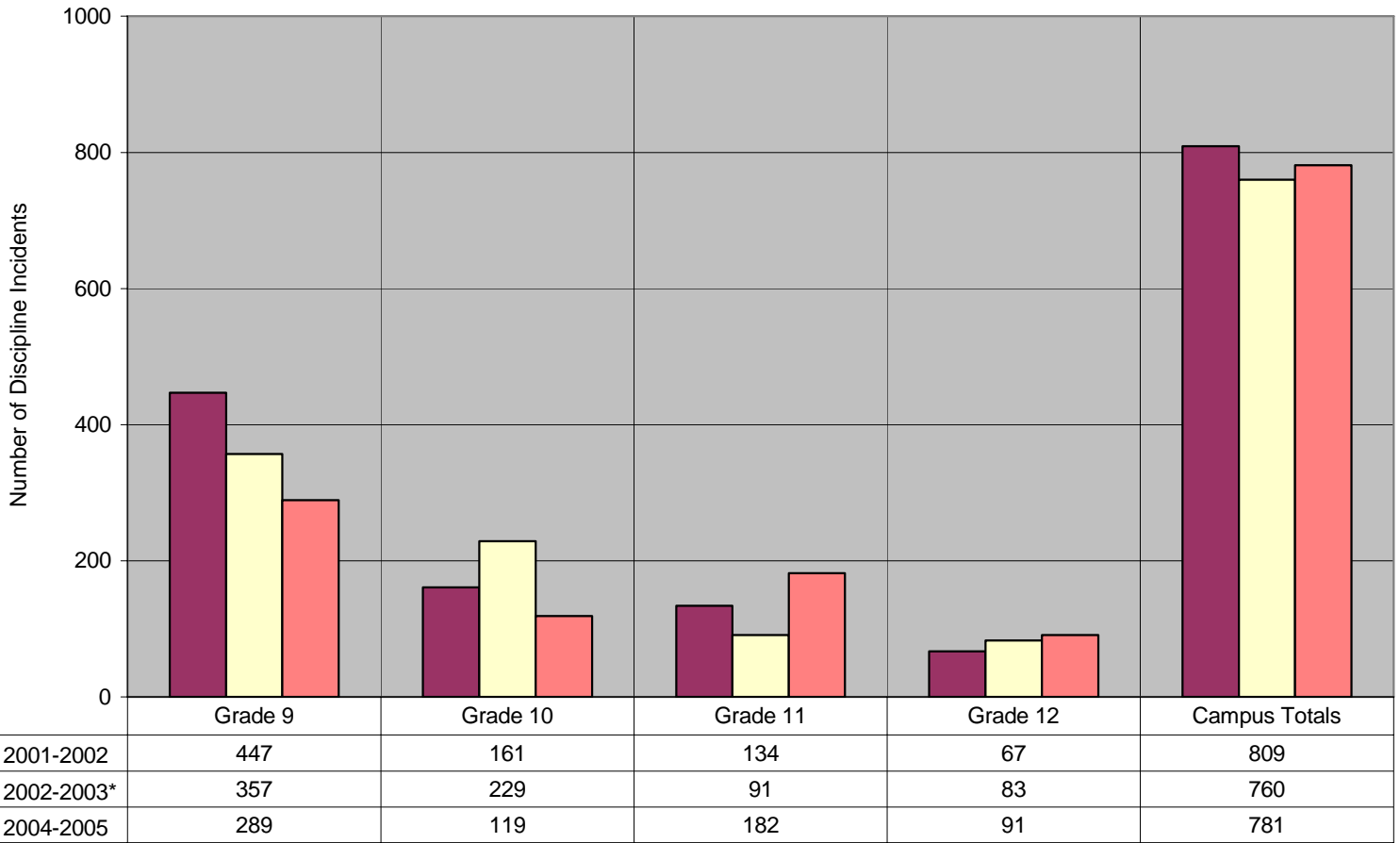
**24 Juniors taking IB/AP

**Advanced Placement Data
Glen Este Campus**



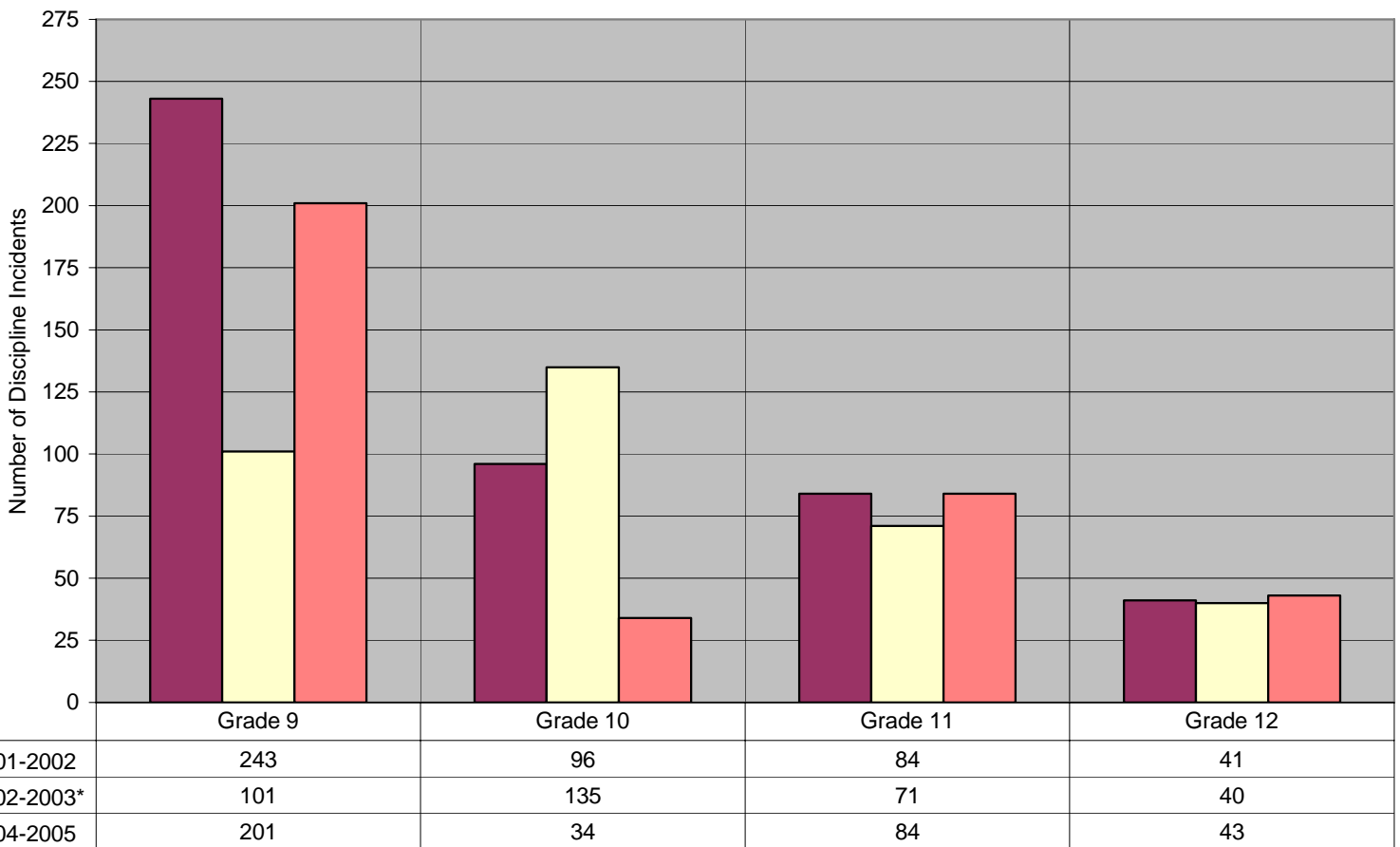
*1st year for small schools

Student Discipline Incidents for District



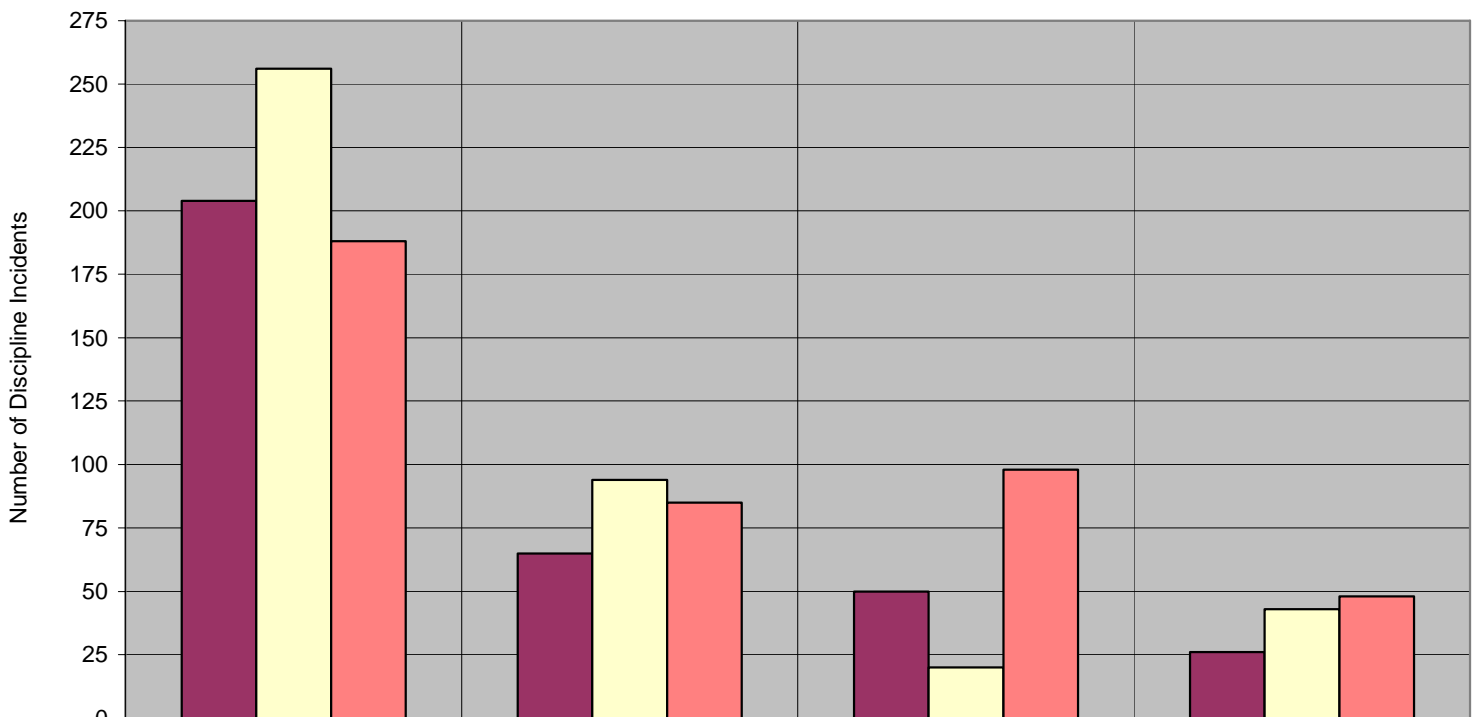
*1st year for small schools

Student Discipline Incidents Amelia Campus



* 1st year for small schools

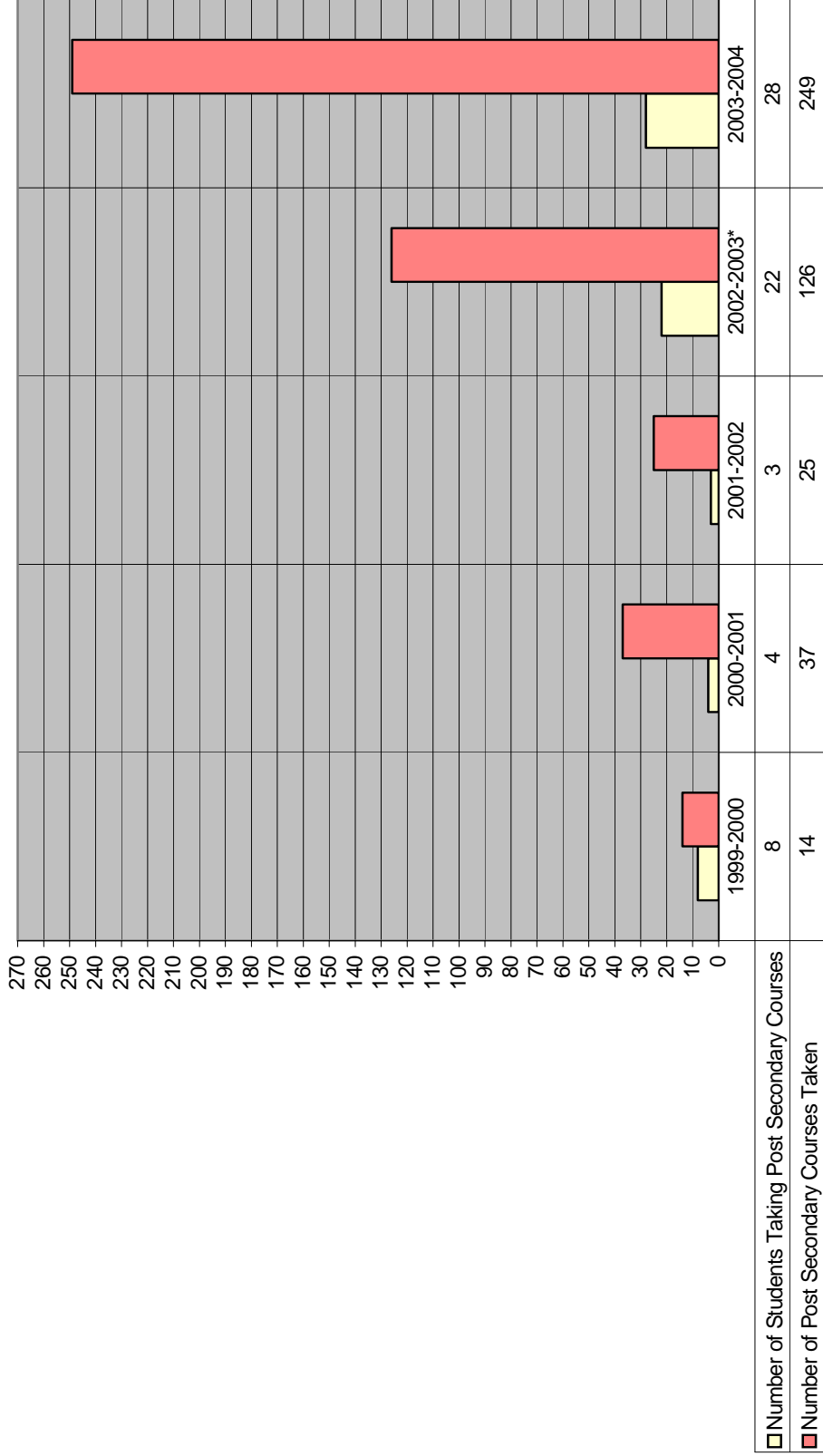
Student Discipline Incidents Glen Este Campus



	Grade 9	Grade 10	Grade 11	Grade 12
2001-2002	204	65	50	26
2002-2003*	256	94	20	43
2004-2005	188	85	98	48

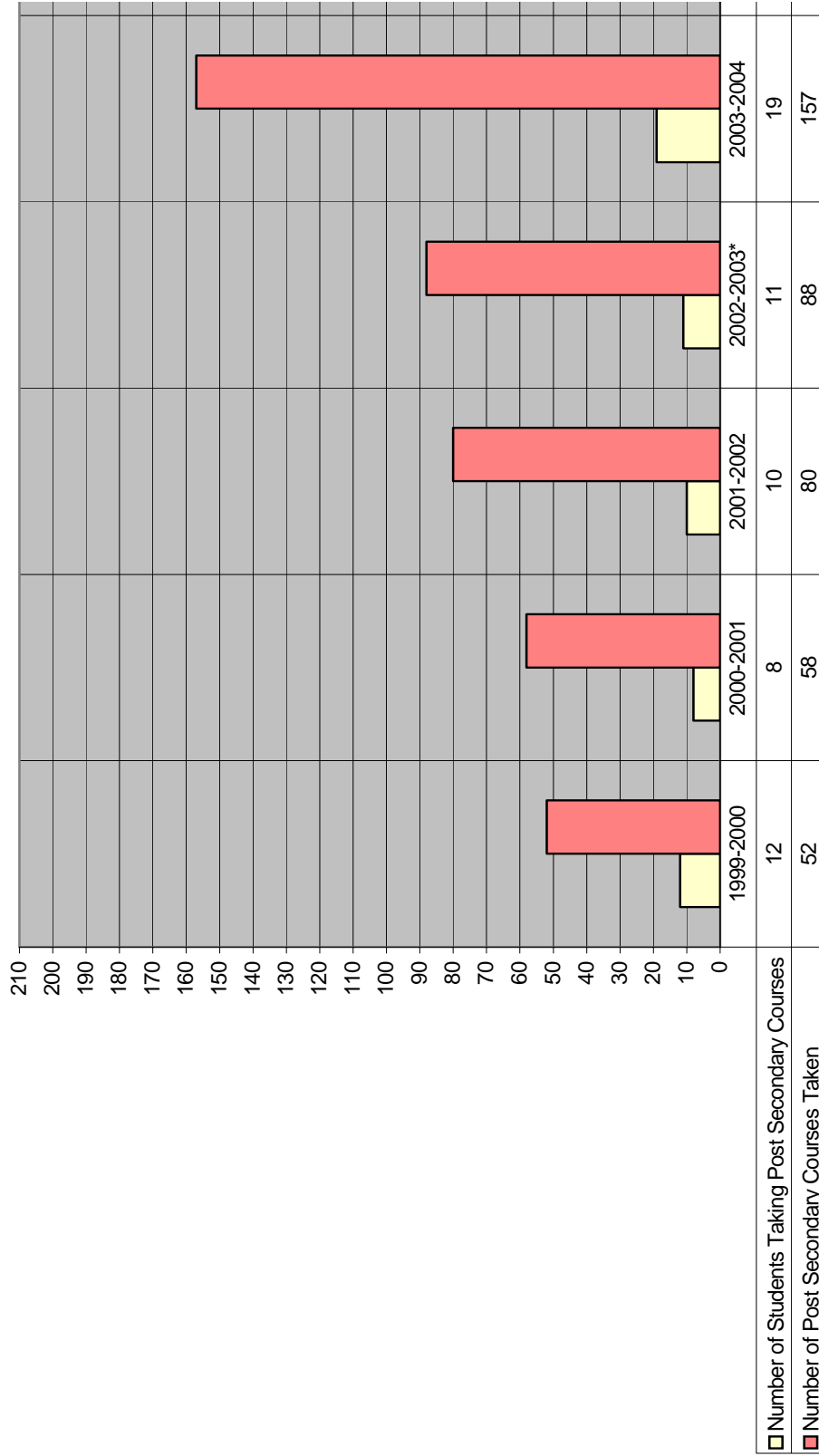
* 1st year for small schools

AHS Post Secondary Course Data



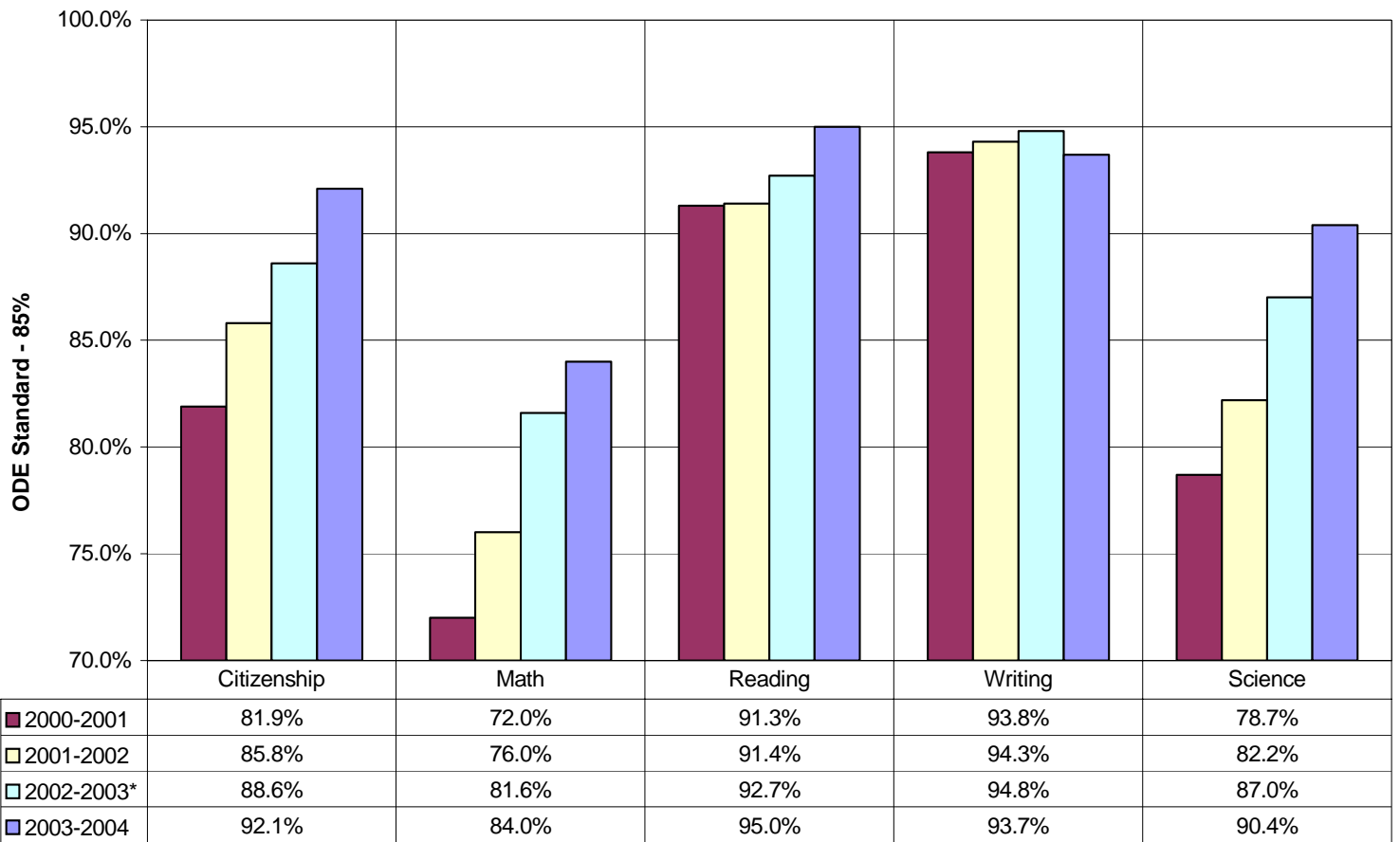
*1st year for small schools

GHS Post Secondary Data



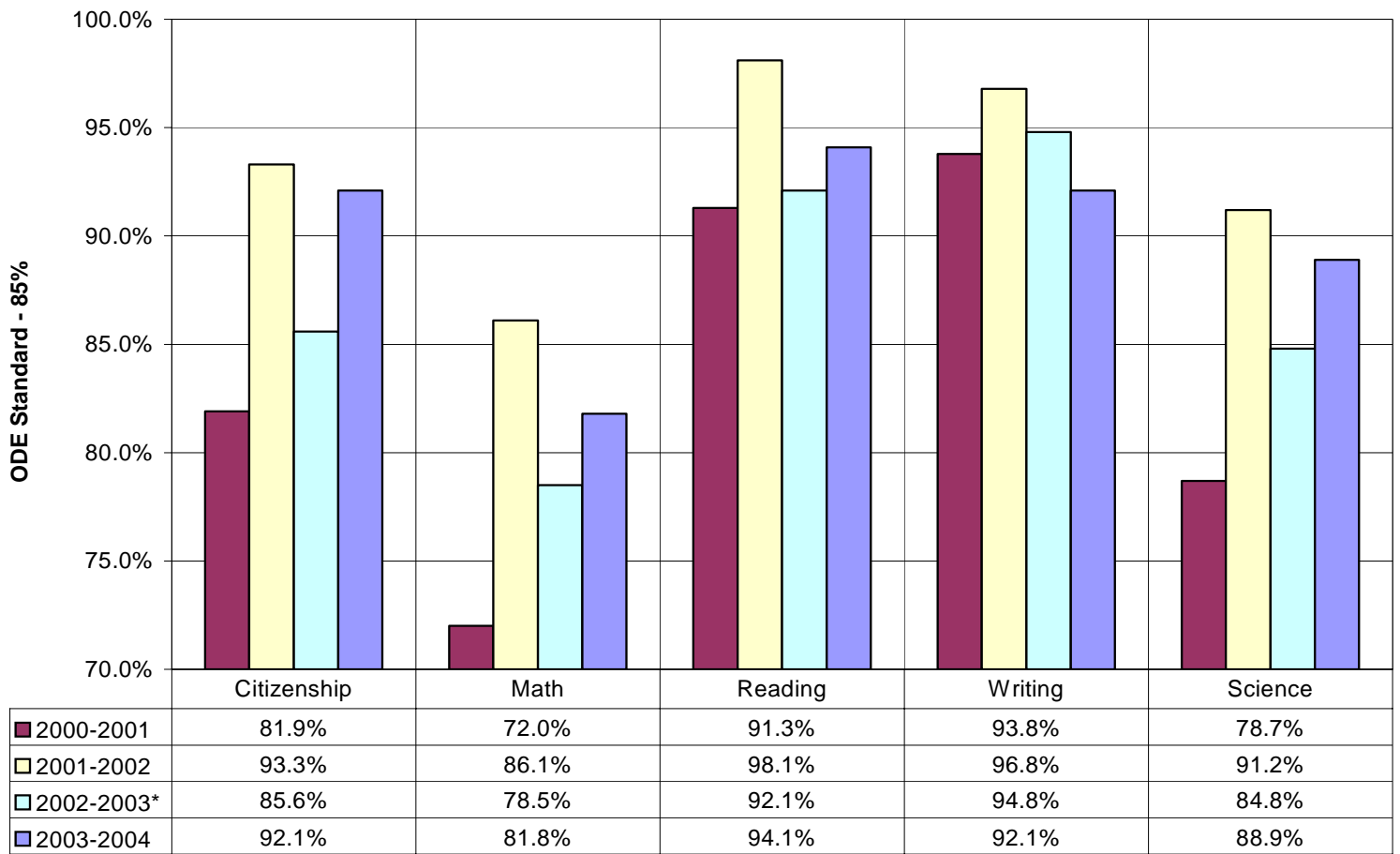
*1st year for small schools

**9th Grade Proficiency Data - Reported for 10th Grade Students
District - Based on ODE State Report Card**



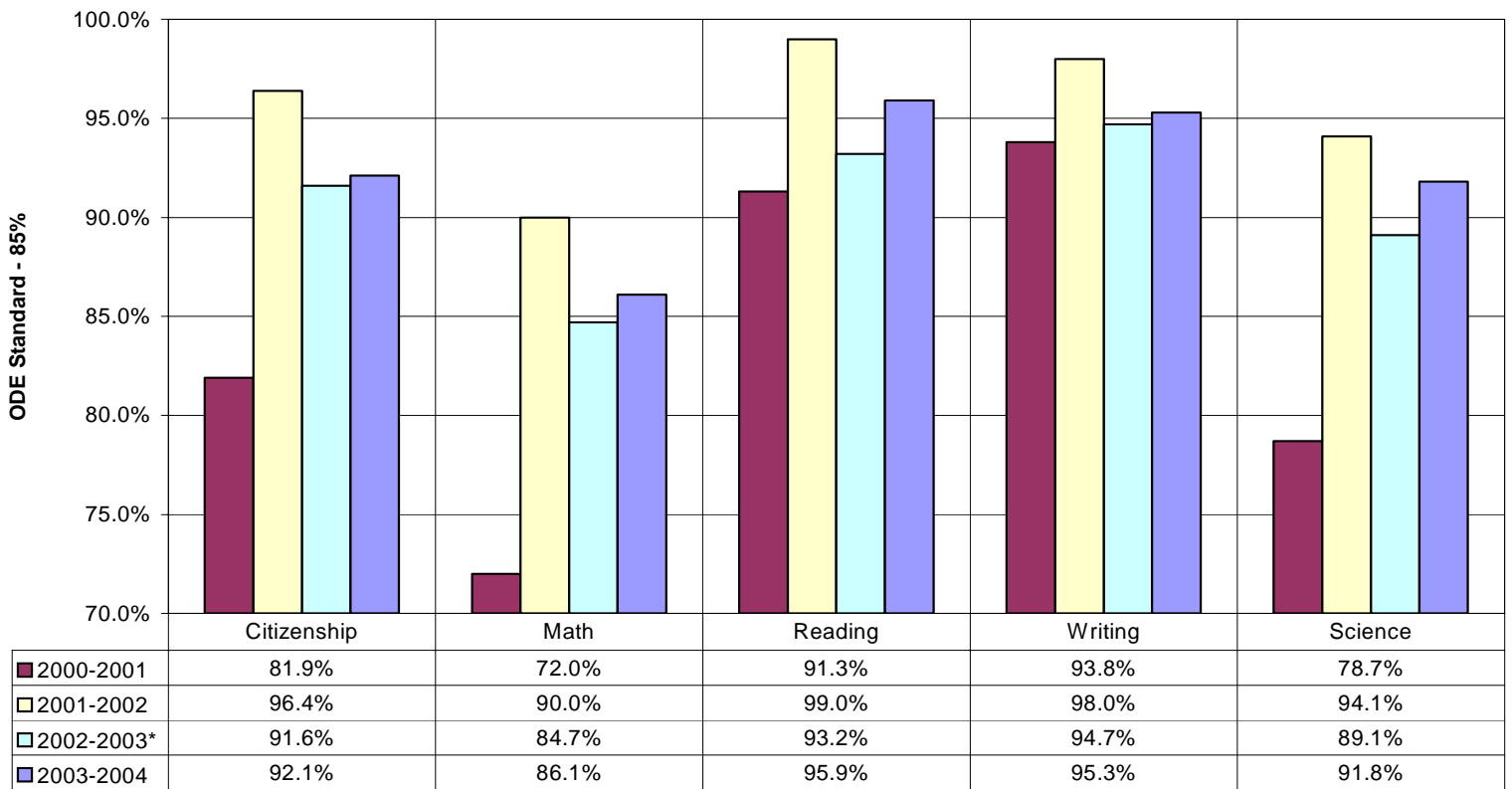
*1st year for small schools

**9th Grade Proficiency Data - Reported for 10th Grade Students
Amelia Campus - Based on ODE State Report Card**



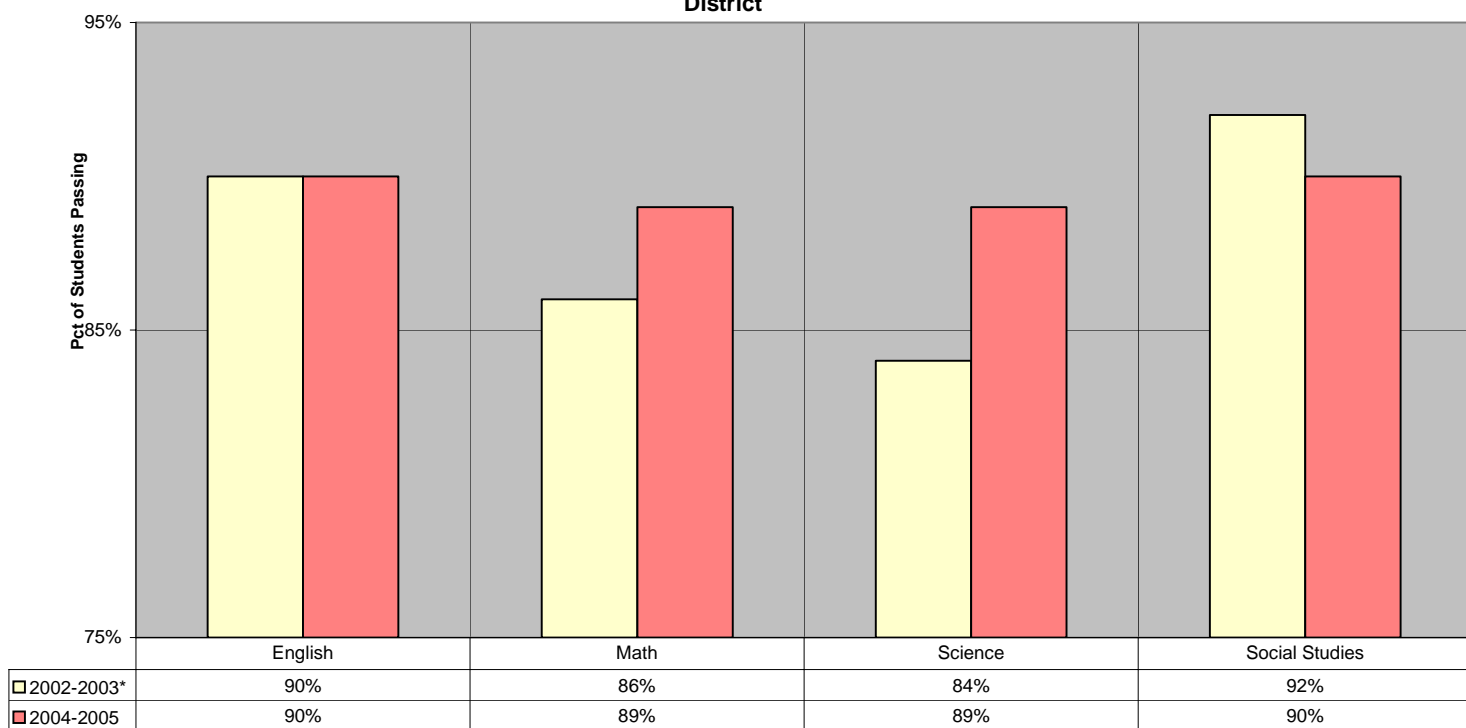
*1st year for small schools

**9th Grade Proficiency Data - Reported for 10th Grade Students
Glen Este Campus - Based on ODE State Report Card**



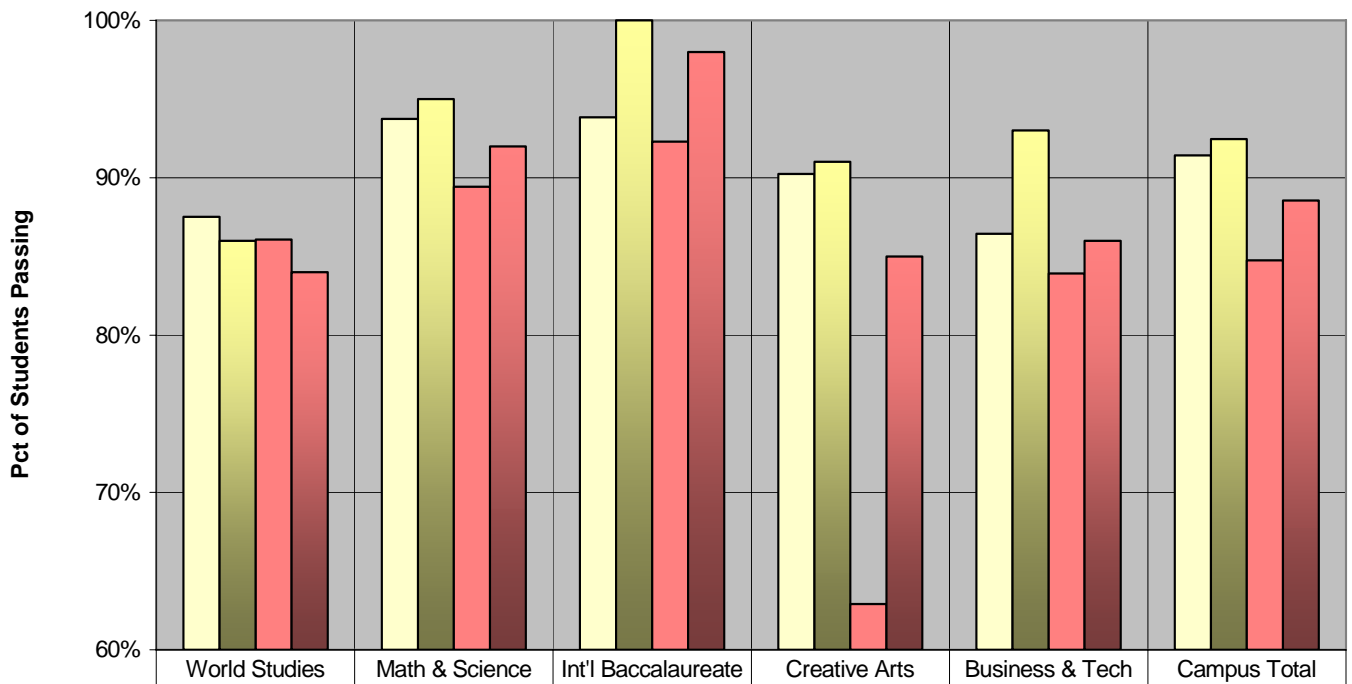
*1st year for small schools

**Producing Competency and High Expectations
Grade Analysis - Final Course Grades
District**



*1st year for small schools

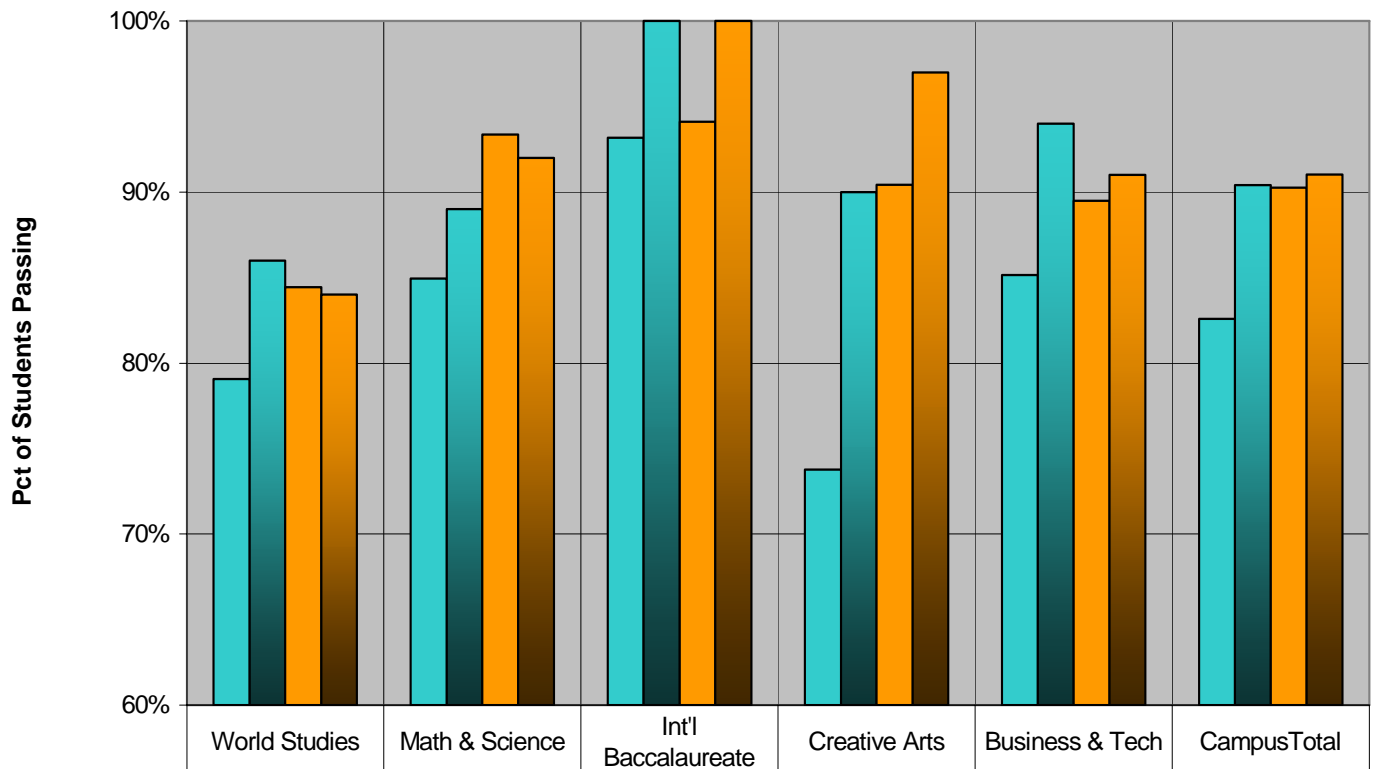
Producing Competency and High Expectations in English and Math Amelia Campus



	World Studies	Math & Science	Int'l Baccalaureate	Creative Arts	Business & Tech	Campus Total
2002-2003* - English	88%	94%	94%	90%	86%	91%
2004-2005 - English	86%	95%	100%	91%	93%	92%
2002-2003* - Math	86%	89%	92%	63%	84%	85%
2004-2005 - Math	84%	92%	98%	85%	86%	89%

*1st year for small schools

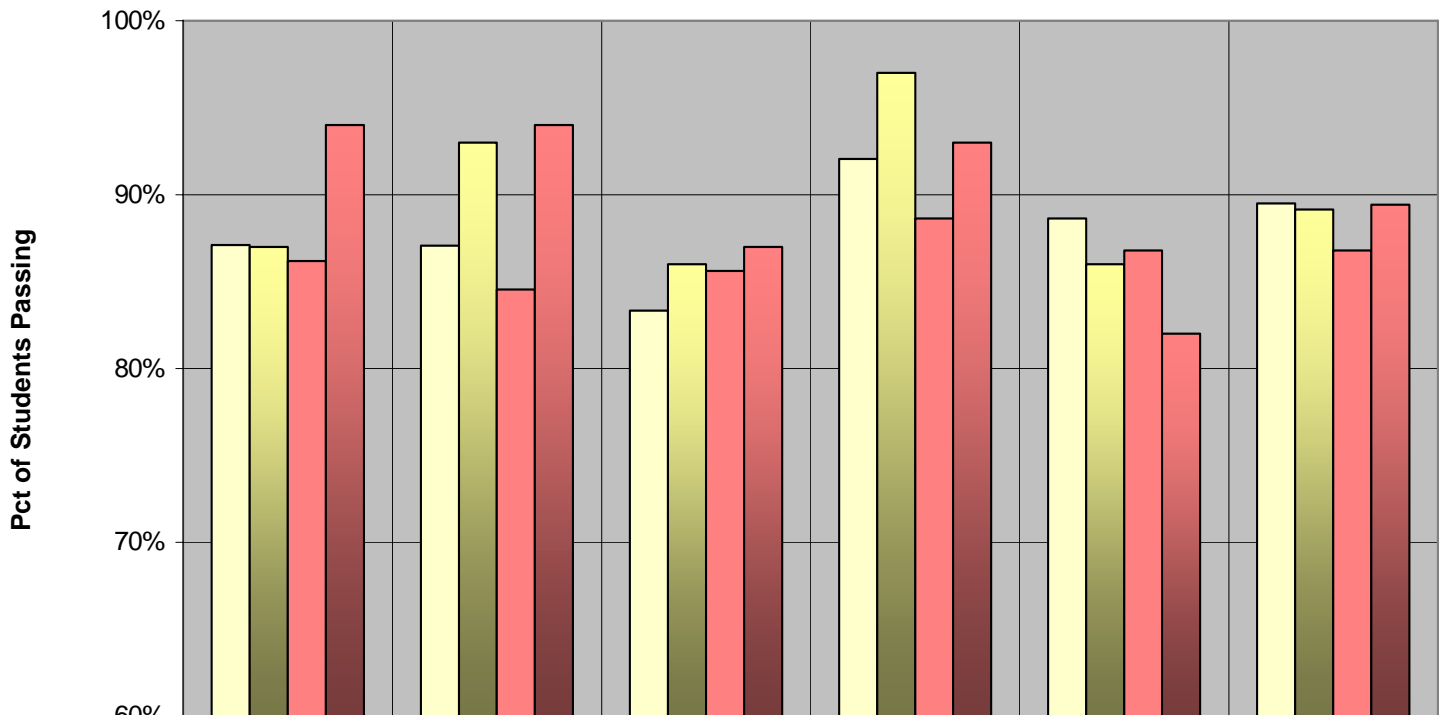
**Producing Competency and High Expectations
in Science and Social Studies
Amelia Campus**



2002-2003* - Science	79%	85%	93%	74%	85%	83%
2004-2005 - Science	86%	89%	100%	90%	94%	90%
2002-2003* - Social Studies	84%	93%	94%	90%	89%	90%
2004-2005 - Social Studies	84%	92%	100%	97%	91%	91%

*1st year for small schools

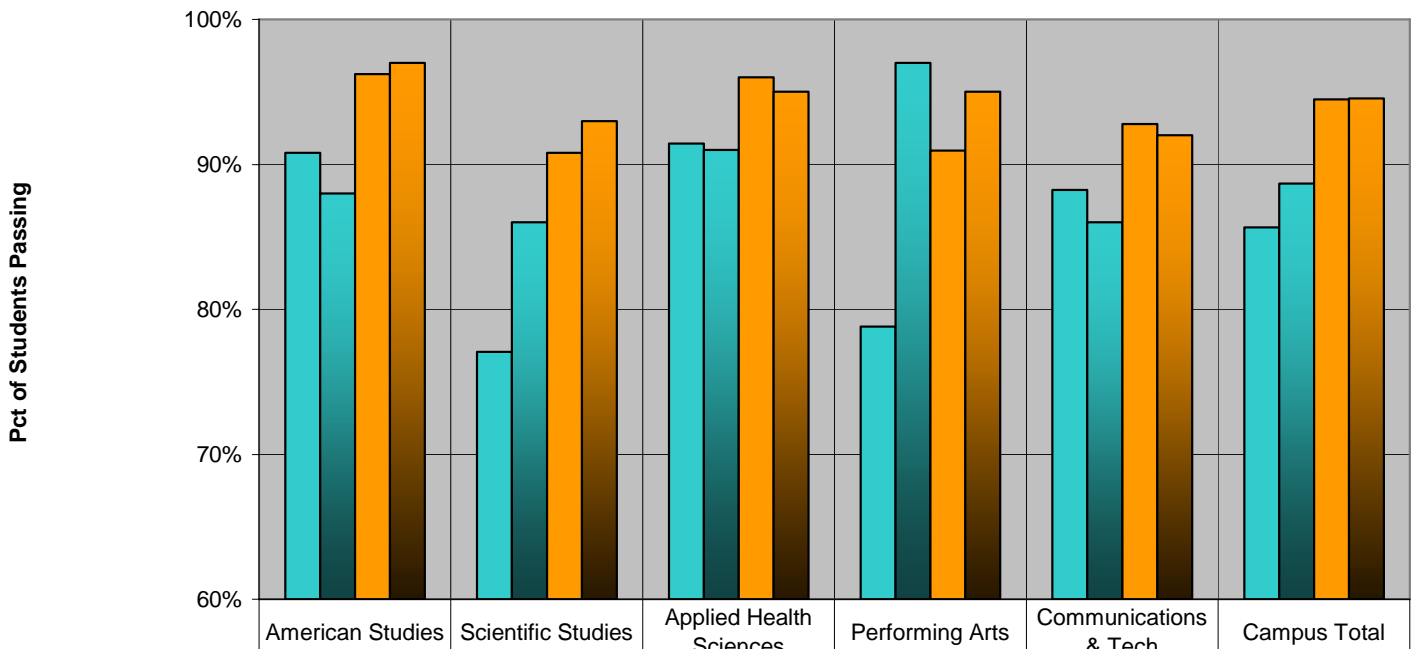
**Producing Competency and High Expectations
in English and Math
Glen Este Campus**



	American Studies	Scientific Studies	Applied Health Sciences	Performing Arts	Communications & Tech	Campus Total
2002-2003* - English	87%	87%	83%	92%	89%	89%
2004-2005 - English	87%	93%	86%	97%	86%	89%
2002-2003* - Math	86%	85%	86%	89%	87%	87%
2004-2005 - Math	94%	94%	87%	93%	82%	89%

*1st year for small schools

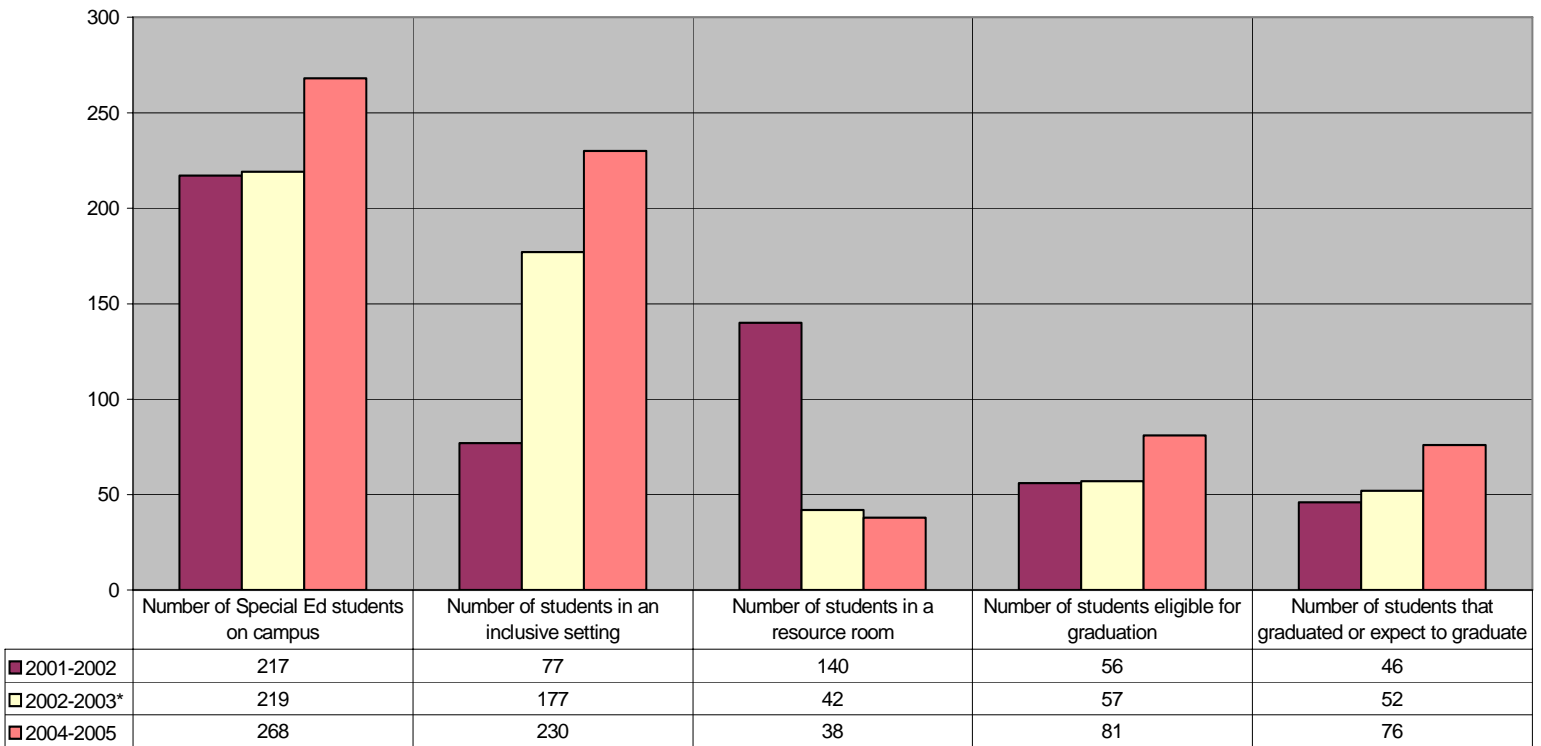
**Producing Competency and High Expectations
in Science and Social Studies
Glen Este Campus**



2002-2003* - Science	91%	77%	91%	79%	88%	86%
2004-2005 - Science	88%	86%	91%	97%	86%	89%
2002-2003* - Social Studies	96%	91%	96%	91%	93%	94%
2004-2005 - Social Studies	97%	93%	95%	95%	92%	95%

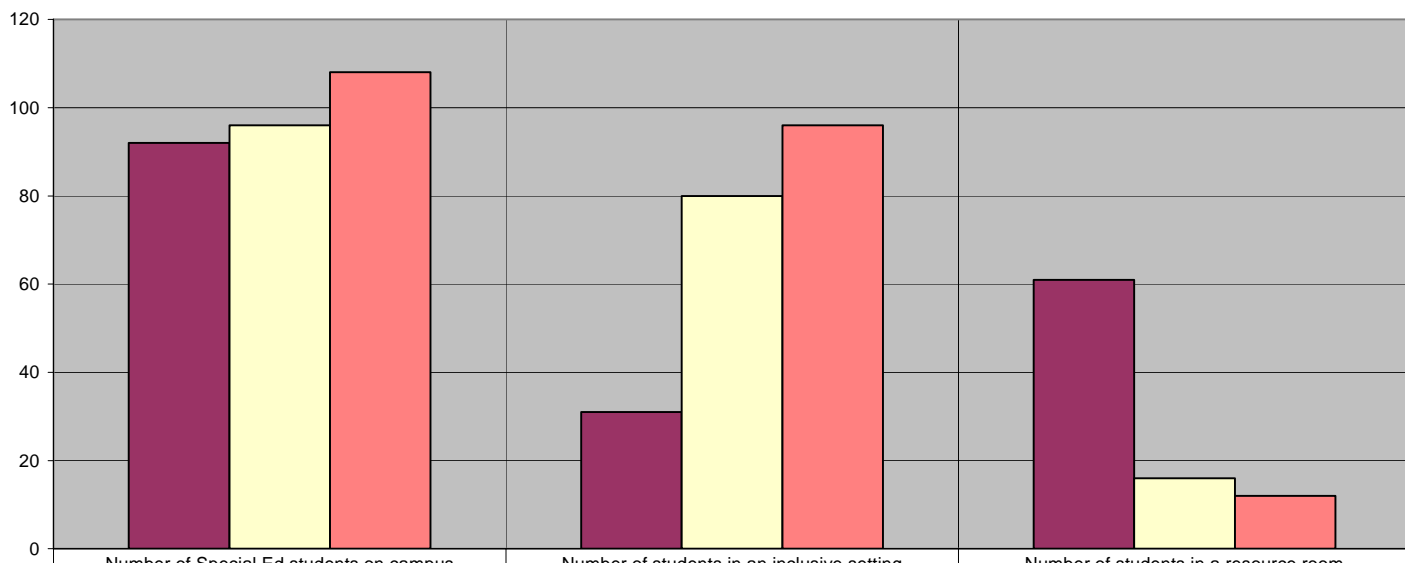
*1st year for small schools

**Special Education
District**



*1st year for small schools

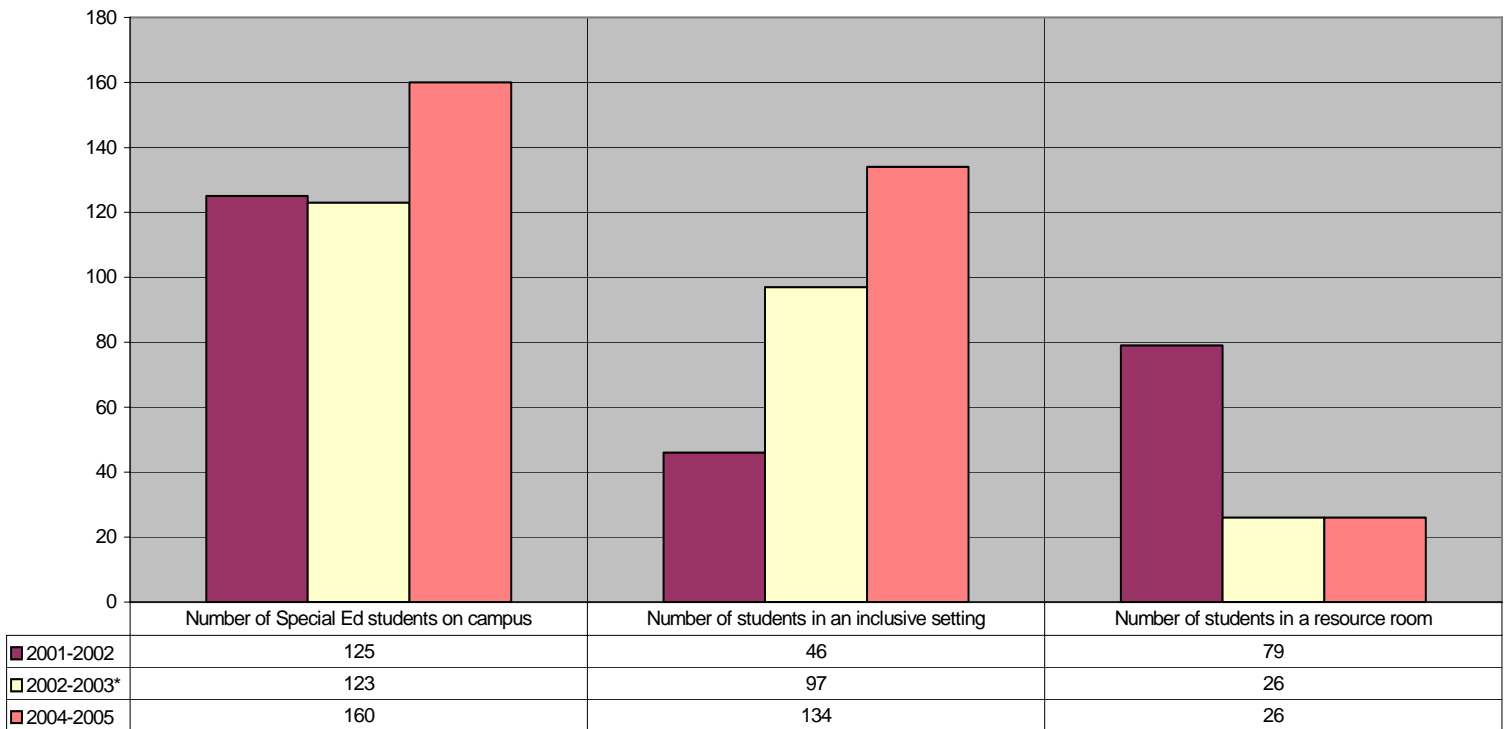
**Special Education
Amelia Campus**



	Number of Special Ed students on campus	Number of students in an inclusive setting	Number of students in a resource room
■ 2001-2002	92	31	61
■ 2002-2003*	96	80	16
■ 2004-2005	108	96	12

*1st year for small schools

**Special Education
Glen Este Campus**



*1st year for small schools

Amelia High School Intersession Offerings Spring 2005

Course Title	Credit	Credit Category	Fee
1. A Taste of the 1800s	0.5	Social Studies	\$300.00
2. Action Art	0.5	Fine Arts	\$250.00
3. Advanced Studies in Chemistry	0.5	Science	\$60.00
4. Adventure Sports	0.25	Physical Education	\$185.00
5. African American History	0.5	Social Studies	\$37.00
6. Animal Care	0.5	Elective	\$212.00
7. AP Calculus, Statistics and English Exams and SEAP Preparation	0.5	Elective	\$25.00
8. Baron Law Enforcement Academy	0.5	Social Studies	\$30.00
9. Community Service and The Poor	0.5	Social Studies	\$25.00
10. Dance Fever	0.25	Physical Education	\$15.00
11. Discovering Technology	0.5	Technology	\$13.00
12. Energy for Life	0.25	Physical Education	\$65.00
13. Environmental Art and Photography Exhibit	0.5	Fine Arts	\$32.00
14. Evolutionary history of the body systems: or "Blood and Guts over Time"	0.5	Science	\$30.00
15. Exploring International Cultures and Cuisine	0.5	Social Studies	\$70.00
16. Exploring the Arts in Cincinnati	0.5	Fine Arts	\$95.00
17. Far Side of Science	0.5	Science	\$326.00
18. Healthy Living for Life	0.25	Physical Education	\$95.00
19. Historical Adventure in Washington, D.C.	0.5	Social Studies	\$800.00
20. Journey Through the Appalachians	0.25	Physical Education	\$90.00
21. Lessons of Vietnam	0.5	Social Studies	\$450.00
22. Lifetime Physical Activities	0.25	Physical Education	\$100.00
23. Many Mexicos: Travel and Homestay	0.5	Foreign Language	\$1,398.00
24. Pals for People	0.5	Elective	\$0.00
25. Queen City and the Big Apple	0.5	Fine Arts	\$550.00
26. Real Estate Investment and Sales	0.5	Mathematics	\$30.00
27. Scrapping - Pieces of You	0.5	Fine Arts	\$65.00
28. Sign Language and Deaf Awareness	0.5	Foreign Language	\$55.00
29. Space Aviators	0.5	Science	\$37.00
30. United Service of America	0.5	Elective	\$40.00
31. Virtual Learning, Credit Recovery Math	1.0	Math Credit Recovery	\$135.00*
32. Virtually Yours, Fun with Health	0.5	Health	\$135.00

* The cost of the course is \$135.00, but students are given a \$67.00 refund upon successful completion.

Glen Este High School Intersession Offerings Spring 2005

Course Title	Credit	Credit Category	Fee
1. A+ Training: Operating Systems Technologies	.50 (1/2)	Technology	\$30.00
2. American History Through Film	.50 (1/2)	Elective	\$30.00
3. Animal Adventures	.50 (1/2)	Elective	\$85.00
4. Archery	.25 (1/4)	Physical Education	\$175.00*
5. Civil War Battles	.50 (1/2)	Elective	\$210.00
6. Community IMPACT (Service to the Community)	.50 (1/2)	Elective	\$40.00
7. Computer Graphics	.50 (1/2)	Technology or Fine Arts	\$5.00
8. Discover Ohio	.50 (1/2)	Elective	\$99.50
9. Entertaining and Etiquette	.50 (1/2)	Fine Arts	\$45.00
10. Fitness for Life	.50 (1/2)	Health	\$99.50
11. Forensic Science	.50 (1/2)	Elective	\$30.00
12. Fossils	.50 (1.2)	Elective	\$65.00
13. From Page to Screen: Film Adaptations of the Written Word	.50 (1/2)	Elective	\$40.00
14. Greater Cincinnati Arts Performance Venues	.50 (1/2)	Fine Arts	\$45.00
15. Health Slam	.50 (1/2)	Health	\$30.00
16. History and Application of Martial Arts	.25 (1/4)	Physical Education	\$45.00
17. Holocaust Studies	.50 (1/2)	Elective	\$40.00
18. Ichthyology	.50 (1/2)	Elective	\$120.00
19. Introduction to Information Technology	.50 (1/2)	Technology	\$14.00
20. Jewelry and Metal Crafts	.50 (1/2)	Fine Arts	\$60.00
21. Methods of Coaching Football	.25 (1/4)	Physical Education	\$15.00
22. Mexican Art and Architecture	.50 (1/2)	Fine Arts	\$210.00
23. Mixed Messages & Identities in the Media	.50 (1/2)	Fine Arts	\$30.00
24. Mexico - Culture & Language	.50 (1/2)	Fine Arts	\$1,500.00
25. Mysteries of World History	.50 (1/2)	Elective	\$5.00
26. A Natural History of the Rich	.50 (1/2)	Elective	\$50.00
27. Photographic Design and Document Preservation	.50 (1/2)	Fine Arts	\$45.00
28. Physical Education through Adventures I	.25 (1/4)	Physical Education	\$99.50
29. Physical Education through Adventures II	.25 (1/4)	Physical Education	\$99.50
30. Physics Applications	.50 (1/2)	Elective	\$60.00
31. Queen City: Up Close and Personal	.50 (1/2)	Elective	\$80.00
32. The Real World 0 A Look at Transition	.50 (1/2)	Elective	\$44.00
33. Rocks and Ropes (Geology and Rock Climbing)	.25 (1/4)	Physical Education	\$99.50
34. Roots of American Music	.50 (1/2)	Fine Arts	\$145.00
35. Scuba Diving - Open Water Certification	.25 (1/4)	Physical Education	\$776.00
36. Scuba II - Marine Sciences Study	.50 (1/2)	Elective	\$776.00 **
37. Shaping Identity: A Multigenre Approach to Memoir Writing	.50 (1/2)	Elective	\$40.00
38. Stage Design & Construction	.50 (1/2)	Fine Arts or Technology	\$55.00
39. Theatre Camp	.50 (1/2)	Fine Arts	\$30.00
40. 2-D Art and Design	.50 (1/2)	Fine Arts	\$50.00
41. Video and Public Relations	.50 (1/2)	Technology	\$15.00

* (if student has no equipment; student keeps the bow) or \$35 (if student has own equipment)

** A+ certification at student expense

Small School: The School of Business and Technology

Director: Dr. Gary Leibold

Coordinator: Mike Murray

RIGOR

Students will have an opportunity to receive college credit from U.C. Clermont within the framework of their business classes.

Collaboration with the Oaks program which allows greater access to the latest technology and class offerings.

RELEVANCE

Job shadowing and internships with local businesses to observe how the business community operates.

RELATIONSHIPS

Each student will have one adult advocate in the School of Business and Technology as a guide in the quest for academic success.

Students will have teachers who have made a commitment to ensure that all students will get a quality academic education.

School of Business and Technology (BATS)

Report compiled by Dr. Gary Liebold and Mike Murray

2004/2005 School Year Summary:

The 2004-2005 school year in the School of Business and Technology (BATS) was a mixture of successes and failures. Successes included a more rigorous curriculum in the classroom, which increased the student expectation as to what was acceptable work. This increase in rigor also had a side effect not expected, which was an increase in population for the 2005-2006 school year. Word is getting out that the school holds high standards in its classrooms, and parents are determining this is a strong academic school for their children. The school also had many successful programs implemented that increased student participation and allowed students to feel included.

Another success BATS added this year was an articulated agreement with the University of Cincinnati for college credit, which improved the curriculum by adding college level courses that challenge students. The other effect of this college credit is to show students they can do college work and give them the confidence they need to choose college as a post-secondary option.

Update on Specific Small School Activities:

The year in the School of Business and Technology went well for activities. The school hosted an Academic Awards Day for the 1st and 2nd trimester successes. The awards included perfect attendance, 3.5 or above GPA, and a new award for most improved student for the trimester. The students were awarded with either a lunch or breakfast for their achievement.

BATS also started a business club called "Business Professionals of America" in which students are able to compete with other students from different schools at various business skills. Three BATS students did well enough locally to compete in the state competition. The club allows BATS students to be a part of a national organization in which their business skills are recognized and rewarded.

A Career Day was also implemented for the school in which local business partners came to speak to the students regarding their careers. This allowed the students to understand requirements needed to get certain jobs and to show them that to be successful they must apply themselves while in school today.

Another program BATS students participated in was the Business Day at the University of Cincinnati at Clermont. This day was designed to show students what college has to offer them and allowed them to see a number of different business programs to help them choose the business field they may be most interested in.

Strengths of the Program:

The greatest strength in the School of Business and Technology is the teaching staff. Teachers care very much about students. Relationships have been built, allowing students to know teachers and administrators, and vice versa. The relationships allowed the BATS leaders to find ways for *all* students to be successful.

Continued ...

School of Business and Technology continued ...

Limitations/Weaknesses of the Program:

A BATS failure this year is ongoing scheduling problems. When the small school was designed, a schedule was created that specified which sequence of courses the students were to follow. What actually occurred was that students were being placed in classes not because of the sequence but because the class happened to fit holes the students had in their schedules. This caused students to be placed in higher level classes before taking the lower level classes, making teachers compromise the rigor to ensure that all students would be successful.

Unanticipated Outcomes:

BATS leaders have learned that increasing the rigor in the classrooms has resulted in students transferring from BATS to other small schools. Students who are not interested in working hard moved to other small schools that are perceived as being easy. This has been a benefit to BATS because the students remaining are the students who are motivated to be successful in academics. By being more focused on education, BATS students are achieving better results in the classroom.

Activities Planned for the Next Six Months:

BATS teachers will be meeting at the summer retreat to problem solve the upcoming school year. The teachers plan for the BATS family night in August, an event that allows parents to meet teachers and begin forming relationships needed to make students successful.

Small School: Creative Arts and Design

Director: Deborah Boehner

RIGOR

Rigor is incorporated into Creative Arts and Design through the instructional processes which enable students to utilize project-based learning, critiquing, creative thinking, process development, values clarification and presentation skills.

RELEVANCE

Relevance is brought to the students' education through the practical application of curriculum, student-centered projects, the application of arts in academic performance, life skills lessons, and encouragement of creative thinking processes.

RELATIONSHIPS

Relationships are built by incorporating students as peer mentors, utilization of teamwork among faculty and students and advisory.

School of Creative Arts and Design (CAD)

Report compiled by Deborah Boehner

2004/2005 School Year Summary:

The teachers of Creative Arts and Design (CAD) on the Amelia Campus implemented many programs and participated in a variety of professional development activities during the 2004-2005 school year. The following programs were successfully implemented:

- Teacher grouped parent/teacher conferences
- Small School Orientation
- Small School Fair
- Parent Communications Council
- CAD Diversity Program
- CKOM (CAD Kid of the Month)
- SEAP (with action fair)
- CAD Showcase
- CAD Talent Shows
- IBS Problem Solving at the system level, classroom level, and student level
- Advisory

Update on Activities: (Professional Development)

- IBS problem solving (use of data to determine problem and develop solution)
- Harry Wong seminar
- SIRI training
- Preventing Violence in the Classroom
- Mentoring for First Year Teachers
- Cognitive Coaching
- Leadership Academy

Update on Activities: (Field Trips and Activities)

- Phantom of the Opera trip (French)
- Food Drive and Christmas Toy Drive (winners of each)
- Choir performance at Millennium Hotel
- OMEA Solo and Ensemble Vocal Contest

Strengths of the Program:

- Diversity of student population
- Family-like staff and students
- Related classes
- Lab experiences (piano lab, science labs)
- Common lunch time for teachers and students
- Concern by teachers for students
- Teacher collaboration and sharing of materials
- Variety of “arts” programs within the school
- Teachers know the students
- Showcase, musical, and talent shows

Continued ...

Creative Arts and Design continued ...

Limitations and Weaknesses of the Program:

- No coordinator
- Lack of organization (field trip requests not turned in on time)
- Training is needed to deal with various social issues of students
- Clear expectations and an understanding about who is in charge of what “specialty” programs and activities are needed
- Limited number of teachers available to teach in each subject area causes teachers to teach outside of their preferred content within a subject
- Student stereotyping by small school enrollment
- Advisory time is too short
- Lack of rigor

Unexpected Outcomes or Barriers to Work During the Year:

- Special needs students were grouped together in large groups (should be distributed equally among course sections instead of placing all students in one class)
- Few field trips were conducted
- Student apathy (as perceived by teachers)
- SEAP – too many people involved in the planning and implementation
- Scheduling – in order for a schedule to be generated, integration of curriculum was not implemented and classes had to be “split” between two teachers

Activities Planned for the Next Six Months:

- Development of a School Improvement Plan at the summer retreat
- Continue with improvements of the current programs
- Curriculum template work / alignment with state standards
- Summer Study Group for teachers – “Odd Girl Out” and “The Myth of Laziness”
- Renaissance Festival
- Professional Development:
 - Reading seminar
 - SIRI
 - Graduate Level Work
 - Thoughtful Classroom seminar
 - Supporting Professional Learning Communities seminar

Small School: International Baccalaureate

Director: Deborah Boehner
Coordinator: Cheryl Campbell

RIGOR

The International Baccalaureate is a pre-university program.

Balanced and comprehensive curriculum and criteria based on international studies.

By meeting international standards, students will be competitive with students across the United States, as well as with students around the world.

RELEVANCE

Through classroom experiences such as the Theory of Knowledge course, students are asked to draw from life experiences and classroom knowledge.

The overarching question being, “How do you know that you know?”

Through the Community Action Service (CAS) program, students will become critical and compassionate thinkers, lifelong learners, and informed participants in local and world affairs.

RELATIONSHIPS

The CAS program will raise the conscious awareness of the shared humanity that binds all people together while still respecting cultural differences.

International Baccalaureate (IB)

Report compiled by Deborah Boehner

2004/2005 School Year Summary

The teachers of the International Baccalaureate School (IB) on the Amelia Campus implemented many programs and participated in a variety of professional development activities during the 2004-2005 school year. The following programs were successfully implemented:

- Small School Orientation
- Small School Fair
- Parent Communications Council
- SEAP (with action fair)
- IBS Problem Solving at the system level, classroom level, and student level
- Advisory

Update on Activities: (Professional Development)

- IBS problem solving (use of data to determine problem and develop solution)
- Facilitator training for curriculum alignment
- Cris Tovani seminar – reading comprehension
- Ruby Payne course – Teaching Children of Poverty, facilitated by Martha Menefee
- IB training - 16 teachers trained over a four year period; 12 of those teachers currently teach at AHS, nine out of 12 currently teach in IB
- National Science Teachers Association Convention
- OGT Prep workshop
- Beyond Brokavich (Science Civics workshop)
- SIRI
- Harry Wong Classroom Management class

Update on Activities: (Field Trips and Activities)

- *Henry V* and *All My Sons* (Cincinnati Shakespeare Festival)
- Holmes High School visit to allow teachers and students to explore another IB program
- Group IV IB student science presentations
- Science Bowl, Science Olympiad, Science Challenge competitions
- Freedom Center and Art Museum field trips in order to integrate other content areas with social studies

Strengths of the Program

- Academic rigor through the IB curriculum
- Incoming student preparation
- Breadth of academic subject areas
- Depth of coursework
- Relationships between teachers and students
- Student commitment to learning - students are aware and expect the amount of work
- Small classes
- Size of small school
- Teacher commitment to IB

Continued ...

International Baccalaureate continued ...

Limitations and Weaknesses of the Program:

- Lack of uniformity in expected rigor
- Coordination of student workload
- Not enough collaboration time for faculty
- Lack of communication among staff
- Monetary needs (budget is limited due to the small enrollment)
- 6 period day instead of 7 periods is a perceived barrier that may require a different scheduling option; this potentially impacts credit accrual for current IB students

Unexpected Outcomes or Barriers to Work During the Year:

- Budget reductions
- Teacher turn-over / transition

Activities Planned for the Next Six Months:

- Summer retreat for development of a School Improvement Plan
- Continue with improvements of the current programs
- Curriculum Template work / alignment with state standards
- SIRI
- Organization of IB materials for all subject areas
- AP and IB training
- Graduate level work
- Ohio Science Institute Facilitator Training

Small School: Math, Science and Technology School

Director: Keith Hickman
Coordinator: Erica Dalton

RIGOR

MaST offers an integrated curriculum.

The students of MaST are expected to complete a project that asks them to incorporate their learning from all courses they are enrolled in.

The students perform specific tasks, and each task can be modified to fit a students' particular needs.

Along with the presentation of these projects, students are required to take exams based on the existing schedule.

RELEVANCE

The mission of MaST is to provide students with the opportunity to confidently apply both math and science, through the use of technology, for the benefit of the community and individual future aspirations.

Problem-solving, decision making, experimentation, and discovery are utilized in the educational approach.

RELATIONSHIPS

Life Skills are taught in MaST advisory classes and reinforced in all MaST classrooms to improve the school culture and build relationships.

MaST students will plan and hold a MaST holiday banquet where they will be able to apply the life skills and manners learned.

Math, Science and Technology School (MaST) Report Compiled by Keith Hickman and Erica Dalton

2004/2005 School Year Summary:

The Math, Science and Technology Academy (MaST) was designed with a few goals in mind. First, a relationship would be established between teacher and student. Second, a sense of community would be developed. Third, teachers would have the ability to collaborate with each other utilizing different teaching strategies in order to enhance student learning.

Within these three areas, MaST achieved success. Relationships were fostered between teachers and students through advisory periods. Students and teachers engaged in a mentoring situation to provide students with an advocate in school. The advisory also promoted literacy with the inception of “sustained silent reading” for both teacher and student. In addition, a team spirit was born and nurtured with staff. Cross-curricular projects were created in order to link disciplines together. Projects were designed to ask students to incorporate and utilize their learning from all courses they are enrolled in. Teachers worked together to plan the project, and students successfully completed the tasks.

A goal for the upcoming year for MaST will be to continue to improve reading, writing, and research across all disciplines. Another goal will be to also continue to improve the MaST school culture (attendance, communication, respect, relationships).

Update on Specific Small School Activities:

MaST leaders designed MaSTers of the Month program that recognizes students for their accomplishments. Each teacher selects two or three students a month who deserve an award. The awards can be based on academics as well as behavior. In May, there is a MaSTers of the Month celebration, which includes a cookout. The school also created Movie Days for attendance incentives. Students are able to attend a movie in the PAC if they meet the attendance requirement. MaST has also boasted several successful field trips:

- An overnight field trip to the Cincinnati Zoo Park where students were able to complete real-life studies making connections between science and math.
- A trip to Wright Patterson where students were able to analyze connections between World War I, World War II, the Vietnam War, and the Cold War.
- Trips to the University of Cincinnati where students were able to make connections between math and science.
- A ninth and tenth grade field trip to the Newport Aquarium and an eleventh and twelfth grade field trip to Kings Island. These are reward field trips for students who have had 93 percent attendance all year and/or maintained a 3.5 GPA.

Strengths of the Program:

MaSTers of the Month went extremely well. Students responded with enthusiasm and were able to see their peers excelling in school. Students were respectful and courteous during the ceremony. Another major accomplishment for MaST includes attendance. MaST reached or exceeded the 93 percentile all year. Also the FISH! students from MaST have made improvements in the school culture through several activities.

Continued ...

Math, Science and Technology School continued ...

Limitations/Weaknesses of the Program:

MaST is a technology school with very limited technology. We are limited in the area of technology classes as well as actual hardware. Another limitation is in the area of teacher collaboration. A lot of the problem stems from having no common planning, which makes planning and teaching cross curricular difficult. It has been difficult to have team meetings with no campus-wide calendar. Many teachers have to miss small school meetings because of other school activities.

Unanticipated Positive Outcomes:

Teachers noticed positive changes in some students' behavior as they were trying to become a MaSTer of the Month.

Activities Planned for the Next Six Months:

- A book study group for MaST teachers will establish a teacher study community.
- Teachers strive to continue collaboratively planning lessons and implementing them, and to use Collaborative Analysis of Student Learning (CASL) to enhance the effectiveness of instructional strategies
- Teachers would like student assessment to include extended response modeling the OGT
- Teaching life skills in advisory
- Plans are underway for a MaST Mathematics/Science Field Day where students will be able to apply their mathematics and science skills; school leaders hope to involve the community in the event
- Involve the community more
- Publish the honor roll and attendance, and the MaSTer of the Month in the Community Journal
- Hold departmental meetings to work on curriculum alignment
- Host a fair in the beginning of the year to display summer reading projects

Small School: School for World Studies

Director: Dr. Gary Leibold

Coordinator: Jim Rudy

RIGOR

All students will be challenged to learn at higher levels through inquiry-based learning and projects that will prepare them for success in post-secondary plans.

A Freshman Exit Project (cross-curricular) will be implemented during the 2004-2005 school year.

The Freshman Exit Project will be extended to all grade levels and culminate in the S.E.A.P (Senior Exit Action Project).

RELEVANCE

Each month students will examine a different culture.

Students will participate in C.R.U.I.S.E. (Cultural Research to Understand International Societies and Environments) once a month.

Field trips and in-house presentations that target diversity and other cultures in our country and around the globe provide opportunities for extended learning opportunities beyond the traditional classroom setting.

RELATIONSHIPS

In Advisory and in all classrooms, staff and students will engage in activities that will promote a personalized education experience for all students.

Students and staff will learn to understand and appreciate the diversity of people in our community, in our nation and around the world.

School for World Studies (SWS)

Report Compiled by Dr. Gary Liebold and Jim Rudy

2004/2005 School Year Summary Statement:

The 2004-2005 school year was both exciting and challenging for the School for World Studies (SWS). The year began with building relationships: from student to student, staff member to student, and staff member to staff member. Teachers immediately saw the positive effects of their efforts.

School for World Studies has instituted a monthly cultural awareness program that is directly tied into the theme of the small learning community. Although it requires much work and time, the teachers see that students have been able to learn about other cultures and appreciate them while having “fun.”

Teachers have made their first attempt at a common set of guidelines for success with students. Although the program has not been as successful as school leaders would have liked, students are beginning to see that teachers are united in doing what they believe is best for students.

Update on Specific Small School Activities:

School for World Studies’ monthly cultural awareness program called “C.R.U.I.S.E” (Cultural Research to Understand International Societies and Environments) has become a popular event. Through self-evaluation, teachers have learned that students enjoy sampling foods, music, dance, customs and some history of the target culture. A vast majority of the work is done by students. Teachers continually strive to implement cultural studies into our courses as much as possible.

Strengths of the Program:

A strength of SWS is a very involved, caring and competent staff. Teachers work many long hard hours for the benefit of students. Examples of innovative and “cutting edge” instruction can be seen throughout the classrooms such as the 1950s research project and museum. Teachers are willing to do whatever it takes to assist students as evidenced through the additional tutoring sessions that are offered.

The greatest strength is the SWS student body. The students are, for the most part, responsible and well-behaved young women and men.

Limitations/Weaknesses of the Program:

One of our greatest weaknesses is lack of collaborative time. Dr. Liebold and Mr. Rudy believe that common planning time would allow the teachers to work together to examine student work and plan optimum instruction. They continue to research ways to find time during the normal school day without impacting instruction. Another weakness is scheduling. A master plan for curriculum will be instituted beginning with the 9th grade class in 2005-2006 that should ease some of this difficulty. Another weakness is the schools’ “over achieving” attitude; SWS leaders tend to want to do too much at once.

Unanticipated Outcomes:

School leaders did not anticipate the great success of the C.R.U.I.S.E. program. It has been a pleasure to observe the students working hard in planning and presenting the monthly celebrations, learning and enjoying themselves during the activities, and developing a greater understanding and

Continued ...

School for World Studies continued ...

appreciation for other cultures.

School leaders are also pleasantly surprised at the success and power of relationship building. They found that students are more inclined to achieve when they see that their teachers really care about them and their success.

Activities Planned for the Next Six Months:

SWS staff will meet during the summer break to refine the C.R.U.I.S.E. program, expand learning opportunities for students, plan for the coming school year, and discuss how to achieve collaborative planning time.

Small School: Communications and Technology School

Director: Joe Evans
Coordinator: Deb Hartigan

RIGOR

Students learn in challenging, standard-based courses. Students are to think critically and express themselves through literal and/or visual communication.

Students are required to take speech communication and Spanish courses.

AP Success, a preparatory AP English Literature and AP U.S. History course, help all students see their potential.

Students are exposed to a wealth of writing courses.

Students learn and apply thinking strategies in their classes.

RELEVANCE

Teachers design lessons that utilize students' writing, speaking, and technology skills.

Freshmen in the communication sampler course develop a culminating project that utilizes the major communication forms.

Seniors complete a year-long project of their choosing that demonstrates improvement to the community.

Students can participate in an intern program as they work in the community in a communications-related field.

Students are guided in the communications sampler course to discover and act upon their own learning strengths.

Journalism students attend state-level journalism conferences, which allow them to build their skills and network with other students.

RELATIONSHIPS

The student-led Peer Education Program trains juniors and seniors to help ninth-grade students to make a successful transition into high school.

The student of the month program recognizes students for their successes.

The school builds community through school-wide events such as flag football and CTX games.

The student leadership group gives all students a voice in maintaining the vision of CTS.

The parent program provides CTS parents and staff the chance to informally talk and problem solve.

Relationships are built in the advisory program.

Communications and Technology School (CTS) Report Compiled by Joe Evans and Deb Hartigan

2004/2005 School Year Summary:

The administration and faculty of the Communications and Technology School (CTS) has discovered a new relationship of collaboration in the 2004/2005 school year. From differentiated instruction to total school alignment, the staff has worked as one. In CTS, teachers worked as a team to differentiate instruction in order to benefit all students. They spent the 2004/2005 in-service days learning and applying differentiated methods. CTS put forth a total school alignment or “spokes.” This plan calls for the Communications and Technology staff to be divided into administrative, departmental, and cross curricular teams. Teachers will use the CASL method as well as common vocabulary and instructional methods to benefit all students. CTS designed a special week long schedule to prep students for the Ohio Graduation Test. The week of the OGT, each student received breakfast prior to taking the test. CTS had the student mentor group PEP (Peer Education Program). Another student-led group developed this year was the “League of Leaders” or LOL. CTS students also participated in internships, in which they worked 40 to 60 hours preparing them for a college degree in their focused area.

Accomplishments of the school year included:

- National Merit Finalist - Jon Davis
- YMCA Character Award - Cory Becknell
- Four Art Award Winners - at the Pendleton Art Center, art seniors in CTS had an art gallery opening as part of the Taft Museum’s “Artists Reaching Classrooms” and Leah Wainscott won two scholarship; one was from the Knowledgeworks Foundation, and the other was an art supply scholarship from Lance’s in Clifton.
- League of Leaders secured the “What Kids Can Do Grant”- regarding Ohio school finance reform
- Ohio High School Football Association’s “That’s My Boy Award” finalist - Dan Sweatt
- Another year of CTS students of the month
- Deb Hartigan recognized as National Board Certified Teacher
- CTS alignment (“Spokes”) presentation accepted by the National Staff Development Council for the NSDC Conference in December of 2005
- CTS Parent Group is established
- Two CTS teachers are on planning committee of Miami University’s Leadership Conference “Finding the Leader in You” held April 2005

Materials and services developed during school year:

- A+ Training Course - creates a community service program
- League of Leaders is developed for the students of CTS
- Tech Club created a free Web site for the district football and cheerleaders program
- Secured additional places of employment for the CTS internship program

Update on Specific Small School Activities:

- Peer Education Program (PEP) visits Link group in Terre Haute, Indiana
- League of Leaders (LOL) is established and visits state capital to discuss school finance with Ohio funding representatives
- Art program continues after-school mural program
- Tech club is established

Continued ...

Communications and Technology continued ...

- Partnership with the Taft Museum
- CTS is the only small school with an internship program.
- “What Works!” - a conference on innovations in conflict resolution education held in Columbus in September 2005
- Peer Education Program - a junior/senior mentoring program for incoming freshmen.
- Two CTS teachers made presentations as part of Miami University team (a follow up to the Harry Wilks Leadership Conference)
- Initiated “Spokes” with CTS faculty (see below for further explanation)
- NSDC presentation in December of 2005

Limitations/Weaknesses of Program:

One of the largest barriers for CTS this year is lack of time allotted for department and cross-curricular work. Another barrier is lack of clear and aligned standards across the core subjects.

Activities Planned for the Next Six Months:

Next year CTS will fully implement the “spokes” project (total school alignment project). This plan will provide time for departmental, cross curricular, and Collaborative Analysis of Student Learning (CASL) work. Spokes also offers a clear format for lesson plans that align the goals of the lesson with assessment, state standards, and the Ohio Graduation Test.

Small School: School of Applied Health Sciences

Director: Wayne Clark
Coordinator: Pat Willison

RIGOR

The School for Applied Health Sciences holds a high standard for math and science through a focus on problem solving.

RELEVANCE

Coursework in the School for Applied Health Sciences uses science and relates it to health fields.

Coursework is geared toward areas of student interest.

The school is based on the health field and “real-life” job opportunities.

RELATIONSHIPS

The school focuses on one-to-one relationships between teachers and students which helps to create positive learning communities.

School of Applied Health Sciences (SAHS)

Report Compiled by Wayne Clark and Pat Willison

2004/2005 School Year Summary:

The staff of the School of Applied Health Sciences (SAHS) continues to refine and build upon the work that was implemented the previous year. Student/teacher relationships continue to evolve as the advisory program began the second year. Communication with parents and students was much improved with the addition of a news bulletin, Parent Focus Group and a Director's Student Advisory Group. Parent contacts by teachers were improved. The Parent Focus Group consisted of five sets of parents from all grade levels. The group met monthly to discuss important issues pertaining to SAHS. The Director's Student Advisory Group consisted of one student from each advisory, twelve in all. Students shared their thoughts on many small school issues.

Update on Specific Small School Activities:

The bar for expectations of student achievement was raised through the refinement of curriculum, increased rigor and improved instructional practice in all disciplines. The staff participated in Differentiated Instruction professional development. Several members of the staff participated in the Small School Orientation, Small School Fair and in the Senior Exit Action Project evaluations.

School accomplishments during the year:

- Improved communication with parents through a news bulletin
- Parent focus group and teacher contacts
- Implementation of a student focus group consisting of one member from each advisory
- Successful completion of the SEAP presentation program
- Materials and services developed this year were the small school news bulletin, Parent Focus Group and Student Advisory Group

Limitations/Weaknesses of the Program:

- Facilities are inadequate, lack of time for staff collaboration (including after school), increased number of preps, too dependent on interns
- Lack of daily communication between fellow staff as a result of some members having rooms in the other building; facility and two math rooms being subdivided by a curtain
- Lack of additional staff to accommodate additional students; the fourteen-station computer lab was ineffective because many units were non-functional
- Several teachers have after school obligations (coaching, family, etc.) that inhibit after school team meetings and parent meetings

Activities Planned for the Next Six Months:

Revising the SIP (School Improvement Plan); improve student failure rate, student attendance rate and student discipline rate; continue the work to implement an internship program.

Small School: School for American Studies

Director: Dennis Ashworth
Coordinator: Katie Hauer

RIGOR

Exposure to AP writing in all core courses during students' first year of high school and continued exposure throughout their remaining years.

All students are expected to pursue post-secondary education opportunities after graduation.

Electives are offered that meet, incorporate, and exceed state standards in American history.

RELEVANCE

Electives offered mirror current American and world issues.

The Gilder Lehrman Foundation sponsors field trips for students in which they experience American history and democracy in action.

RELATIONSHIPS

The Advisory atmosphere is rich in building quality relationships between students, peers and teachers.

Teachers meet frequently with students before and after school, during their planning time, and during lunch.

Relationships are encouraged among staff, students, peers and the community as students are guided in their pursuit of excellence in the "Senior Exit Action Project".

School for American Studies (SAS)

Report Compiled by Dennis Ashworth and Katie Hauer

2004/2005 School Year Summary:

The School of American Studies has experienced a successful and productive year as a result of great endeavors on behalf of dedicated staff. The implementation of differentiated lessons, activities, and assessment as a result of a professional development focus has given students a more individualized curriculum that takes into account their interests, gifts, and readiness.

Freshmen are given a strong foundation in study skills, organization, test taking skills, and time management that they can utilize throughout their academic and professional career. Sophomores are given a solid background that gives them the skills and knowledge requisite to be successful on the Ohio Graduation Tests. Creative utilization of staff during advisory periods as well as resources purchased through the Gilder Lehrman Institute of American History allowed for students to receive preparatory as well as remedial services for such standardized tests. American Studies elective classes give junior and senior students a wide variety of classes from which to choose, which inevitably leads to greater engagement and achievement. These electives are closely tied to the focus of the small school. Therefore, student dedication and achievement are noteworthy.

The small community of our school allows for close rapport with and knowledge of the students. This closeness has led to many personal victories for students that have turned around their academic performance and overall attitude. All students, ranging from those who are serviced by IEPs to those who are gifted, receive a rigorous and relevant core curriculum that prepares them for their post secondary careers.

Update on Specific Small School Activities:

Professional Development:

- BER workshops on differentiated instruction
- Chemistry workshop
- SIRI (State Institute for Reading Instruction)
- OMAP
- Literacy & reading strategies workshop
- Masters courses on quality teaching strategies
- Masters courses on differentiated instruction
- Cognitive coaching
- University of Cincinnati foreign language workshop
- New teacher induction classes (Teaching Children of Poverty & Thinking Strategies)
- Crisis Prevention Seminar
- National Council of Teachers of English National Convention
- SchoolNet State Technology Conference
- Block schedule teaching workshop
- History conference on slavery
- Ohio Council for Law-Related Education Annual Conference
- Midwest Practitioners Conference (Chicago, IL)
- ASCD National Conference presenter and attendee (Orlando, FL)

Other activities:

- Presented small school findings to Medford School District (Oregon)
- Incorporated differentiated instruction in all classrooms
- French judge for Northern Kentucky Foreign Language Competition (Sponsored by NKU)
- Taught integrated unit on evolution and persuasive writing (English & Biology)
- Concurrent evaluation strategy in Science 1
- Incorporated grade and behavior contracts as differentiated assessment
- Mentored teaching assistants (Student Teachers) and teaching interns from University of Cincinnati
- Independent reading projects in English classes

Continued...

School of American Studies continued ...

- Taught Media/Propaganda unit during 2004 Presidential Elections
- Additional OGT review and prep session during Advisory
- Conducted distance learning sessions from Cleveland Museum of Art
- Conducted distance learning session on United Nations Reps for current issues in government class
- Coordinated lesson with WECIPA dance instructor for American cultural experience

Strengths of the Program:

- Over half (53 percent) of SAS sophomores increased their composite scores on the PLAN test when compared to their scores on the EXPLORE test
- Attendance rates through the end of the 2nd trimester are above the state standard (93.6% v. 93%)
- Enrollment has increased (262 students in 2003-2004, 341 currently enrolled for 2004-2005)
- The number of AP tests taken has increased (1 test taken in 2003, 12 in 2004, and 52 in 2005)
- The SAS partnership with the Gilder Lehrman Institute of American History has provided increased funding for educational resources and opportunities (\$15,000 awarded in 2002, \$20,000 in 2003, and \$30,000 in 2004)
- Incidents of serious discipline infractions are low (only 1 incident of fighting and 1 of tobacco possession for the 2004-2005 school year)
- The following courses unique to SAS have been fully offered and implemented: American Government And Citizenship, Introductory Skills, Research Skills, The History of U.S. Foreign Policy, The American Military Experience, The American Cultural Experience, Law and Criminal Justice in America, The Bill of Rights for the New Millenium, Forensic Science, Shakespearean Themes in American History

Limitations/Weaknesses of the Program:

- Collaborative time for staff to create interdisciplinary units and assess student work is limited
- SAS does not have the staffing to provide a fine arts opportunity for students

Unanticipated Outcomes:

- Five new staff members this year made this an important transition year
- New staff brought new, fresh ideas
- New staff highlighted the necessity of providing collaborative time to maintain a consistency in our goals and methods of teaching
- Upper class students who have been with the school since its inception demonstrate a remarkable consistency in work product due to staff expectations that have been enforced each year
- Increased staff accountability and workload both in and outside of the classroom

Activities Planned for the Next Six Months:

- Successful adjustment to the limitations and challenges that a new daily schedule will present
- Some courses available to students will be deleted; others will be “absorbed” into other courses; elective options for students will be decreased
- Teachers must recreate all lesson plans to fit a new time schedule
- Plans for guest speakers, field trips, teacher professional development, etc. will be altered to fit the new daily and semester schedule
- Plans for teacher collaboration on integrated units will be re-examined
- Using Advisory to enhance the educational opportunities for students with a shorter period of time allowed will be examined
- Successful partnership with the National Freedom Center
- Successful evaluation and recommendations presented for the SAS School Improvement Plan
- Further implementation of differentiated instructional strategies
- Readings for use in the classroom will be presented for Board adoption
- Improved usage of resources available to us from the Gilder Lehrman Institute of American History (traveling exhibits, teacher observation of other GL schools, guest historians, etc.)

Small School: School for Scientific Studies

Director: Michelle Kennedy

Coordinator: Jon Souders

RIGOR

All students must take geometry, Algebra II, biology and chemistry by the end of their sophomore year.

Students' presentations consist of unique and authentic work.

Students experience connections between the academic disciplines through the foundations classes (English, social studies, and science) which allow them to view learning as a more in-depth process.

Science electives are organized in a project-based manner which encourages students to lead their own learning, following scientific principles.

RELEVANCE

Projects focus on solving real-world problems such as water quality awareness and assessment, biodiversity inventories, and the history of environmental health.

All classrooms extend outside the walls of the building in order to teach students to learn in any environment.

Students are encouraged to use their scientific knowledge to explore and examine problems related to all situations.

Community partners have engaged students in projects and evaluation of the status of our environment. Internships are offered with local and national organizations.

RELATIONSHIPS

Students are well known by their advisory teacher.

Students develop lasting friendships with other students through field studies and project oriented assignments.

Teachers have deep collaborative relationships with other teachers both in their discipline and cross disciplines.

Teachers regularly have conversations to improve teaching and learning for themselves and their students.

Students spend many hours before and after school receiving academic help and socializing with other students and teachers.

School for Scientific Studies (SSS) Report Compiled by Michelle Kennedy and Jon Souders

2004/2005 School Year Summary:

The School for Scientific Studies (SSS) has built a culture of respect and high expectation within the community as seen with interaction and continuous communication among students, staff, and parents. The students have been engaged in long term monitoring projects of water quality and animal diversity in our community. The staff's commitment to growth as a community of learners demonstrates their leadership and passion for student success. The development of the parent focus group was instrumental in the communication between parents and staff. This collaborative commitment to high expectations by students, staff, and parents is evidenced by:

- 57 percent of seniors taking one AP English
- 18 percent of seniors taking two AP Classes
- 72 percent of juniors taking one AP Class
- 51 percent of juniors taking two AP Classes
- 80 hours of collaborative work by teachers during the summer of 2004
- Intensive job embedded professional development focused on differentiated instruction
- Commitment by teachers to differentiated instruction in their classrooms
- Parent involvement in focus groups
- Parent willingness to chaperone frequent field experiences
- 95 percent attendance
- 93 percent graduating seniors for 2004-2005

Students have participated in field studies at the Cincinnati Nature Center, Mammoth Cave National Park, Greater Cincinnati Robot Competition, University of Cincinnati Bridge Competition, and the Ohio River Floating Classroom. These field experiences have become the cornerstone of instruction with the teachers continuously looking for new ways to improve and integrate this type of learning opportunities into all classes.

Current on-going projects and programs include:

- Freshman water quality project
- Sophomore birds and their habitat project
- Junior turtle and telemetry project development
- Senior piloted internship program

Student learning has been enhanced by teacher professional growth as a result of:

- Development of a literacy skills check list
- Collaborative planning after school for integration implementation
- Data analysis of students' histories and achievement scores to determine alignment with instructional goals
- Teachers' collaborative assessment of the effectiveness of differentiated instruction lessons

Our goals for the upcoming school year are to:

- Continue the commitment to the literacy and differentiated instruction goals
- Develop more effective field experiences for student learning
- Continue the development and implementation of the integration in Foundations
- Develop internships with more meaning and application

Continued ...

School for Scientific Studies continued ...

- Enhance partnerships currently developed
- Continue conversations with the Parent Focus Group
- Collaborative planning for the Foundations teachers

Barriers to the work include:

- Time for collaborative planning
- Financial resources
- Improved technology
- Access to field studies

Small School: West Clermont Institute of Performing Arts

Director: Deborah Hobbs

Coordinator: Joe Libis

RIGOR

WECIPA challenges students to . . .

Pursue an expanded curriculum that emphasizes academic, artistic, and practical achievement and enhances creative and critical thinking skills.

Master a focused number of essential skills and areas of knowledge shaped by the intellectual and imaginative powers and competencies that students need.

Think at high levels and to grapple successfully with complex problems, ideas, issues, and/or skills in all learning activities.

RELEVANCE

WECIPA helps students to . . .

Learn to use the arts as a means for intellectually and emotionally integrating experience. Incorporate key concepts, principles, and skills that help students understand the purpose of each discipline.

Investigate arts opportunities that lead to engagement in all core-academic and arts-academic coursework, as well as in the larger community beyond campus boundaries.

RELATIONSHIPS

WECIPA guides teachers to . . .

Adjust content, process, and product in response to students' readiness, interests, and learning profiles. Provide every student with an adult advocate to help him/her personalize the educational experience.

Create ongoing dialogue among students, parents, and staff that will lead toward a positive school culture in which shared vision and mission can prevail and influence actions.

West Clermont Institute of Performing Arts (WECIPA) Report Compiled by Deborah Hobbs and Joe Libis

2004/2005 School Year Summar:

Year three of the West Clermont “small schools initiative” saw significant growth in the West Clermont Institute of Performing Arts (WECIPA). It was a year characterized not so much by doing more, but rather by doing things better. As the school culture becomes more deeply entrenched, students, staff, and parents have come to see and expect that the standard is excellence in our core-academic and in arts-academic classes. The amount of instructional time “lost” to campus-wide events has been minimized by the school leaders’ unique approach to the Advisory program and class schedule. In addition, extensive opportunities have been built into the schedules for tutoring, academic recovery, and some collaborative planning. The Arts programs have flourished as frequent performance opportunities have become a routine part of the school’s day-to-day operation. It is anticipated that Year Four will see a “more, better, deeper” incorporation of the district’s emphasis on the New 3 R’s – rigor, relevance, and relationships.

Update on Specific Small School Activities:

- “Evening of Dance Three” and Choreographers Showcase
- Dance Company mid-winter break Stars at Sea cruise performance
- Fall play, spring musical, and One-act Play Festival
- Thespian troupe performances at regional and state conferences
- Theatre Camp Intersession
- Art Faire and year-round exhibition of student work
- Seasonal concert band and orchestra concerts
- Marching band competitions and special appearances
- Seasonal choir concerts
- *Ye Olde Traditional Christmas Feaste* performance
- Act Out Health “Wake Up!” performances and Roadshow
- Advanced Personal and Community Health performances
- GEHS Mock Emergency

Strengths of the Program:

- Continued increase in enrollment
- ASL as a foreign language option
- Flexibility of modified block schedule
- Differentiated instruction more routinely incorporated into all classes
- WECIPA Events Friday performances
- “Flexademics” accommodating OGT and AP prep and other academic support
- Parent focus group
- New-hires Interview Team

Limitations/Weaknesses of the Program

- Lack of common collaborative planning time
- Needed staffing to accommodate increasing enrollment
- Physical space for Orchestra, Percussion, etc.

Continued ...

West Clermont Institute of Performing Arts continued ...

- Lack of adequate changing/dressing room space for dance program
- Staff divided over two campus buildings
- Equipment and tools for stagecraft classes
- Outdated, broken, and inadequate computers in Lab

Unanticipated Outcomes

- Positive: Growth of small school culture
- Negative: Impact of budget constraints

Activities Planned for the Next Six Months

- Development of a Technical Theatre focus strand
- Welcoming three new faculty members and several interns
- Parent and student orientation
- Continuation of successful performance programs
- Dance Camp, Band Camp, etc.
- Small school retreat days (2)
- Establishment of a “Friends of WECIPA” advisory/support organization
- Refinement of and more thorough utilization of “Flexademics” and WECIPA Events time

Amelia Campus Successes and Achievements Reported by Pieter Elmendorf, principal

Key Club

- Teacher Appreciation Week- Celebrated with notes and food
- Reading Reindeer Program- Bought books for St. Alyosius Orphanage
- Walk As One- Participated as a group
- Tsunami Benefit- Worked with the student council to raise funds for the relief effort
- Holiday sponsor- Provided food and gifts for an Amelia High family

Thespian Club

- Collected more than 800 pounds of food for Clermont County distribution

Student Council

- The number one high school in Cincinnati for Hoxworth Blood Donors
- 100 turkeys donated to Tender Mercies Shelter
- 6000 canned food items donated to the Greater Cincinnati Food Bank at Thanksgiving
- 1000 toys donated to the Toys For Tots U.S. Marine Corp Program at Christmas
- Worked with the Key Club to collect and donate \$1,200 for the tsunami relief effort

Other accomplishments

- Science Bowl, Science Olympiad and Science Challenge participants
- JETS Team competition placed third in regional competition
- Paul Harold and Stephanie Fronk are our Boy's and Girl's State representatives
- The school has an active SADD program that presented a multi-media MADD program to Amelia High students
- The FISH! program provided a Freshman orientation for every incoming 2004-2005 student and had support activities for students every day during OGT week
- Students, under the supervision of Laura Munden raised \$1940.50 for the Children's Hospital Center for Developmental Disorders
- The Academic Team and Boy's Bowling Team both won FAVC championships
- Sunni Nguyen was accepted to Harvard University's 2005 summer enrichment program

Professional Development

As a result of not meeting AYP in 2003-2004 under No Child Left Behind, Amelia High School has implemented the following academic professional development initiatives:

- With Clermont County Educational Service Center we have begun a whole-school curriculum alignment
- Shifted the focus on students at Amelia High School from general information to specific, academic-performance data
- Examined the school population, identifying struggling students with small-school failure and multiple failure listings
- Providing these students with individual intervention plans
- Small-school interventions for OGT math and literacy
- Explanation of multiple failure rates by student/teacher with plans to improve performance

Glen Este Campus Successes and Achievements Reported by Dennis Ashworth, principal

Highlighted academic achievements and activities:

- Successful participation in the Americanism testing program
- Completion of the Senior Exit Action Project
- The four top graduates are from three different small schools
- Largest graduating class in the history of the building: 86% graduation rate
- Increased success rate for Special Education students in the core academic areas
- Effective state rating for the second straight year
- 93 percent student attendance
- 96 percent teacher attendance
- Twelve student organizations/clubs
- Record number of students for the 2005 prom
- Record number of students at the 2004 Homecoming
- PSTO sponsored After Prom activity
- Student planned “Safe Prom” activity for students
- Fall and spring play productions
- Instrumental, vocal and dance productions for the community
- Five separate small school awards programs that tripled the amount of academic awards
- Implemented and planned the third straight Intersession program for 1,395 students
- Third straight year of increased enrollment
- Three league champions, one sectional champion and one regional runner-up in the athletic department
- Third straight year of increased participation in athletic program
- Increased AP course offerings for the third straight year
- Increase AP tests given for the third straight year
- Planned and implemented a Pre-AP program in English and social studies
- Rated as one of the Top 100 schools in Cincinnati by *Cincinnati Magazine*

Professional development activities:

- Planned and implemented Differentiated Instruction program
- Planned and implemented Collaborative Analysis of Student Learning
- Piloted Reading Comprehension Strategies
- Designated as a “small school visit” site by the Gates Foundation
- ASCD presentation at the 2005 national conference

What students are saying

Juniors were asked to write the high and low points of their small school experience. Below is a summary of the common themes by campus.

Amelia Campus

High Points:

- Teachers know students
- Students get to study what they want to learn
- Creative classes
- More one-on-one time with teachers
- Challenging work
- Smaller classes

Low Points:

- Segregated by small school
- Lack of electives offered
- Limited class selections
- Unorganized

Glen Este Campus

High Points:

- More classes, more electives
- Intersessions
- Class sizes
- Relationships - getting to know peers and teachers
- Field experiences

Low Points:

- Lack of interaction with other students
- Students want electives in other schools
- Some classes are oversized
- Not many elective credits offered

LOOKING TO THE FUTURE

In the last four years of planning and implementation, a tremendous amount has been learned about the change process. Research shows that school reform takes five to seven years at minimum to implement. West Clermont Small School data, as referenced in this report, shows that steady improvements have already been made. Overall, student success rates have improved.

When planning for small schools began, the focus was on structure. In year two of implementation, that focus was shifted to instruction. Work continues with aligning the curriculum, offering differentiated instruction, and focusing on literacy.

The data shows that freshman entering high school are deficient in certain skills. To ensure that all students have the skills they need to enter any particular grade level, a curriculum realignment project will start in the middle schools in August 2005.

For the 2005-2006 school year, both campuses will be on a semester schedule. Because of the opportunities and experiences provided by intersessions, they will be offered next year, as long as they are cost-effective. This year, a intersession math course was offered for credit retrieval and 90 percent of the students were able to receive credit for algebra. In the future, more students may be able to benefit from credit retrieval intersession courses, which will translate into decreasing dropout rates.

Next year, Advisory will be redesigned, to ensure students and teachers are utilizing that class time most effectively.

Schools on the Glen Este campus have begun to develop their own sense of uniqueness and their own identity. For the most part, teachers feel an allegiance to their small schools. Amelia has made great strides in creating a unified staff.

The Gates Foundation cites four key elements to small school success: having a strong faculty and staff, creating innovative school designs, emphasizing teaching an effective curriculum, and being flexible in school governance. The Foundation's research shows that strong leadership sets the tone and quality of relationships within the classrooms and throughout the small schools. West Clermont is committed to building and maintaining strong leadership at both campuses.

During the planning and early implementation of small schools, there was a great deal of community engagement. There is still much to be done. Parents and the community need to understand the competitive global workplace and how it affects our high school academic program. Research by Dr. Willard Daggett from the International Center for Leadership in Education shows that jobs for the unskilled are declining as technology increasingly replaces those workers. The base of the U.S. economy has changed over time from agricultural to industrial to information technology. New skill sets and high-level academics are required for the new technological workplace. Out-sourcing is a factor that will impact many, if not most, of our graduates.

The goal for the remainder of the implementation process of small schools is to continually focus on the three R's of rigor, relevance and relationships. The biggest goal of small schools throughout the entire implementation process has remained constant – to prepare students for post-secondary choices, no matter what they might be.

