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CENTERED ON STUDENT ACHIEVEMENT

2004-2005 Annual Report

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Dear Stakeholders:

In the world of education it is said that a new school takes 3 to 5 years to "settle in". The first year everyone is running full speed on the excitement of a new vision, but it's tough. During the second year the excitement of the newness wears off yet there is still so much to be done. Frustration runs high during the second year. So many things yet undone, continuous improvement the main topic of conversation – how can it all possibly get done so the students show their success? During the third year the school settles down. Routines are established, the culture is strong, the teachers are more comfortable in their environment student success is evident.

Highland Tech is no different. Remember the first year? No computers or books for the first month – the virtual library was really "virtual". Students were building furniture during "study hall" in the virtual library. Many of our original plans were adjusted and readjusted to accommodate the unknowns. We never would have made it through the first year had it not been for the awesome team at Highland - teachers, support staff, administration, parents and students creating a school from a vision. Building the plane while it was flying!

If we thought the first year was tough – the second year was daunting. Year two has presented itself with numerous challenges. Highland was the recipient of students from a school that had not met AYP. While we appreciated the opportunity to increase our enrollment, these students were not lottered into our school. As a result, communication about our model to these parents was unclear which caused a high turnover of the students. The constant "tweaking" during the school year had a negative effect on everyone, especially the teachers.

Now, at the end of this second year, we look ahead to the third year. This spring all stakeholders including teachers, staff, parents, and community members have been involved in forward planning for next year. School year calendar, daily schedules, courses and student projections have all been evaluated and planned for. Policies and procedures are being developed or refined so more time can be spent on creating rather than reacting. We all look forward to the third year!

CJ Stiegele
Principal/CEO

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School – Students – Staff
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School – Students – Staff

Mission

Highland Tech High's mission is to equip our students with the academic, social, and technical skills to excel in today's world and contribute positively to our society and the future.

Goals

The measurable goals of Highland Tech High are to:

(1)   provide an academic program of excellence that is grounded in the basics with a rich understanding of culture and environment, that requires demonstration and application through a project-based curriculum, and provides internships and professional experiences.

(2)   offer a program of life that will cultivate personal, intellectual and emotional growth and responsibility, instill integrity through leadership, promote the value of living an ethical life, and ensure that students make the connection between themselves, their education and the rest of the world by mastering the process of educating themselves.

(3)   insure all students be held to the highest standards of achievement, supported by a dedicated community of instructors, parents and mentors.

(4)   commit that an exceptional school is accessible to a diverse group of students.

Core Values

- o Leadership
- o Ethics
- o Integrity

Four Focus Areas

During the August Quality Schools Symposium, Highland teachers and instructional leaders came together to analyze what worked and what needed improvement, the wants and the needs, and then created specific goals for the 04-05 school year. All items fell within four focus areas:

- ► Accountability
- ► Community Building
- ► Academics
- ► Character Development

These focus areas became the avenue for decisions throughout the year. The focus areas were used to align our staff meeting topics, guide choices made about special projects and were used to align teacher training.

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Student Achievement

Student achievement became a significant challenge this year with the influx of students whose parents chose Highland as an alternative to their Title I school. Typically alternative schools draw students that desire to attend that particular alternative. However, some of our students this year came because it was an alternative to their neighborhood school under the No Child Left Behind option for non-attainment of AYP. The choice for attending Highland was made by the parent, so consequently, those students chose not buy into the alternative model offered at Highland.

Highland embraced the challenge and focused on success. By the end of the first semester we felt as though many of our students were having difficulty passing standards. Through our continuous improvement model, Highland assessed ways in which we could move our students through a continuum of learning adding more opportunities for basic skills especially since most of our middle school students were achieving substantially below our Level 1 standards.

The staff rallied for a mid-year change which involved shorter class periods providing opportunities for students to participate in basic skills classes daily and then apply those skills in their content area classes. This also provided opportunities for some teachers to teach within a team. The end result is that we have seen students with significant growth and others still struggling with the idea of even attending at Highland.

Student Performance

Student performance is evaluated in many different ways. As a member of the Quality Schools Coalition, Highland utilizes internal and external benchmarking focused on student achievement. Our processes follow the criteria identified by the Malcolm Baldrige criteria.

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

CAT COMPLETE BATTERY

Group List Report, Part I

School: HIGHLAND TECH

Grade: 7

Purpose
This report summarizes achievement data for a specified group. Part I provides a variety of norm-referenced scores for the group; Part II provides the individual scores for each student. Together with classroom assessments and classwork, this information can be used to identify potential strengths and needs in the content areas shown.

ALASKA STATE NRT
Number of students: 50
Number of students using accommodations: 0

Form/Level: D-17

Test Date: 02/11/05   Scoring: PATTERN (IRT)

QM: 21   Norms Date: 2000

District: ANCHORAGE   05-9060
State: ALASKA

City/State: ANCHORAGE,AK

CTBID: 05083M006374006-03-00536-000083

McGraw Hill

Norm-Referenced Scores

|	No. of Stdnts	No. using Accom*	MNCE	MSS	NCENP	MDNP	Low/High NP
Reading	50	0	55.4	673.9	60	60.5	4-99
Language	50	0	51.8	662.1	53	53.7	3-99
Mathematics	50	0	46.2	659.7	43	43.5	1-97
Total Score**	50	0	51.3	665.2	52	59.0	2-98

* Based on locally reported data
** Total score consists of Reading, Language, Mathematics

MNCE: Mean Normal Curve Equivalent
MSS: Mean Scale Score
NCENP: NP of the MNCE
MDNP: Median National Percentile
Accom: Accommodations

National Percentile Scale

Below Average		Average		Above Average	
1	10	25	50	75	90	99

1   23   36   50   64   77   99
Normal Curve Equivalent Scale

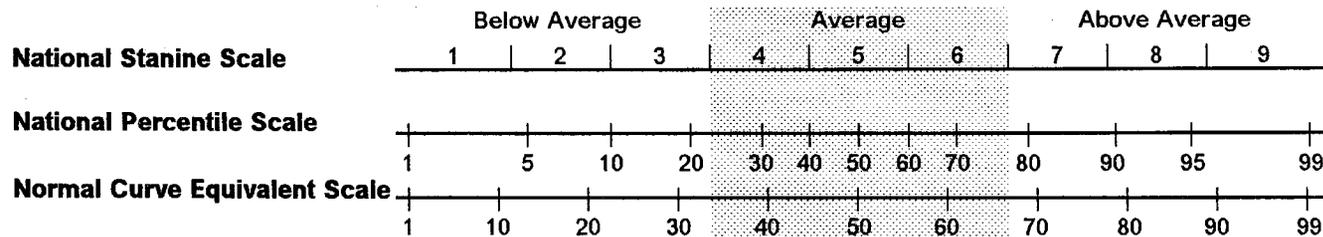**Key:** Low NP ├───◆───┤ High NP
Median

Observations
Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns. Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Four of the group's four MDNP scores are in the average range. Scores in the area to the right of the shading are above the average range.
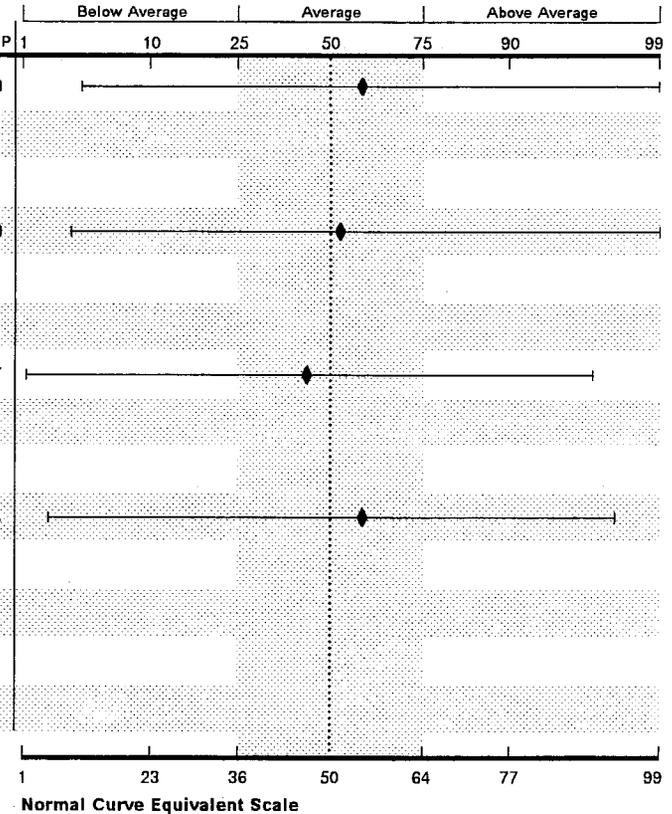
Scores in the area to the left of the shading are below the average range. No MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 60.5, which is in the average range. The lowest Reading score in the group is 4 and the highest is 99. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found in the *Teacher's Guide to TerraNova, The Second Edition* and at CTB's website, www.ctb.com.

	Below Average	Average	Above Average

National Stanine Scale 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9

National Percentile Scale
1   5   10   20   30 40 50 60 70   80   90   95   99

Normal Curve Equivalent Scale
1   10   20   30   40   50   60   70   80   90   99

Key Terms

A Scale Score (SS) is the basis for other norm-referenced scores. The Scale Score describes achievement on a continuum that in most cases spans the complete range of Kindergarten through Grade 12. Scale Scores range in value from approximately 100 to 900. The **Mean Scale Score (MSS)** is obtained by adding the Scale Scores of all students in a group, then dividing by the number of students in that group.

Norm-Referenced Scores come from a standardized assessment and compare a student or group of students with a specified reference group (norm group), usually others of the same grade and age.

An **Anticipated Achievement Score (AA)** compares an individual student's level of achievement with that of students of similar age, grade, and cognitive ability. Anticipated Achievement Scores are a function of age, grade, and scores on *InView*. If a student's age is outside the age range used in the formula to compute AA, his or her age is reset to the minimum or maximum value of the range. The AA for students whose ages have been reset may not be as precise as the AA for students whose ages are within the range specified for each grade. (Only applicable when *InView* is taken.)

A **Difference (DIFF)** is noted by the words "Above" or "Below" when there is an educationally meaningful difference between the group's or individual student's obtained and anticipated scores. The difference is considered meaningful when there is a 7-unit difference between the obtained Normal Curve Equivalent (NCE) and anticipated NCE scores. (Only applicable when *InView* is taken.)

A **National Percentile (NP)** is the percentage of students in a norm group whose scores fall below a given student's score. For example, a student that scored at the 65th percentile in Reading indicates that the student scored equal to or above 65% of students nationwide in Reading. National Percentiles of 25-75 are considered to be in the average range, and thus the student's achievement in the example above can be interpreted to be in the upper end of the average range. The correspondence among National Percentiles, National Stanines, and Normal Curve Equivalents is shown in the graph above. The **Median National Percentile (MDNP)** is the score that divides the distribution in half. If the Median National Percentile for your group was 78, for example, that would mean that half of the National Percentile scores were above 78 and the other half were below 78. The Median National Percentile for the nation is 50.

A **Local Percentile (LP)** is the percentage of students in a local group whose scores fall below a given student's score.

The **Normal Curve Equivalent (NCE)** scale ranges from 1 to 99, and coincides with the National Percentile scale at 1, 50, and 99 (see line graph above). Normal Curve Equivalents have many of the same characteristics as percentile ranks, but have the additional advantage of being based on an equal-interval scale. The difference between two successive scores on the scale has the same meaning throughout the scale. This property allows for meaningful comparisons among different achievement tests. The **Mean Normal Curve Equivalent (MNCE)** is computed by adding the Normal Curve Equivalent scores of all students in a group, then dividing by the number of students in that group.

The **National Stanine (NS)** scale divides the scores of the norm population into nine groups (see the National Stanine line graph above). Because stanines are single-digit numbers, they are less likely than National Percentiles to be confused with the percentage of items answered correctly; however, they lack precision. For example, a student with a National Stanine of 6 could have a National Percentile as low as 60 and as high as 77 (see line graph above). The **Mean National Stanine (MNS)** is computed by adding all of the National Stanines of all the students in the group, then dividing by the number of students in that group.

A **Grade Equivalent (GE)** indicates the year and month of school for which a student's level of performance is typical. For example, a Grade Equivalent of 8.5 is interpreted to mean that the student's achievement is at a level that is typical of students who have completed the fifth month of Grade 8 (September being designated as .0, June as .9). A Grade Equivalent that is within approximately two years of the student's actual grade placement is generally considered an accurate description of the student's level of achievement. *Use caution, however. A student in Grade 3 may attain a Grade Equivalent of 6.6. This does not mean that the student is capable of doing sixth-grade work, only that the student is scoring well above average for Grade 3.* Derived from the Mean Scale Score (MSS), the **Grade Mean Equivalent (GME)** describes the year and month of school at which the local group's Mean Scale Score equals the National Mean. If a Mean Scale Score of 677, for example, converts to a Grade Mean Equivalent of 8.8, it indicates that 677 is the Mean National Scale Score for students who have completed the eighth month of Grade 8.

Additional information about the interpretation of these scores and the use of test results can be found in the *Teacher's Guide to TerraNova, The Second Edition* and at CTB's website, www.ctb.com.

ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
HIGH SCHOOL GRADUATION QUALIFYING EXAMINATION (HSGQE)
SCHOOL SUMMARY REPORT
2005 SPRING

DISTRICT: **ANCHORAGE SCHOOLS**
SCHOOL: **HIGHLAND TECH. CHARTER SCHOOL**

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details for the percent of students in each proficiency level.

Proficiency Level Comparison	Reading							Writing				Mathematics							
	Overall	Performance by Standard						Overall	Performance by Standard			Overall	Performance by Standard						
		R4.1 Use Context Clues[1]	R4.4 Summarize Information	R4.5 Critique Arguments	R4.6 Apply Multi-Step Directions	R4.9 Make and Support Assertions	R4.10 Analyze and Evaluate Themes		W4.1/4.2 Write Compositions	W4.3 Use Conventional English	W4.4 Revise Writing for Word Choice		M1.4 Numeration	M2.4 Measurement	M3.4 Estimation & Computation	M4.4 Functions & Relationships	M5.4 Geometry[1]	M6.4 Statistics / Probability	M7.4 Problem Solving
Points Possible	71	4	17	15	12	13	10	81	44	22	15	70	14	14	14	10	7	11	8
School Average Points Earned	47.7	2.8	12.3	10.8	6.8	8.2	6.9	48.6	21.0	16.0	11.6	42.3	9.2	8.4	7.9	6.0	3.6	7.3	3.0
Average Scale Score	339	n/a	357	348	345	356	348	298	278	332	347	350	355	358	358	361	n/a	358	356
District Average Scale Score	338	n/a	353	350	346	361	350	336	343	351	343	360	373	364	363	376	n/a	364	365
State Average Scale Score	334	n/a	349	343	345	355	344	332	337	348	338	354	365	361	360	366	n/a	359	361

PROFICIENCY LEVEL SUMMARY

		Reading			Writing			Mathematics		
		Total[2]	Proficient	Not Proficient	Total	Proficient	Not Proficient	Total	Proficient	Not Proficient
School	Number Tested	55	34	21	56	38	18	62	35	27
	Percent	100.0%	61.8%	38.2%	100.0%	67.9%	32.1%	100.0%	56.5%	43.5%
District	Number Tested	4139	2643	1496	3799	3066	733	4510	3097	1413
	Percent	100.0%	63.9%	36.1%	100.0%	80.7%	19.3%	100.0%	68.7%	31.3%
State	Number Tested	11652	7082	4570	10452	8306	2146	12518	8178	4340
	Percent	100.0%	60.8%	39.2%	100.0%	79.5%	20.5%	100.0%	65.3%	34.7%

[1] Average Scale Score: **n/a** = Standards with fewer than eight points are not reported.

[2] The sum of **Proficient** and **Not Proficient** may not be exactly 100 percent due to rounding.

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Remediation

Highland Tech High's standards based model provides extended opportunities for students to master skills in reading, writing, and mathematics. The standards-based model provides a clear picture of academic expectations and assessment rubrics aligned with best practices to provide a clear road map for progression for all students closing the achievement gap regardless of their grade level or age. This system focuses on a student's potential and allows scaffolding of learning based on their own personal successes. This model uses academic challenges as learning opportunities rather than viewing them as failures.

During the 04-05 school year, additional curriculum resources were purchased including computer based remediation materials, as well as enhancing private, quiet areas for students who find that the distractions are causes roadblocks in their learning. Courses in reading, writing and math will be formed to meet students where they are academically challenged if they are below Level 1 standards. This focused remediation will allow students to quickly move through skills preparing them for Level 1 coursework.

Mobility

Staff: January, 2005, our physics/math teacher resigned from Highland to move to the east coast for family reasons. February, 2005, our special ed teacher retired due to health reasons. Of the remainder of the staff, three teachers have requested transfers wanting to work in a more traditional environment, however, are willing to stay if they are unable to find just the right position.

We hired a special education teacher in February. She has demonstrated strengths in her abilities and is positively implementing Individual Education Plans within the standards based model at Highland.

The administrative staff was reduced by the Academic Policy Board based on recommendations from the District. Mark Standley will be the principal. There will be no assistant principal to replace his current position.

The Community Resource Advisor will be moving into a classroom teacher position leading the Careers classes.

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Students: Highland Tech enrolled 340 students prior to the October count period. During that same period, 24 students transferred out of Highland – five of those transferred out of district, 16 transferred to other schools in the district (two came back), and three were expelled for weapons.

At the end of the first semester, we experienced a turnover of 20% of our students – to 296 in total. During the month of January we accepted new students, however this enrollment was not solicited. During the year, 6 students withdrew then returned. We're ending the school year with 267 students – **85%** of our original student enrollment – up 4% from last year.

	Enrolled FY 04	Withdrawn FY 04	Enrolled FY 05	Withdrawn FY 05
August	290	0	315	0.
September	17	13	18	9
October	10	21	13	15.
November	1	11	4	20
December	0	4	2	8
January	18	33	22	26
February	3	10	4	4
March	0	3	6	19
April	1	1	1	6
May	0	1	0	5
Totals	**340**	**97**	**385**	**112**
Year End	243		267	

Students left Highland Tech for several reasons. Exit interviews were conducted when possible. Our statistics showed that some students left for "unavoidable" reasons such as parents moving out of state or difficulties with transportation because their parent changed jobs. Students that left due to dissatisfaction came primarily from two areas – (1) students wanting/needing extracurricular courses in the areas of music and other electives; and (2) students and parents lack of understanding of the credit conversion process leading to a concern that those 'high achieving' students were not being provided opportunities to support their continuing education requirements.

All of these concerns have been reviewed and are being addressed in our strategic planning sessions. Rather than changing our school to become all things for all people, we believe we need to focus on the strengths of our program and effectively communicate that in our message to the public.

Grade	Transfer In-District	Transfer Out-District	Transfer Out of State	Expelled	Other
7th	24	3	1	0	1
8th	18	6	1	2	1
9th	6	8	2	0	2
10th	6	8	2	0	2
11th	10	5	1	1	6
Totals	65	24	5	3	16

Enrollment Gains & Losses

FY 04 began with 290 students. FY05 began with 315 students. The enrollment gains and losses show a gain of students enrolling during the year from last year. It also shows that more students withdrew during FY 04 than FY 05.

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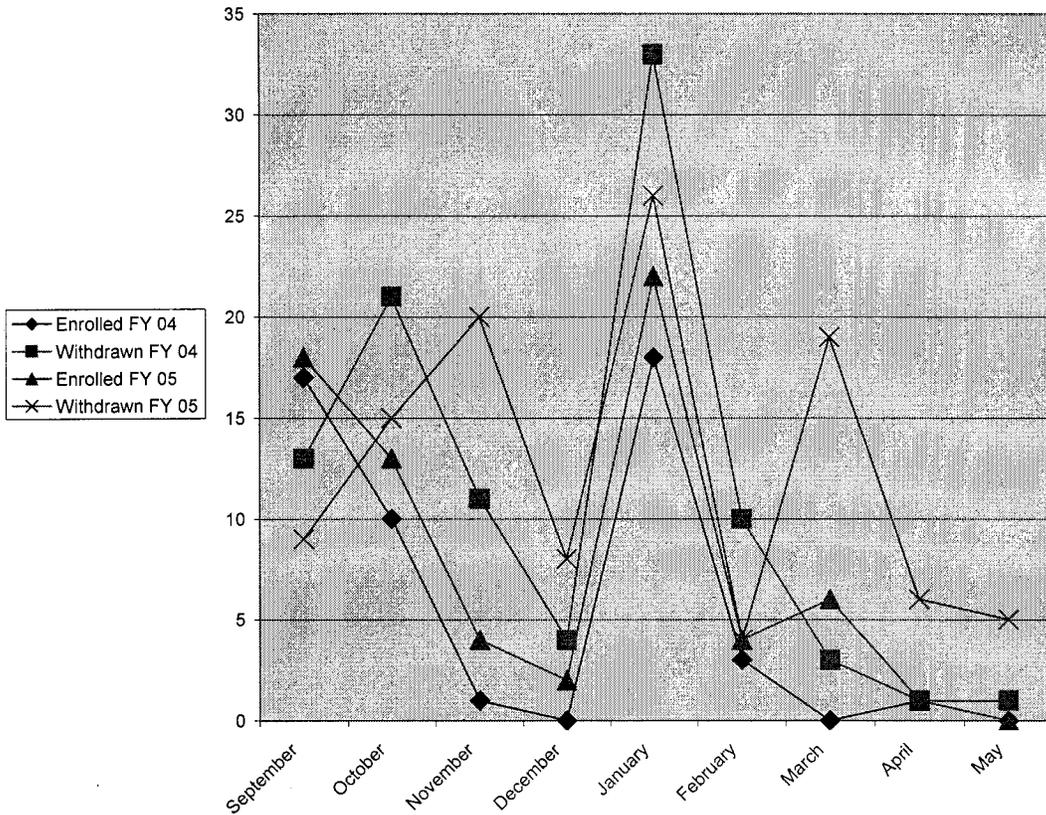
Re-enrollment commitments from parents and students are coming in each day. To date we have only 11 students that have said they are not returning. The stakeholders decided that during the 05-06 school year, it was necessary to "bubble" the lower grades. This would present an optimum enrollment of 100 students each in grades 7 – 9 and no more than 100 students combined in grades 10 – 12. During the March lottery, 40 students requested entrance into Highland – 10 of them have special education needs.

We have two other lotteries – June 10th and August

Students by Grade Level	Committed to return 05.06	Positions Open for Lottery	March Lottery
Incoming 7th graders	All new	100	27
7th grade to 8th grade	46	54	2
8th grade to 9th grade	59	41	8
9th grade to 10th grade	59	10	3
10th grade to 11th grade	52	0	1
11th grade to 12th grade	40	0	0

Special Needs Students: There are 34 students currently enrolled at Highland with special needs. Of those, 31 are returning to Highland Tech next year. Some of our potential new students also have special monitoring concerns; however, we are in close communication with their previous schools and their IEP team members looking at appropriate placements. Many students with special needs find Highland not only to be an appropriate placement, but an accommodating environment to meet their special needs.

Minority Student: Minority enrollments have increased this year from 32% to 37%, a goal we were striving to meet.

grade	white	black	ak nat	am ind	asian	hisp	fili	other
7	25	8	7	2	2	3	0	0
8	35	10	12	1	2	1	1	3
9	40	3	6	1	3	3	0	2
10	42	4	7	0	1	2	1	0
11	25	2	3	1	0	2	0	5
12	1	0	0	0	0	0	1	0
Totals	168	27	35	5	8	11	3	10

School Goal Attainment

Highland Tech High identified goals in the areas of Academic Achievement, Learning Environment and Public Accountability.

Appendix A is the 04-05 School Action Plan Goals for 04-05. The data for year end reporting will be completed by June 17th and will be entered into MLP.

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Charter School Activities

Highland Tech has several projects and partnerships supporting the Highland model of learning. HTH focuses its practices and implementation through activities for students involving the integration of connections with stakeholders and community partnerships.

RISC – Reinventing Schools Coalition provides opportunities for bringing together all stakeholders as a learning community. RISC creates and continuously refines education systems that improve the educational experience of each individual student and allows each child to reach his/her full potential through standards and assessments that are authentic, challenging, fair and consistent. The RISC coalition partners provide systemic and sustainable changes to the educational process resulting in positive learning experiences for students. Through their assistance, HTH receives teacher training and mentorship opportunities, partnerships with other coalition schools, and financial support for development of curriculum and assessments supporting standards based education.

New Tech Foundation supports the contribution of best practices, curriculum and tools by all network schools through the Project-Based Learning library for grades 9-12. They disseminate the model - methodology, tools and resources - through replication, subscription and other means creating and supporting a network of schools based on the Napa NTHS model that continues to innovate, identify and share best practices. NTF provides Highland teachers with training in the methodology, tools and materials as well as access to the experiences and expertise of the New Tech replication sites.

E-Tech is a 401(c)3 corporation that facilitates fund raising, grant development and financial support as well as personnel support for Highland. E-Tech's mission is to provide a strong foundation for technology education for all students in Anchorage. E-Tech provides opportunities for students teach and assist other students and adults with technology. Through the Internship program, students so inclined can adventure into the teaching profession and work with other children in the district.

Stakeholder Meetings

Highland Tech High involves all stakeholders in its strategic planning process - including students, parents, community members, and businesses - to develop and sustain a shared vision. The goals address student learning and development in basic skills, individual needs of students, character development, transition skills, and technology.

Stakeholders meetings are critical to create a strong direction based on input, which is not only supported by all, but to which all are accountable for its success. During this year we had some fantastic stakeholder meetings.

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Town Meeting: This year, Highland has hosted several stakeholder events through which we gather input on a variety of subjects. Looking over the year though, our most successful stakeholder meeting would have to be the Town Meeting that occurred in the spring. The purpose of the town meeting was to review the shared vision and find the areas that need improvement. Once these have been discovered, the stakeholders provide feedback and suggestions to support and reenergize our shared vision. We are now evaluating the input we gathered at that meeting and are addressing optional ways to fill the gaps. The processes that are used to gather the feedback during the meeting are somewhat complicated; however, the results surface where the organization as a whole needs to focus.

The meeting was arranged around using our four focus areas giving the stakeholders guidance. We now have a list of suggestions concerning each focus area and will use this information to improve over the next school year. While the attendance at the meeting wasn't optimal, there were enough representatives of each stakeholder group to get a sense of position; therefore, the town meeting was successful in its objective.

It is now our job to incorporate the feedback into our future meetings and August training. Committees have already been formed to address some of the issues. Since continuous improvement is pivotal in the Quality Schools Model, it is our responsibility to ensure that we followed through on the suggestions. We will provide stakeholders with an update at the opening stakeholder barbeque that we hold each year.

Parent Advisory Board: The Parent Advisory Board is a combination of stakeholders, volunteers and parents committed to sustaining a great school in a great city. The Board began holding meetings during the 04-05 school year. Some meetings were more productive than others, and attendance was limited. It has been considered to ask parents for a more formal commitment during the 05-06 school year insuring greater participation. This would be done through a request – not as an obligation. In the methodology of the Highland Tech model, parents will have an "Involvement Rubric" which will guide their efforts toward participation.

Employability & Outreach Opportunities

The HTH Outreach programs focus on integrating the business community with Highland Tech High – students and staff – demonstrating what can be done by a positive collaborative working relationship between business and education.

These outreach programs provide opportunities for HTH staff to expand participating students knowledge of what is possible. It also encourages students who are not performing as well, to step up their efforts so that they to can participate in these enhancement programs. The UTLTIMATE GOAL of these programs is to point HTH down the path of creating a seamless culture, where what is expected in the classroom is the same as what is expected in the workplace which is lived and understood by students and staff. This seamless relationship provides a complimentary relationship working toward the same goals – students performing successfully in the workplace. Programs like this will help bridge the education - business disconnect of relevancy.

Employability Opportunities: Highland Tech High students participating in special or extracurricular activities on or off campus create an ILP – Individual Learning Plan – that identifies the standards being met, who will assess the progress, and what rubric will be used to support the progress observed by an outside source. It may take several individual learning plans to support movement between levels so there are many instructors that participate in a student's growth in any content area.

Students who leave school to work also have an accountability plan which includes an ILP and employer evaluation. Depending on the type of employment, students have standards that may be met in the workplace.

Students meet weekly with their Advisory Teacher to discuss the ILPs, the student's progress, timelines and deadlines for projects. Upon completion of an ILP, the Advisory Teacher makes sure the student is "paid" for their hard work by recording the mastery of the standards completed.

Appendix B is an example of an Individual Learning Plan and Employment Accountability Plan.

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Outreach Opportunities: Students working with adults at many different levels provides opportunities for them to synthesize the similarities of expectations from the classroom to the workplace.

VIP TOURS AT HTH
VIP Tours occur at least twice a year. The concept is to introduce Anchorage Stakeholders to Highland Tech High, students and staff. The tours are student centered and led by ambassador students. Following the tour, the students lead a Q & A session held in our Summit Conference room.

JOB SHADOWS
Job Shadows are scheduled monthly. The concept is to identify job sites that are willing to host 5 students, plus an accompanying staff member, for a 2 – 3 hour block of time. The visits take place during the work day.

Students are carefully selected for these visits based on their accomplished standards, attitude, appearance, etc. Students and accompanying staff need Administrative approval to participate. Transportation is provided by the school.

BUSINESS BULDING LUNCHES
This event occurs twice each month. The program is open to students and staff as well as interested parents. There is a limit of 30 participants at each luncheon. The presentation topics are on a variety of professional work experiences with the underlying messages of Youth Employment Skills such as responsibility, dependability, teamwork, appearance, work ethic etc.

Prior to the lunch, a staff member is assigned to the presenter for an exchange - one to two hours with the presenter at his/her job site. On the day of the luncheon the identified staff member introduces the presenter to the audience attending.

ALYESKA PIPELINE SERVICES BUSINESS LUNCHES
Alyeska Pipeline Services hosts a business lunch for HTH students, catered in the executive boardroom. These forums began in February, 2004 and occur monthly beginning at the BP Building. The discussions focused on business issues, how students can interact with professionals, job opportunities, importance of training beyond high school and other appropriate issues to the industry.

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Community Stakeholders

Highland Tech High is built from a foundational collaboration of education and business leaders interested in transforming the way students are educated and prepared for the world of work.

Our partners include individuals from the community, parents, entrepreneurs, supporters from the educational community, and local and state government officials. The partnerships continue to make Highland Tech High a leader in innovation, training, teaching and learning.

Highland partners contribute in many different ways:

- through financial and in-kind resources,

- serving on advisory committees,

- assisting with program development,

- providing job shadowships,

- presenting to students, and

- planning for student internships.

Partners in Education

AK Children's Services
AK Hospitality Alliance
AK Pacific University
Alaska Pet Care
Alcan Electric
American Red Cross
Anchorage Daily News
Apple Computer, Inc.
ASD Career & Technology Ed.
Associated General Contractors
Alyeska Pipeline
Baker Jennings Films
Carlisle Graphics
Charter College
ConocoPhillips, Alaska
Covenant House, Alaska
Davis Attorneys
Davis Construction
Dynamic Properties -
Christine Andersen
Great Harvest Bread Co.
J & L Properties
Junior Achievement
KYES Channel 5 Media

New Tech Foundation
Nordstrom
People Mover
Porcaro Communications
Providence Hospital
Ralph Matukonis
RISC
Rim Architects and Design
Sicily's Pizza
Smith Barney Citigroup
Soule Tech Services
Subway of Alaska
Sundog Media
The Alaska Club
ThreeShapes.com
Totem Ocean Trailer Express
U.S. Army
UAA Aviation Technology
UAA Educational Leadership
United Way Volunteer Center
Wells Fargo Bank
Winchester of Alaska, Inc.
YWCA

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School and Extracurricular Activities

Highland Tech High students are expected to engage in community service opportunities which meet standards in the Personal/Social/Service Learning content area. They are also actively involved in extracurricular activities both at Highland and at other schools. We strongly encourage students to maximize their potential by becoming involved with activities – regardless of location.

Students were involved with football, wrestling, basketball, and cross country running at other schools. Some students attend band or ROTC. Other students attended college courses at UAA.

Highland offered Spanish and French to students this year. The costs are offset with a tuition charged to parents to help support the activities.
Listed below is an example of some of the community service projects and special activities students have been involved with.

HTH Ambassadors – Highland students wishing to become Ambassadors receive training so they may clearly represent Highland's Mission and Vision to "newbys" to the school. Ambassadors give VIP Tours, Student Tours, conduct Information Seminars, meet dignitaries visiting the school, and even go to other locations to speak on behalf of the school such as the QSI symposiums.

Reading Buddies – Highland Tech students visit neighboring schools to work with elementary students. They may be reading buddies, assist elementary students with technology projects, and even judge science fairs.

Science Fair Judging – Several elementary schools requested that some of our students participate in the judging of science fair projects. This partnership was loved by the younger and older students.

Tech Support – The annual BP/YWCA Women of Achievement Awards and Young Women of Achievement Awards slide show presentations were prepared by two of our female students. Each slide show presentation contained over 100 slides. The presentation was viewed by over 1200 individuals attending the Awards Banquets.

TAG Team – The "technology action group" or TAG Team provide network and technical support during conferences and symposiums. These students volunteer their weekends to participate in the conferences.

Blood Drive – A group of students are sponsoring a blood drive and encouraging all parents, staff and some students to participate.

Spelling Bee
10/21/04 – A group of HTH students developed, conducted, and judged a formal spelling bee for Totem Ocean Express employees.

Fashion Show
10/24/04 – 35 students put together a fashion show for parents and stakeholders to help clarify the HTH dress code.

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Lake Otis Elementary Halloween Carnival
10/28/04 – Several HTH students volunteered to help with the elementary children to host a carnival for Halloween.

ASD Special Ed Autism Packets
12/4/04 – 8 students volunteered at the Special Education office to help organize packets for students and families with autism.

Climbing – A True Challenge of Spirit
12/14/04 – HTH hosted Cleve McDonald who delivered a slide show to all HTH students sharing his ambition to climb all 7 summits: the highest peaks on each continent. Having climbed six summits, Cleve reached the summit of Antarctica then returned to HTH to share more slides and adventures.

Business Hall of Fame
1/28/05 – HTH students prepared and delivered 3-5 minute speeches at the Sheraton Hotel that hosted over 600 "who's who" in business, while they inducted honored business persons into the Hall of Fame.

Multicultural Student Leadership Conference
1/28/05 HTH students attended the Multicultural Conference held at the Egan Convention Center and danced traditional dances, captured video footage and presented it to their class.

GCI Career Exploration Video Conference
2/10/05 – Several HTH students participated in career exploration, sponsored by GCI, with students and businesses around the state.

Special Education Conference
2/21/05 – Two HTH students attended the Special Education conference, held at the Sheraton Hotel, taking digital pictures and presenting a final multimedia slide show for the closing keynote speech.

CPR Training
5/5/05 – Raymond Pattersen from the Anchorage School District led 20 HTH students through CPR training to receive their official cards.

Tour of Elmendorf Air Force Base
4/8/05 – 25 HTH students toured the base and conducted interviews with Air Force staff, including pilots and technicians.

Kigluit Curriculum Adventures
Over 50 students joined Rich and Tina Hum from Talkeetna to explore media and video conferencing with other students statewide throughout the year. Activities included i-chat, moodle, and other technology-based activities to engage students in curriculum and understand how the media affects us today.

H.T.M.C.
A group of HTH students participated in the Highland Tech Music Club (HTMC) that met in the Summit Room. Goals were set for the next year, and ideas created for ways to share music at HTH.

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Alaska Quality Schools Coalition
Jan and April, 2005 – HTH students built and ran a wireless server for the Alaska Quality Schools Symposia at Alyeska Resort in January and the Marriott Hotel in April. Another team of students participated in a student leadership strand.

Alaska Club Tennis
Fall 2004 – A group of HTH students received instruction from Tennis Pro, Dave Reeves from the Alaska Club. Thanks to the contribution of the Alaska Club, entry was free, allowing students to only paid the instructor.

Weight Lifting
Fall and Spring – A group of 15 students developed and participated in a weight-lifting club, sponsored by Alaska Pacific University. National body builder, Philip Bradfield donated his time and expertise to instruct students at the classes held each Monday and Friday at the Atwood Gym.

Totem Ocean Express Barge Tour
5/17/05 – A group of 22 HTH students were hosted by Totem Ocean Express to participate in a job shadow on board the M/V North Star.

STEP
Fall and Spring – A small group of students worked with the ASD STEP program to receive training in FASD and help put together some public relations materials. Activities included interviewing the public, writing up scripts for making a movie, beginning to develop a CD Rom for distribution.

The Learning Center
Spring 2005 – A group of five HTH students are participating in technology classes with Tony Diez from the Learning Center. The will be certified in C+, Networking, and Cisco by the end of August. Students are enrolled through UAA and will receive college credit at a discounted rate, thanks to the contribution of TLC.

Model United Nations
2/24/05 – A group of HTH students participated in the Model United Nations held at UAA. Students worked as pages for the program. Another group of students put together a CD Rom slide show linking all documents to send out to schools statewide for induction and application into the program.

American Red Cross
Spring 2005 – Several groups of students worked with the American Red Cross to help with fund raising and awareness of several international programs, including the Tsunami Relief and Measles epidemic in Africa.

Bring a Friend to School
4/1/05 – During an ASD inservice, HTH used their half-day of school to invite other students to tour HTH, participate in team-building activities led by HTH students, and attend classes with their friend, providing feedback on our system.

HTH Newspaper – The Highlander
Spring 2005 – A group of students worked with Ms. Talbott to produce a student-written newspaper highlighting issues and fun activities at HTH.

Institute of Computer Technology
Fall 2004 – HTH hosted teachers statewide through face-to-face and video conferencing training on computer technology. The classes were conducted by the Institute of Computer Technology from California, a Bill and Melinda Gates Foundation funded program.

Fur Rendezvous Snow Sculpture
2/10/05 – A group of students worked with local artists, led by Ms. Earp, to enter and win 2nd prize at the Fur Rondy Celebration.

Alaska Society of Technology Educators
Feb 2005 – HTH hosted the pre-conference for the Alaska Society of Technology in Education statewide conference. Final judging for the Ididamovie contest was awarded at HTH. Students at HTH worked with national experts in the field of technology to refine storyboards, movie rubrics, and brainstormed ideas for future projects.

International Movie Producer
Feb 2005 – A group of HTH students worked with international movie producer, Nikos Theodokis, to video conference an interview with an elder in Nome. Students met with Nikos to develop a script, tape the footage, develop a story, edit and present final product for the keynote speech at the ASTE Conference held at the Egan Convention Center. The students teamed with another group of students from Denali, who also produced a movie that featured Tyren Seavey, an Iditarod dog musher.

Writers and Authors
3/4/05 – HTH hosted Debbie S. Miller to present to students her latest book, "Serum Run" as a motivator to encourage young writers. She also featured work by Jon VanZyle, connecting the arts to writing. Students also provided technical assistance for the conference held at Wendler Middle School on Saturday, May 5.

Healthy Futures Conference
Spring 2005 – A group of students provided technical assistance, participated, and interviewed national experts on nutrition and fitness at the Healthy Futures Conference hosted district-wide at Wendler Middle School. The job shadow provided by Pittsburg Steelers' nutritionist helped HTH students learn the importance of nutrition and exercise.

Business Lunches
Fall and Spring – HTH hosted several business partners to speak at lunches for students to learn more about the community and businesses in our neighborhood.

Job Shadows
Spring 2005 – Groups of students participated in numerous job shadows in our community, visiting businesses that included: Take Flight, Providence Hospital, Anchorage Daily News, Simons & Seaforts Restaurant, Benihana, Alaska Zoo, Baker-Jennings Films, Alaska Pioneers Home, Phat Customs, Mr. Del, Boniface Animal Hospital, Davis and Davis Attorneys, Alaska Judicial Court, the Alaska Club East, West, and South.

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Special Projects

Highland students had a fantastic opportunity this year to join the Robotics Association competitions in Anchorage and on the west coast competing in Las Vegas.

There were two different groups competing this year. In the fall 11 division 1 students and 2 division 2 student mentors took part in the First Lego League competition in Anchorage. Students worked during math and science class, after school and on weekends, (even coming in to school on a district snow day) to construct robots out of Lego parts and then programmed the robots to do specific tasks in a limited amount of time. 3 parents attended the competition and brought their families.

During January interim, Robotics class was the class of choice for 14 students ranging from students traditionally in 7th grade to students in 10th grade. A NASA grant for $6000 was written to cover the costs of the robot basic kit and the competition registration. MTA Solutions signed on as a sponsor and donated $500 to the travel fund. Students raised money by participating in bake sales and selling supplies at school dances. Alaska Robotics Education Association acted as a clearinghouse for the large corporation donations that were split between the 4 teams in Anchorage.

After January interim 8 students continued to build and program the robot, create a team web site and publish an animation short for the competition. Students also had to create all the items to enter into the Chairman's Award challenge. At the competition our team was the second highest scoring rookie team there and became the highest seeded Anchorage team ever.

Highland Tech High has been featured in several articles throughout the year including the Northwest Education, published by Northwest Regional Labs. A few of these are located Appendix J. Also, we just received word that we will be the cover story on the next issue of Building Design & Construction, a national industry magazine.

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Interim Studies

Students participate in Interim studies during the month of January. These intensive courses of study provide opportunities for students to experience "elective" type activities. This is also a time for students to get caught up in areas they may be behind. Many students choose (or are strongly encouraged by their parents) to work on their basic skills in the areas of Reading, Writing and Math. Interim studies have become so successful, that we decided to end the year with 7 days of intensives – though with a more academic focus.

Interim activities that were available for students last January included:

Candy-Making
Careers
Ceramics
Cooking
Cosmetology
Creative Writing
Criminology
Critic's Corner
Cross-Country Skiing
Dance
Diplomacy
Drill Team
Elementary Helper
Government
Herpetology
Individualized Learning
Internet Business
Intro to Arabic
Intro to Diseases
Intro to Photography
Job Shadows
Karate

Language Arts
Language Arts 2
Movie Making
NASA
Numeric Literacy
Numeric Literacy 2
Outdoor Survival
Painting
PE Exploratory
Pilot Ground School
Racquet Sports
Reading Corner
Robotics
Science Fiction
Science Olympiad
Short Story Genre
Stained Glass Introduction
Stained Glass Workshop
Strategy Games
Video Conferencing
Web Design
Yoga

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Interim activities that were available for students this June include:

Animal Biology	Office Aide
Bicycle Mechanics	Outdoor Games
Biking	Philosopher's Retreat
Cellular Biology	Physics Level 5
Creative Writing	Project Math
Drawing	Reading Workshop 1-3
Earth Science All Levels	Reading/Writing Workshop
Environmental Biology	Scientific Process
General Art	Social Environments Levels 2/4
General Math	Social Environments Level 1
General Math 1-3	Social Environments Level 3
General Math 3-5	Social Environments Level 4
General Math 5-6	Social Environments Level 5
General PSS	Tech for Today
General Science Level 2	Technology 1-3
Genre Study Levels 3-5	Technology Ethics
Human Diseases	Writing Workshop Levels 3-5
Individual Learning Plans	Writing Workshop Levels 1-3
Math Levels 5-6	Writing Levels 1-2
Media Literacy 1-3	Writing Level 1
	Writing Movie Reviews

Governance

Academic Policy Board

Highland Tech had a significant turnover during the 04-05 school year. Seven members of the 03-04 board resigned in the 04-05 school year leaving only Craig Mollerstuen and CJ Stiegele as members of the board that have served more than one year. Some of the board positions were filled and then turned over again. There are nine positions available on the board. Currently, six of those positions are filled.

Member	Representation
Craig Mollerstuen	Business - GCI
Laura Hilger-Rector	Teacher - HTH
Rob Lang	Education - UAA
Melissa Cameron	Student - HTH
Trigg Davis	Parent - HTH/Attorney
Mike Barry	Business/Govt - Consultant

During the course of this school year, members came on the board and resigned including Jim Utter and Wendy Battino. Other resignations include: Paul Wiltse, Rob Shoaf, Katie Rom (student), and CJ Stiegele.

The APB met monthly. Bylaw revision and policy review which were to take place in work sessions during the month of July and August, 2004 did not occur. The current bylaws remain the same as those approved by the school board in 2003. Bylaws and minutes from meetings during 2004-2005 are found in **Appendix C**.

Facility: The facility lease for Highland has a significant impact on our annual operating budget. The lease encumbers approximately 25% of that budget. In addition, Highland is still responsible for the $600,000 promissory note which is accruing interest at 15%. Highland continues to pursue additional outside funding to alleviate this debt.

J&L Properties agreed to waive any payments to the Promissory Note for the 04-05 and 05-06 school years. The facility lease continues with a 2% increase in the payment schedule for the FY 06 school year. Highland continues to work with the landlords to maximize efficiency in the school and reduce noise. HTH facility lease is found in **Appendix D**.

Technology: The GE Capital (Apple) lease remains an obligation for the next two years. The lease payments were divided over three years for technology purchased during the first year of operation. FY 05 was the first installment. The second and third installments will follow in FY 06 and FY 07. GE Capital lease is found in **Appendix E.**

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Financial Reporting

FY 04 Funding Overview

Highland Tech High was funded for 313 students based on the average daily attendance through the October count period. Our total funding allocation through the Department of Education was $1.8 million. *Approximately $30,000 was slated as income from student supply fees. To date, only 60%has been collected. Additional funding was secured in the form of grants from the Department of Education and the Sate of Alaska.*

New Tech Foundation provided funding for implementation of the New Tech model which included funds for additional technology, tech support, network administrators and individuals to support the increase of community partnerships. During the 04-05 school year New Tech granted up to $100,000 for the development of the program as well as $50,000 for travel for training opportunities and support of the model.

RISC – Re-inventing Schools Coalition - also supported Highland through granting additional funds which were used for training and teacher support.

FY 04 Expenditure Overview

Highland's working budget this year had many inconsistencies and changes which were a result of teacher and staff mobility and unforeseen expenditures. This can be noted in the APB minutes the dramatic differences in estimated shortfalls from month to month.

Highland will be completing all budget transfers and closing out all expenditures during the month of June. Highland is closely monitoring its budget to actual with projections to year end. As of May 25th, Highland is +/- $5,000. For this report, it will be unlikely that we can have an accurate year end financial report; however, the attached **Appendix F** financial statements reflect estimated balances by account.

FY 05 Capital Assets

Technology appears to be one of the largest assets in the school. However, a majority of our technology including computers, cameras, projectors and other equipment was secured via Apple Leasing - GE Capital.

Items which were purchased with state or district monies have been tagged. A complete inventory list is found in **Appendix G**.

Planning for FY 06

A Strategic Plan of Improvement

Highland Tech's year 2 has proven to be as challenging, if not more challenging, than year 1. In the educational arena, it is substantiated that the opening of a new alternative school takes 3 to 5 years before systems are adequately in place and the right people are involved in implementing long range plans. Introduction of a new instructional model involves a significant amount of teacher training. Teacher turnover is often high during the first few years as it is difficult to match teaching styles to the instructional model. Likewise, student turnover is also significant. Educating the public and matching students to the model are communications that take time to build.

Year 2 has presented itself with significant governance challenges. We have had several individuals resign from the board during the 04-05 school year, two of which were financial advisors. Financially, Highland was challenged with a reduced budget because we did not meet our enrollment projections. A significant amount of time has been invested in reworking the budget to end this year without operational debt.

During the course of this year, our challenges have presented opportunities for improving our processes and procedures for upcoming years. Attached are areas of concern that need some level of improvement. These concerns will be further explored in the FY06 Strategic Plan.

Accounting –The Highland operational budget is based on State funding and student fees and reflect the day to day operational commitments of Highland Tech. During the past 2 school years, the operational budget supported salaries, building lease and equipment leases. Most other expenses have been covered through grants and foundation support. The accounting practices within ASD have specific processes that are followed. The uncertainty is within the HTH budgeting process – primarily when funding amounts change.

Concern:
HTH budget and accounting practices are inconsistent and sloppy.

Possible Solutions:
- Develop budget and accounting administrative procedures which include presentation of recommended budget changes at each board meeting
- Review budget to actual reports with a CPA quarterly
- Develop fixed vs variable cost contingencies
- Identify additional consistent funding sources

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<u>Concern</u>:
Proposed budgets do not accurately reflect ALL expenses and income sources.

<u>Possible Solutions</u>:
- The proposed FY06 budget reflect ALL expenses and income sources regardless of source (ASD, NT, RISC, etc) on one budget (which can then be separated out by individual budget source.
- A Financial Plan be developed over a 5 year period of time to reflect all financial obligations including the Bank Note and equipment leases.
- A CPA review all future budgets annually insuring they reflect all current and future financial obligations.

<u>Concern</u>:
Promissory note, equipment leases and annual facility rental charges reduce our operating budget by approximately 25%.

<u>Possible Solutions</u>:
- Develop alternative funding sources such as foundations, grants and low interest loans to pay off debt. Also, generate income from outside sources using the building and equipment such as video conferencing, sponsoring conferences and holding summer camps and summer school opportunities for students.

<u>Concern</u>:
Student enrollment projections do not support a sufficient operational budget. To support current spending, HTH must increase student enrollment, decrease financial obligations, or increase consistent optional funding sources

<u>Possible Solutions</u>:
- Develop an annual recruitment plan for 7th – 9th grade students including school visits, postcards of invitation to parents in the district, and information seminars promoting the program.
- Meet with middle school and high school counselors discussing student referrals to the program.
- Maintain a waiting list of 50 students per grade level.

Student Population – Highland student population has vacillated between 250 and 325 students since the school opened. There has been a large turnover of students which requires high levels of communication with parents and students to teach them the model of instruction.

<u>Concern</u>:
Retention of students is erratic which effects the culture of the school and the quality of instruction a teacher can deliver.

<u>Possible Solutions</u>:
- Develop a retention plan for current students including surveys identifying why students are choosing to stay or why they are going.
- Provide schedules and course offerings informing students of their options.
- Include Intensives as elective options during the school year to the course offerings catalog.
- Develop processes and procedures during registration identifying what brings them back to Highland
- Request parents volunteer 20 hours per year

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Instructional Staffing – Instructional staff (teachers, teacher assistants and instructional support) are the most important resource in a school. During the last 2 years at Highland, teachers have been stretched way beyond their stretch goals. Extensive progress was made during year 1 which actually took us to a place where we should have begun. Through surveys and problem solving, many changes were made during year 2. However, by mid year, teachers and administration felt that it was necessary to provide students more opportunities to develop their reading, writing and math skills. Some teachers moved classrooms, changed courses they were teaching or grade levels. That type of decision is difficult to make. The plus/deltas were fairly balanced, but we all felt it would be better for students to have more exposure to the basic skills since many of them were so far behind. The teachers were exceptional in placing their own needs behind those of the students. They deserve metals of honor.

<u>Concern</u>:
Teacher retention issues are directly aligned to factors that create burnout including planning time, training, administration support, schedules, consistency in program, extra duty pay for extra work, and physical plant.

<u>Possible Solutions</u>:
- -A Teacher Wellness Program which incorporates priority issues supporting teacher success. The program includes ½ hour team or division planning per week in addition to their 4 ½ hours of individual planning time.
- -Training identified and scheduled in advance so teachers can make appropriate plans to attend.
- -Daily and weekly schedules created for the year and will be reviewed through the continuous improvement process each year.
- -Teaching assignments will remain intact through out the year.
- -Extra curricular pay will be generated either through the operating budget or through supporting grants or funding agencies.
- -Teachers needing furniture, fixtures and/or equipment will have the opportunity to request through a formal inventory request process.

<u>Concern</u>:
Instructional Placement of Teachers

<u>Possible Solutions</u>:
- Teachers will be placed in their highly qualified area. If teachers are teaching a second content area it will be by volunteer basis – not assignment.

<u>Concern</u>:
Information technology support on a daily basis.

<u>Possible Solutions</u>:
- Contract/hire an information technology/network specialist to maintain a solid technological working environment. In addition, that individual will work with students at Level 6 technology to learn the support systems and assist in maintenance of the technological structure.

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The physical plant is not conducive to high levels of productivity with the current noise level.

Possible Solutions:
- Create short term, quick fixes until funding can be secured for remodeling the physical plant including foam board posters in between rooms, and accordion doors facing hallways.

Physical Plant – The Highland Tech facility is an architectural award winning design and has won awards from around the nation. However, it was created with a minimal budget so acoustically for a school the noise level is a nightmare. I have over the past two years met with 4 different acoustical engineers and architects that have presented a variety of solutions. The ones that would be the most effective – the absolute best – will require a funding supplement of $250,000 and at least 3 months of construction work. At this time, quick fix and temporary solutions are all we can consider until funding for a larger project is secured.

Concern:
No doors cause high levels of disruption from hallways. Though the facility was designed with no doors to promote communication and teaming between teachers, it has been noted that many students are not responsible enough to conduct themselves in a mature fashion so as not to disturb others on task in classrooms.

Possible Solutions:
- Sliding enclosures that can be left open or closed depending on the activities of the students

Concern:
Students (especially middle school) need recreational activities to support their high needs for movement in a safe location on the property

Possible Solutions:
- Create a lawn/activity area in the back of the facility which can be blocked during lunch, before and after school. Policies and Procedures (rules) will be posted clearly for students to follow.
- Provide volleyball, basket ball and picnic tables for students to socialize outdoors in the activity area.

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FY 06 School Year Calendar & Daily Schedule

05-06 Calendar: The Academic Policy Board has approved the 05-06 calendar corresponding to the Districts holiday and vacation schedule. Some of the inservice days differ due to training in the standards based model. Not included in the calendar additional "volunteer" training in August. These are non-contract days paid as an addendum.

Teachers came together this spring to create a schedule that would incorporate additional planning time – which is so desperately needed in this model. Flexible scheduling has also been incorporated to support students who work in the afternoons. Several renditions were created. Possible schedules were voted on by students, parents and teachers. The daily schedule found in appendix H was voted the most popular.
Calendar and schedule are found in **Appendix H.**

Reporting System & Course Conversion

While implementing a standards-based model of instruction with an alternative grading system, Highland Tech High is still responsible for maintaining accurate "translatable" records for students moving in and out of the school. The standards-based model requires a reporting system that is problematic and demanding of documentation to support a student's learning.

Highland Tech in partnership with ThreeShapes.com LLC has build a web-based electronic data management system (eDucate) suited to the standards-based educational model. The system automates and streamlines four aspects of the model: student and parent information, academic progress and achievement, course and curriculum development and data reporting.

eDucate allows any student or parent to access his or her own academic records to determine current progress, targeted goals and objectives, and historical data. eDucate further ensures that transferring students receive the appropriate recognition due to them for coursework completed at Highland Tech High. Procedures have been adopted for translation and course descriptors will soon be available on Highland's web page.

Technology Plan

During the month of June, the Administrative team is completing the FY 06 Strategic Plan which will include a three year technology plan.

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Staff Assignments

Moving toward NCLB and highly qualified teachers, Highland is focusing on teacher instructional assignments that reflect the expertise of each teacher. The middle school teachers will still be responsible for an array of content areas – which works well with the standards-based project based curriculum. Research has shown that middle school aged children are far more responsive to an action packed well rounded curriculum.

The high school teachers will be responsible for a primary subject that they are highly qualified in. In addition, they may teach an elective of interest (most often a technology course) that would be interesting and fun for them.

Teacher staffing at Highland is determined by the number of students at each academic level and grade. Based on the projections for enrollment next year, there will need to be some changes in teaching assignments. **Appendix I** reflects the teachers that have committed to return and their content areas of qualification.

Other staffing changes some classified positions and administration. CJ Stiegele is leaving Highland as Principal. Mark Standley will be the Principal for FY06. There is not assistant principal slated for FY06.

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Concluding words to the stakeholders of Highland Tech High.

Highland Tech began as one person's vision – a vision that attending school and learning can be fun, that meeting standards or competencies provides greater academic success; that the most successful school programs could culminate under one roof creating a new, systemic model of education.

To make this type of vision a reality requires a unique type of person – an entrepreneur. That person is a risk taker (actually a risk junkie), never takes no for an answer and will work to the bitter end to make the vision a reality. No matter what it takes – that person makes it happen.

Then the doors open and the day to day routine begins (though our fist year was anything but routine!) Phone calls, meetings, and extremely long hours are what it takes to maintain a school from year to year. This is where the entrepreneur flounders – maybe because it no longer holds the excitement of the risk. Maybe because the little things become boring to an entrepreneur (sounds like many of our students!)

Yet, this is also where the entrepreneur wants to hold on - not let go, at least not just yet. Not so different from a parent watching their teenager leave to face the world on their own.

So it is with me – the entrepreneur and the parent. As an entrepreneur I am exceedingly proud of Highland Tech and the team that created this incredible school. As a parent, I find it hard to let go.

At the end of this school year, I am saying farewell. It is time for me to stand back and be a proud parent – to watch Highland grow, make mistakes (hopefully not as grand as some of my mistakes!) and become solid in a systemic forum for education.

This is not good bye – but hello. Now I will be able to have time to interact in other ways. I am extremely excited about our first graduating class next year. I will be there to cheer you on! Now, I can also become involved as a partner in your education and be involved with the FUN projects you do – rather than sitting behind my desk!

My sincerest thanks for helping to make this entrepreneur's vision a reality. :-))

CJ Stiegele
Founder
Highland Tech High