In 2006, We Want Our Schools to Look Like This: Sample High School Vision*

School policies to promote equity will be evident in:
- Continuous commitment to assessing the school culture and program to improve academic achievement.
- Open access to high-quality college preparatory courses.
- Elimination of tracking, elimination of remedial courses.
- A systemic, logical staff development plan with appropriate time and resources set aside.
- Incentives for teachers and administrators to attend staff development focused on equity.
- A process for planning and implementing a comprehensive guidance program.
- Appropriate support that meets students’ needs.
- Meaningful parent partnerships.

Student achievement will be evident in:
- Increased percentage of students graduating from high school.
- Decreased in percentage of dropouts.
- Increased percentages of poor and underrepresented-ethnicity students enrolled in postsecondary and institutions resulting from:
  - Increased enrollment and retention in college prep courses
  - Increased enrollment and retention in Advanced Placement courses
  - Increased percentage taking the PSAT/NMSQT or PACT
  - Increased percentage taking the SAT or ACT, SAT II, and Advanced Placement exams
  - Increased percentage planning to attend baccalaureate-granting postsecondary institutions

Counselors will:
- Actively target and enroll poor and underrepresented-ethnicity students for recruitment into college prep courses.
- Play a central role as part of a planning team to improve student achievement.
- Assist in setting up a monitoring system to assess student performance and provide services where needed.
- Use data on a regular basis to analyze students’ progress
- Involve families in students’ academic planning, course selections, and options regarding postsecondary choices.
- Actively seek professional growth experiences.

Teachers will:
- Implement successful instruction using high standards, latest research, technology cooperative learning, and high-level thinking skills.
- Engage in peer coaching, collegial sharing.
- Teach all students on or above grade-level standards
• Have increased higher expectations for students, including open access and retention in college prep courses.
• Actively seek professional growth experiences.
• Strive for partnerships with parents regarding students’ academic experience.
• Use assessments and other data on a regular basis to analyze and improve students’ learning.

**Administrators will:**
• Play a key role in setting the climate for successful implementation of a plan to strengthen teaching and learning, educational guidance and counseling services, and support services for students.
• Set up a system to monitor progress toward increasing the numbers of poor and underrepresented-ethnicity students who enter postsecondary institutions.
• Evaluate teachers and counselors in ways that recognize these improved strategies.
• Create structures to provide ongoing communication to facilitate better use of resources.
• Facilitate structuring time for staff development related to the plan’s objectives.
• Promote collaboration between teachers, counselors, administrators, students, and parents to meet the plan’s objectives.
• Analyze student achievement data with staff and use data for improvement of student learning.

**Students will:**
• Demonstrate increased awareness of and enrollment in the required college preparatory courses needed to meet their future career aspirations.
• Use vehicles to express their voices regarding the school culture and program—and know that their opinions are weighted seriously in decision making.
• Feel capable of achieving at high levels and know that their individual aspirations are important.
• Show increased awareness of the connection between the education, income level, and future quality-of-life possibilities.
• Increase completion of homework assignments.
• Attend school regularly and on time.
• Participate more in school activities.
• Decrease involvement in incidents that lead to suspensions, expulsions, and other disciplinary actions.

**Parents and communities will:**
• Play a role in the collection, analysis and presentation of data—and decision making based on the data.
• Use a variety of vehicles to voice their ideas and concerns in the school reform process.
• Show an increase in knowledge of courses their children should be enrolled in to reach their college and career aspirations.
• Become informed advocates for closing the achievement gap.
• Participate in and encourage their child’s educational growth.