

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 Advance 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.

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