

Phase II...Of a Five-Year District Plan

Implementing the Vision

Creating an All-Choice

System of Schools

HARTFORD Public Schools



CHOOSE. ACHIEVE. SUCCEED.

Office of School Design

- Dr. Christina Kishimoto – Assistant Superintendent
- Mary Giuliano – Secondary Design Specialist
- Kimberly Stone-Keaton – Elementary Design Specialist
- Angela Gionfriddo – Executive Assistant

Supported by the work of:

- City-wide design team volunteers and partners

Assumptions

To create a choice system, you must:

- Have multiple school options
- Have high performing schools
- Diversify learning environments
- Build meaningful partnerships
- Adopt a PK-16 perspective
- Bring diverse thinkers to the table

The Process

- Design Specialist appointed to each team
- Design team chairs appointed
- Design specifications built around the 3Rs
- Teams met regularly, conducted research on national models for replication and drafted specs.
- Feedback process completed by a review team
- Final draft submitted to the Superintendent
- Specs presented to the Board Nov 4, Nov 18, Dec 16



Multiple Options: Phase I & II

1. Core Knowledge
2. Latino Studies
3. CommPACT
4. Achievement First
5. Montessori
6. Breakthrough II
7. IB – Global Communications
8. Law & Government
9. Engineering & Green Tech
10. Nursing
11. Culinary Arts

1. Young Men's Leadership
2. Insurance & Finance
3. OPPortunity (Alternative)
4. Journalism & Media
5. Teacher Preparatory
6. Early Learning Center
7. 9th Grade Academy (HPHS)
8. America's Choice

***Approximately 8500 choice seats will have a specific design around the 3Rs!... added to existing high performing schools!**

New School Choices For Students

1. Young Men's Leadership Academy (6-12)
2. Journalism and Media High School (9-12)
3. OPPortunity High School (9-12)
A Community Partnership High School
4. High School, Inc. (9-12)
Hartford's Academy of Insurance and Finance
5. Teacher Preparatory Studies (11-12)
at Bulkeley Upper School

Young Men's Leadership Academy

A single gender academy for grades 6-12



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Model Overview

- College-preparatory program for grades 6-12
- Theme: Building exceptional leadership skills for young men
- Location: 875 Asylum Avenue (*temporary*)
- 575 students at full enrollment
- 2009 start-up with 200 students in grades 6 & 7
- Maintain 6-8 middle school until permanent location is available

Research

- 2008 CMT Results for 8th grade boys
 - 8% lower than girls in reading
 - 16% lower than girls in writing
- Males are identified as requiring special education more than twice as often as females (2365 to 1082)
- Males are more likely to be identified: Emotional Disturbance and Learning Disabled
- All students in the alternative program in grades 6 to 8 are boys
- All but two students in the alternative program for grades 9 and 10 are boys

The results of a 2005 Cambridge University study found that single-gender schools provide:

- more successful same-sex teacher and student role models
- more leadership opportunities
- greater order and discipline
- fewer social distractions to academic matters

Model Sites

- The Eagle Academy, Bronx, NY
- Urban Prep Academy, Chicago, IL
- Atlanta Single Gender Academies, Atlanta, GA
- Hyde Leadership School, Hamden, CT

There were **3** public, single gender schools in 1995.

There are more than **442** single gender public school opportunities today.

Mission

The mission of the Young Men's Leadership Academy is to provide high-quality and effective educational programs, services and leadership experiences for urban adolescent males.

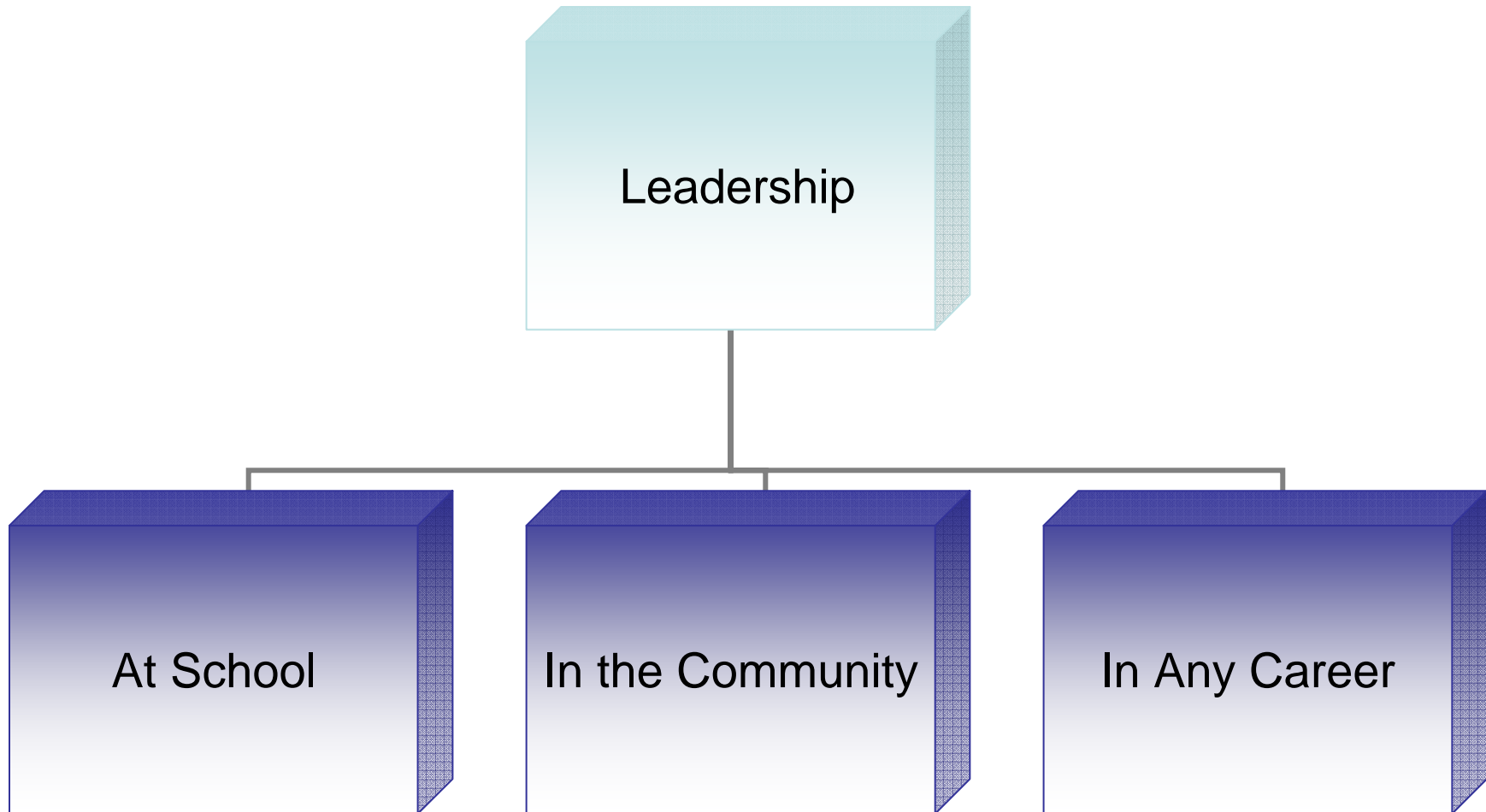
Vision

The young men of Hartford will be well-rounded, productive citizens and leaders of our society.

The Academy will be a college preparatory community where:

- student **leadership** is developed and encouraged
- students’ intellectual, physical and social **needs are met**
- positive **self esteem** is nurtured
- curriculum is **culturally enriched** and academically **challenging**

Academy students will learn...



Leadership

Through Leadership opportunities and development students will acquire:

- Communication Skills
- Self-awareness
- Presentation Skills
- Ethics in Leadership
- Awareness of Leadership Styles
- Community Action

Leadership courses include:

- Teen Leadership (The Flippen Group)
- Leadership Seminars
- Leading for Social Change
- Personal Finance
- Entrepreneurial Studies

Curriculum Highlights

| Leadership | THEME INTEGRATION | ENGLISH |
|--|------------------------|---|
| <i>Flippen</i> Leadership for Middle Grades | Afro-Caribbean Studies | Reader's and Writer's Workshop in the middle grades |
| Leadership Seminars | Law & Government | Communications |
| Leadership for Social Change | World Music | Public Speaking |
| Entrepreneurial Studies and Capstone Project | Men's Health | AP English |

Teacher Modeling and Capacity Building

- Male principal
- Predominantly male teachers
- Mandatory summer 2009 training & curriculum development
- Capturing Kid's Heart training
- Flippen Leadership training
- Common planning time to develop units of study

Student Leadership Highlights

1. Students will be trained in 3 leadership stages:
 - Emerging Leaders (Grades 6 – 7)
 - Rising Leaders (Grades 8 – 10)
 - Academy Leaders (Grades 11 – 12)
2. Leadership development stages will be reflected in the student uniform
3. Mandatory service project to include a service project fair

Parent Involvement Highlights

Each parent is expected to:

- Participate in an enrollment interview
- Participate in no less than 3 school-related activities
- Attend grade report conferences with students
- Participate in student projects

Parents are invited to participate on:

- The School Governance Council
- The Parent Advisory Committee
- The Capstone Forum

Partnerships

The leadership theme will be strengthened through partnerships with:

The Greater Hartford YMCA

The Greater Hartford Male Youth Leadership Program

The Artists' Collective

The Boys and Girls Club of Greater Hartford

Young Men's Leadership Academy

Creating opportunities for:

- Rigorous program of studies
- Structured leadership skill development
- Service to community
- Safe learning environment to define oneself as a young man

JOURNALISM AND MEDIA HIGH SCHOOL

A 9-12 High School

Model Overview

- Location: Northeast High School, 150 Tower Avenue
- College-preparatory program for Grade 9-12 students
- 2009 Start up with 200 students in Grades 9 & 10*
- 400 students at full enrollment
- Theme: Journalism, Communications, Audio/Digital and Media Technology, Video Production, Web Design
- College level core courses and career pathway course sequence for Journalism and Media
- Channel 19 television as school enterprise

School Mission

The Journalism and Media High School will create media-literate students with high levels of technology, writing, research and creative thinking skills who are competitive candidates for four year colleges and ultimately Masters Degree programs in Communications or Journalism.

School Vision

The Journalism and Media High School seeks to develop each student's talents and interests as an independent-minded person within the community. Students will acquire technological and critical thinking skills and will develop a sense of personal and social responsibility that will enable them to participate successfully in a global economy.

Three Media Foci

1. Writing as a Main Focus

- a. Newspapers and wire services*
- b. Public Relations*
- c. Radio and Television*
- d. Writing for the Internet: Information, Branding, and Marketing*

Three Media Foci

2. Videography and Photography

- a. *Television and Cable*
- b. *Videography and Communications for Live Reporting*
 - i. *Composing and Editing Down*
 - ii. *Shooting and Camera Work*

Three Media Foci

3. Audio and Media Technology

- a. Equipment Maintenance*
- b. Signals and Transmission*
- c. Sound Broadcasting*

Research Basis

- **NAA (Newspaper Association of America) Foundation Study April 2008**
 - *High School Journalism Matters*
- **Digital Harbor Academy, Baltimore**
 - State-of-the-Art Television & Editing Studios
 - Writing for different audiences and purposes, Public Speaking & Research taught in the core curriculum
 - Students complete studio work with field experts in and outside of the school: anchoring, editing, lighting, staging
 - Student designed programming for cable television
- **Center for Communications and Mass Media at Melrose School, St. Petersburg, FL**

Embedded Learning Skills

- **Creativity and Innovation**
- **Critical Thinking and Problem Solving**
- **Communications and Collaboration**

Curriculum Highlights

| JOURNALISM & MEDIA | THEME INTEGRATION | ENGLISH |
|---|---|--|
| Writing for Radio, TV and Public Relations | Videography and Photo Journalism | Composition I & II <i>(integrated units to develop students' research skills)</i> |
| Media Technology I and Advanced Media Technology II | Global Media Images <i>(Timing, Staging, Lighting and Sound)</i> | World Literature |
| Videography | World Geography and the Media | AP English |
| Studio Project and Capstone Internship | International Relations | |

Teacher Capacity Building

- Strong writers and teachers with technology skills
- Mandatory Summer 2009 training
- Summer Bridge for students and teachers
- Intensive on-going training in the teaching of Writing
- Unit development to include 3 skill sets:
 1. creativity and innovation;
 2. critical thinking and problem solving; and
 3. communications and collaboration

Student Leadership Opportunities

- Channel 19 Student Programming
- WQTQ Radio Programming
- School Newspaper w/editorial board
- School Governance Council
- Student Government
- Annual Recognitions: News Writer of the Year; Best Family Documentary Award; Photojournalist of the Year; Excellence in Internship, Outstanding PR Campaign

Parent Involvement Highlights

- Parents as partners in the educational process
 - Participation in student journalism and media projects, such as family documentaries
- Parents as decision makers on site-based committees
 - School Governance Council
- Parent Leadership
 - PTO and other organizations to impact policies, especially as they affect student achievement and affairs

School Partners

- **Higher Education (in discussion)**
 - Quinnipiac
- **Business (in discussion)**
 - Channel 19 Hartford Public Access Television*
 - WQTQ Radio Station*
 - Channel 61
 - National Public Radio
 - The Hartford Courant
 - ESPN

Journalism and Media High School

Creating opportunities for:

- Writing as a fully integrated skill within all content areas
- Use of computers and other technologies in all courses to construct learning
- Channel 19 as a school enterprise
- Convergence of print, broadcast and the web

OPPportunity High School

**A Community Partnership School for
Grades 9-12**

Model Overview

- Location: Bulkeley Campus – Exterior Buildings
- Partnership school model with Our Piece of the Pie, Inc
- College-preparatory program for Grades 9-12
- Theme: Youth Development, Career Competencies and Character Building
- Target population: 200 students, Grades 9-12
 - Students who have dropped out or are at risk of dropping out
 - 1.5 years of high school with fewer than 6.5 credits
 - Attendance by choice
 - Younger than age 18
- Non-traditional school setting and schedule
- Year round school; four quarters of 12 weeks each

School Mission

Mission

- An engaging and rigorous learning environment to serve Hartford's overage and under-credited youth
- College ready preparation and navigation towards career success

School Vision

Vision

- Inspiration for each student to learn and succeed
- Intensive and individualized guidance for each student to become an independent adult who maximizes his or her potential

Theme Focus

- Incorporation of youth development and partnership practices into all aspects of the school culture and curriculum
 - Youth development embedded curriculum
 - Career development
 - Character development
 - Healthy relationships
 - Community building

Research Basis

Good Shepherd Services and NYC Department of Education

- Model site: South Brooklyn Community High School
- Foundational beliefs
 - Individualized attention
 - Intensive support services
- Essential components
 - Shared leadership/partnership
 - Advocate Counselor (Youth Development Specialist) for all students
 - Youth development approach to instruction
 - Accelerated credit accumulation
 - Student benchmark system

Curriculum Highlights

- 4 quarters of 12 weeks each
- Students can take 1-4 classes a quarter
- School is open year round
- Students provided curricular support in cohorts
- Workplace learning, apprenticeships, certificate programs and early college courses identified based on student's career interest

A college ready curriculum integrated with a youth development approach

- Capital Workforce Partners Career Competencies across the curriculum
- Character-based/youth development literacy
- Accelerated credit process/Additional time
- Embedded Junior Achievement programs
- Mayor's Office for Youth Services out of school activities aligned with youth development theme

Governance Structure

Partnership model: HPS and OPP

Collaborative leadership with discrete responsibilities

- Hartford school staff as managers for educational program
- OPP as managers for comprehensive support services
- Principal as supervisor for Hartford School staff
- OPP Director as supervisor for OPP staff
- Teaching staff and OPP Youth Development Specialists as collaborators to facilitate student progress

Teacher Capacity Building

- Dedicated to relationship building with a student's extended family
- Willing to connect content instruction with career competencies
- Able to thrive in a co-teaching approach
- Willing to teach in a non-traditional setting, i.e. extend learning to the workplace, the community, and/or local organizations

Student Leadership

- Classrooms will be organized as workplace environments; each student will have an important role in the classroom and school
- Student Government & Active Citizenship
- Community Service
- Recognitions for student leadership

Family Involvement

- Enrollment process must include a family member
- Every student must have an adult advocate
- Families are welcomed to join students in meetings with Youth Development Specialist
- Families will be invited to co-present Youth Recognition Awards

School Partners

Partners working with the school to re-engage Hartford's disconnected youth

- Capital Workforce Partners
- United Way
- Hartford Foundation for Public Giving
- City of Hartford, Office of Youth Services
- Boys and Girls Club of Hartford
- Junior Achievement
- Village for Families and Children (The Village)

OPPortunity High School **Creating Opportunities for:**

- A shared partnership between Hartford Public Schools and Our Piece of the Pie, Inc
- Emphasis on youth development
- Individualized support through Youth Development Specialists
- Intensive support services to overcome personal roadblocks to learning
- Alternate school setting and alternative schedule for students unable to achieve success in a more traditional setting

HIGH SCHOOL, INC.

Hartford's Insurance & Finance Academy
A Grade 9-12 High School

Model Overview

- College-preparatory program for Grade 9-12 students
- Focus on Insurance and Finance
- 400 students at full enrollment
- Start up with Grades 9 & 10; 200 students
- Location: 275 Asylum Avenue
- Dual curriculum providing college level core courses and NAF pathway sequenced courses
- Corporate field experiences (internships, job shadow)
- Embedded in-school business environment

School Mission

- **Mission**

- preparing for higher education and careers in the finance and insurance industries
- addressing individual needs of each Academy student
- developing personal relationships among all stakeholders
- connecting the classroom to real world experience

School Vision

- **Vision**
 - future finance and insurance professionals
 - academic rigor, technical skills and work experience for a competitive advantage in advancing corporate careers

Career Theme Focus

- **Financial Services Cluster**
 - Insurance
 - Banking
 - Investment/Securities
 - International Business
 - Financial Management
- **21st Century Skills**
 - Creativity and Innovation
 - Critical Thinking and Problem Solving
 - Communications and Collaboration

Research Basis

- **National Academy Foundation Academy of Finance**
 - Partnerships between business leaders and educators
 - Career-themed curricula
 - Interdisciplinary activity and business infused core curriculum
 - Real world learning
- **Model Sites**
 - Baltimore NAF High School
 - Bronx School of Law and Finance

Curriculum Highlights

| Required Introductory Courses | Finance Courses (minimum of 4) | Academic Infusions | Big Picture Concepts and Skills |
|--------------------------------------|---------------------------------------|---------------------------|--|
| Strategies for Success | Accounting | Math | Ethics/Career Exploration |
| Business Computer Applications | Banking and Monetary Policy | English | Customer Service/Math for Business |
| Introduction to Financial Services | Economics | Social Studies | Technology of Industry/Interpersonal and Teamwork Skills |
| | Securities | Science | Communications |
| | Insurance | Foreign Language | Systems and Systems Thinking |
| | Financial Planning | | |
| | Entrepreneurship | | |

Teacher Capacity Building

- Certification in the technical areas of insurance and finance for proficient delivery of theme courses
- Interdisciplinary connections for integrating contemporary issues in insurance and finance into the pathways curriculum
- Sustained professional development to include facilitation by business partners will keep teachers aware of current issues in insurance and finance

Student Leadership

- Student Recognition Awards focused on leadership and accomplishments in insurance and finance academics and related activities
- Student “Geek Squad” to assist technology specialists in troubleshooting computer problems and needs in the school
- “Wall Street trading floor”
- Monthly round table discussions/school lunch forums with business partners preparatory to the paid internship experience



Parental Involvement Highlights

- Mini courses for parents, such as *Financial Planning*, to increase participation in the school's academic focus while receiving a service from the partners
- Parent awards included in the end-of-year NAF awards ceremony
- An annual *Stakeholders Meeting* where parents may voice opinions along with other stakeholders on school concerns, the direction of the school, and its fidelity to the school mission

School Partners

- **Higher Education**

- Capital Community College
- College Career Pathways (formerly Tech Prep) courses for admission opportunities to the Connecticut College System

- **Business**

- Travelers
- Franklin Trust Federal Credit Union
- MassMutual
- Smith Barney (Citigroup)
- The Hartford Financial Services
- Waddell & Reed
- The Phoenix Companies
- Bank of America
- Barnum Financial
- Connecticut IFS (Insurance and Financial Services) Cluster

Unique Governance Features

- **The Advisory Board**
 - Field expertise
 - Expert feedback on theme curriculum
 - Job shadows, internships, post college job opportunities
- **The School Teaching & Learning Environment**
 - Incorporation of a management structure model that replicates a business culture and environment
 - Use of job titles in the school that emulate the workplace management structure

High School, Inc.

Creating Opportunities for:

- Access to a national curriculum (NAF)
- Up-to-date skill and knowledge building
- Technology literacy
- Preparation for post-secondary college options
- Dual credits
- Real world connections to the corporate sector

Teacher Preparatory Studies

at

Bulkeley Upper School

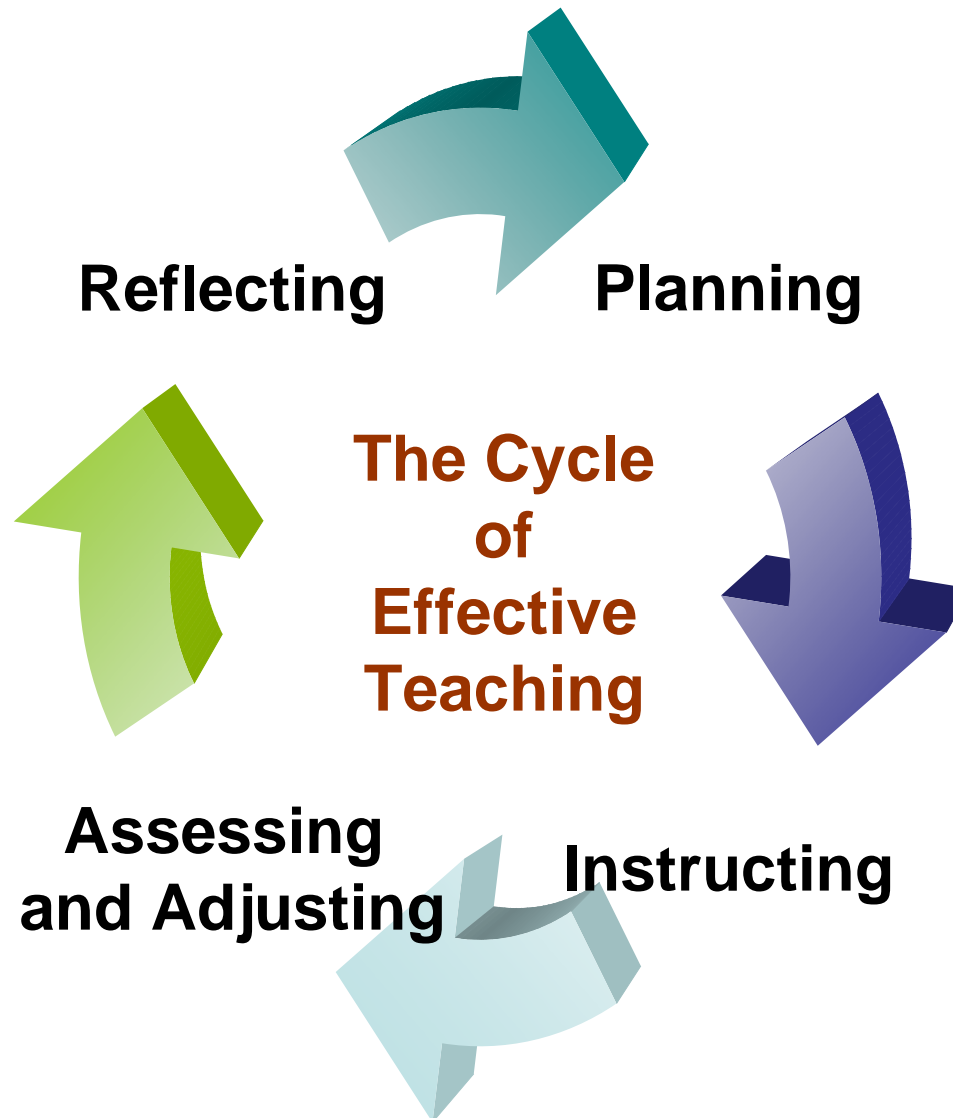
Model Overview

- College-preparatory program for Grades 11-12
- Theme: Education
- Partnered with College Teacher Prep Programs
- First of three areas of Academic Studies that will constitute Bulkeley Upper School (*Teacher Prep, Advanced World Languages/World Affairs, Humanities*)
- 200 seats for Teacher Preparatory Studies
- All students complete student teaching requirement
- Location: Bulkeley High School

School Vision

- Introduce students to a great profession with accessible role models!
- Prepare students for the wealth of jobs in math, science and world languages
- Infuse CT's teaching pool with diverse candidates
- Encourage students to return to work in Hartford

Teacher Prep Students will understand...



The Urban Teacher Academy Project (2000)
found teacher preparatory pathways successful
at:

- attracting and graduating students
- building strong partnerships with institutions of higher learning
- maintaining learning environments connecting teaching, contextualized learning and college preparation

Curriculum Highlights

| TEACHING | THEME INTEGRATION | ENGLISH |
|-----------------------------------|-------------------------|-------------------------------------|
| Introduction to Teaching | Teaching Social Studies | World Literature |
| Introduction to Psychology | Teaching Mathematics | Advanced Literature and Composition |
| Individual and Family Development | Teaching English | AP English |
| Technology in the Classroom | Teaching Science | |

Approved College Courses

- An Introduction to Education (3 college credits)
- Individual and Family Development (3 college credits)
- Introduction to Psychology (3 college credits)
- Early Childhood Education (3 college credits)
- Technology in the Classroom (1 college credit)

Teacher Capacity Building

- Passionate teachers who want to share their enthusiasm for teaching
- Master Teachers (data-driven/content experts) with 4 + years of experience
- Teachers committed to advanced pedagogical training in their content area
- Teachers enthusiastic about working in partnership with college faculty in teacher prep programs

Student Leadership

- Teacher shadowing
- After school tutoring in other schools & peer tutoring
- Educating peers through the *Postponing Sexual Involvement Program*
- Early college experiences
- Educating peers, parents and the community through the *Peer Health Awareness and Concerned Teens Taskforce*
- Students as model learners maintaining a B or above average
- Promote teaching profession with Hartford middle school students

Parent Involvement

- Participate in college visits
- Support student to participate in extended day tutoring
- Participate in informational sessions about the teaching pathway
- Provide support for student to maintain a B or above average in all courses
- Participate in all Parent-Teacher conferences

School Partners

UCONN's Neag School of Education and Connecticut's teacher prep colleges will support the pathway through:

- Assistance with **recruitment**
- A university **speaker series**
- Articulation agreements for **acceptance** of eligible students
- Articulation of **courses and curriculum development**
- Teacher **professional development** facilitated by university staff
- Support for **teaching experiences**

Bulkeley's Teacher Preparatory Studies

Creating opportunities for:

- Rigorous Coursework
- University Partnerships
- Multiple Teaching Experiences
- Exposure to Career Path Options

Follow-Up to Board Workshop

Please direct comments and questions via e-mail to either of the following e-mails before Board adoption on December 16, 2008:

- stonk001@hartfordschools.org
- giulm001@hartfordschools.org