

5/15/95

TO: U-High Faculty  
FROM: Dianne Ashby and Scott Noles  
RE: Collaborative Planning Draft Document

Find attached a draft of the U-High Collaborative Planning Document (missing is plan for facility maintenance, which was not submitted by "press time"). Please review the enclosed summary document and let Scott or Dianne know of any substantive changes by end of school Monday, May 22. Once these plans have your general agreement, they will be formally forwarded to the Dean and Lab School Director.

## **University High School Collaborative Planning Strategic Themes/Directions**

- 1. We will enhance partnerships with and service to parents, community, school and businesses.**
- 2. We will periodically revisit the action plans to assess need for change, retarget activities, and measure accomplishments.**
- 3. We will model innovative curriculum and evaluate learning strategies through:**
  - expansion of teaching/learning environments & methods**
  - flexible scheduling, calendar, staffing and resources**
  - promotion of self-esteem**
  - career exploration activities such as student internships and job shadowing**
  - program evaluation**
- 4. We will increase the funding base by securing additional resources and realign current resources.**
- 5. We will initiate partnerships in research, evaluating and disseminating our findings to others.**
- 6. We will develop new structures in which empowered teachers will provide administrative leadership and direction.**
- 7. We will fully integrate technology in the service of teaching, learning, and administration:**
  - resources**
  - support**
  - utilization**
  - maintenance**
- 8. We will enhance the U-High/ISU collaboration among students, faculty, staff, and administration.**
- 9. We will implement a collaborative program to improve the attractiveness and cleanliness of U-High.**

**UNIVERSITY HIGH SCHOOL  
COLLABORATIVE PLANNING  
STRATEGIC DIRECTIONS AND ACTIONS**

**Strategic Direction:** We will enhance partnerships with and service to parents, community schools and businesses.

**Specific Actions:** Create a position to coordinate existing and potential relationships with outside organizations, to develop new and mutually beneficial relationships to the point of self-maintenance, and to promote U-High activities.

- Write a grant proposal for funding of a position for a minimum of two years, to insure time to get position self-maintaining
- Submit grant proposal to several local and government organizations interested in partnerships, either specifically for themselves or in general, to fund the position and possibly additional partnership activities.

Prepare teachers to infuse partnerships and opportunities and bring that information back to the classroom.

- Establish a funding base for carrying the program on an ongoing basis such as grants or incentives on the part of businesses and organizations
- Target area businesses and service organizations for possible linkages and partnerships ( i.e. COMPACT)
- Inservice workshop to provide leadership training for teachers, businesses and service organizations concerning opportunities available to teacher interns during the summer
- Teacher interns in various businesses and organizations

Establish continuous funding of partnerships and services

- Contact ORG, McLean County Compact, and others for possible sources of funding
- Determine sources and amount of monies available for a minimum of two years start-up costs

Encourage students to complete service and "job shadowing" before graduation

- Study legality and feasibility of students earning credit for doing community work and "job shadowing" activities.
- Identify programmatic areas and ideas for implementing service and "job shadowing" into the curriculum

Maximize the use of volunteers within University High School.

- Present needs established to parent groups, including D.O.V.E. volunteers, Boosters, C.A.C., etc.
- Present needs established to community groups
- Identify the Coordinator of Partnerships and Services for all involved parties as the central resource (clearinghouse) for volunteers.

Develop a plan to start a newspaper and a tutoring program between U-High and Metcalf Students

**Strategic Direction:** We will model innovative curriculum and evaluate learning strategies.

**Specific Actions:** Create a committee involving faculty, a guidance counselor, an administrator, students and parents to develop a plan of flexible scheduling

- Meet with students to determine the purpose for wanting flexible scheduling
- Obtain information from state education offices, other school districts, and educational journals about types of innovative or flexible scheduling currently in use
- Visit selected school currently using innovative or flexible scheduling
- Evaluate the need for possible changes in graduation requirements in relation to the new schedule
- Pilot the new schedule for two years

Expand career exploration through classroom activities and community based learning experiences

- Identify classes within each department that will include career awareness units
- Form inter-departmental group to plan Job Fairs to be offered on a cyclical basis
- Identify components of student portfolio
- Implement career awareness field trips and portfolio entries

Improve individual and group problem solving and decision making skills

- Survey college entry level instructors and area employers to determine whether students/entry level employees lack problem solving skills and the areas in which they are deficient
- Select or develop a test of problem solving skills
- Develop a cohesive plan for enhancing student problem solving skills

Create more course offerings to meet the needs of an academically diverse student population

- Determine the need for possible changes in course offerings
- Evaluate information from interest needs inventory
- Explore funds available for staff necessary to provide additional or alternative course courses
- Evaluate space available for possible expansion

- Develop innovative teaching methods and course content to meet the needs of a diverse student population
  - Develop a survey instrument to establish a profile of the U-High population that identifies characteristics of our diverse population
  - Create a task force to resource staff to provide inservice training to classroom teachers: schedule inservice meetings, consult experts in the field, visit other schools, survey other lab schools
  - Study successful methods for meeting the needs of a changing population

Create a procedure to approve pilot courses

- Identify schools with established pilot course approval procedures from identified schools

Create an evaluation process for courses

- Review current curriculum committee guidelines
- Identify schools with established course elimination procedures
- Request information regarding course elimination procedures from identified schools

**Strategic Direction:** We will enhance the U-High/ISU collaboration among students, faculty, staff, and administration

**Specific Actions:** Coordinate on-campus educational opportunities available for UHS students.

- Compile listing of present (and immediate past) on-campus opportunities for UHS students.
- Identify UHS student needs via survey.
- Identify campus faculty that might be amenable to providing need-based opportunities for UHS students.

Increase the number of shared appointments between UHS and other ISU departments and colleges.

- Conduct feasibility study on possibilities/implications of additional shared assignments.
- Explore the possibility of a consultative role from someone from C&I in the hiring of UHS faculty (regarding future clinical experience responsibilities).
- Explore the possibility of a consultative role for a faculty member from UHS in the hiring of C&I faculty (relating to an individual's UHS related clinical experiences responsibilities).

Develop a comprehensive plan for clinical experiences at UHS.

- Identify a core team of individuals representing each department to be resources related to clinical experiences within C&I 216.
- Plan and deliver in-service for faculty involved with C&I 216 clinical experiences students.
- Develop a clinical experiences handbook for UHS staff, especially as these relate to C&I 216.
- Evaluate the overall clinical experiences "program" within UHS.

Promote ISU student involvement in UHS events and activities.

- Compile a list of existing types and numbers of ISU student involvement at UHS (other than clinical experiences).
- Identify UHS needs for ISU students.
- Identify ISU student needs for UHS experiences.
- Prepare informational chart showing nature/existence of ISU student involvement in UHS.

Promote joint grant/research projects between UHS faculty associates and faculty with the College of Education and other ISU departments and colleges.

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**Strategic Direction:** We will fully integrate technology in the service of teaching, learning, and administration: resources, support, utilization, and maintenance.

**Specific Actions:** Provide desktop and classroom access for all faculty and staff.

Provide students access to technology.

- Place equipment which meets ISUnet standards in many student access areas.
- Prioritize current computer labs for optimum utilization.
- Establish the library as a multimedia/production work area.

Provide technical support throughout the building.

- Provide in-house technical support to implement and maintain the school technology program.
- Establish a technology team from the faculty, staff, parents, ISU, and students.

Provide training (include teachers, staff, students, parents, College of Ed faculty and students) which emphasizes technology's use as a tool for life-long learning.

- Provide technology training throughout the year.
- Establish "Lab Use Guidelines"

Develop model curricula integrating technology.

- Establish database for technology integrated programs.

Model the futuristic use of technology as a tool for teaching and learning.

- Focus the use of technology on student-centered learning, cooperative learning, and teacher-student interaction.

Maintain non-computer technology at or above current levels.