

Searsport District High School Coursebook 2008-2009

548-2313

Students and Parent/Guardians,
Please call if you have questions
or need more information:

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Dear Student and Parent/Guardian:

The course book is the most important single document put out by the high school each year. It describes our evolving educational program, standards, our new grading structure, interventions, and many other aspects regarding the redesign of the American high school, according to Searsport District High School. These reforms have been carefully researched and discussed/debated among the educational professionals at SDHS with input from our Community Council (that includes students, parents, business owners, school board members, and administration) and through various public forums over the past five years. Additionally, and most importantly, each of our courses are described along with where they fit into the total program.

School year 2008-2009 will mark the tipping point here at SDHS when our standards-based program can no longer be called “new” and will occupy three of the four years, with only the senior class living under vestiges of the old system.

While it's all be talked about many times by now, the new system has more core requirements/standards than the old program, which together create the highest level of preparedness for post-secondary training and college possible. Once a student graduates, they often have to take placement exams to see where they fit into college or training programs, and all high schools have some students who unfortunately are told they need to take remedial courses that cost money and don't get them any nearer to graduation from either the particular college or training program. In fact, for every remedial course a student takes, his or her chance of graduation drops precipitously.

SDHS is, through its increasingly rigorous standards-based program, aiming to have none of our students every have to take a remedial course once they graduate. To be honest, students and probably some parents have been surprised to hear that we need to have a student stay after school in an Academy because, though he or she is and has been a good student, there remains some classroom assignment(s) or particular skill(s) that need additional work. After adjusting, though, students and the families that support them, have done a wonderful job showing they are committed to meeting the higher standards. The results will be graduates who are better prepared to succeed anywhere they choose to go.

We will be unveiling our fully coordinated, systematized, timely intervention system that catches students as soon as they start to struggle, not weeks or months after it's too late. It includes LAB, lunchtime academic interventions, Block 5 and guided study (both after school), and other interventions that say to our students, we will never give up having you push to meet all standards because we know you can, with enough of the right support at the right time.

For students ready to excel even further we offer honors options in all courses, early college classes, ATM classes out of other high schools, PLATO online learning, the state of Maine's only student run online radio station (www.sdhsradio.msad56.org), senior experience, along with other structures that recognize individual ambition and need inside the common program.

Our Community Council has passed bills to bring restorative justice as an alternative discipline structure in order to teach students coping skills (which is in the process of being brought to our Board of Directors for approval), new social & civic expectation standards, and many other initiatives. The Council democratizes the school, including all stakeholders in the decision making process, and opens up our practice to include the good thoughts of many people.

We're excited. Please communicate with us and we'll reach out to you. Searsport District High School is becoming such a wonderful school, and we want everyone to both see that and to be a part of it.

Thanks so much, and see you in 2008-2009.

Sincerely,

Gregg Palmer, Principal

Carol Fuller, Guidance

Ruth Fitzpatrick, Dean of Students

MISSION STATEMENT

Searsport District High School provides a quality education for all its students. We foster academic success through a spirit of inquiry, high expectations, responsibility, and openness. Our school embraces individuality while expecting excellence from all. We recognize that students bring a variety of backgrounds, skills, and learning styles to our school and, using these strengths, we guide students toward academic achievement, personal growth, and social awareness. We open the doors of education to students, parents and community members in a safe and respectful climate that honors life-long learning and service to society.

-Adopted 2/12/02

Graduation Requirements For the classes of 2010, 2011 and 2012 (Standards-based)

Students will be involved in all core areas of knowledge each year through class or experiential learning. The Core area content is sequenced so the all students can be assured of the right information and experiences at the right time, as each year builds from the previous year's attainment of standards.

Our Core sequence will be rest inside a new structure called School 1, School 2 and School 3.

School 1: School 1 will usually occupy the first two years of high school. All students will work within a freshmen and sophomore academy-style setting, being housed within a freshmen team during year one and a sophomore team during year two. All teachers and students on the team will share a common LAB period during which learning can be reinforced and extended. No student can graduate without first meeting all the required standards set forth in School 1.

School 2: School 2 can occupy both the third and fourth years of high school after which students would graduate or, should students choose to move on to School 3, then this phase of the program would only last for the third year of school. During this time students may, in addition to taking courses that satisfy Core standards, choose to attend WCTC, take additional courses of interest, make increased use of Learning Centers, or select other ways of meeting and enhancing Core standards. If a student chooses to move on to School 3, they must create a detailed plan before leaving School 2.

School 3: School 3, should a student choose this option, will usually occupy the fourth year. During this time a student can select from many flexible options for meeting Core standards for graduation, including advanced coursework at SDHS, college coursework, field work and internships, post-secondary exploration, a semester at our sister school in Brooklyn, N.Y. along with other avenues for the mature, independent learner who wishes to meet standards according to their specific needs as they relate to their own post-secondary future.

The Core areas for standards-based graduation requirements for the classes of 2010, 2011 and 2012 would be as follows:

English
Integrated Math
Social Studies
Science
Health/P.E.
Visual Performing Arts
***Foreign Language**
***Civic & Social**

*Not a core standard at this time

The remaining classes will be chosen by the student to expand or enhance the Core.

Mastery of core skills and knowledge will be determined by a variety of assessments.

Students will be assisted in meeting standards with a variety of supports and resources include LAB during the regular day program and summer and school year academies that happen outside the day program hours.

All students will meet all standards.

Standards that need to be met by all freshmen, sophomores and juniors, are delineated on the next several pages. Please note that each standard will be broken down into specific learning tasks (spelled out in teachers' standard-based syllabi and unit lesson plans) and given to all students in their classes and that are available to parents and guardians.

Standards for the Classes of 2010, 2011 and 2012

I. The standards, drawn from the content level standards of Maine's Learning Results and from national standards, will be met by the classes of 2010, 2011 and 2012, and beyond in the areas of English Language Arts, Math, Science, Social Studies, and Health/P.E., during the 2008-2009 school year. Meeting these standards replaces earning Carnegie Units in the same core areas.

II. Standards to be required at the Board of Directors level include:

English Language Arts

- Students will be critical readers, listeners, and viewers of a variety of sources and texts, including fiction and nonfiction books, print and nonprint media, and speakers.

- Students will read a wide variety of literature from many periods and genres to build an understanding of the dimensions of human experience.
- Students will employ a wide variety of strategies as they write and speak, to communicate with different audiences for a variety of purposes.
- Students understand and consistently use the conventions of standard English when writing and speaking.
- Students will consistently participate as knowledgeable, reflective, creative, and critical members of literacy communities.
- Students will conduct research by generating ideas and questions and posing problems. They will gather, evaluate, synthesize, communicate, and reference information and data from a variety of sources. **(for 2nd year students only)**

Math

- Number Sense: Students develop number sense related to magnitude, estimation, and the effects of mathematical operations on different types of numbers. Students use forms of numbers that best match a situation.
- Computation: Students compute efficiently and accurately as they perform mathematical computations. *Estimation* should always be used when computing with numbers or solving problems.
- Data Analysis and Statistics: Students make measurements and collect, display, evaluate, analyze, and compute with data to describe or *model* phenomena and to make decisions based on data.
- Probability: Students compute statistics to summarize data sets and use concepts of probability to make predictions and describe the uncertainty inherent in data collection and measurement.
- Measurement: Students understand and demonstrate measurement and observation skills to describe objects based on their sizes and shapes. Students use *estimation* to check the reasonableness of results when making or calculating measures.
- Geometry: Students describe objects' sizes and shapes, *model* two-and three dimensional objects, *solve* problems involving geometric properties, compute areas and volumes, and perform transformations on geometric figures.
- Patterns, Relations, Functions: Students use symbols to represent or *model* quantities, patterns, and relationships and use symbolic manipulation to evaluate expressions and *solve* equations.

- Algebra Concepts: Students *solve* problems using symbols, tables, graphs, and verbal rules choosing the most effective representation and converting among representations.
- Communication: Students reflect upon and explain their reasoning using correct mathematical vocabulary and sound logic.
- Reasoning: Students correctly apply mathematical concepts, classify figures, and determine the truth of a proposition or argument. Students approximate solutions and verify their answers to justify their results.

Science

- Students will understand that there are similarities within the diversity of all living things.
- Students will understand how living things depend on one another and on non-living aspects of the environment.
- Students will understand that cells are the basic unit of life.
- Students will understand the basis for all life and that all living things change over time.
- Students will gain knowledge about the earth and the processes that change it
- Students will gain knowledge about the universe and how humans have learned about it, and about the principles upon which it operates.
- Students will understand concepts of energy.
- Students will understand the motion of objects and how forces can change that motion.
- Students will apply inquiry and problem-solving approaches in science and technology.
- Students will learn to formulate and justify ideas and to make informed decisions.
- Students will communicate effectively in the application of science and technology.
- Students will understand the historical, social, economic, environmental, and ethical implications of science and technology.

Social Studies

- Students will have an understanding of how the people and events of the past affect our lives today.
- Students will understand their relationship to the people, places, regions and environments of the world.
- Students will understand various economic systems.
- Students will understand political relationships between countries and different political systems influencing the world today.
- Students will understand how to live justly in an unjust world.
- Students will have knowledge of the rights and responsibilities of an involved citizen.
- Students will have knowledge of current and relevant geography.
- Students will understand basic economic concepts and know how to make informed economic decisions.
- Students will understand the effects hope and change have on the human condition.
- Students will understand how they can make a difference.

Physical Education

- Students will design and implement a personal fitness program based on an accurately assessed fitness profile applying the principles of training
- Students will demonstrate competency (basic skills, strategies, and rules) in more complex versions of at least three different types of movement forms (e.g. team sports, individual sports, outdoor pursuits, dance) that could continue for a lifetime.
- Students will demonstrate responsible personal and social behaviors in physical activity settings.

Health

- Students will comprehend concepts related to health promotion and disease prevention.

- Students will demonstrate the ability to access valid health information and health-promoting products and services.
- Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- Students will analyze the influence of culture, media, technology, and other factors on health.
- Students will demonstrate the ability to use interpersonal communication skills to enhance their health.
- Students will demonstrate the ability to use goal setting and decision-making skills to enhance health.
- Students will demonstrate the ability to advocate for personal, family, and community health.
- Students will explore independent living skills and current health issues.

Foreign Language

- Students engage in conversations, understand and respond to questions using complete sentences, phrases and vocabulary learned in the target language.
- Students understand, interpret and respond to written and spoken language on a variety of topics in familiar contexts
- Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Use accurate form of the language, vocabulary and/or understand pronunciation.
- Students demonstrate knowledge, understanding, and appreciation of other cultures practices, products and perspectives, where the target language is spoken.
- Students recognize and compare both cultures similarities and differences of the practices, products and perspectives between their cultures and cultures where the target language is spoken.
- Students apply and further their knowledge of other disciplines through the foreign language.
- Students acquire information, locate authentic resources, and describe ideas about the target language.

- Students participate in the target language both within and beyond the school setting.

The Arts

- Student will understand and apply the principles and processes of the arts.
- Students will create, perform, and communicate/express meaning through the arts.
- Students will describe, analyze, interpret, and evaluate their own works/performances and those of others in order to improve their work.
- Students will understand the relationship among the arts, history, and culture.
- Students will make connections between the arts in various media, and to disciplines outside the arts.
- Students will develop an awareness and appreciation of the arts to enrich their lives.

Civic & Social**

- Students will demonstrate they can make a positive difference each year through helping to plan and carry out an annual service learning project, with the term service learning defines as assessing a community need and acting on a solution. Students will understand the term community refers to school community, local towns, our state, nation, and the global community.
- Students will demonstrate that they practice and reflect on pro-social behavior embedded in the core values of the code of conduct (*respect, honesty, fairness, compassion, courage and responsibility*) by participating in a collection of school-based activities, curriculum, and/or off campus experiences each year.
- Students will demonstrate involved citizenship by participating in the governance of the school, district,

town(s), county, state, or nation and including other groups and/or international organizations in order to learn about their personal rights and responsibilities and those of others through a collection of yearly activities.

***New learning standards are both pending Board of Directors approval and subject to change as the State Department of Education finalizes a revision of the Maine Learning Results. Any changes in standards will be mailed home and made known to the public.**

**** Not graduation standards, but will be placed on permanent transcripts.**

GRADUATION REQUIREMENTS

For the classes of 2009

(credit-based)

A MINIMUM of 24 credits is required for graduation from Searsport District High School. The following areas must be successfully completed:

4.0 credits in English (English 9, 10, 11, 12)

3.0 credits in Mathematics

3.0 credits in Science

3.0 credits in Social Studies (U.S. History 1, II, & World History)

1.0 credit in Physical Education

1.0 credit in Fine Arts

0.5 credit in Health

0.5 credit in Computer Proficiency

8.0 additional credits must be earned in elective courses chosen by the student.

Each student must satisfy a community **service learning requirement of 16 documented hours**, submitted to a designated school official.

Each student must satisfy **Portfolio** graduation requirements.

A student must carry **a minimum course load** each year that is the equivalent of **6 courses**.

A student must earn **12 credits to become a junior; and 18 credits to become a senior**.

Credits earned in excess of these guidelines **will not** permit a student to advance ahead of the usual 4 years of high school sequence, EXCEPT when a student has been approved for the Early Graduation Program.

Students attending Waldo County Technical Center should pay attention to scheduling all S.D.H.S. required courses into their schedules first and completing credit requirements in Fine Arts, PE, Health, etc. in their Freshman/Sophomore years.

FRESHMAN WILL MEET CIVIC AND SOCIAL STANDARDS INSTEAD OF SERVICE LEARNING HOURS.

CREDITS

SDHS will accept credits from the following sources in order to receive a regular high school diploma:

- Transfer credits from other high schools
(including home schooling program)
- One credit per core subject area (math, science, fine art) from the Waldo County Technical Center (integrated credits when applicable)
- Four credits total from W.C.T.C. each year
- 1/2 P.E. credit per semester in W.C.T.C. Law Enforcement Program
- 1/2 Health credit per semester in W.C.T.C. Health Occ. Program
- Maximum of two credits from adult educational classes
- Principal approved correspondence courses or dual college credits

All credits given for work outside of the curriculum of the school will be dealt with on an individual case by case basis. The Guidance Office must be notified, and proper forms filed.

AWARDING CREDITS

For the class of 2009

Students will receive one-half (1/2) credit for each semester course successfully completed. Subjects that are one year in length carry one (1) credit unless otherwise noted. With teacher recommendation, students who fail the first semester of a year long course may earn one credit by getting a high enough average in the second semester, to offset the failing grade of the first semester. Otherwise one semester's passing grade cannot compensate for a failed semester in a year long course. In one-half (1/2) credit courses, one-quarter (1/4) credit will not be awarded for partial completion. The semester course is either passed (1/2 credit) or failed (no credit) based on the final average.

RECOMMENDATIONS

4 year colleges and universities often require the following, beyond traditional high school graduation requirements:

- Minimum of two consecutive years of a foreign language.
- SAT scores.
- Participation in Extracurricular activities, clubs etc.

2 year community colleges look positively upon applications that include:

- Optional SAT scores.
- Electives relevant to future area of study
- Participation in Extracurricular activities, clubs etc

* NOTE: S.D.H.S. Guidance Office has a comprehensive, updated NCAA core-course listing. Students, parents, and coaches should contact the Guidance Counselor to find the specific requirements for each particular college.

Maine Educational Talent Search (METS):

The M.E.T.S. counselor helps students prepare for college academically by assisting with the financial aid process, admissions applications, scholarship searches and campus visits. If you are interested in participating in the M.E.T.S. program, please pick up an application in the Guidance Office.

EARLY GRADUATION

Searsport District High School strongly encourages all students to take advantage of the full four year program. However, in rare instances we understand some students desire to graduate early. If a student wishes to graduate early, he/she must complete all C.S.L., Portfolio, and requirements outlined in this book before receiving his/her high school diploma at the end of their third year. Please remember early graduation is governed by school board policy.

A student wishing to be considered for the Early Graduation option must start planning early with notification to the guidance counselor ***before registration for the third year (junior year); the student and guardian must complete the early graduation request form.***

GRADING

For 9th/10th/11th grades, a standards-based grading system represents their progress meeting standards. Clear rubrics accompany all major assignments, and the “grade” reflects the following scheme:

Does Not Meet	Partially Meets the Standard	Meets the Standard	Exceeds the Standard
	2.0 or 2.5	3.0 or 3.5	4.0 (or 4.5 w/honors)

Honor Roll

Qtr 1:

Cum Laude: Students who earn the honors rank of Cum Laude

have earned at least a 3.5 on two or more standards with no more than two standards at a 2.5 (and none lower).

Magna Cum Laude: Students who earn the honors rank of Magna Cum Laude have earned at least a 4.0 on two or more standards with no more than one standard at a 2.5 (and none lower).

Summa Cum Laude: The rank of Summa Cum Laude is reserved for students who have earned a 4.0 on two or more standards plus at least one standard with the honors rank of 4.5 while having no, single standard lower than a 3.0.

Qtr2:

Cum Laude: Students who earn the honors rank of Cum Laude

have earned at least a 3.5 on three or more standards with no more than two standards at a 2.5 (and none lower).

Magna Cum Laude: Students who earn the honors rank of Magna Cum Laude have earned at least a 4.0 on three or more standards with no more than one standard at a 2.5 (and none lower).

Summa Cum Laude: The rank of Summa Cum Laude is reserved for students who have earned a 4.0 on three or more standards plus at least one standard with the honors rank of 4.5 while having no, single standard lower than a 3.0.

Qtr 3:

Cum Laude: Students who earn the honors rank of Cum Laude

have earned at least a 3.5 on four or more standards with no more than one standard at a 2.5 (and none lower).

Magna Cum Laude: Students who earn the honors rank of Magna Cum Laude have earned at least a 4.0 on four or more standards with no more than one standard at a 2.5 (and none lower).

Summa Cum Laude: The rank of Summa Cum Laude is reserved for students who have earned a 4.0 on four or more standards plus at least one standard with the honors rank of 4.5 while having no, single standard lower than a 3.0.

Qtr 4:

Cum Laude: Students who earn the honors rank of Cum Laude have earned at least a 3.5 on five or more standards with no standards below a 3.0.

Magna Cum Laude: Students who earn the honors rank of Magna Cum Laude have earned at least a 4.0 on five or more standards with no standards below a 3.0.

Summa Cum Laude: The rank of Summa Cum Laude is reserved for students who have earned a 4.0 on five or more standards plus at least two standards with the honors rank of 4.5 while having no, single standard lower than a 3.0.

CLASS OF 2009 GRADING

Searsport District High School records 12th grade numerically. Letter grades may be given in performance or production courses but numerical equivalences will be recorded on report cards and transcripts. Letter grades and their numerical equivalents are given below. Grades between 93-100 are considered High Honors, and those between 85-92 earn Honors.

Percent Letter	
93-100	A
85- 92	B
77- 84	C
70- 76	D
0- 69	F

CLASS STANDING AND HONOR PARTS

For the Class of 2009 the Valedictorian and Salutatorian are honor parts identifying the two students who deliver the Valedictory (celebration) and Salutatory (greeting) speeches at the graduation ceremony. The Valedictorian is the person who has the highest class rank and the Salutatorian is the student with the second highest rank after the first semester of the senior year. All other honor parts, including honor essayists and honor graduates will also be determined by class rank after the first semester.

Final class rankings will be determined after the completion of the fourth quarter. If the final class rankings should be different from the first semester rankings it will not change the designation of the honor parts and honor graduates. However, final class rankings will be placed on the official school transcript, and will be considered the final class rankings of the graduating class.

INCOMPLETE GRADE

Grades close on the designated Fridays as indicated on the school calendar. The incomplete make-up deadline will be five days from the time report cards are distributed. Students and parents may request an extension of the incomplete make-up period by gaining the approval of the teacher and the principal. Reasons for granting an extension of an incomplete grade could be any of the following: prolonged absence due to sickness, family or personal problems, death in the family or prolonged illness of a family member. The Guidance Office must be notified.

Class rank is calculated based on unweighted grades and honor parts are calculated to the tenth decimal point. Honor parts are available to all students who are currently enrolled in the Senior Class or who have been approved for early graduation. Honor parts are extended only to students who are in good standing, and who are neither suspended nor expelled at the time of graduation or other ceremonies. Transfer, alternative, and home schooled students must meet certain criteria to attain eligibility requirements. See school policy file: IKC for specifics.

ENROLLMENT EXCEPTIONS

The school reserves the right to place students in certain courses for academic reasons, set or appeal class size limitations, set standards of admission (i.e. prerequisites), and the cancellation of sections or entire courses, should insufficient enrollment or staff exist.

Use the Course/Credit checklist worksheet at the back of this registration booklet to outline your high school courses.

ADD/DROP

Any student wishing to add, drop, or change one course for another, must do so through the Guidance Office after consultation with the guidance counselor. An add/drop period is scheduled at the beginning of each semester to allow students the opportunity to make any necessary adjustments to their schedules. The period is normally the first two weeks of the semester. After the add/drop period an official request for schedule change must be completed requiring teachers, advisors, and parent approval. In any case, the student cannot drop below 6 credits.

- A student who drops a course during the add/drop period will receive no grade and the dropped course will not appear on the transcript.
- A student who changes their schedule after the add/drop period and adds another course in the same subject area, will carry the grade already earned before the change.
- A student who drops a course after the add drop period will receive either a withdraw pass or a withdraw fail on their transcripts, and the grades previously earned.
- A student may not drop a course in the last two weeks of a quarter.

No student will be considered to be added to, or dropped from a course, until the schedule change request form is completed and returned to the Guidance Office. The teacher and student are formally

notified of the change by the Guidance Office. Students are to attend previously scheduled classes until the change is official. Check in with the Guidance Office for the specific time line.

COURSE DESCRIPTIONS

Each course offering has been given a brief description, including major topics as well as other information the student may need. In addition, a computer code course number is listed for easy reference and recording on request forms.

Classes which are NOT available this year but may be in following registrations are indicated by *italics*.

Additional classes will be available through ATM during Add/Drop. The listings will be posted as soon as available. Students should see Guidance if they have specific needs that are not covered by the listed classes.

Credits are only awarded to students in the graduating classes under the credits based requirements. Courses of a year long duration are awarded 1 credit, courses of one semester are awarded ½ credit. W. C. T. C. courses are awarded a total of 4 credits, per year.

GRADES ACHIEVED IN THESE COURSES WILL BE INCLUDED IN ALL HONOR ROLLS, GRADE POINT AVERAGES AND CLASS STANDINGS.

INTERVENTIONS

SDHS has instituted an interventions designed to ensure all students can meet increasingly rigorous academic standards, feel supported emotionally, and see that not one person is expendable at the high school. Some interventions are designed to increase the basic skills necessary to succeed in a range of courses, while others are set up to create additional time and instruction so that lessons are reinforced and extra practice moves all students toward meeting all standards.

8th GRADE REFERRAL

SDHS will begin screening all in-coming 8th grade student's to consider whether any intervention might be appropriate in order to stem frustration and difficulty as particular students transition into high school. Examples include reducing the course load or entering a student into Project SUCCESS.

LAB

Labs are designed so students can get help in their content area classes from the teacher who instructs them. Labs are part of a student's regular schedule, and happen every other day. All freshmen and sophomore students will attend lab.

LUNCHTIME ACADEMIC SELECTIVE

When a student comes to class with work not completed, he or she will be immediately referred to an academic support room after or before their lunch period. This room will be coordinated through the grade level teachers (9th grade team, 10th grade team, 11th/12 grade team). This intervention is designed to make sure students don't slip behind in work and quietly, over the course of a few weeks, find that academic success has become a serious problem. Each student who needs this intervention will be given a lunchtime academic selective pass by the sponsoring teacher that will list the work that needs to be done. Students need to take this pass with them to the room for his or her grade level along with all materials required to complete the work.

GUIDED STUDY

Offered on Tuesdays, Wednesdays, and Thursdays after school until 3:00 p.m., Guided Study is an intervention for students who know how to do missing or late work and just need a quiet place and some additional time. On the three days, a staff member will oversee a Guided Study room from 2:10-2:50. All students who have been recommended for this intervention should report immediately with a pass from the nominating teacher that will have on it the work to be done. Students need to bring all the necessary materials with them. Transportation will be on the late bus or another bus will be provided at 3:00 p.m.

BLOCK 5

This intervention will be scheduled with particular grade level teams and teachers. In Block 5, students who need additional instruction on particular homework and concepts introduced in class, will meet with the teacher in his or her classroom directly after school. The length of time of these sessions will be decided on by the grade level team

and/or the individual teacher, so student must make sure they look at their syllabus for instructions or speak with the teacher(s) from whom they need help. Transportation will be on the late bus or another bus will be provided at 3:00 p.m.

ACADEMY

At the end of the first, second, and third quarters and then in the summer the high school runs Academy. This intervention is for students who have started but not completed particular assignments during the quarter, or they have want or need to improve a score on a completed assessment (for instance, a student earned a 2.0 on an assessment but need a 3.5 in order to trend a *meets the standard*). This intervention combines the ideas behind Guided Study and Block 5. Fall, Winter, and Spring Academy are each six after school sessions where, from 2:10 – 2:40 (or until the end of the teacher's contractual day) the student meets with the classroom teacher to receive additional instruction and then, from 2:45 – 4:00 he or she goes into an Academy study room where a staff member will be there to keep students focused and to provide some help, although they not be able to help with every subject area and/or assignment. An Academy bus will take students home just past 4:00 p.m.

Summer Academy happens every Monday, Tuesday, Wednesday during the month of July (except for the 4th of July) from 8:00 a.m. - 12:00 p.m. Breakfast and lunch are provided through a federal program and is eaten in the High School/Middle School cafetorium. Students have to be nominated and approved prior to the end of school in June, and if this happens then the sponsoring teacher(s) put together packets of missing or incomplete work or work that needs to be improved if students are going to meet all standards. This work will be in folders in the library where, on the first day of Summer Academy, students will report and be helped by several staff members who are working in the Academy.

In all Academies, students only need to attend the number of days required to finish their work. If it takes one day, that's all that's required. If it takes all the Academy days, that's fine as well.

Summer Academy carries a fee of \$10 per day (a waiver is possible for any student who receive free or reduced lunch) with a \$100 cap (therefore, if a student attends all 14 sessions they would only pay \$100, and not \$140, for instance). Fall, Winter, and Spring Academy have no fee associated with them.

TEAM - PARENT/GUARDIAN MEETING

When other interventions are not enough to keep a student on track, the next step is to hold a meeting with the grade level team teachers and the student and parent/guardian. At the meeting the group can brainstorm as to what steps will accomplish getting the student headed in a positive direction. One of the options that will be discussed is if a reduction in course load, giving the student a guided study or other support with appropriate staff members who are in the best position to help the student.

OTHER

There are a series of other interventions that can be considered when no other interventions are creating success for a student. These alternative structures will be brainstormed with the student and parent/guardian and the appropriate staff, but could include various ideas such as a referral for testing to see if a student qualifies for special education services, referral to Project SUCCESS, referral to Job Corps, counseling, and other options the group considers to be appropriate to helping the student move forward in a positive way.

SKILL BASED INTERVENTIONS

LABS

Labs, described in the previous section, are also time for building skills that cut across the content areas as well as enhancing knowledge within particular areas of study. This includes numeracy, additional reading and writing, organizational skills, and technology tutorials, among other skills. Students who are ready for more challenge in a given class can receive that as well. Any exceptions will need to be cleared through guidance and the main office. Juniors and seniors can be excused from lab only if they are attending WCTC during lab time or if they're taking a class that conflicts.

READING IS FAME

All freshmen are scheduled to take part in this intervention, and in school year 2007-2008 we will offer an elective in FAME for upper classmen and women who want to improve their skills.

This intervention is designed to improve literacy skills in basic and advanced reading, fluency, vocabulary, and research (depending on which of the four levels a student is placed in). This intervention was created by Harvard professors and researchers in conjunction with *Girls & Boys Town*. The idea was to bring solid, research based literacy intervention to high school students. Each letter in the intervention's title: F-A-M-E represents a different level of instruction and learning. Students are placed based on middle school testing (DRA and/or NWEA tests). Though the high school is committed to the philosophy of heterogeneous grouping in regular classes, interventions demand that students be grouped based on relative levels of strength in any given area. Literacy is a critical area for intervention. We know, from years of high school testing, that all our students need additional work in this area and that if we invest in them early

it will pay off later in their academic careers. Literacy is a basic skill set that, if strengthened, will improve ability and success in every, single content area. Reading is FAME is designed to increase literacy levels by a grade or more if students invest their time and effort.

WRITERS WORKSHOP

Writers workshop will be offered during the first half of LAB 10 (for all sophomores).

This intervention is designed to build on the freshmen *Reading is FAME* literacy intervention. In the sophomore year teachers will focus on grammar, use of the English language, punctuation, and other basic skills needed to be an effective communicator. This intervention will address the English standard written as follows: **Students understand and consistently use the conventions of standard English when writing and speaking.** Meeting this standard in writers workshop will help students in their Core English 2 course.

NUMERACY

This math intervention is again targeted for all freshmen, but other students can use it as well. This intervention is through computer based programs titled *Plato Learning & Agile Mind*. These are two self-paced programs that are designed to give students additional practice in basic skills including the entire range of levels, from fractions and basic math through algebra and other opportunities to work on computational skills that will help students in math and science courses and testing, especially.

ALTERNATIVE STRUCTURES

PROJECT SUCCESS

This unique program allows recommended students to approach their schooling in an intensively individualized way. It incorporates online learning, technical school programming, traditional classes, and a working in a small group environment in order to allow students in the program to find their own path to success with the support of adults who work closely with every SUCCESS student. While the program is entered into through a nomination process, interested students can direct questions to Mr. Beaudry, Mr. Palmer, Ms. Fitzpatrick, Ms. Cohen, or Ms. Fuller.

JOB CORP

Job Corp is a federally funded program that exists in many states including Maine. There are branches in Bangor and Limestone. Students can live on campus, earn their GED, high school diploma, and start college. The diploma earned is that of their home high school, and students remain a part of that local high school, and can graduate with their class.

Job Corp combines job skills and internships with academic tutoring in order to help students who have fallen behind to catch up and graduate. Applications are available in the Guidance Office.