

**Strategic Plan and 2018-19
Annual Goal and Priority
Update: Future Ready Global
Citizens/Focus
Programs/Alternative Instruction**

Goals

- Board of Education and Superintendent's Goal:
Evaluate the effectiveness of existing focus programs and explore options for alternative instructional delivery methods.
- Strategic Plan Future Ready Global Citizens Goal:
Investigate the feasibility of developing additional K-12 focus programs, strengthening existing focus programs, and other programming options.

High School Option Task Force

High School Option Task Force Members:

Dr. Steve Joel

Cindy Baum (CTE)

Dr. James Blake (Science)

Dr. Leslie Eastman (Assessment and Evaluation)

Kurt Glathar (Focus Program Principal)

Dr. Dan Hohensee (TCA)

Dr. Pat Hunter-Pirtle (Director Secondary Education)

Dr. Matt Larson (Instruction)

John Neal (Assistant to Superintendent)

Takako Olson (Director of Curriculum)

Walter Powell (Equity, Diversity & Multicultural Education)

Jessilyn Vraspir (Instruction)

Dr. Liz Standish (Business Affairs)

Scott Wieskamp (Director of Operations)

Option Task Force Charge:

“Evaluate the effectiveness of existing focus programs and explore options for alternative instructional delivery methods.”

Objective 1

Determine what, if any, new curricular themes should be implemented in existing and new high schools in LPS. This will involve thorough research of national trends and tendencies.

Objective 2

Evaluate the enrollment trends and effectiveness of current LPS focus programs: Arts and Humanities, The Career Academy, International Baccalaureate, ROTC, and Science Focus.

Objective 3

Engage secondary principals, CTE teachers, parents, and students in discussions centered on Objectives 1 and 2.

Data Gathering Process

- Thirty-six schools in 15 states were identified as being nationally recognized for innovation in delivering special and alternative curricular focus programs.
- School District Visits
- Community Presentations
- Stakeholder Surveys: students, parents, and counselors.
- Focus groups: secondary principals, CTE teachers, students, parents, and counselors.

Initial Data Gathering Process

Thirty-six schools in 15 states were identified as being nationally recognized for innovation in delivering special and alternative curricular focus programs.

1. Agribusiness
2. Agricultural (or Urban Ag)
3. Architectural & Engineering Design
4. Aviation/Flight
5. Biotechnology
6. Business/Finance
7. Coding
8. College Prep/Early College
9. Communications/
Broadcasting
10. Construction
11. Cosmetology
12. Culinary
13. Cybersecurity
14. Dentistry
15. Education
16. Electrical Systems
Technology
17. Engineering
18. English
19. Entrepreneurship
20. Environmental Studies
21. Fine Arts/Music
22. Freshman Success
23. Health Professions
24. Hospitality/Tourism
Management Recreation
25. International Baccalaureate
26. Internet Development
27. Internships
28. Law/Law Enforcement
29. Leadership
30. Manufacturing
31. Marketing
32. Math
33. Mechatronics/Robotics
34. Military/JROTC
35. Natural Resources
36. Personal Computer Support
37. Science
38. Skilled and Technical
Sciences
39. Social Studies
40. STEM
41. Technology
42. Transportation Technology/
Mechanic Training/
Automotive Technology/ Ag
Power
43. Urban Planning
44. Visual Arts
45. Welding
46. World Language
47. Zoo Academy

Data Gathering Process: School Visits

- Ten schools in four states were identified for visits by members of the Task Force:
 - Academies of Grand Island Senior High, Grand Island, NE
 - New Tech High School, Sioux Falls, SD
 - Chicago High School of Agricultural Sciences, Chicago, IL
 - William Jennings Bryan High School, Omaha, NE
 - Dallas Independent School District, Dallas, TX:
 - Science and Engineering Magnet High School
 - The Magnet School for the Talented & Gifted
 - City Lab High School
 - The Innovation, Design, Entrepreneurship Academy
 - W. H. Adamson High School
 - Garza Early College High School

Data Gathering Process: Surveys and Focus Group Themes

- Favorable perception of current option/focus programs.
- Perceived need for additional focus program options.
- Expressed desire for alternative instructional delivery methods.
- Expressed desire for problem-based learning, community partnerships, and personalized learning options.

(Surveys: students n = 10 + 522 evaluation surveys, parents n = 41 + 196 evaluation surveys, counselors n = 22; focus groups conducted at NE, E, and NS)

Data Gathering Process: Community Presentations

- Nebraska Department of Labor – information related to labor market forecasts and trends in Nebraska.
- G. W. Carver Global Impact Leadership Institute – the study of global issues surrounding innovative research, conservation, and geopolitical implications of global food production systems.
- Duncan Aviation – program would introduce students to the aviation industry and potential careers.

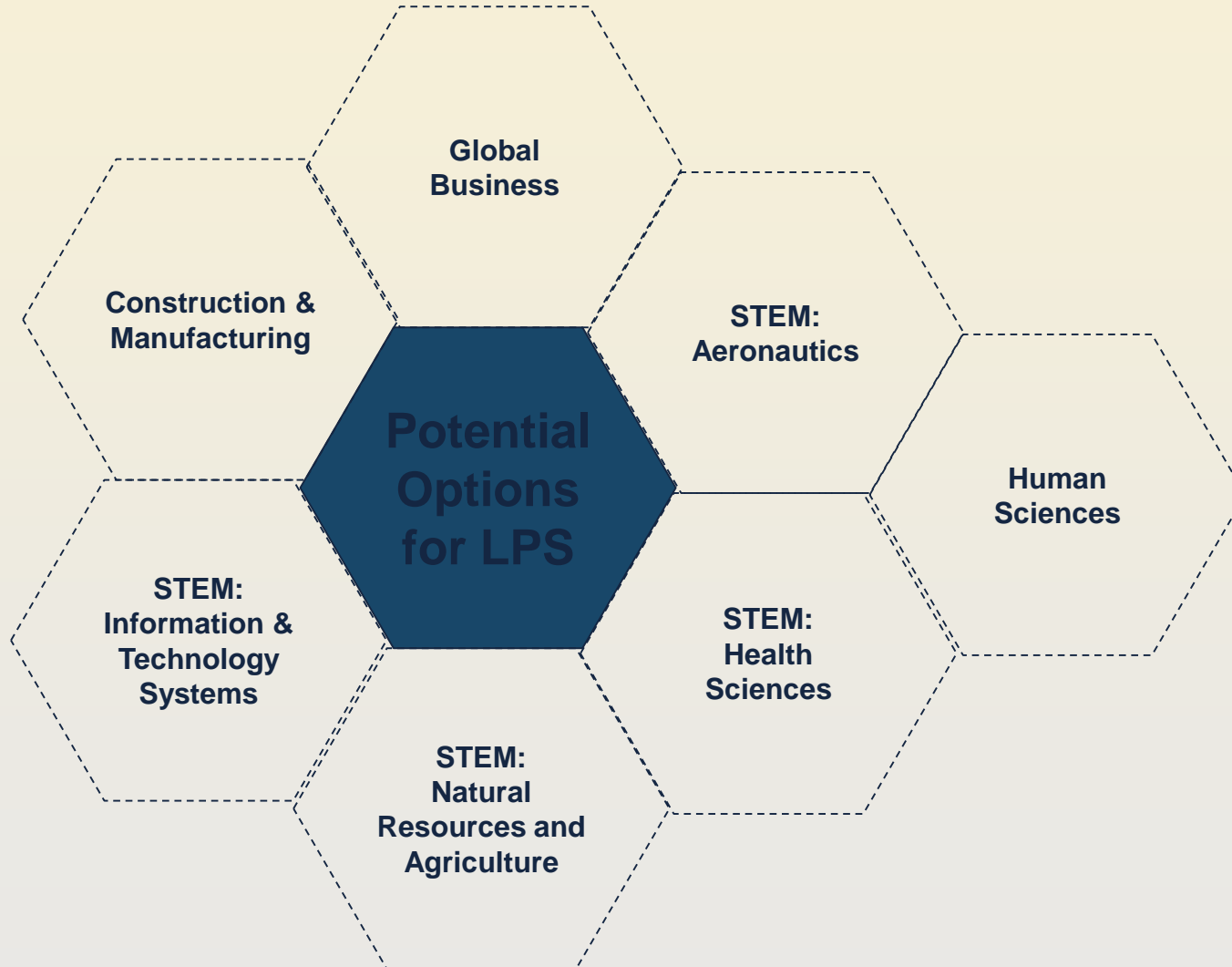
Future Considerations from the Task Force

- Any future comprehensive high school(s) should have an embedded curricular area of focus [this does not preclude potential stand-alone programs].
- Existing high schools should consider the addition of an embedded curricular area of focus to provide additional choice and personalization for students.

Future Considerations from the Task Force

- Curricular areas of focus should emphasize problem- and community-based learning in an environment that would provide both academic content in the focus area as well as personalized learning experiences.

Non-Exhaustive List



Future Directions/Considerations

Once the decision is made concerning future high school facility plans, then appropriate curriculum task forces can be formed to begin the process of designing specific programs.