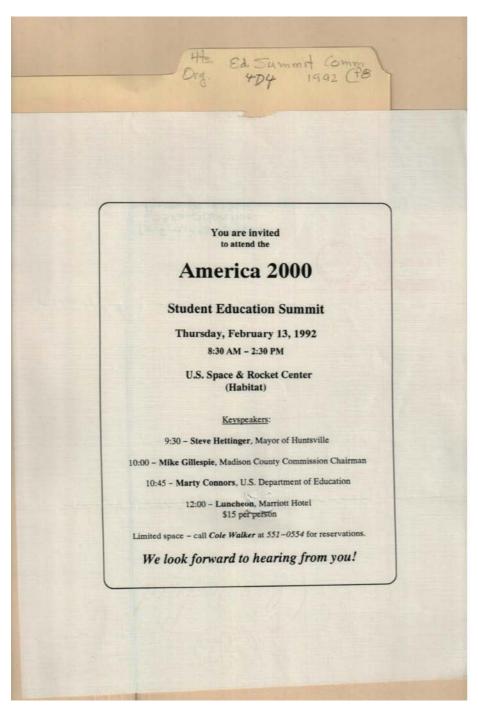
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Places:

Huntsville, AL

Types:

advertisement

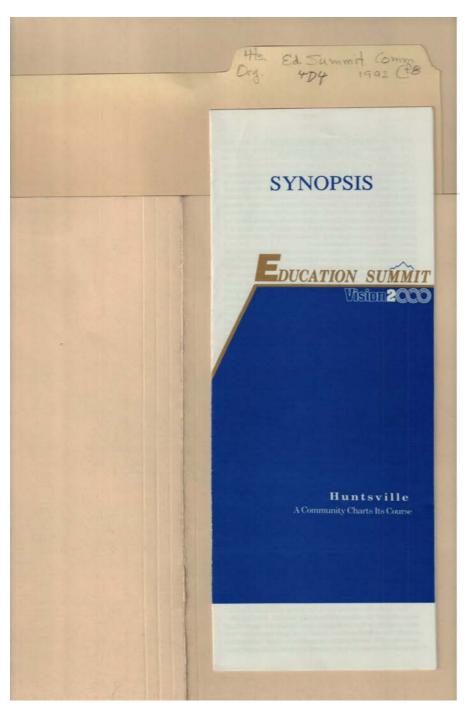
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Feb 13, 1992

Hettinger, Steve

Student Education Summit Walker, Cole

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Education Summit Vision 2000

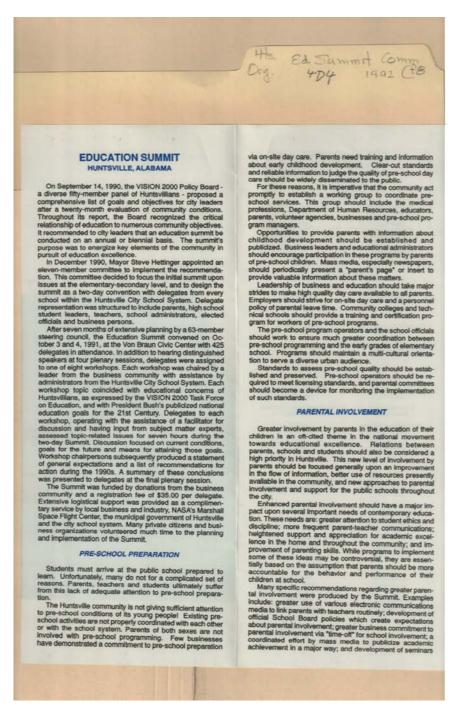
Places:

Huntsville, AL

Types:

brochure

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Names:

Bush, President

Places:

Huntsville, AL

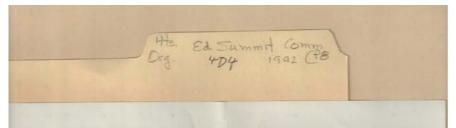
Types:

brochure

Education Summit

Hettinger, Steve

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or classes through various community organizations to facilitate a greater awareness of parenting responsibilities facilitate a greater and needed skills.

STUDENT PERFORMANCE

Citizens of Huntsville and the nation are genuinely concerned about students' academic performance, which is an important and measurable product of public schools. Based upon nationally recognized, standardized test data from various grade levels, students of the Huntsville City School System perform equal to or above state and national levels. However, while the system as a whole is performing adequately, there exists within the system a very wide range of student abilities and performances. Rational efforts to make appreciable progress regarding student performance must emphasize those schools and student populations which are currently below acceptable levels of performance. There is no "quick fix" or single reform which will enhance student performance on a systemwide basis during the 1990s. Several creative initiatives will be required; rigid or highly standardized programs will fail to impact positively many students! A multi-pronged plan of action should be developed for each school in the system. Through this approach which recognizes the varying needs of different student populations at each school, cortain system goals should be achievable. These overall goals are to acquire a graduation (diploma) rate of 90 percent by the year 2000 and to attain systemwide student performance equivalent to the 80th percentile of the national norm.

A plan of action to improve student performance at each school should encompass three essential themes: (1) more stringent academic requirements, (2) greater opportunities for individualized learning and motivation, and (3) routine assessment of student performance by reliable testing instruments. Specific recommendations include an extended school year with an altered school calendar, a requirement that every student in grades 9 through 12 successfully completes four years of English, mathematics, science and social studies, the use of student performance of the anxience in the amount of learning resources and equipment (tutoring, library services, extended day opportunit

AT-RISK STUDENTS

The definition of the at-risk student in 1991 is much different from when initial at-risk programs were implemented in the Huntsville City School System. Today's at-risk student can come from a single parent household, a home environment where both parents work, as well as from economically disadvantaged families. In view of the changing social structure of the Huntsville community, the At-Risk Meterbace are forth exercit each and recommendations to ing social structure of the Huntsville community, the At-Risk Workshop set forth several goals and recommendations to increase early identification of at-risk students and intervention with these students and their families. The recommendations included extended day programs in the morning and afternoons; bi-monthly meetings of agencies already working with at-risk students; afternative means of evaluation; staff development and full time at-risk teachers and courselors at every school; and strategies for building self-esteem.

Community attitudes and self-esteem of the student are two major factors in addressing the at-risk student issue. Specific recommendations of the workshop included a massive public relations campaign which would publish literature

and utilize all media to raise public awareness, thereby creating attitudinal changes within the community. Also recommended are a number of changes in the school/parent/business partnerships in the community; specifically, to allow time from work for parents to visit schools and teachers, to create business incentives for involving parents in school activities, to encourage business and social organizations to become partners in education and to incorporate positive role models from the business community for at-fisk students.

To increase self-esteem and enhance the chances for success among at-risk students, the workshop recommended the development of parent education programs, development of curricula that enhance self-esteem for students and teachers, vocational education programs to be made available to middle school students and lower teacher/pupil ratios to allow for more one-to-one interaction.

The workshop recommended several initiatives for all students to complete high school with life-sustaining skills and high self-esteem. Those recommendations included flexible curricula to better meet the needs of each child, a cooperative effort with business introducing children to more vocational opportunities, commencement of career education in elementary schools, utilization of school facilities after school hours and year round for community use, and a year-round school term with mini-breaks.

TEACHING AND LEARNING ENVIRONMENT

Creation of excellence in teaching and learning for all students and teachers at every school will necessitate two basic developments: (1) implementation of a performance-based evaluation system; and (2) increased parental and community responsibility for the educational process.

How does the current teaching and learning environment 'work' for a student or school?' In the absence of widely diroulated and publicized data about student performance and individual school performance, the answer to this question is conjectural. Each school in the system should issue a report card which measures in a standardized manner the progress toward individual school goals and systemwide goals.

Excellence in the teaching and learning environment may also require a radical reform of the system structure and organizational dynamics. In essence, individual schools should be 'customers' of the system's central office. The present environment may treat them as servants and inadvertently suppress creativity. The central office should involve each school in the establishment of measurable performance-based goals, and give substantial latitude to principals, teachers and parents at individual schools regarding instructional programs, techniques and staff allocation. With increased autonomy comes increased accountability in reaching the goals. Assistance, not regulation, should be the guiding principle at the central office of the school system.

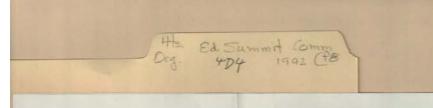
Excellence in teaching and learning requires that school personnel demonstrate an appreciation for learning and periodically rejuvenate their intellectual energies. The system should provide adequate time and money to facilitate a dynamic, life-long learning and periodically rejuvenate their intellectual energies.

Excellence in teaching and learning may also be cir-cumscribed by limits upon curriculum. The current cur-riculum may not thilly serve the educational needs and career aspirations of a very diverse, urban student population. Inappropriate limits on curriculum may also take the form of

Types:

brochure

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restricting instruction to the boundaries of a single discipline. A more well-rounded approach to learning at the elementary-secondary level may require a bold initiative to bring an interdisciplinary perspective to the classroom.

MATH AND SCIENCE EDUCATION

In spite of the demands of a global technology-driven economy, international comparisons of math skills and scientific knowledge indicate that United States students are not on par with peers from other nations. In Huntsville, an especially strong concern about the quality of math and science education reflects the nature of the local population and economy. Thus, America's ability to compete successfully in global markets as well as the needs of Huntsville employers for a competent workforce combine to elevate math and science instruction to an education imperative for local schools.

math and science instruction to an education imperative for local schools.

The vision for Huntsville during the 1990s should be to achieve international excellence and exemplary status nationally in math and science education. Instructional techniques for math and science must be reformed substantially; new modes should excite the student's natural inquisitiveness and involve a substantial amount of learning by doing. Instructional and administrative personnel must be provided opportunities for professional development required by the reform. Achieving these goals must be a priority for many segments of the community, including those within and outside the school system.

Among numerous specific recommendations, a few are as

side the school system.

Among numerous specific recommendations, a few are as follows: to require in-service training in math and science on a regular and sustained basis; to provide teachers with hands-on instructional materials in a timely manner; to improve teacher education programs by increasing math and science content, raising requirements and developing specialized masters and fifth-year science and math teaching degree programs; to establish a Hands-On Science Center and university-based institute for Math and Science Education; to review periodically the goals for quality math and science education and to evaluate systematically the progress in reaching the goals in each public school via a mutit-disciplinary group of business persons, parents and teachers; and to establish a resource network for science and math education.

SCHOOL AND BUSINESS PARTNERSHIPS

There are many school and business partnerships currently working in Huntsville, but most of these partnerships represent a relatively low level of involvement, commitment and impact on the educational system. Most existing partnerships can be described as those providing special services such as coupons, tours, computers and financial support, as well as those providing classroom enrichment such as mentors and classroom demonstrations by industry participants. It was determined that school and business partnerships should reach beyond the mere supplying of goods and services. Schools and businesses should join in shaping basic educational policy. In addition, effective school and business partnerships should be established at every K-12 school to provide business robul metablish and support a state-of-the-art education center using innovative, mutit-media technology. Finally, business should commit to hiring quality graduates from the local community.

To reach these goals, a permanent "partnership leadership" committee must be established with representatives
from business, education, school board and the PTA. This
committee will provide a forum for the discussion of business
and education issues and mutual goals. A public relations
subcommittee would be established to develop a long range
public relations plan to disseminate partnership information
to all segments of the community. Expansion of the existing
school and business partnership structure needs to be accomplished by conducting a needs assessment of both industry and schools. Specific recommendations for fostering
the relationship between business and education include
sharing training programs and encouraging fours of both
schools and businesses. Also, a task team of teachers and
businesse consultants needs to investigate the high school
requirements for system level and possibly statewide level
hook-up to the Alabama supercomputer.

All local businesses - large and small - and all local school
systems: public and private - need to be incorporated into
this network of partnerships.

FUNDING

As of FY 90, the Huntsville City Schools operated with a level of per student funding which was \$1000 above the Alabama average, equaled the southeastern norm and was approximately \$700 below the national average. In view of the city's tax base, the economic development objectives of business and governmental leadership and parental expectations regarding the quality of educational sendoes, the community should strive to achieve by the year 2000 a level of per student funding which is the highest in Alabama and at least 10 percent above the national average.

Attainment of this funding goal will necessitate political will among elected officials, substantially more taxpayer confidence in the utilization of current and prospective school monies, and the adoption of new and creative funding sources. Efforts to pursue new revenues and to engender greater public confidence should be undertaken or "tracked" simultaneously.

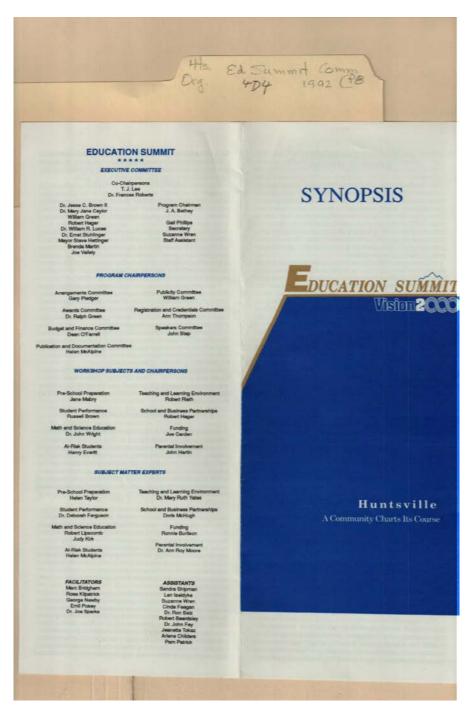
public confidence should be undertaken or "tracked" simultaneously.

Specific recommendations include an increase in property taxes, the possible adoption of an occupational tax, an aggressive and highly publicized fund-raising program by the Huntsville City School Foundation, voluntary waiver of homestead exemptions, widespread clitzen purchase of the "High School" automobile license plates, creation of a public information office for the school system, a substantial decentralization in the financial management of schools, creation of an advisory committee for the school systems's financial officer and empowerment of the city school board to call property tax referenda.

Types:

brochure

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Names:

Beardsley, Robert
Bethay, J. A.
Betz, Ron, Dr.
Bridgham, Marc
Brown, Jesse C., II.
Dr.
Brown, Russell
Burlison, Ronnie
Carden, Joe
Caylor, Mary Jane,
Dr.
Childers, Arlene

Everett, Henry
Fay, John, Dr.
Feagan, Cinda
Ferguson, Deborah,
Dr.
Green, Ralph, Dr.
Green, William
Hager, Robert
Hartin, John
Hettinger, Steve,
Mayor
Iseldyke, Len

Kirk, Judy Lee, T. J. Lilpscomb, Robert Lucas, William R. Dr. Mabry, Jane Martin,Brenda McAlpine, Helen McHugh, Doris Moore, Ann Roy, Dr. Newby, George O'Farrell, Dean

Kilpatrick, Rosa

Patrick, Pam
Phillips, Gail
Pledger, Gary
Posey, Emil
Rieth, Robert
Roberts, Frances, Dr.
Shipman, Sandra
Sparks, Joe, Dr.
Stap, John
Stuhlinger, Ernst, Dr.
Thompson, Ann
Tokaz, Jeanette

Vallely, Joe

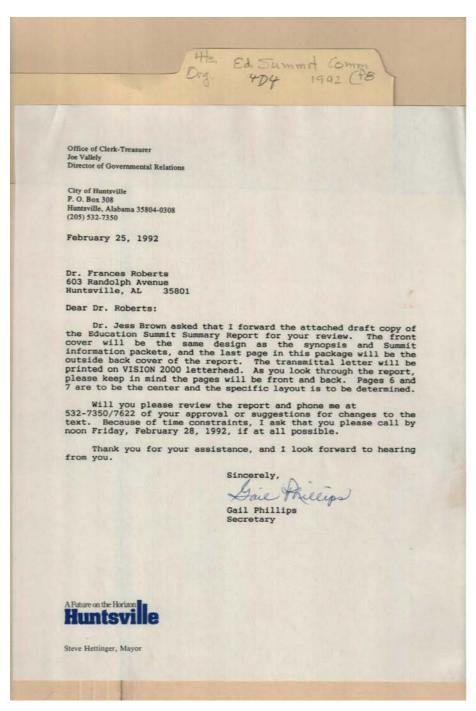
Wren, Suzanne

Wright, John, Dr.

Types:

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Brown, Jess, Dr.

Hettinger, Steve, Mayor Phillips, Gail Roberts, Frances, Dr. Vallely, Joe

Places:

Huntsville, AL

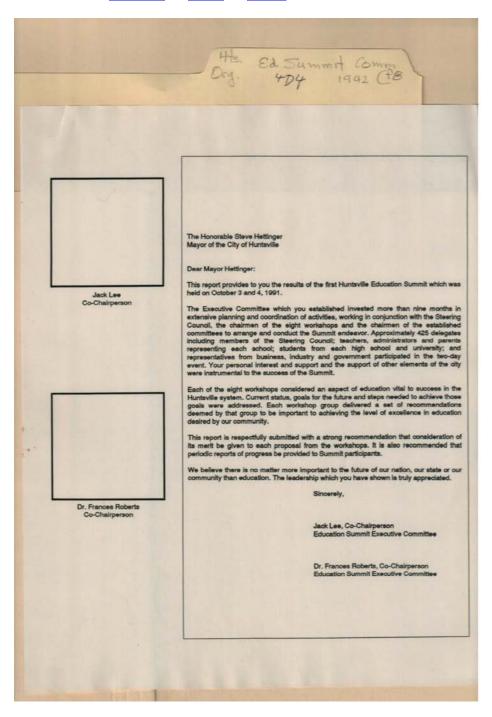
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Dates:

Feb 25, 1992

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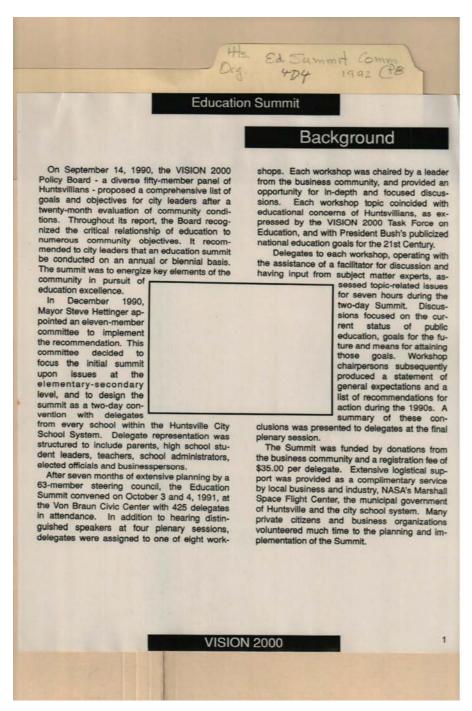


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Types:

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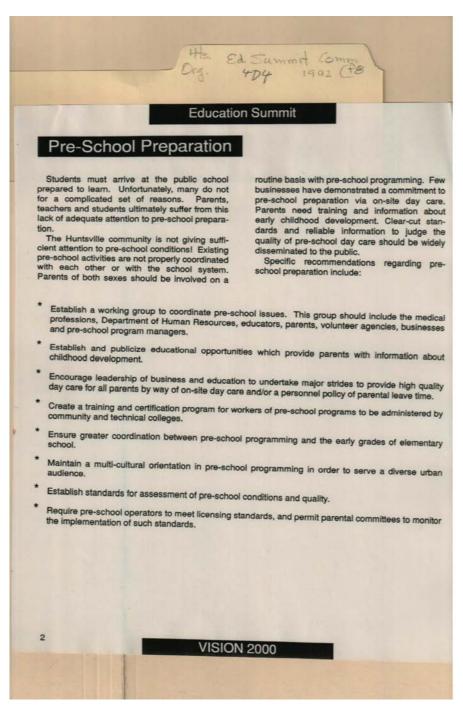


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Hettinger, Steve, Mayor

Types:

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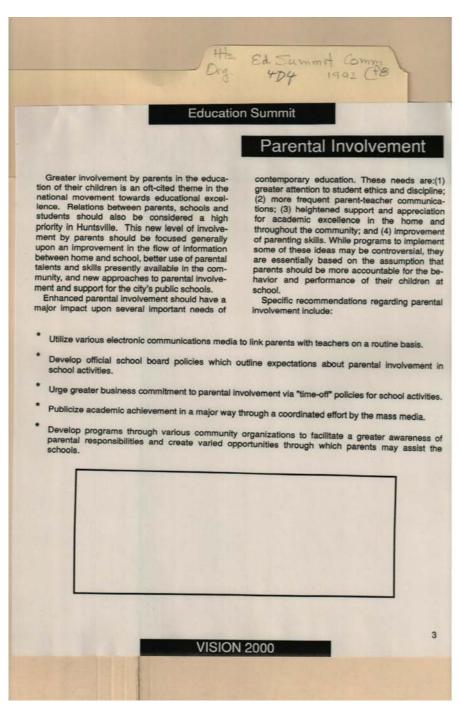


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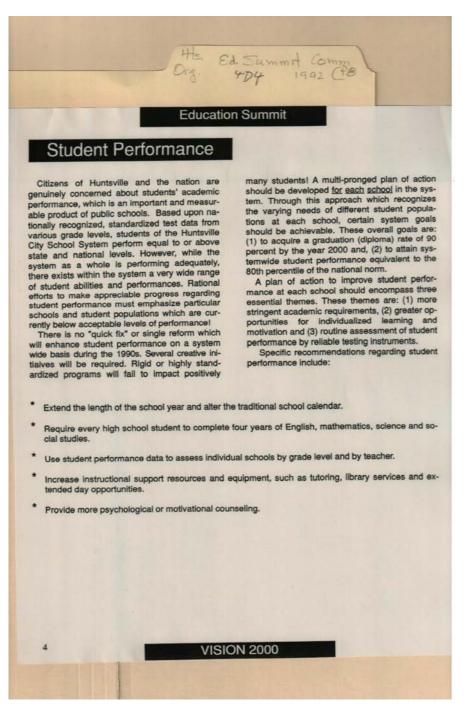


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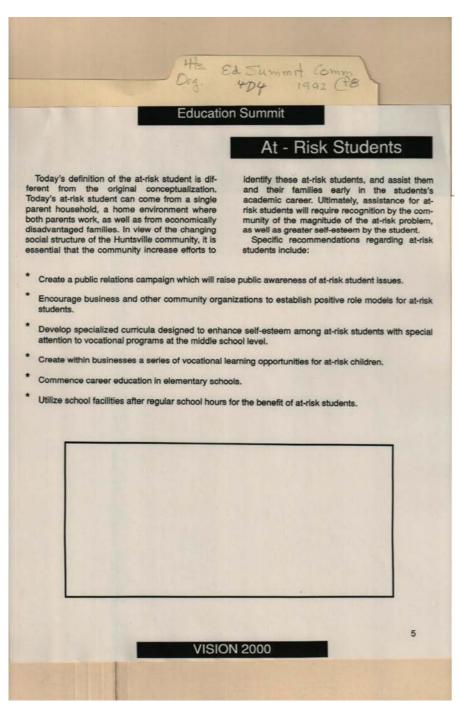
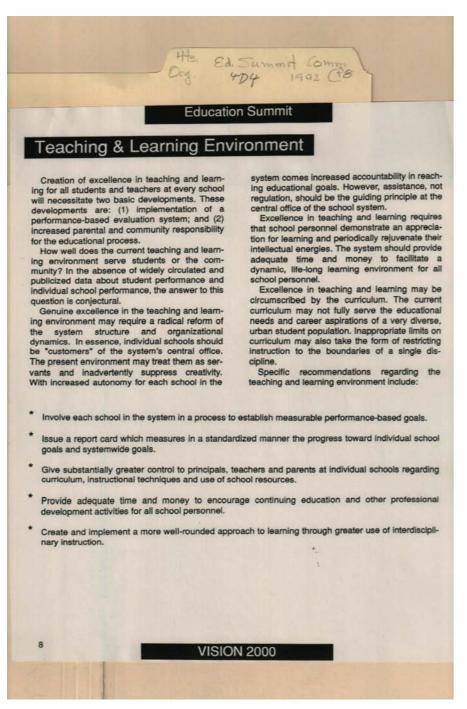


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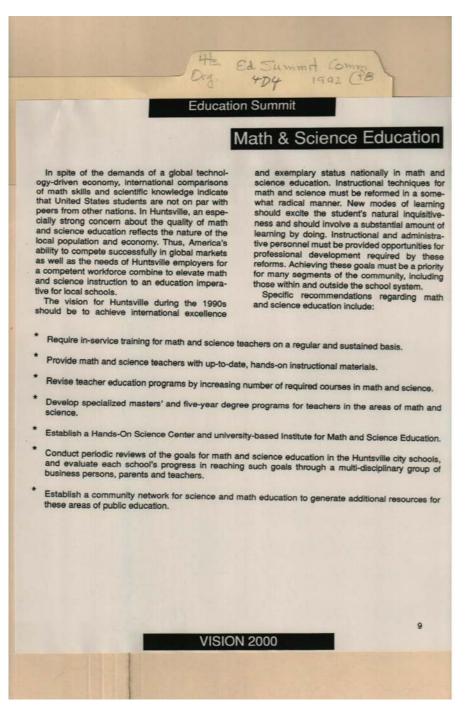
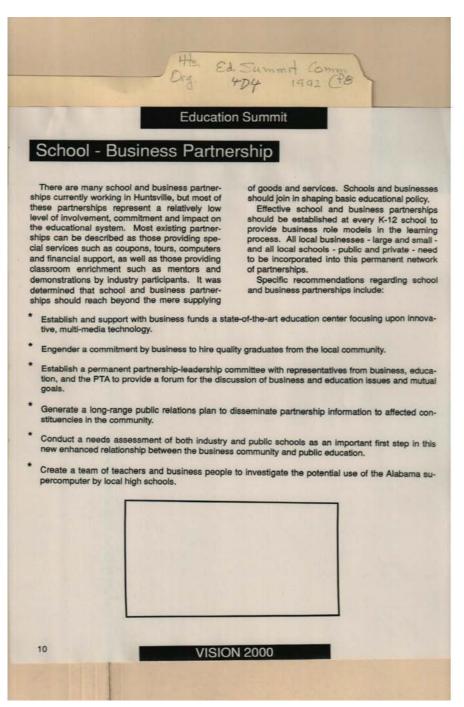
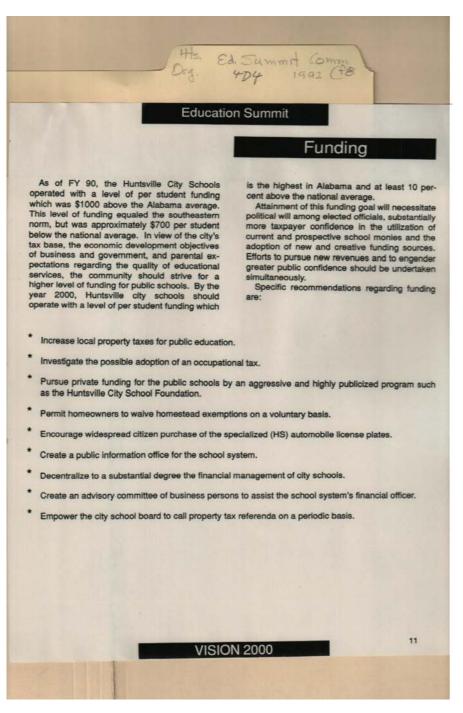


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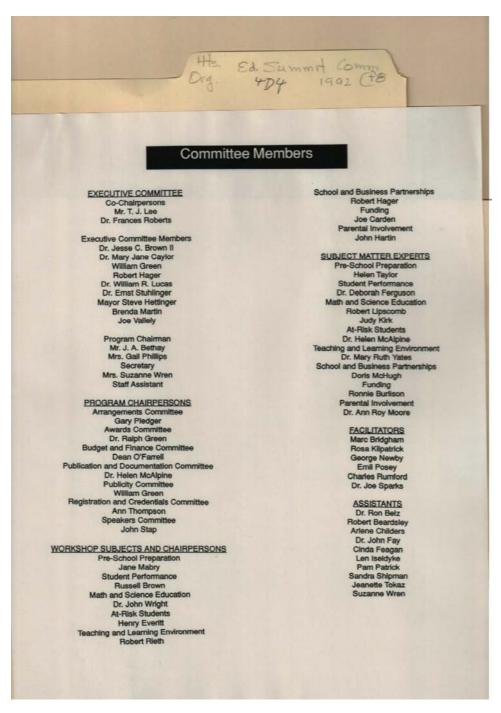
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Beardsley, Robert Fay, John, Dr. Belz, Ron, Dr. Feagan, Cinda Bethay, J. A. Ferguson, Deborah, Bridgham, Marc Dr. Brown, Jesse C., II. Green, Ralph, Dr. Dr. Green, William Brown, Russell Hager, Robert Burlison, Ronnie Hartin, John Caylor, Mary Jane, Hettinger, Steve, Dr. Mayor Childers, Arlene Iseldyke, Len Everitt, Henry Kilpatrick, Rosa

Kirk, Judy
Lee, T. J.
Lipscomb, Robert
Lucas, William R. Dr.
Mabry, Jane
Martin,Brenda
McAlpine, Helen, Dr.
McHugh, Doris
Newby, George
O'Farrell, Dean
Patrick, Pam
Phillips, Gail

Pledger, Gary
Posey, Emil
Rieth, Robert
Roberts, Frances, Dr.
Rumford, Charles
Shipman, Sandra
Sparks, Joe, Dr.
Stap, John
Stuhlinger, Ernst, Dr.
Taylor, Henlen
Thompson, Ann
Tokaz, Jeanette

Vallely, Joe

Wren, Suzanne

Wright, John, Dr.

Places:

Huntsville, AL

Types:

draft

Dates:

Jan 15, 1992

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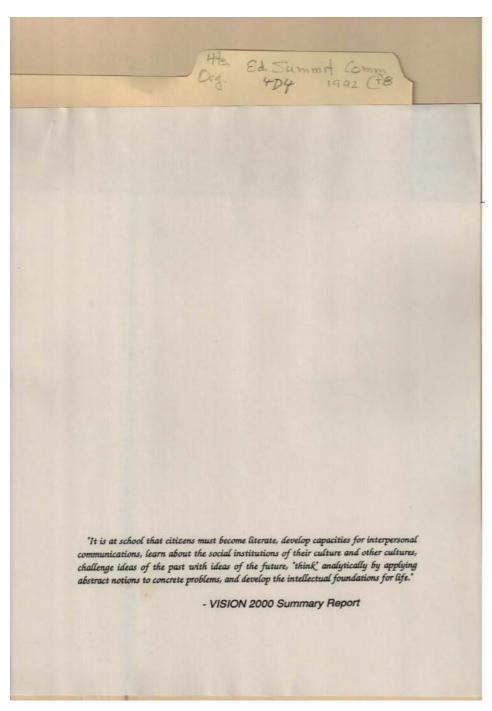
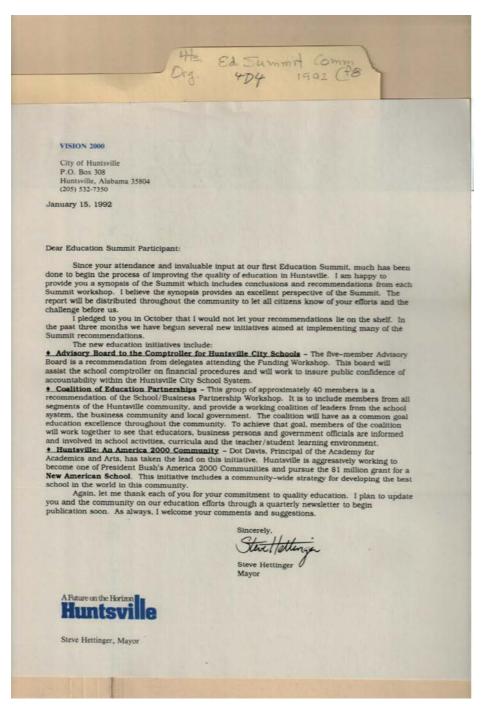


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Places:

Huntsville, AL

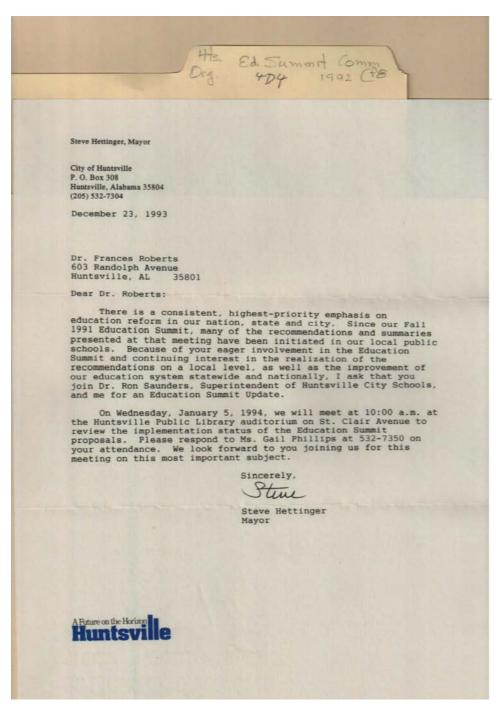
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Dates:

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Places:

Huntsville, AL

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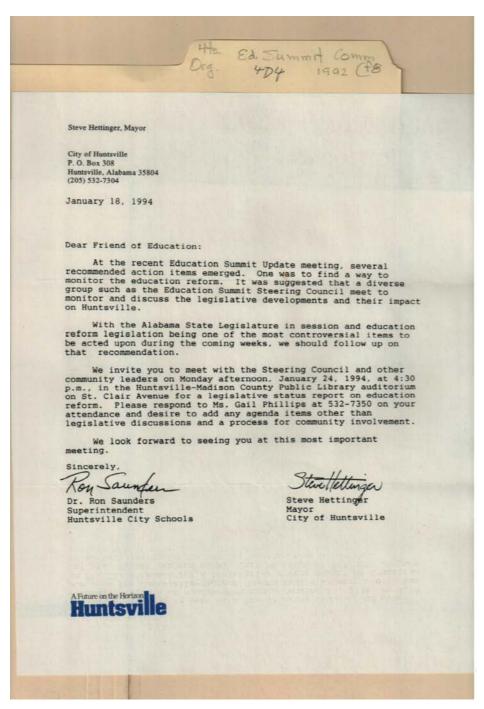
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Dates:

Dec 23, 1993

Phillips, Gail Roberts, Frances, Dr. Saunders, Ron, Dr.

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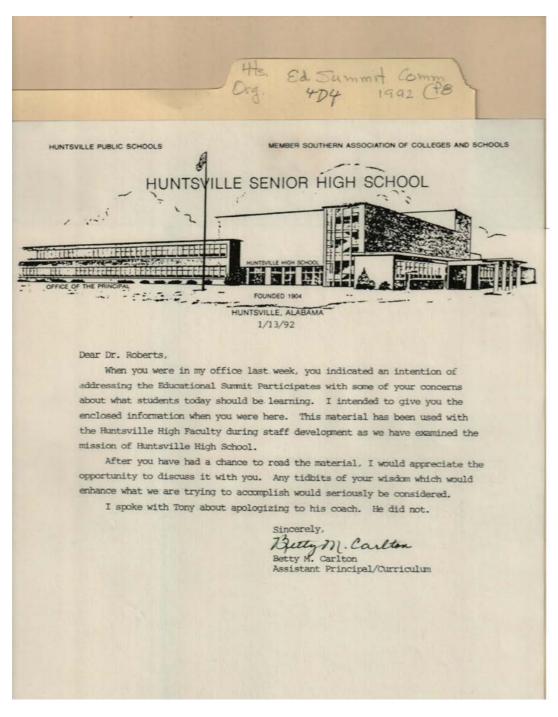
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Dates:

Jan 18, 1994

Saunders, Ron, Dr.

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Names:

, Tony

Carlton, Betty M.

Roberts, Dr.

Places:

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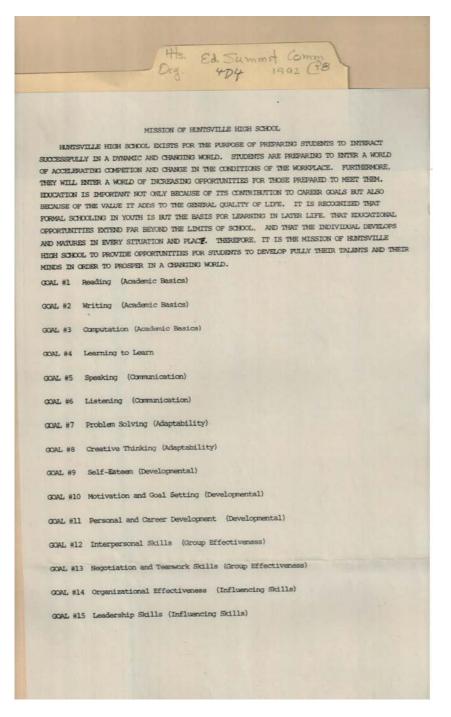
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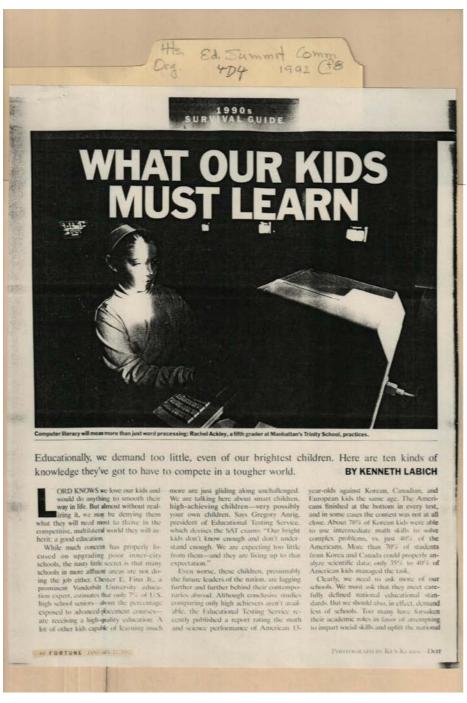
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Mission of Huntsville High School

Types:

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Names:

Ackley, Rachel Anrig, Gregory

Types:

magazine

Dates:

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Finn, Chester E., Jr. Labich, Kenneth

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Names:

Dubois, W. E. B. Ellison, Ralph

Types:

magazine

Dates:

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Finn, Chester France, Carol Marquez, Gabriel Garcia Robinson, Sharon Swift, Jonathan

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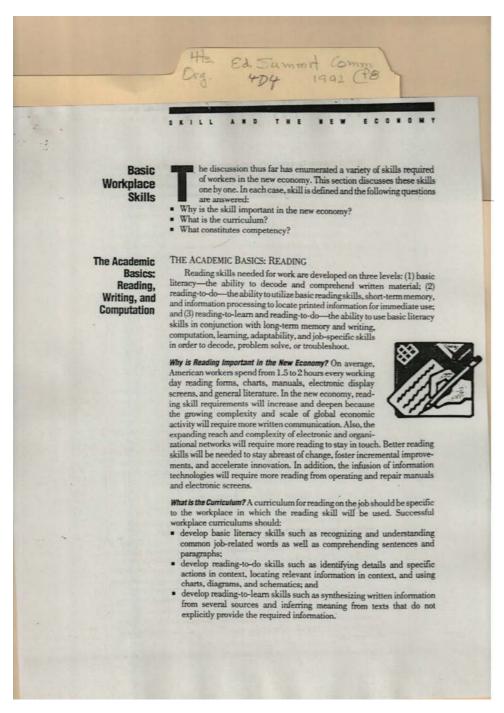
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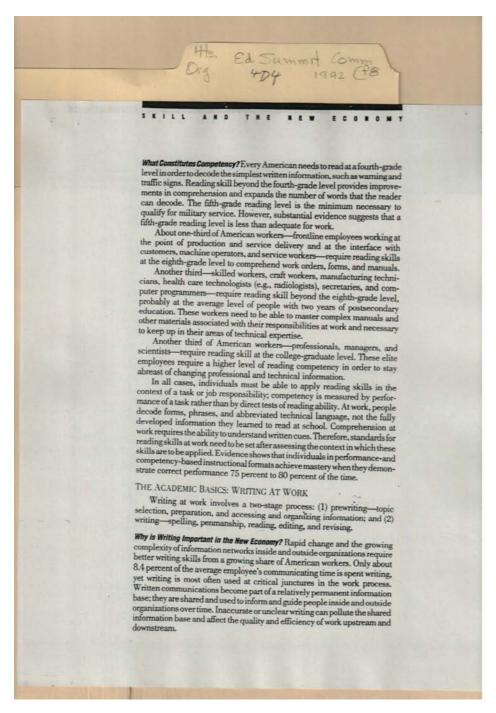
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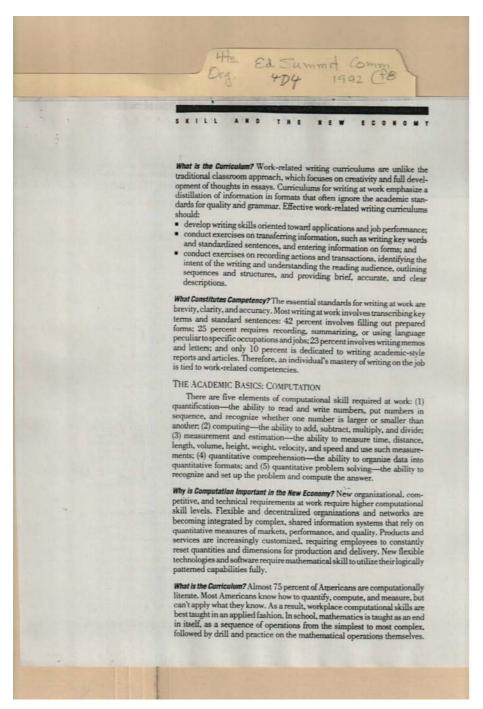
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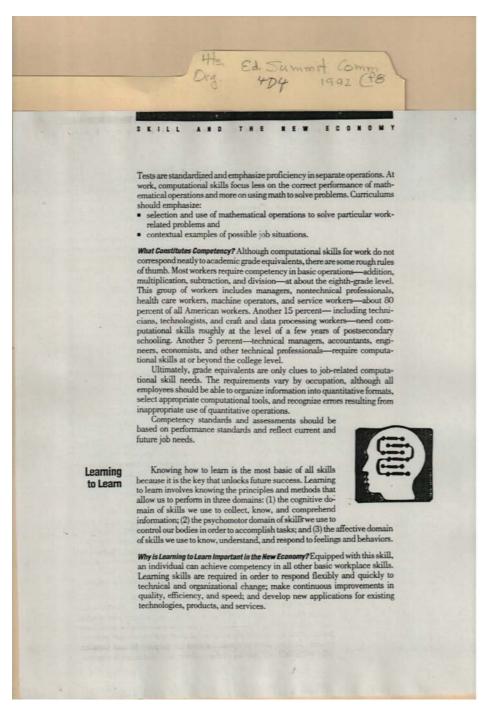
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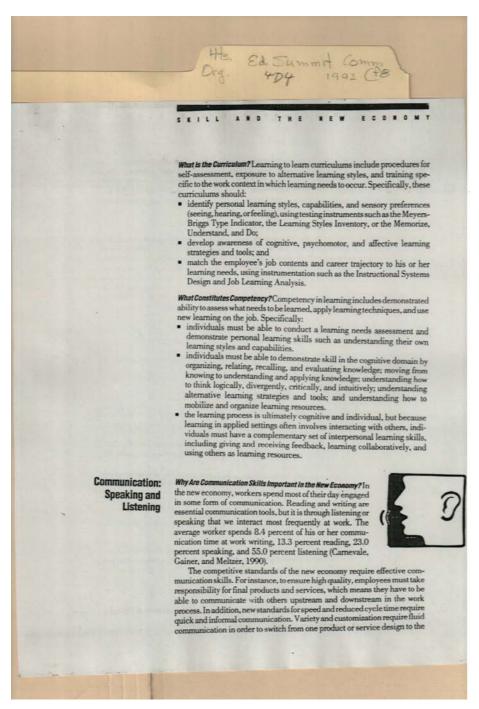
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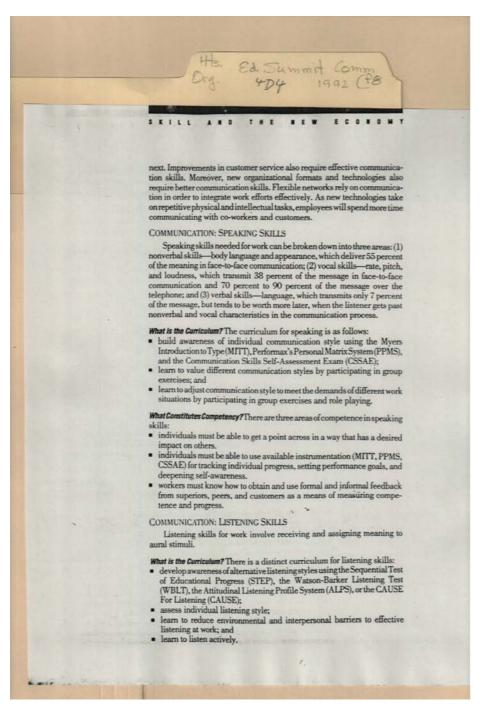
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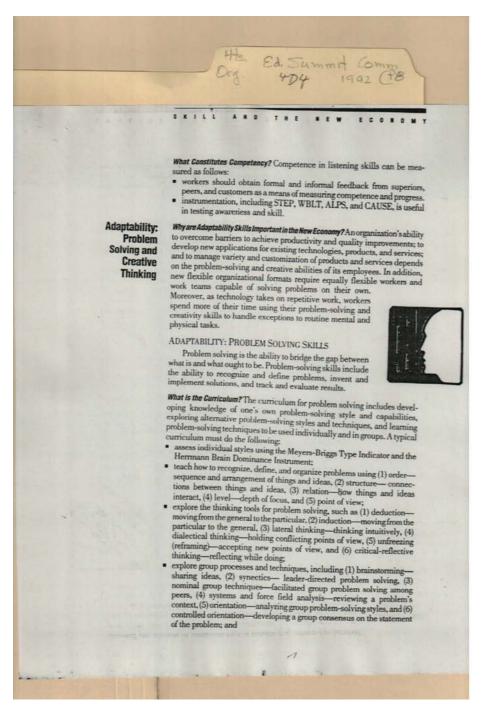
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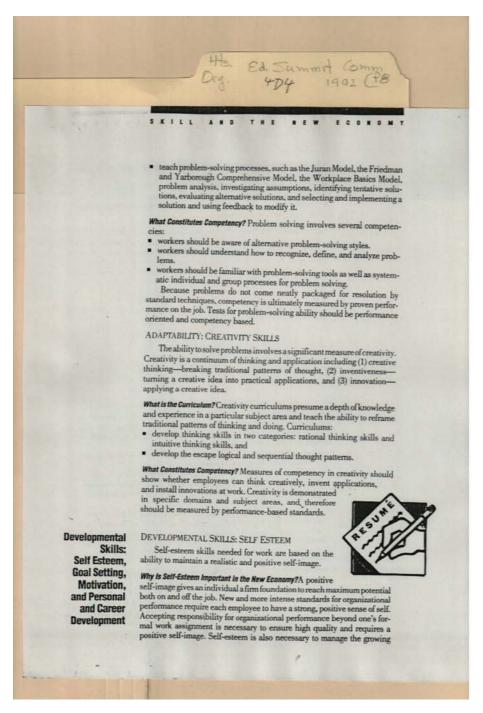
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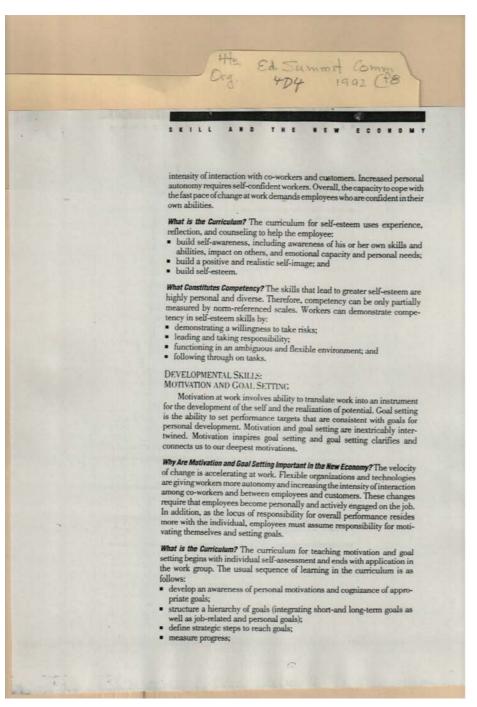
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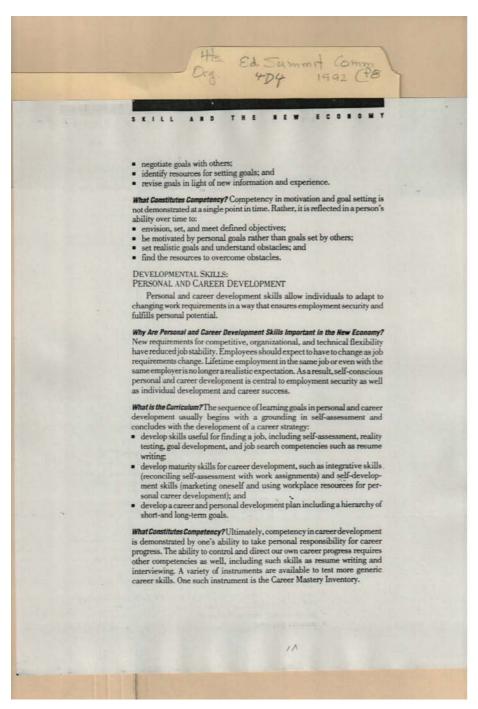
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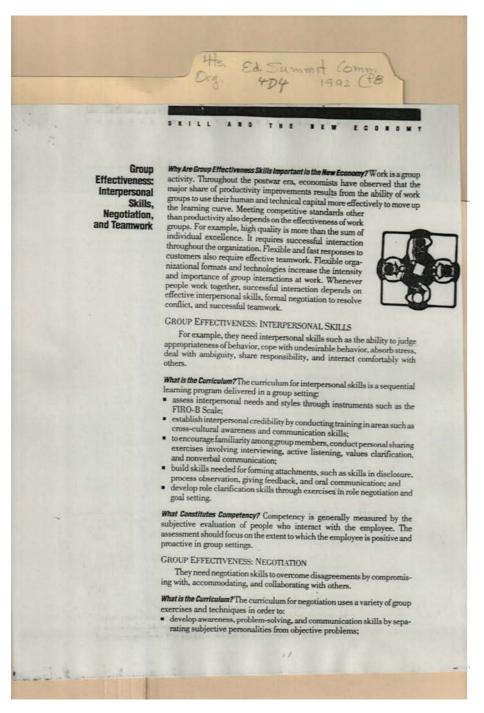
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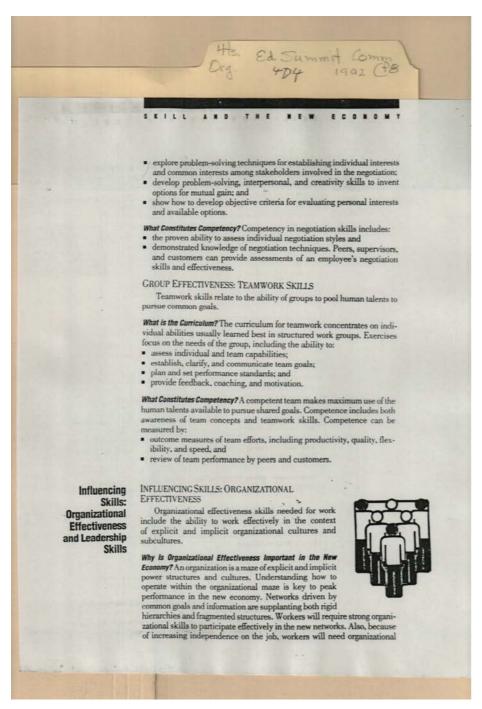
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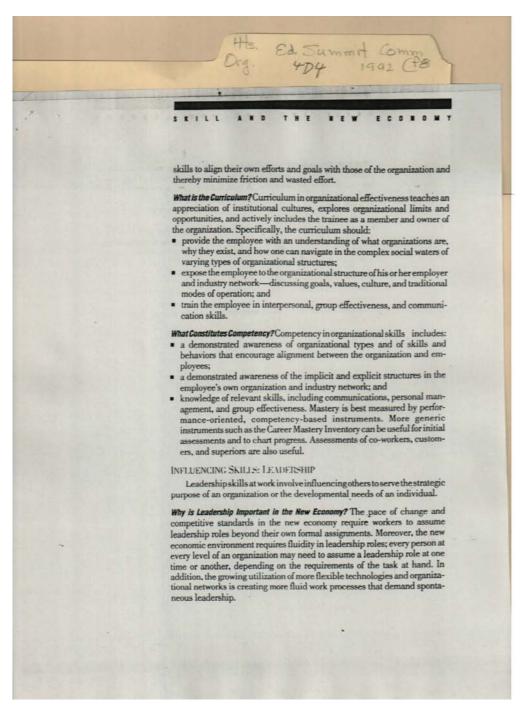
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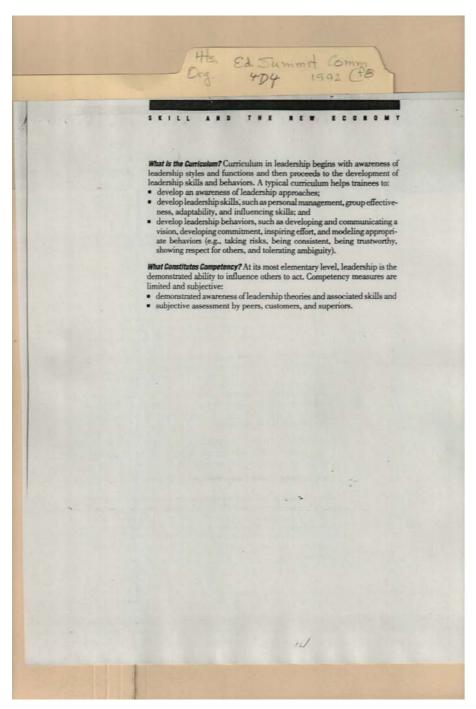
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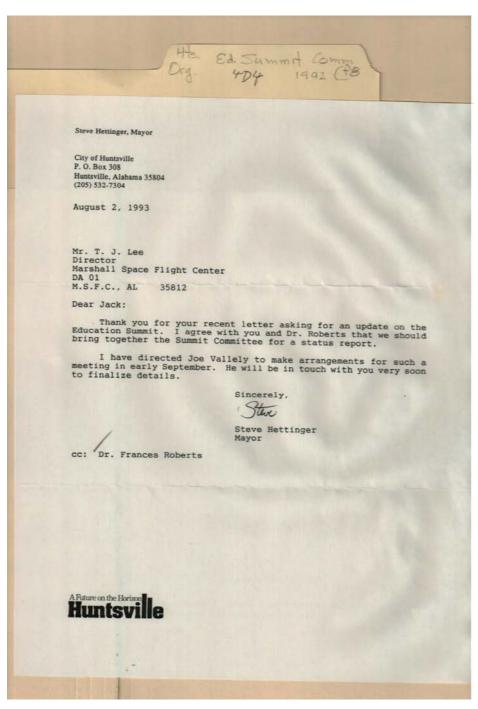
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, Jack

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Vallely, Joe

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