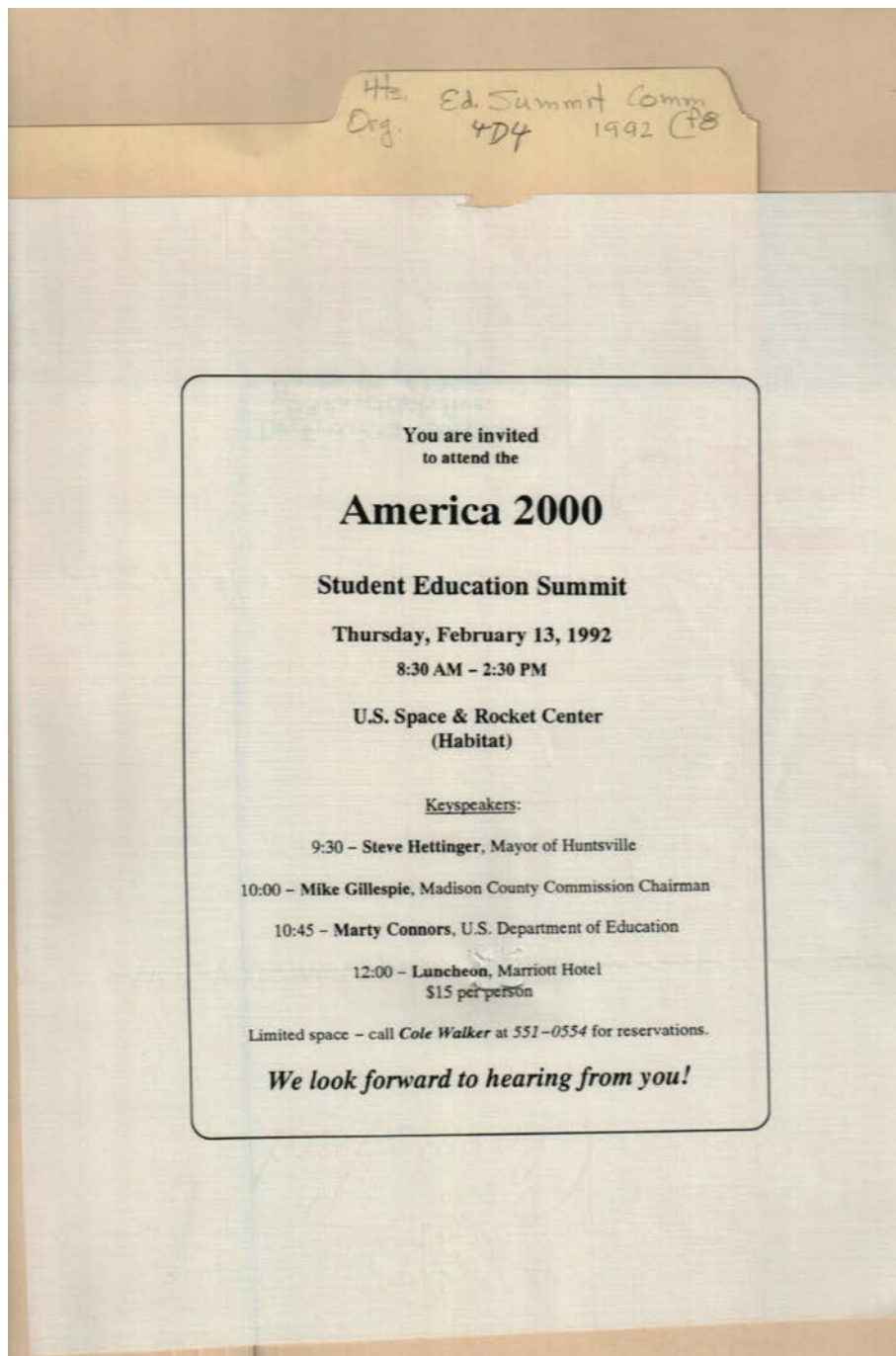


**Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 8  
Educational Summit Materials, 1992**

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**Names:**

Connors, Marty  
Gillespie, Mike

Hettinger, Steve

Student Education  
Summit

Walker, Cole

**Places:**

Huntsville, AL

**Types:**

advertisement

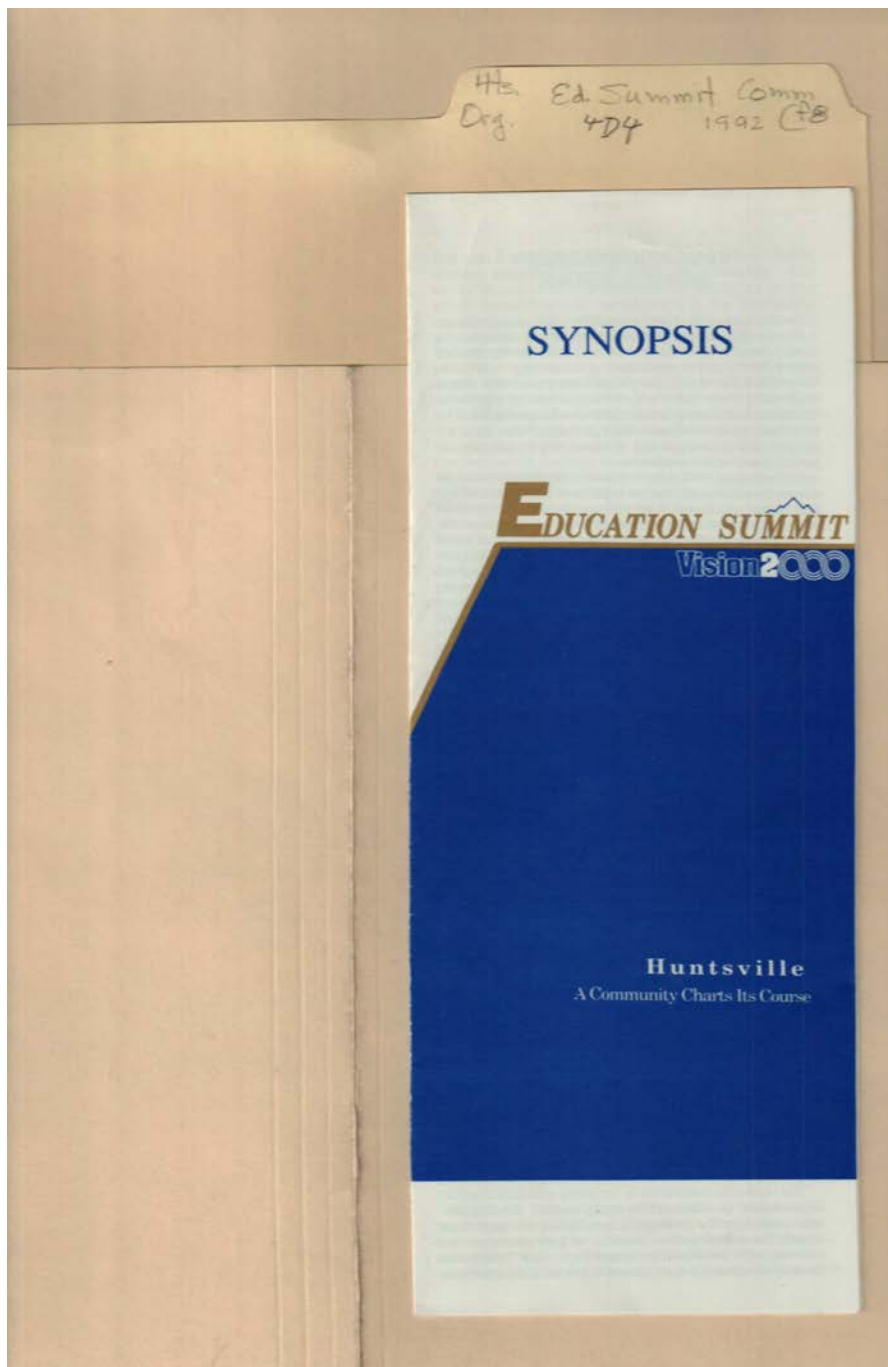
**Dates:**

Feb 13, 1992

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 8

Educational Summit Materials, 1992

Image 2 r04d04-08-000-0141 [Contents](#) [Index](#) [About](#)



**Names:**

Education Summit  
Vision 2000

**Places:**

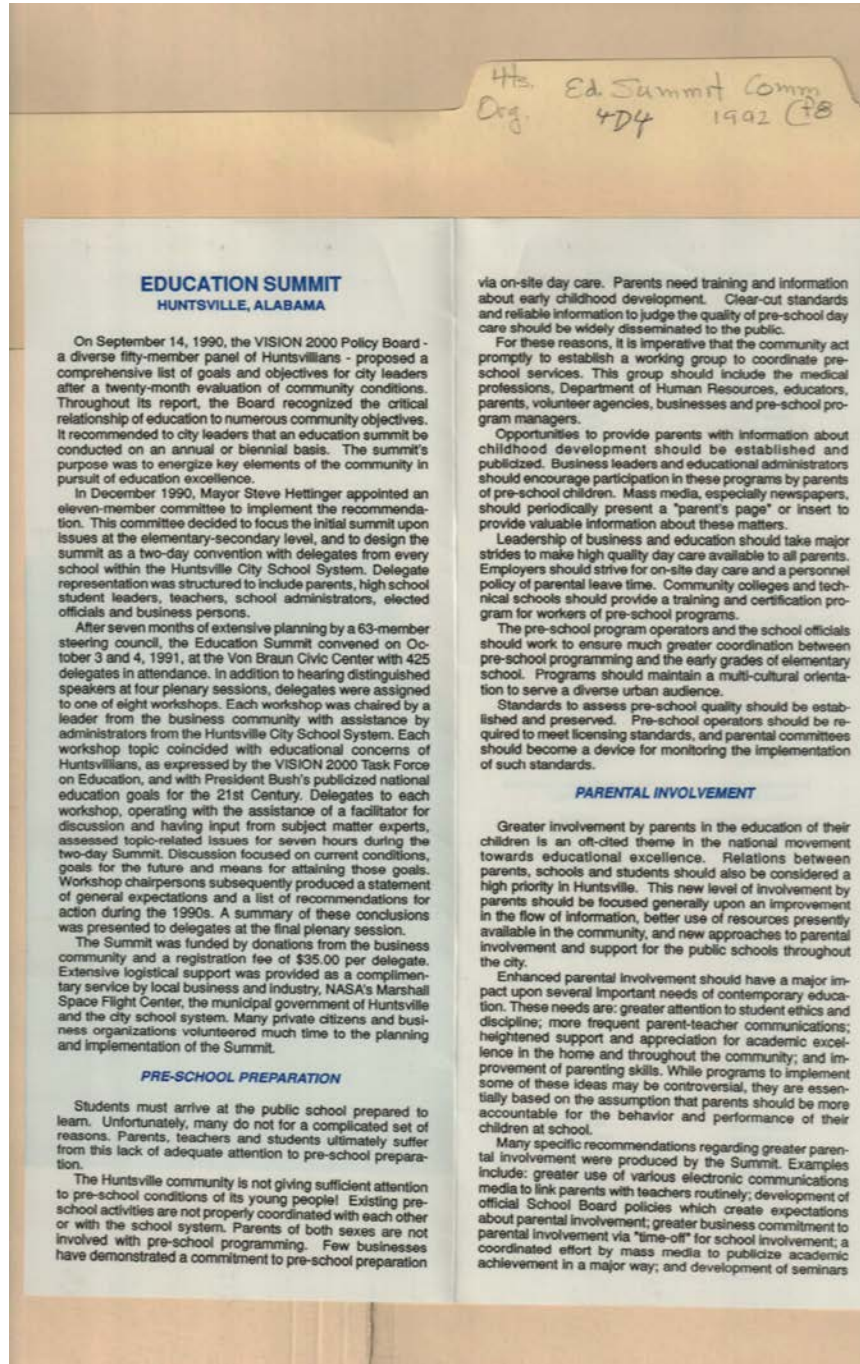
Huntsville, AL

**Types:**

brochure

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 8  
Educational Summit Materials, 1992

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**Names:**

Bush, President

Education Summit

Hettinger, Steve

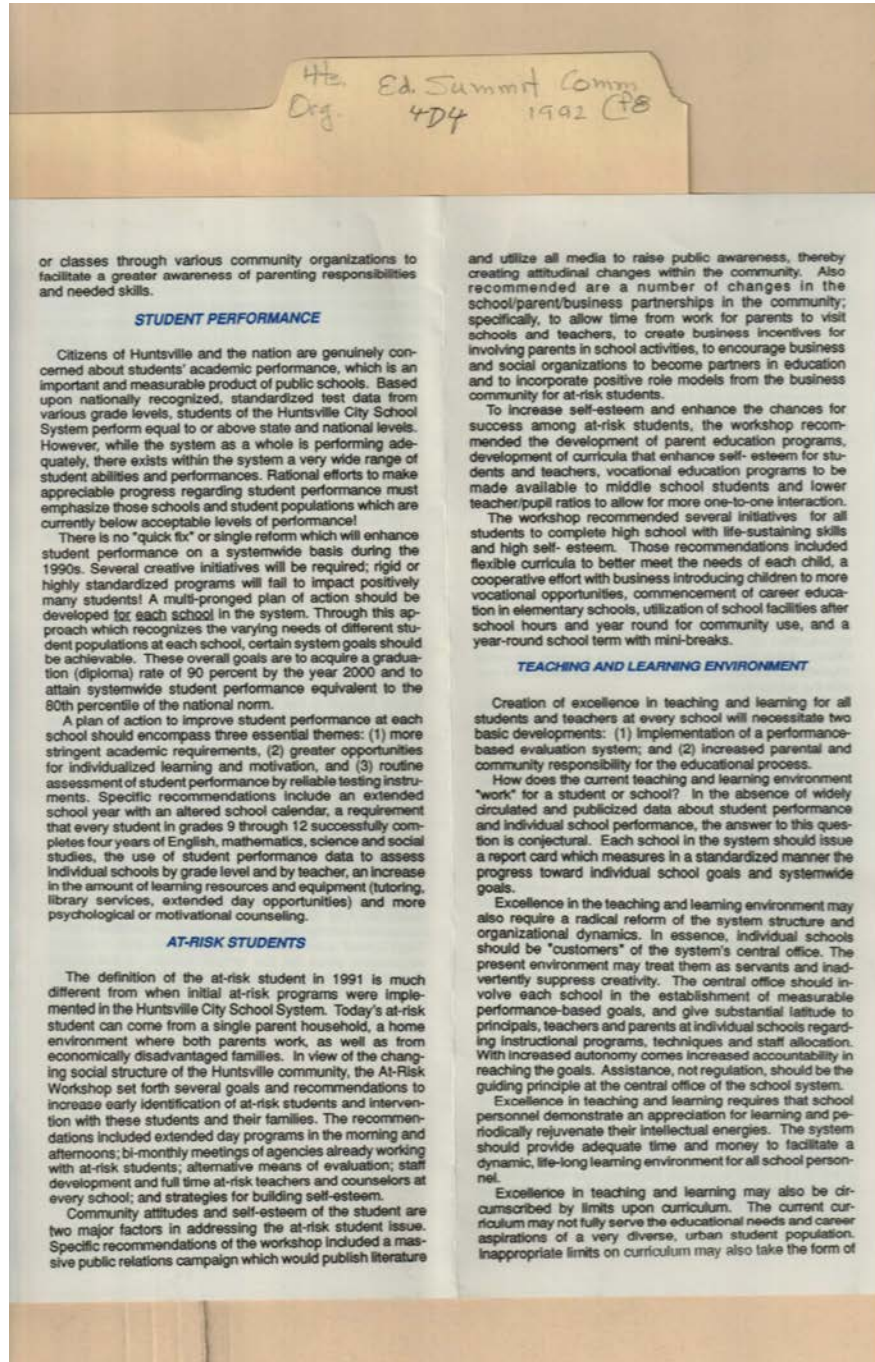
**Places:**

Huntsville, AL

**Types:**

brochure





or classes through various community organizations to facilitate a greater awareness of parenting responsibilities 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, certain 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 complete four years of English, mathematics, science and social studies, the use of student performance data to assess individual schools by grade level and by teacher, an increase in the amount of learning resources and equipment (tutoring, library services, extended day opportunities) and more psychological or motivational counseling.

#### 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 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; alternative means of evaluation; staff development and full time at-risk teachers and counselors 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-risk 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.

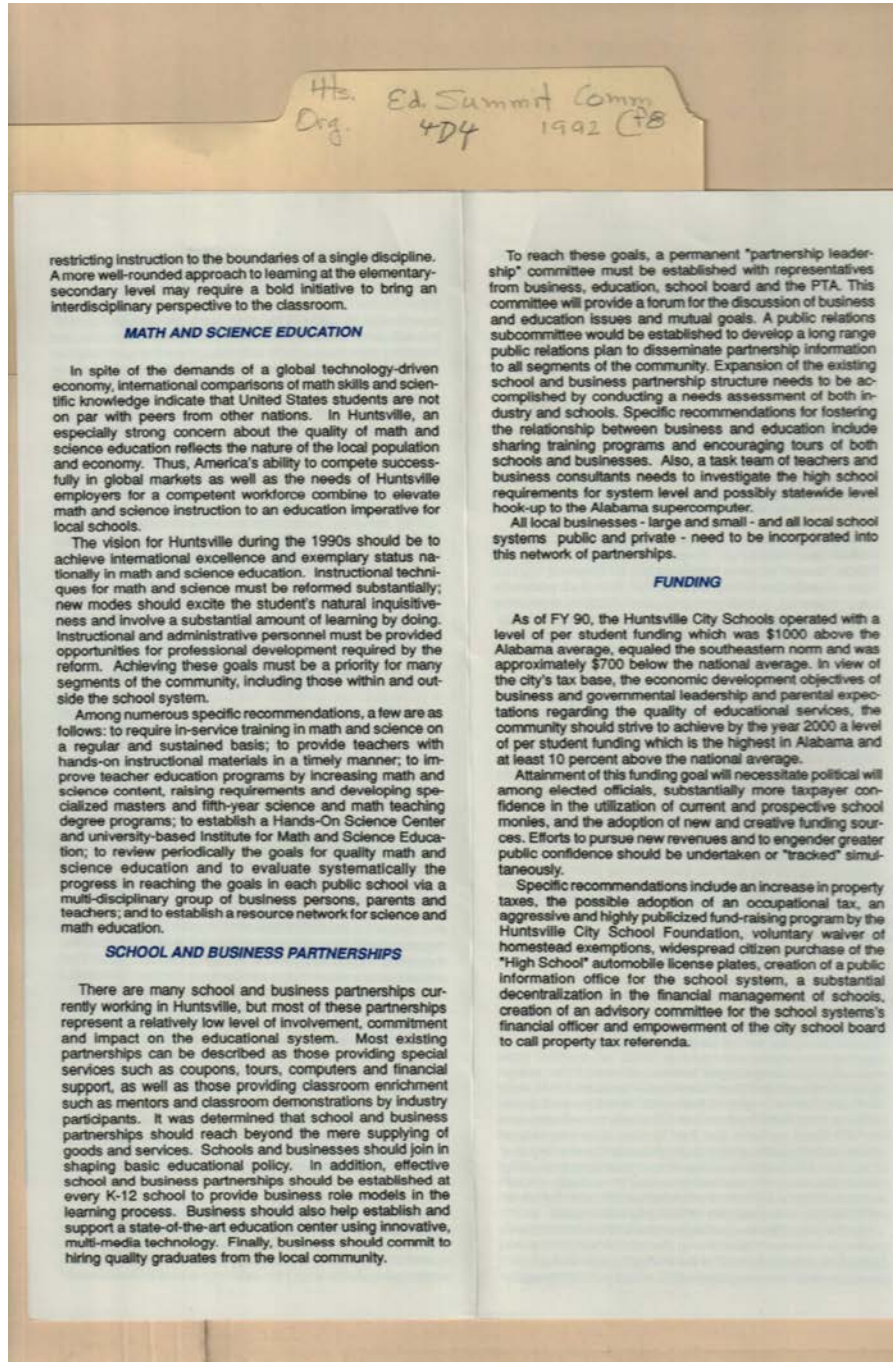
How does the current teaching and learning environment "work" for a student or school? In the absence of widely circulated and publicized data about student performance and individual school performance, the answer to this question is conjectural. Each school in the system should issue a report card 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 environment for all school personnel.

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

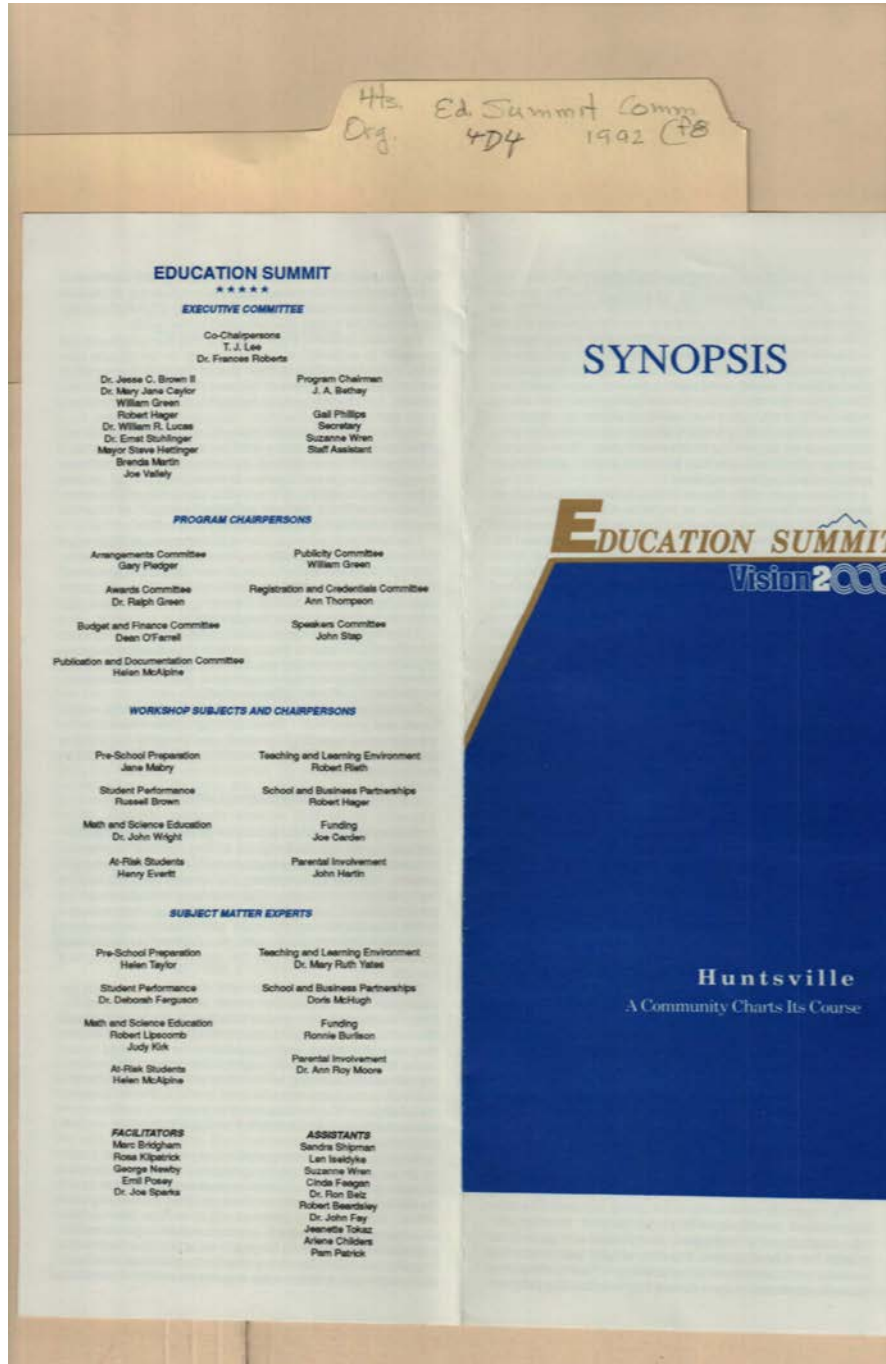
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Types:  
brochure

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 Educational Summit Materials, 1992

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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

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

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.

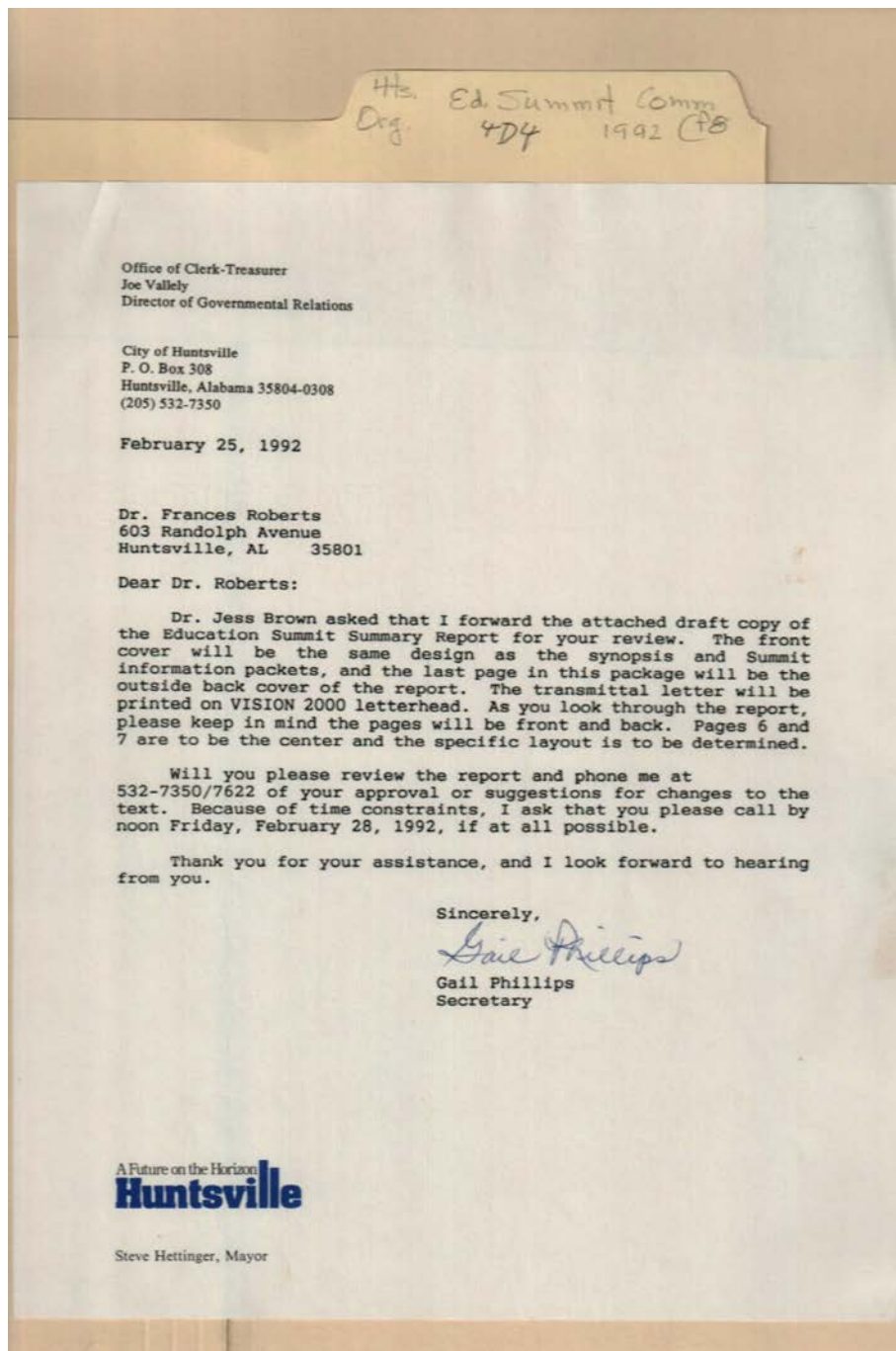
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Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 8  
Educational Summit Materials, 1992

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**Names:**

Brown, Jess, Dr.

Hettinger, Steve,  
Mayor

Phillips, Gail  
Roberts, Frances, Dr.

Vallely, Joe

**Places:**

Huntsville, AL

**Types:**

correspondence

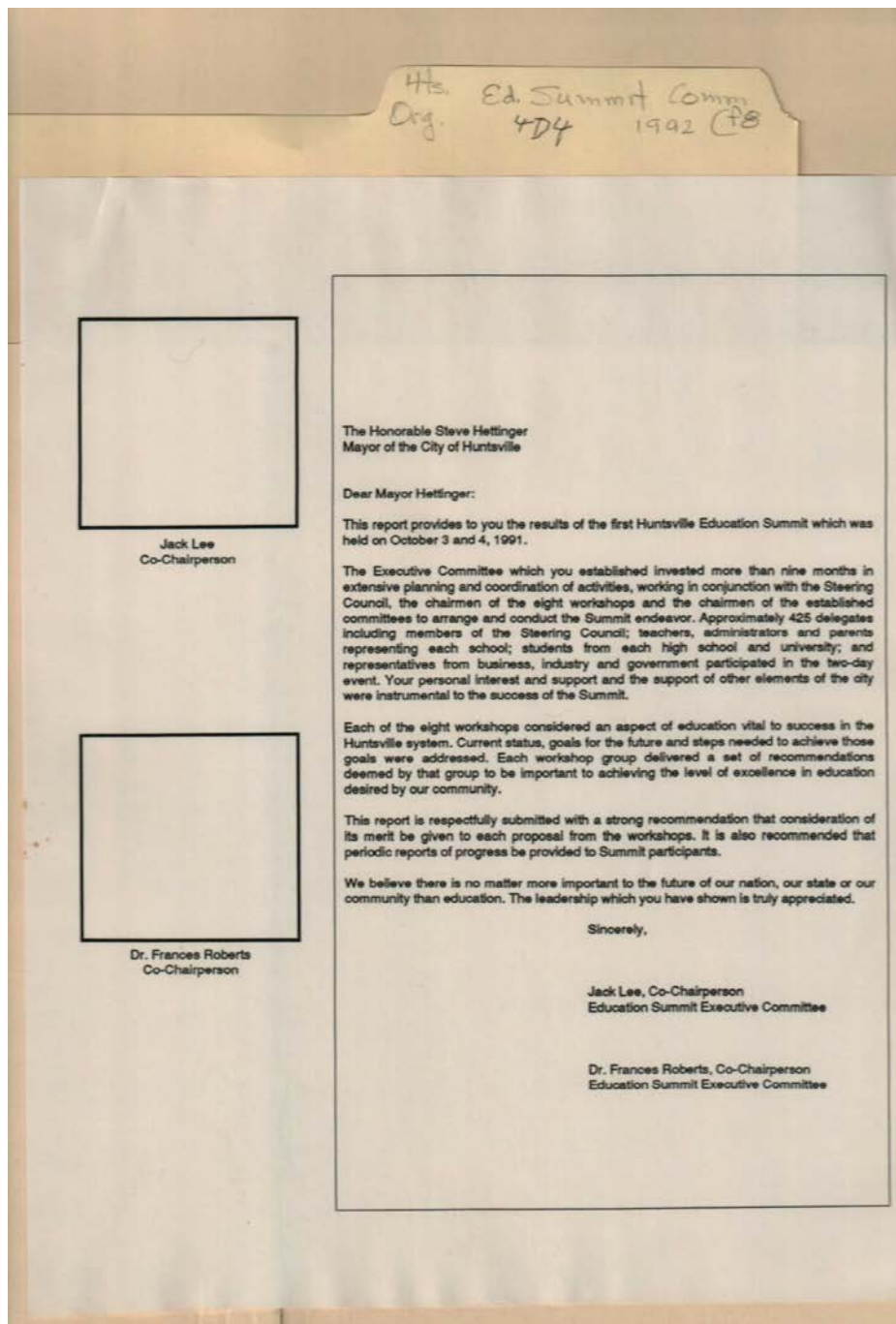
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Feb 25, 1992



Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 8  
Educational Summit Materials, 1992

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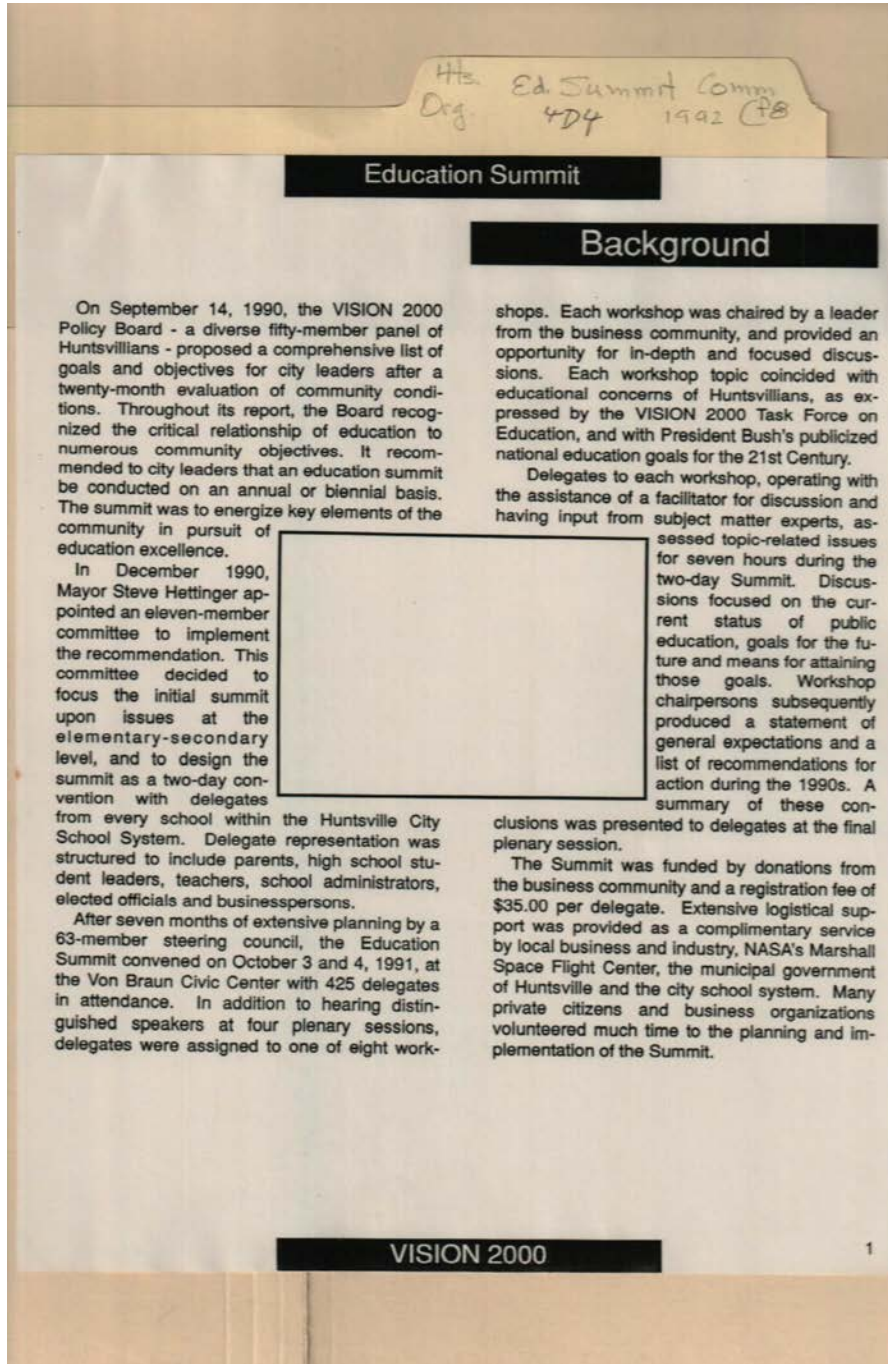
**Names:**

Hettinger, Steve,  
Mayor

Lee, Jack  
Roberts, Frances, Dr.

**Types:**

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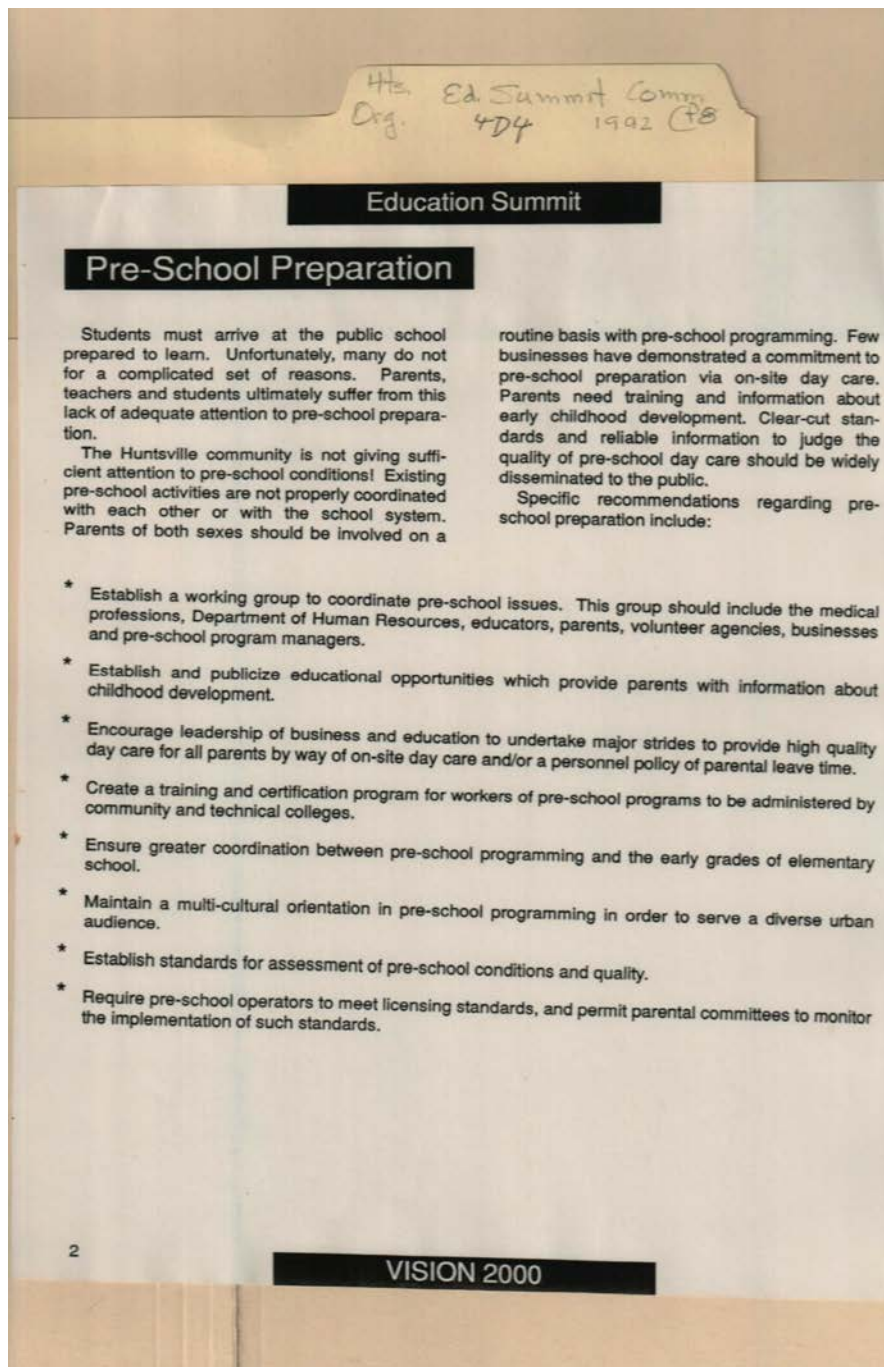


**Names:**

Hettinger, Steve,  
Mayor

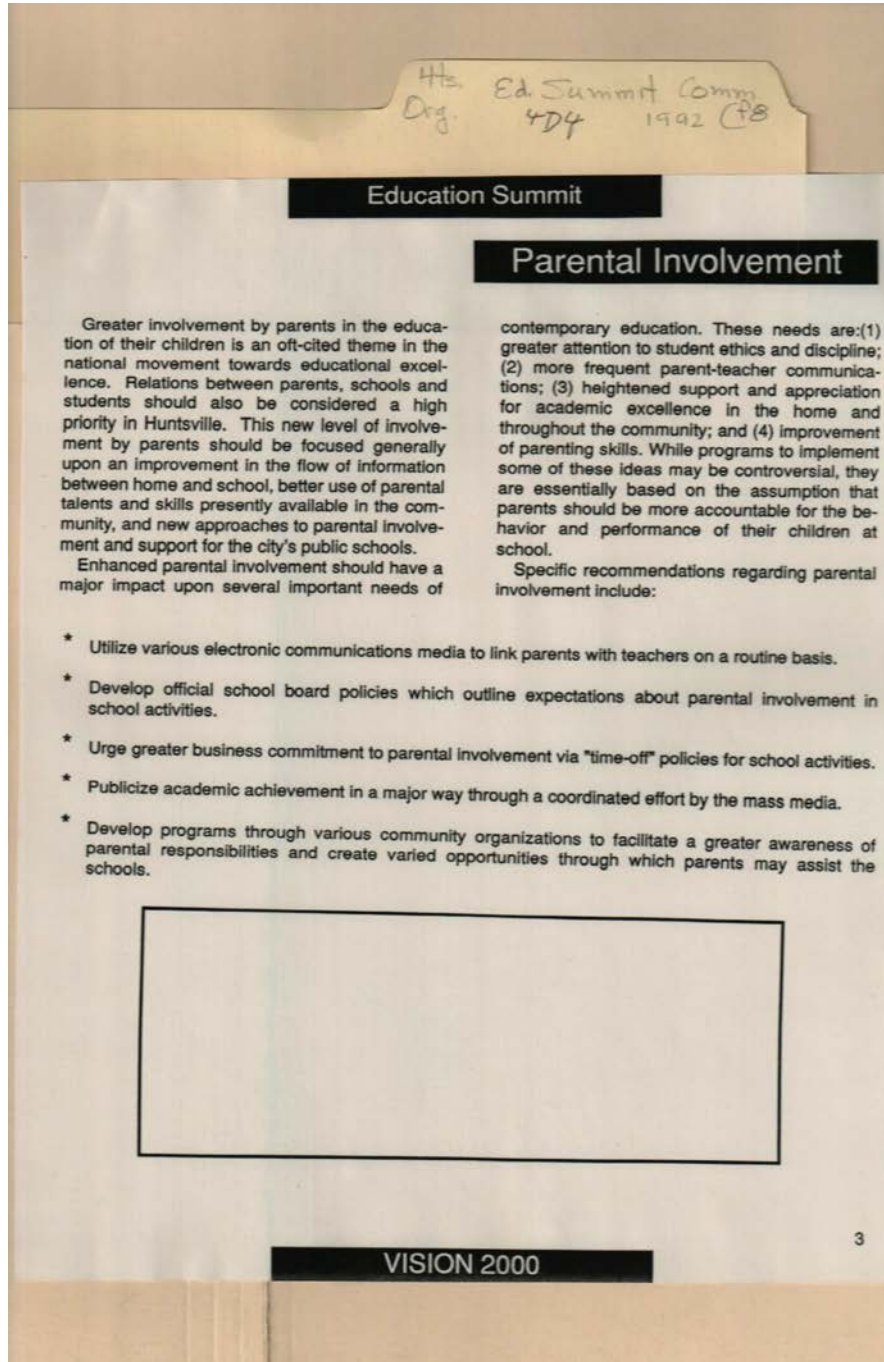
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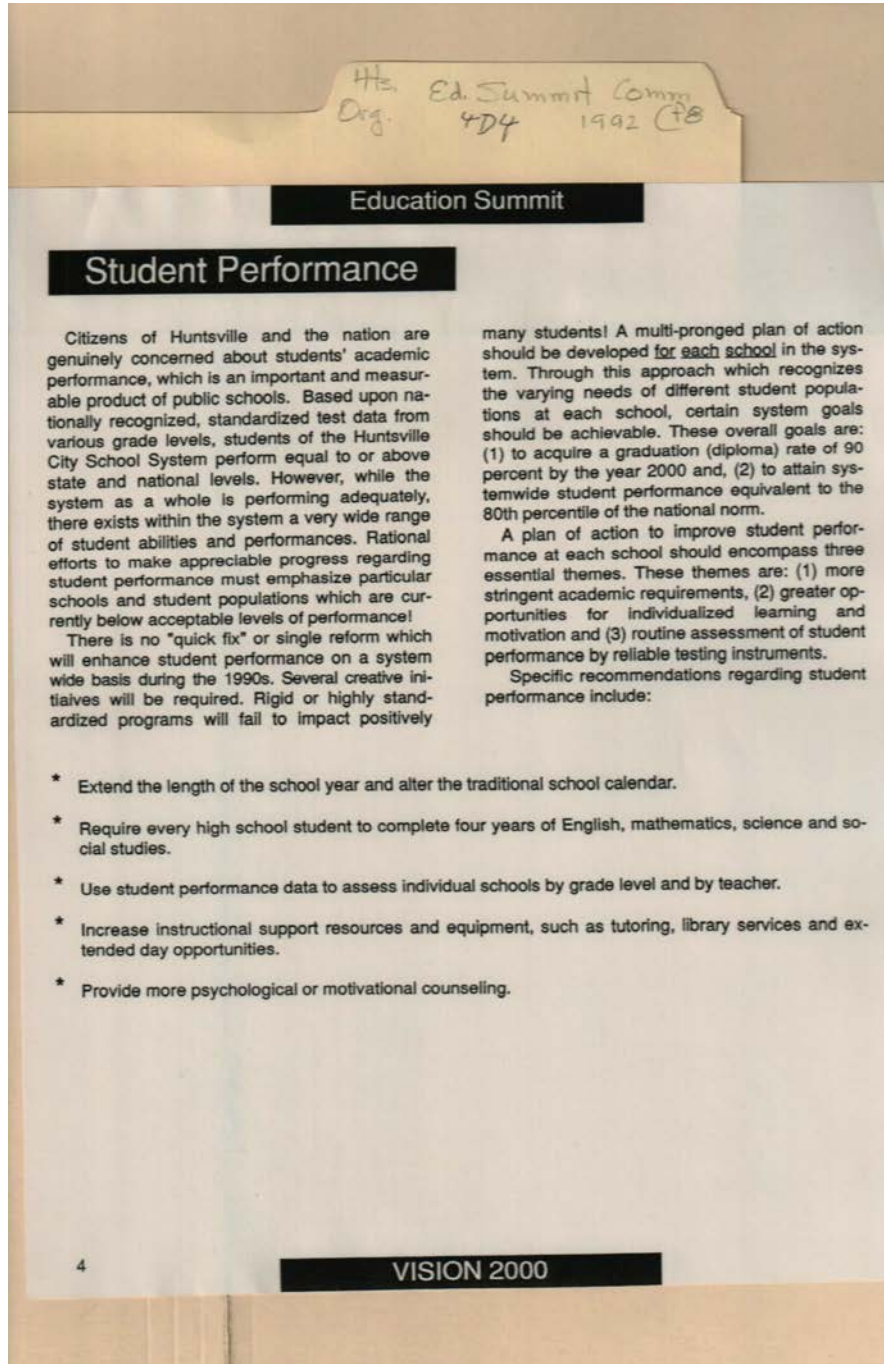
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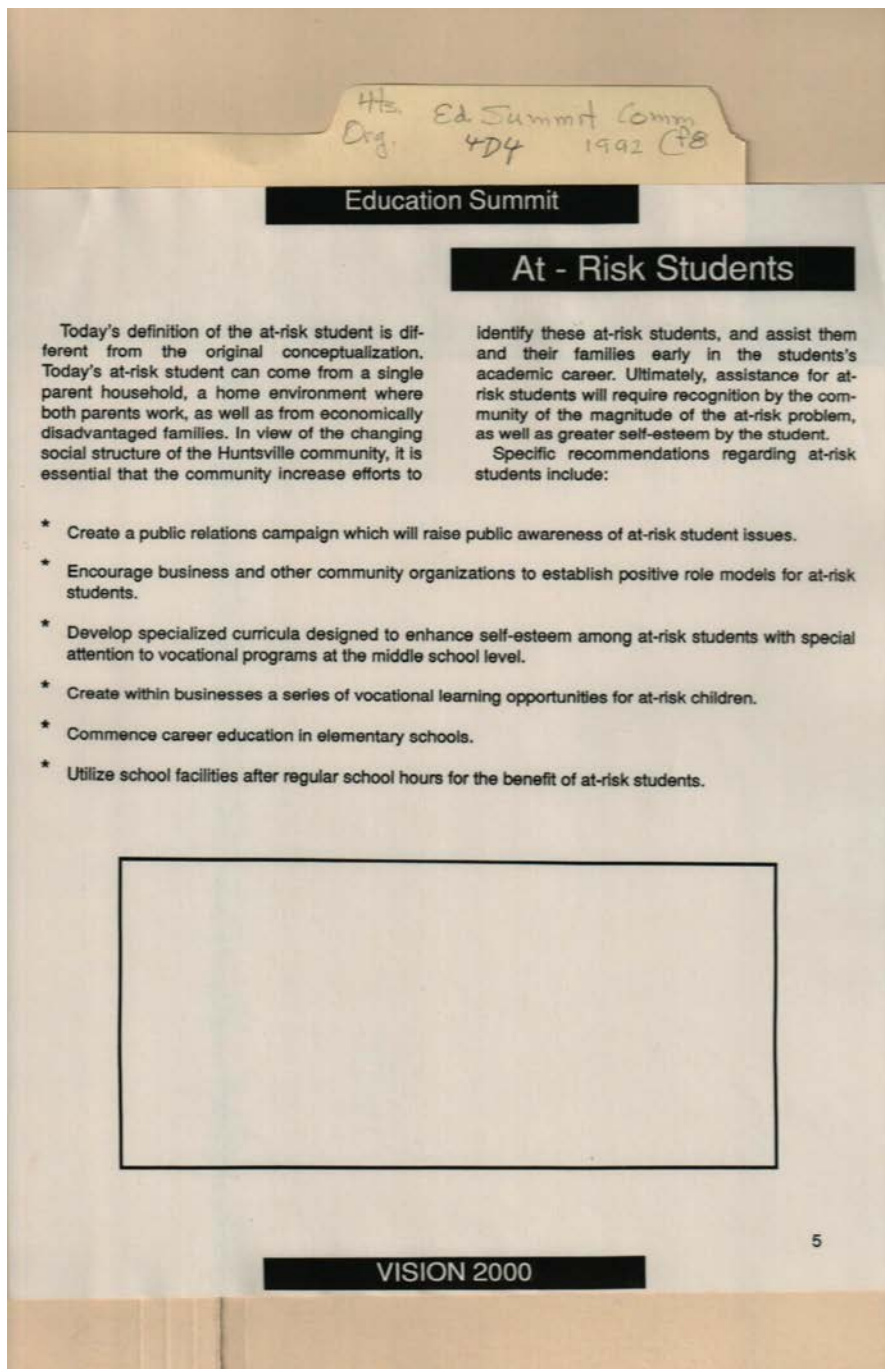


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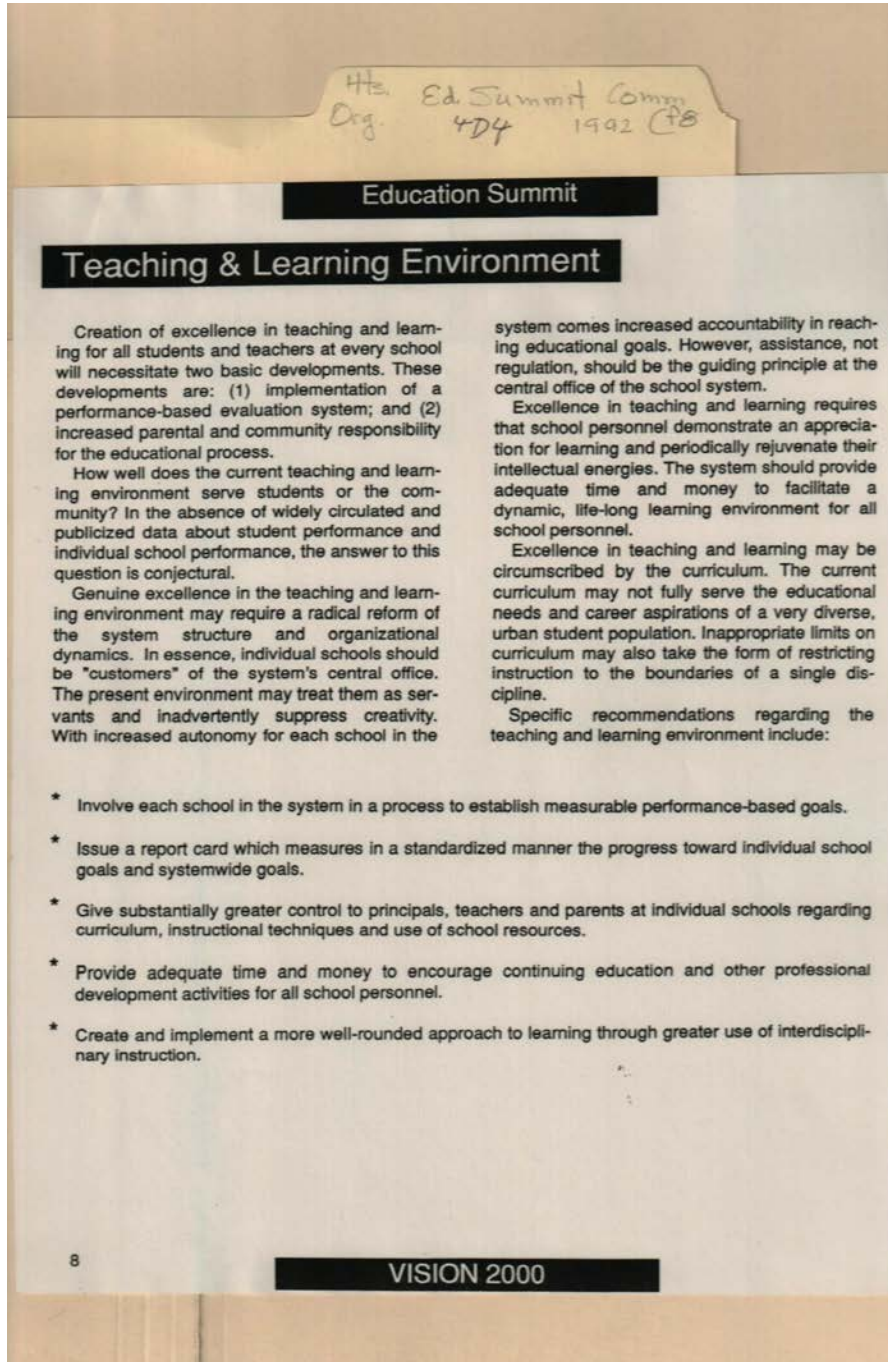




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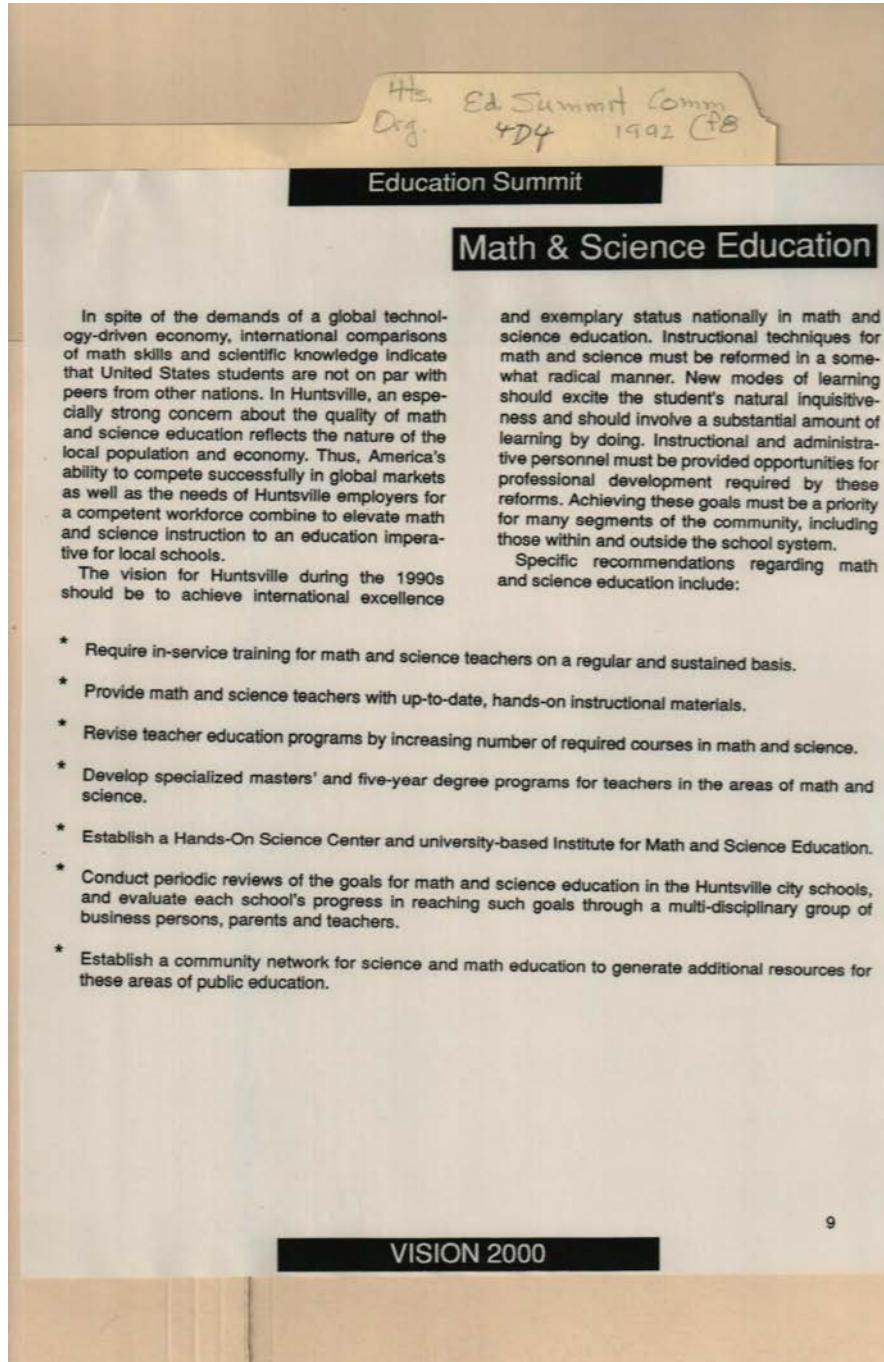


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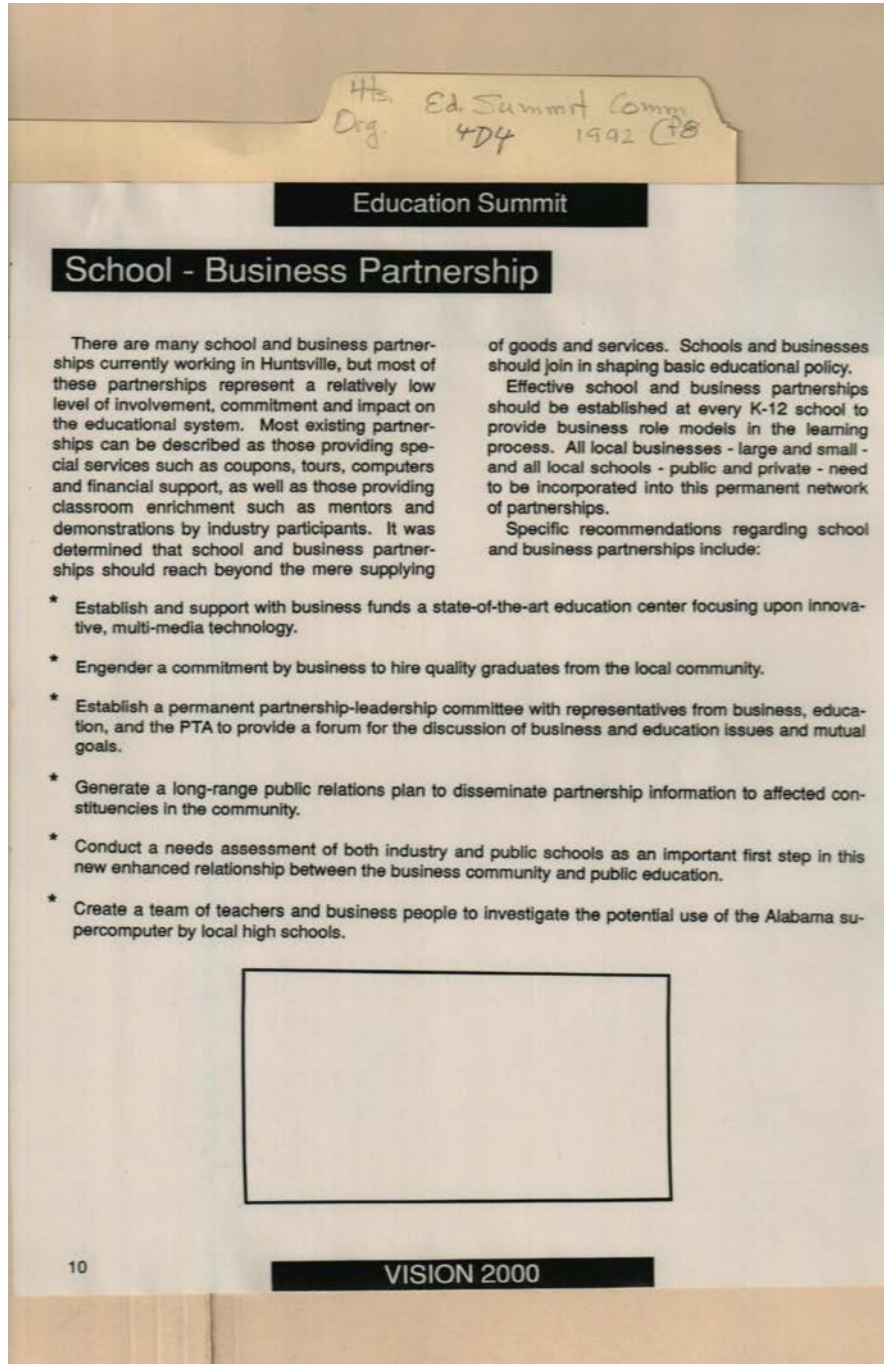
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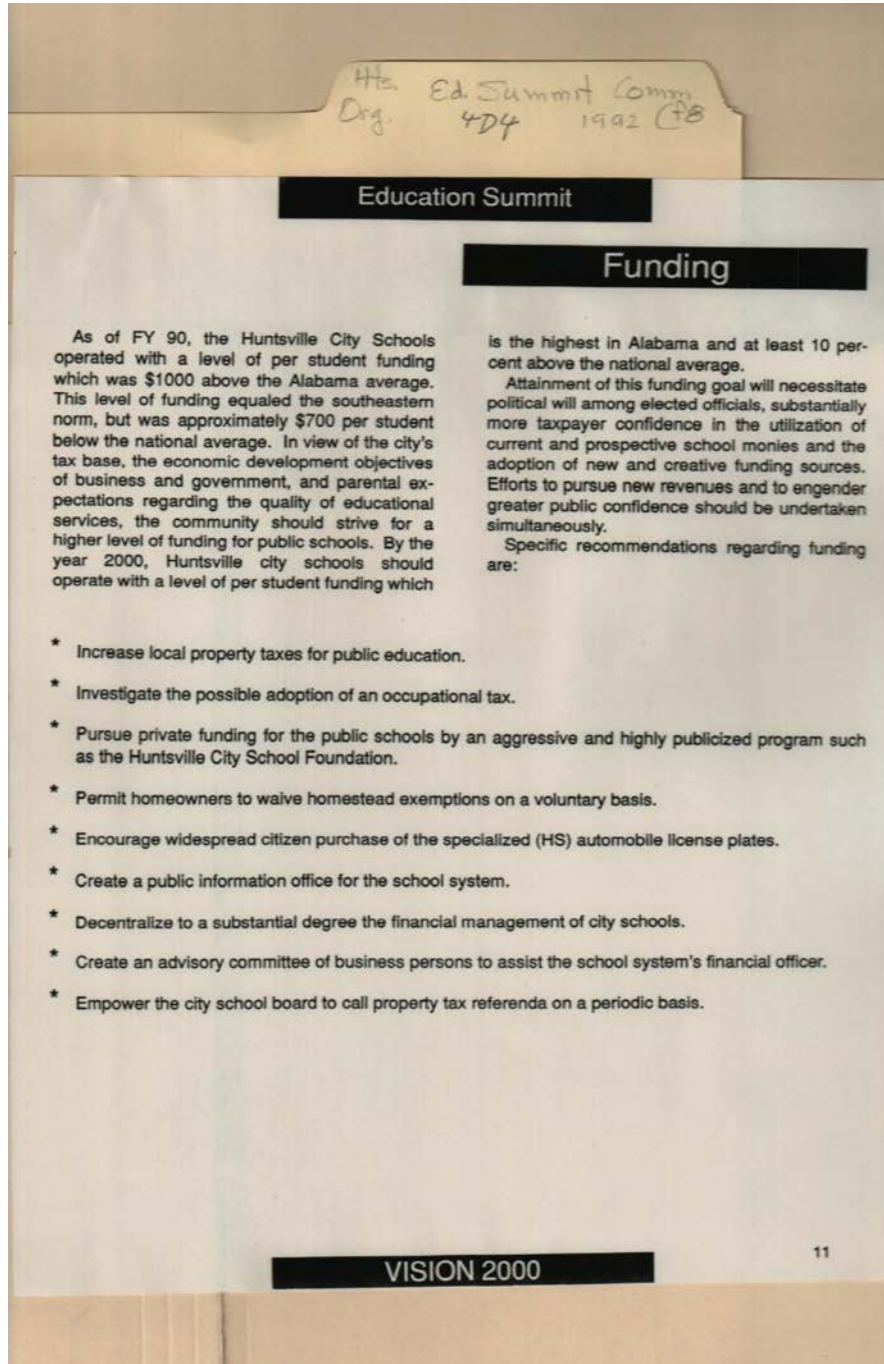


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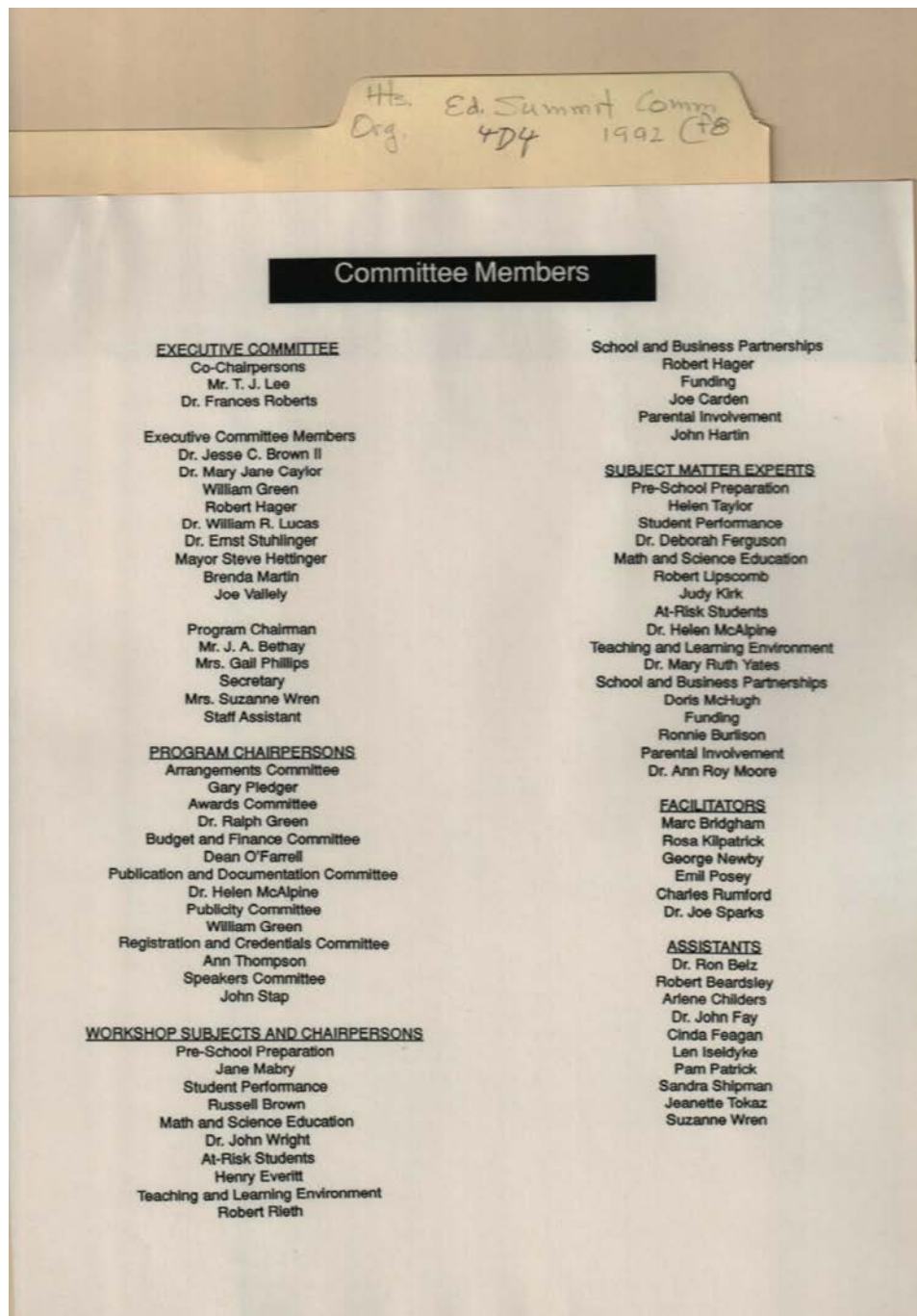
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Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 8  
Educational Summit Materials, 1992

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**Names:**

Beardsley, Robert  
Belz, Ron, Dr.  
Bethay, J. A.  
Bridgham, Marc  
Brown, Jesse C., II.  
Dr.  
Brown, Russell  
Burlison, Ronnie  
Caylor, Mary Jane,  
Dr.  
Childers, Arlene  
Everitt, Henry

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

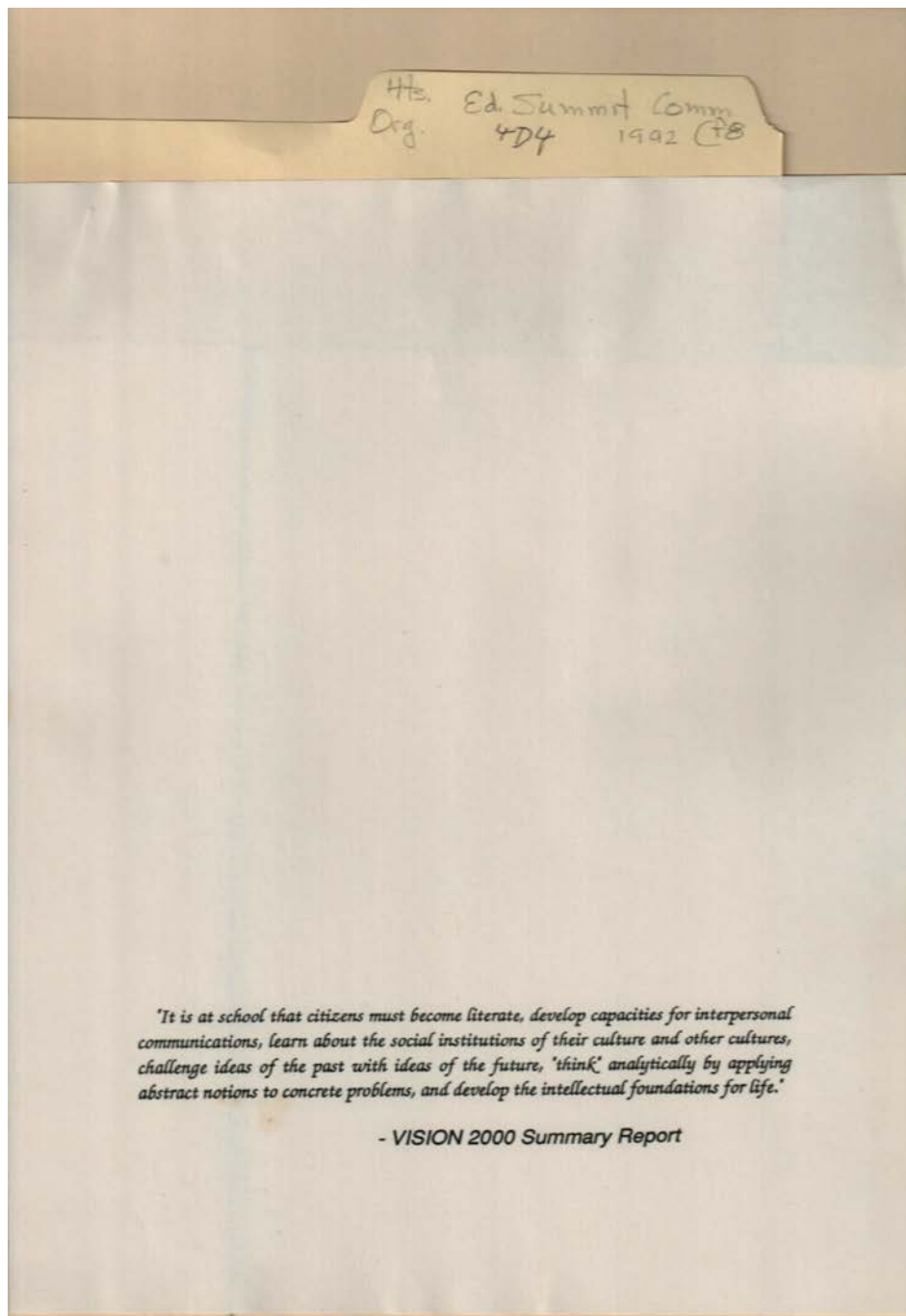
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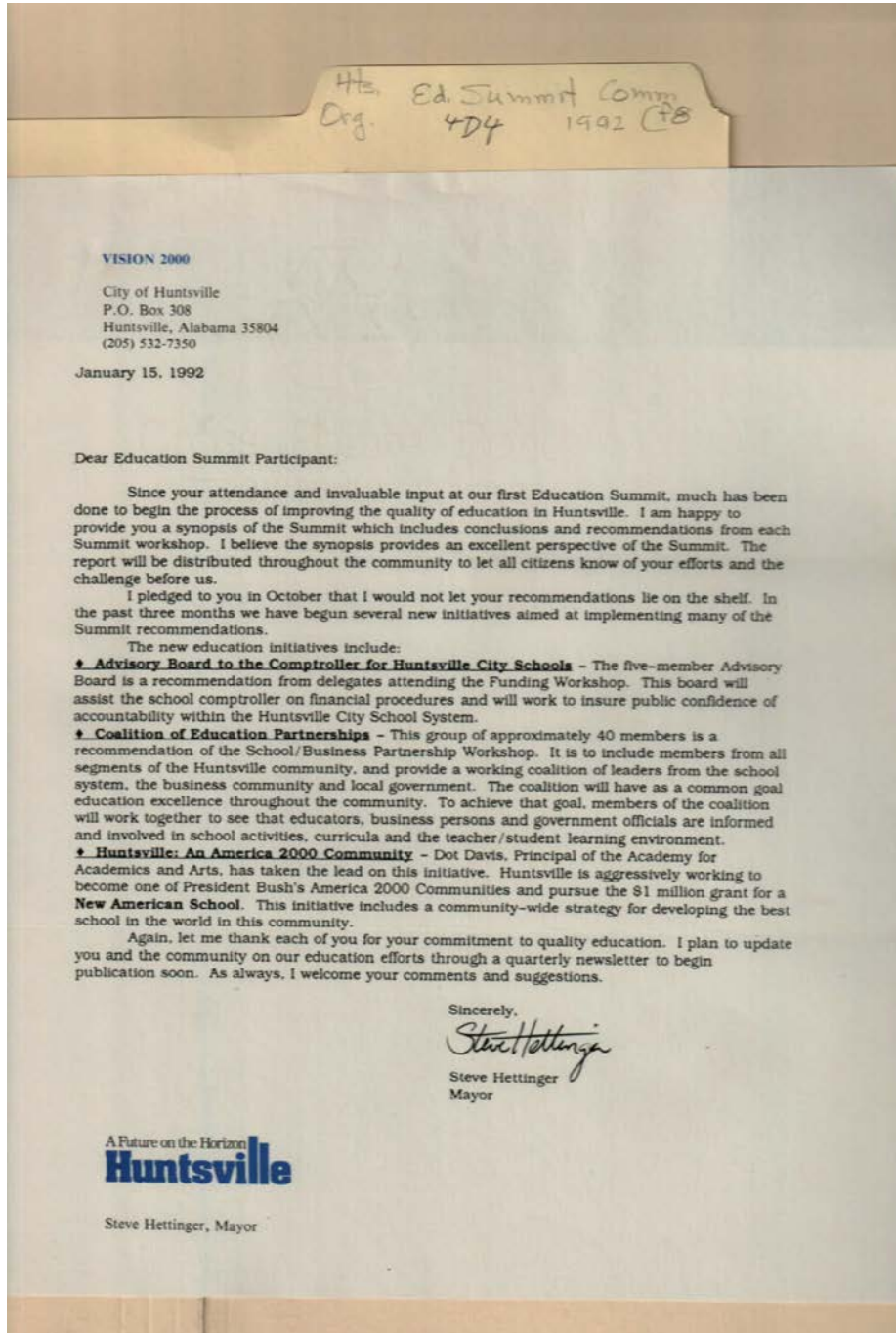




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Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 8  
Educational Summit Materials, 1992

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**Names:**

Hettinger, Steve,  
Mayor

**Places:**

Huntsville, AL

**Types:**

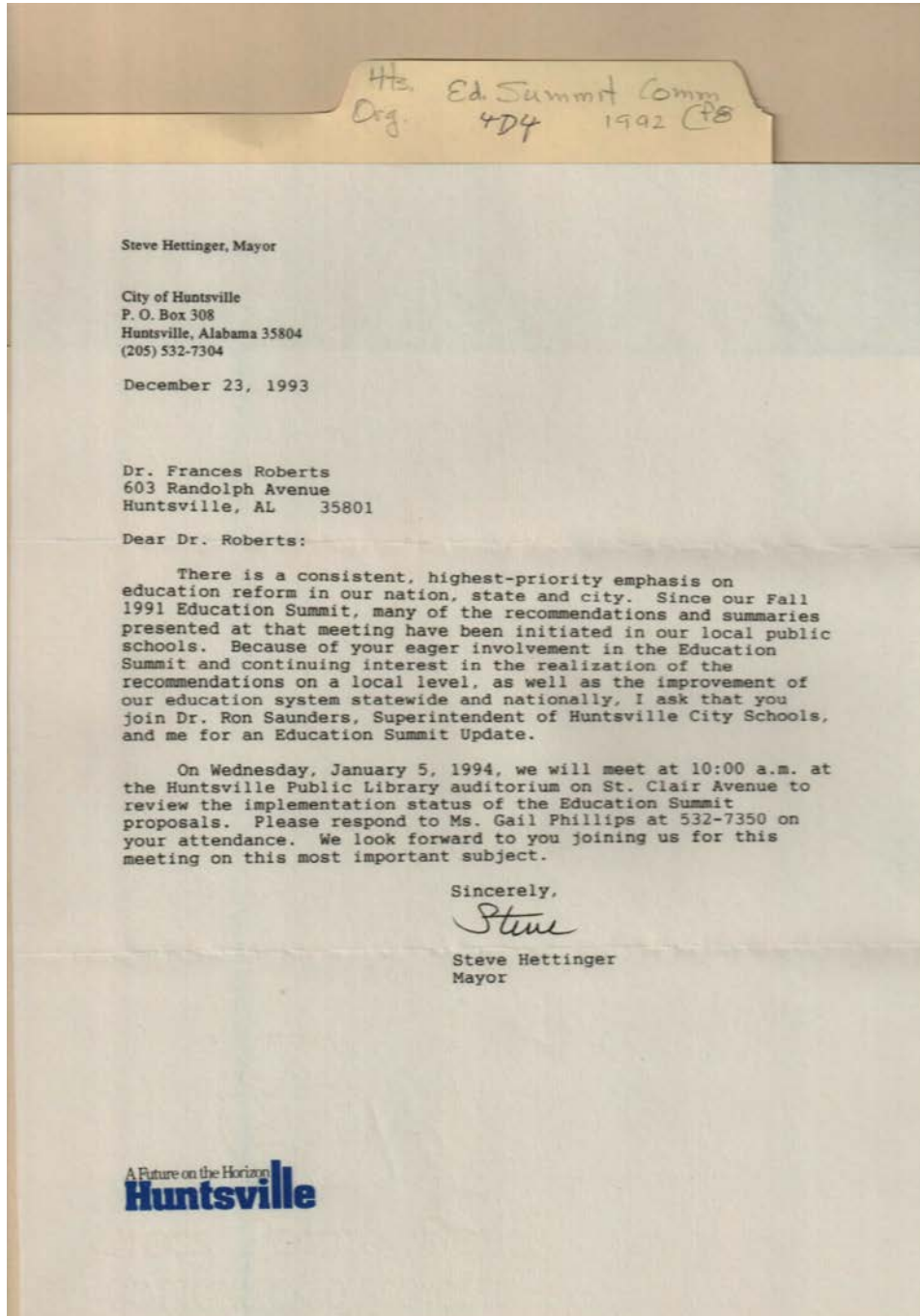
correspondence

**Dates:**

Jan 15, 1992

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 8  
Educational Summit Materials, 1992

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**Names:**

Hettinger, Steve,  
Mayor

Phillips, Gail  
Roberts, Frances, Dr.

Saunders, Ron, Dr.

**Places:**

Huntsville, AL

**Types:**

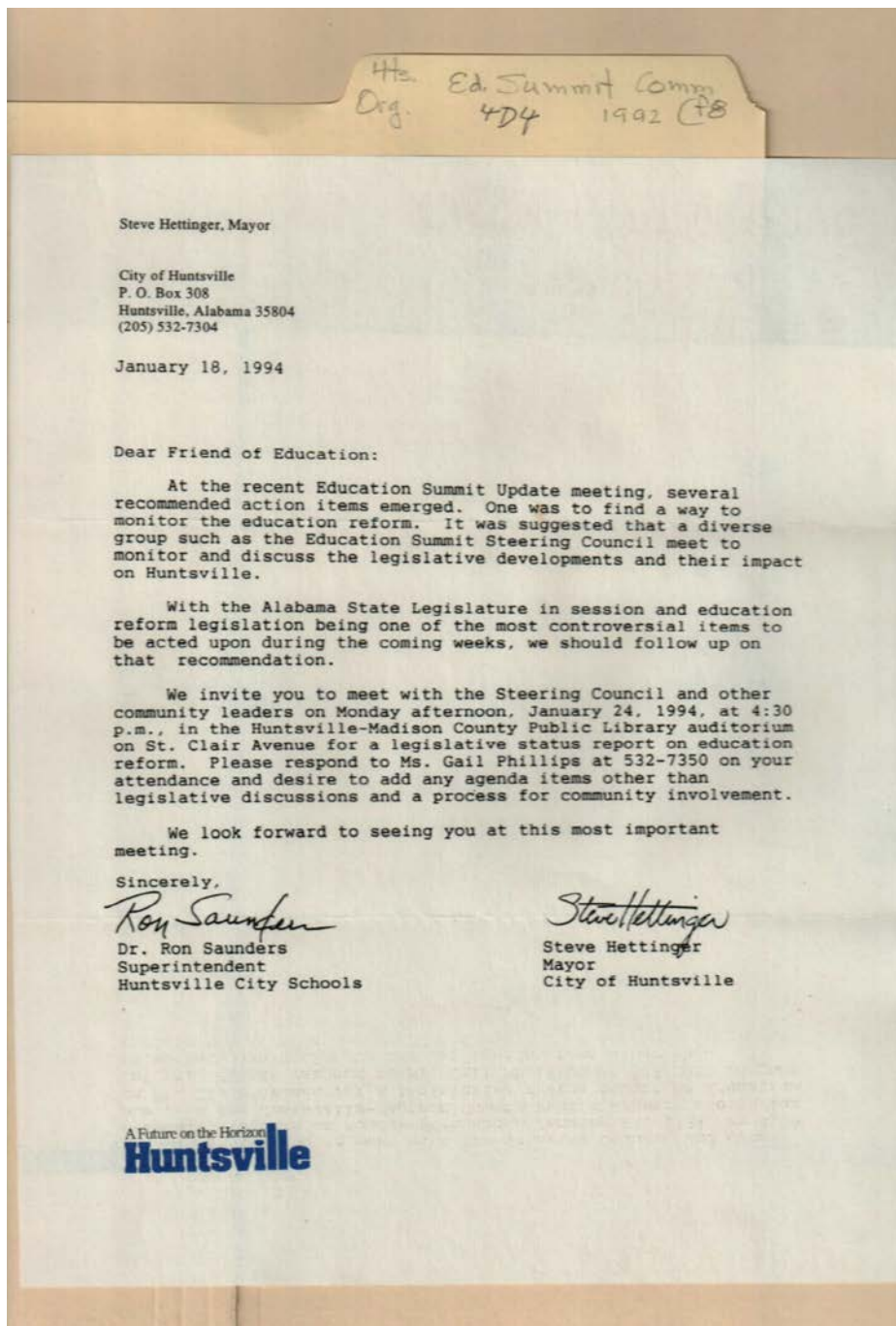
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**Dates:**

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Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 8  
Educational Summit Materials, 1992

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**Names:**

Hettinger, Steve,  
Mayor

Saunders, Ron, Dr.

**Places:**

Huntsville, AL

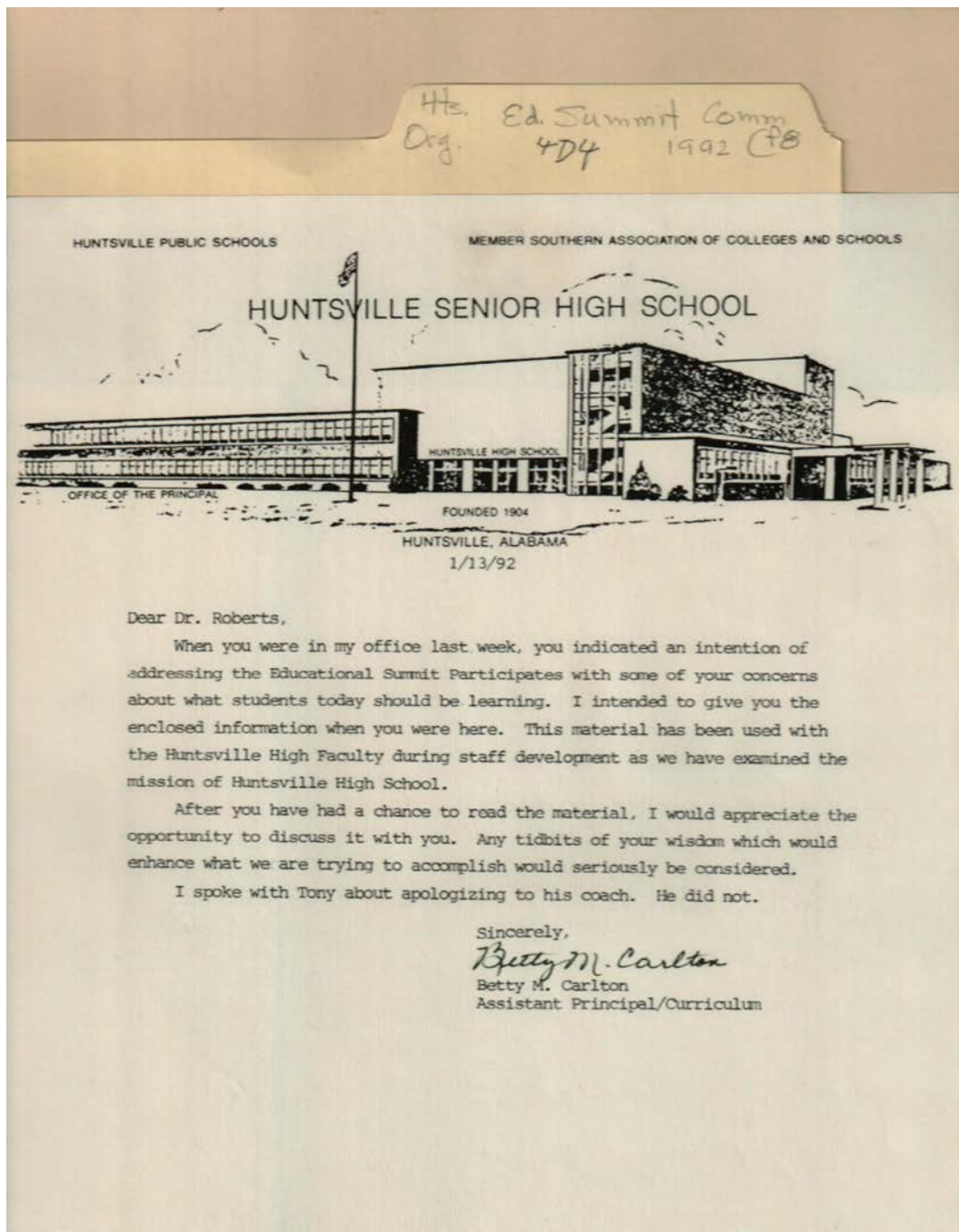
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**Dates:**

Jan 18, 1994





**Names:**

, Tony

Carlton, Betty M.

Roberts, Dr.

**Places:**

Huntsville, AL

**Types:**

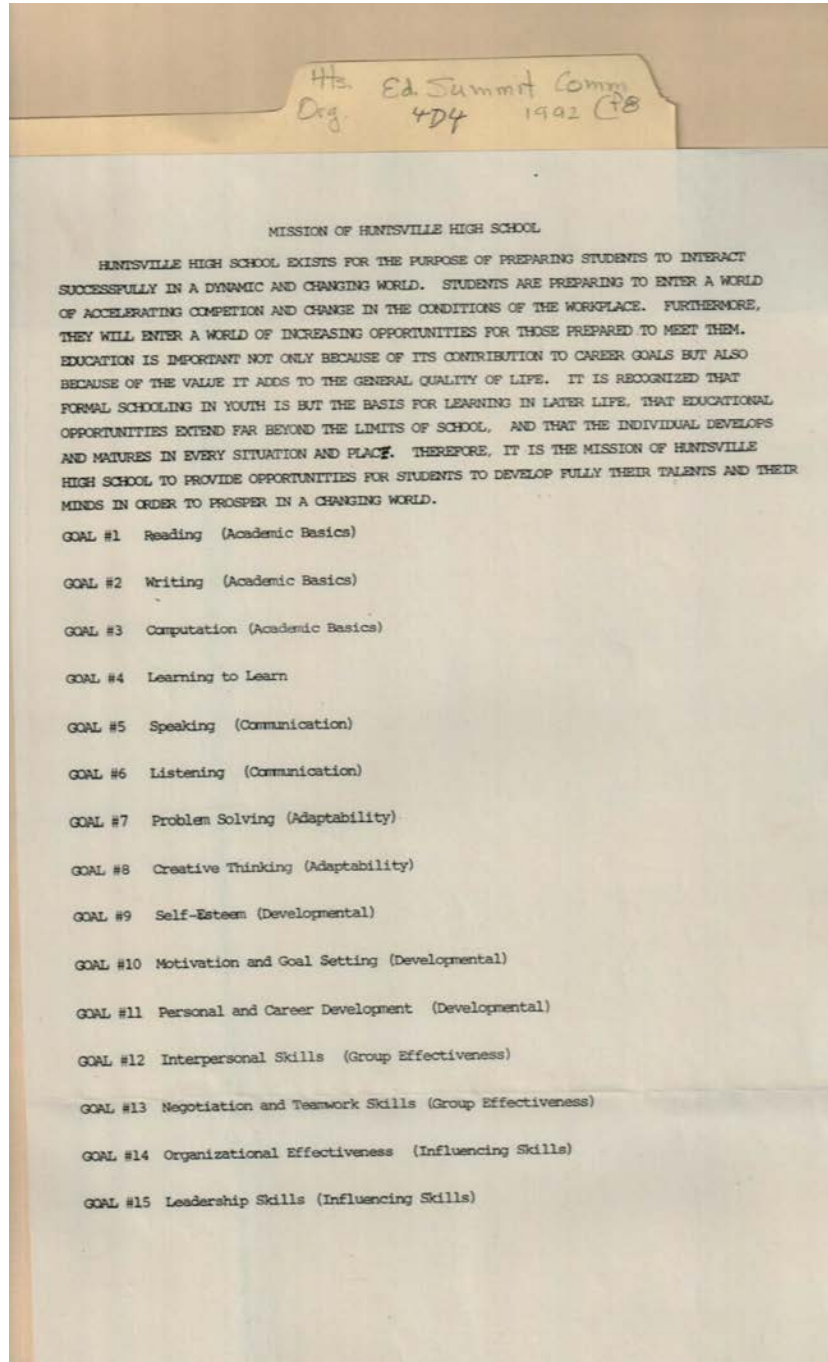
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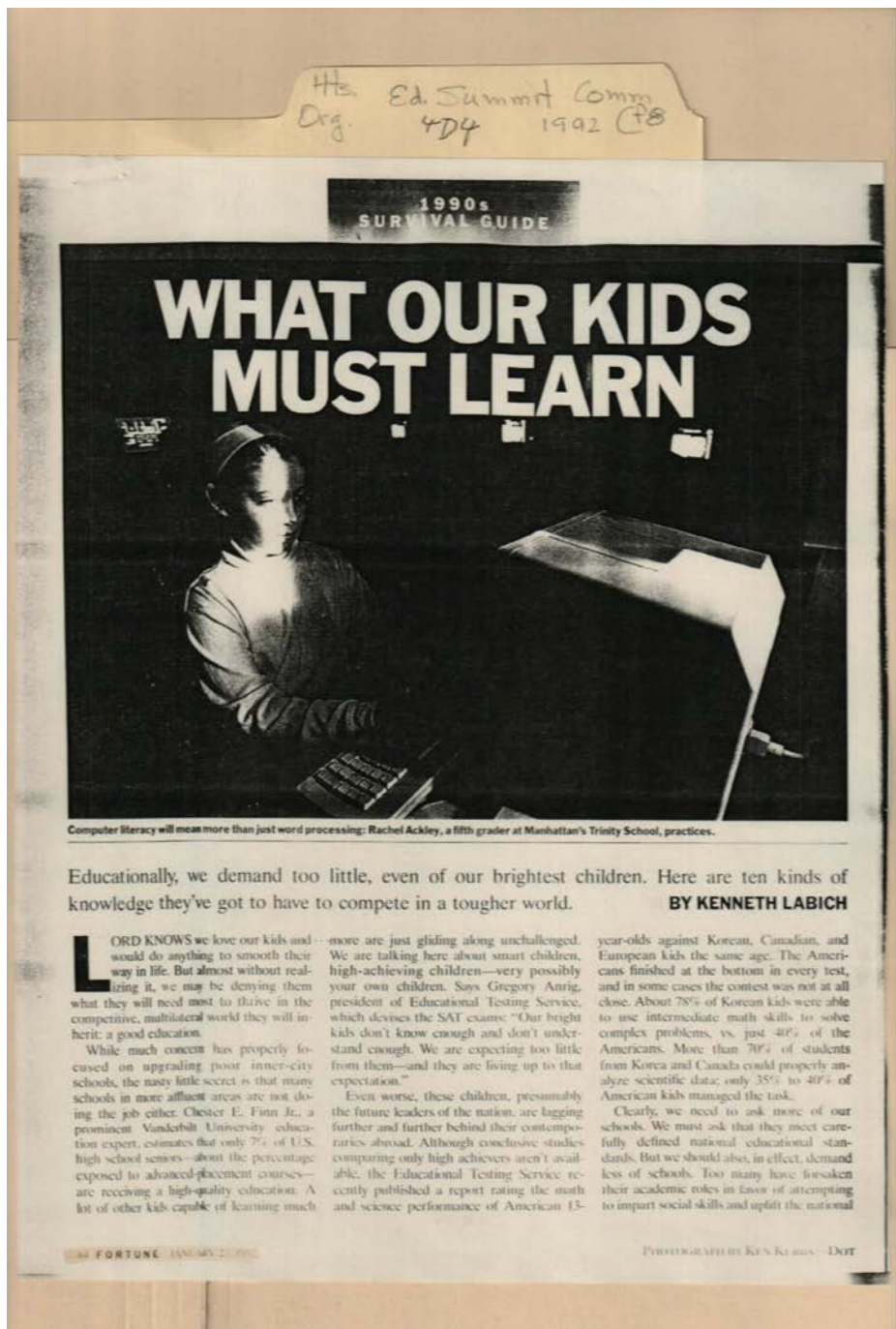


**Names:**

Mission of Huntsville  
High School

**Types:**

program



**Names:**

Ackley, Rachel  
Anrig, Gregory

Finn, Chester E., Jr.  
Labich, Kenneth

Fortune

What Kids Must  
Learn

**Types:**

magazine

**Dates:**

Jan 27, 1992





**Names:**

Dubois, W. E. B.  
Ellison, Ralph

Finn, Chester  
France, Carol

Marquez, Gabriel  
Garcia

Robinson, Sharon  
Swift, Jonathan

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magazine

**Dates:**

Jan 27, 1992





**Names:**

Berryman, Sue M.  
Finn,

Hirsch, E. D., Jr.  
Lindsay, Dianna

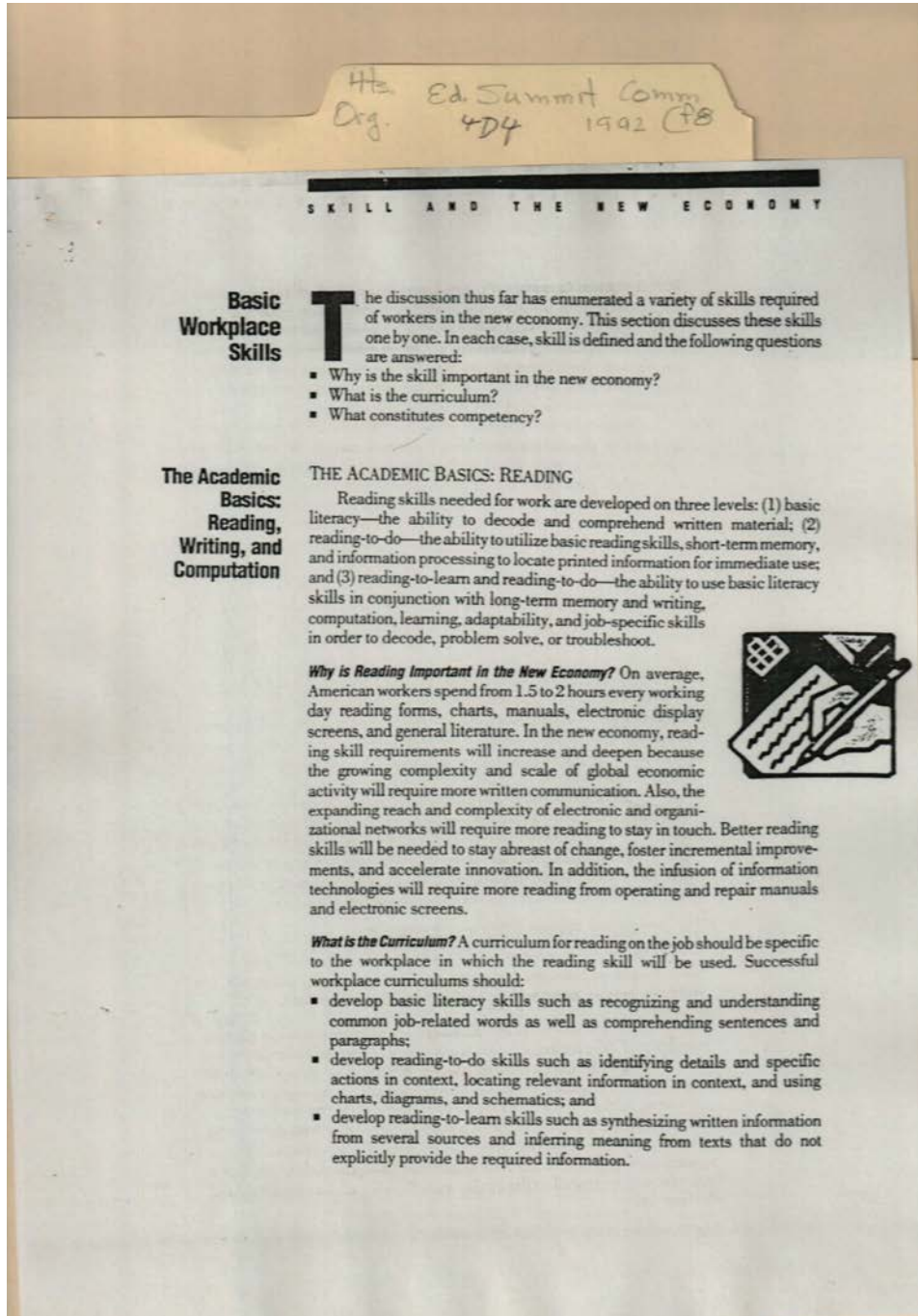
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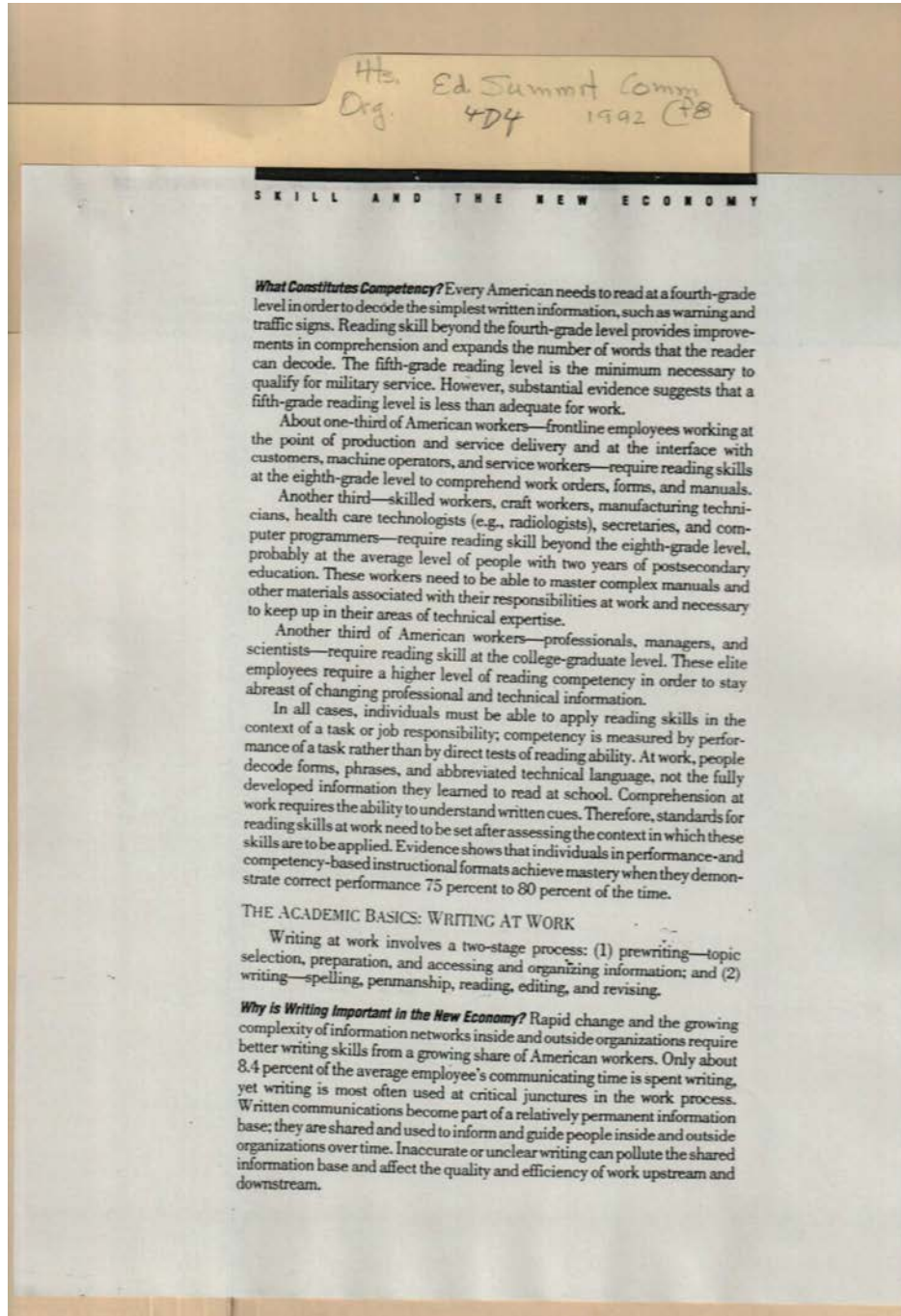
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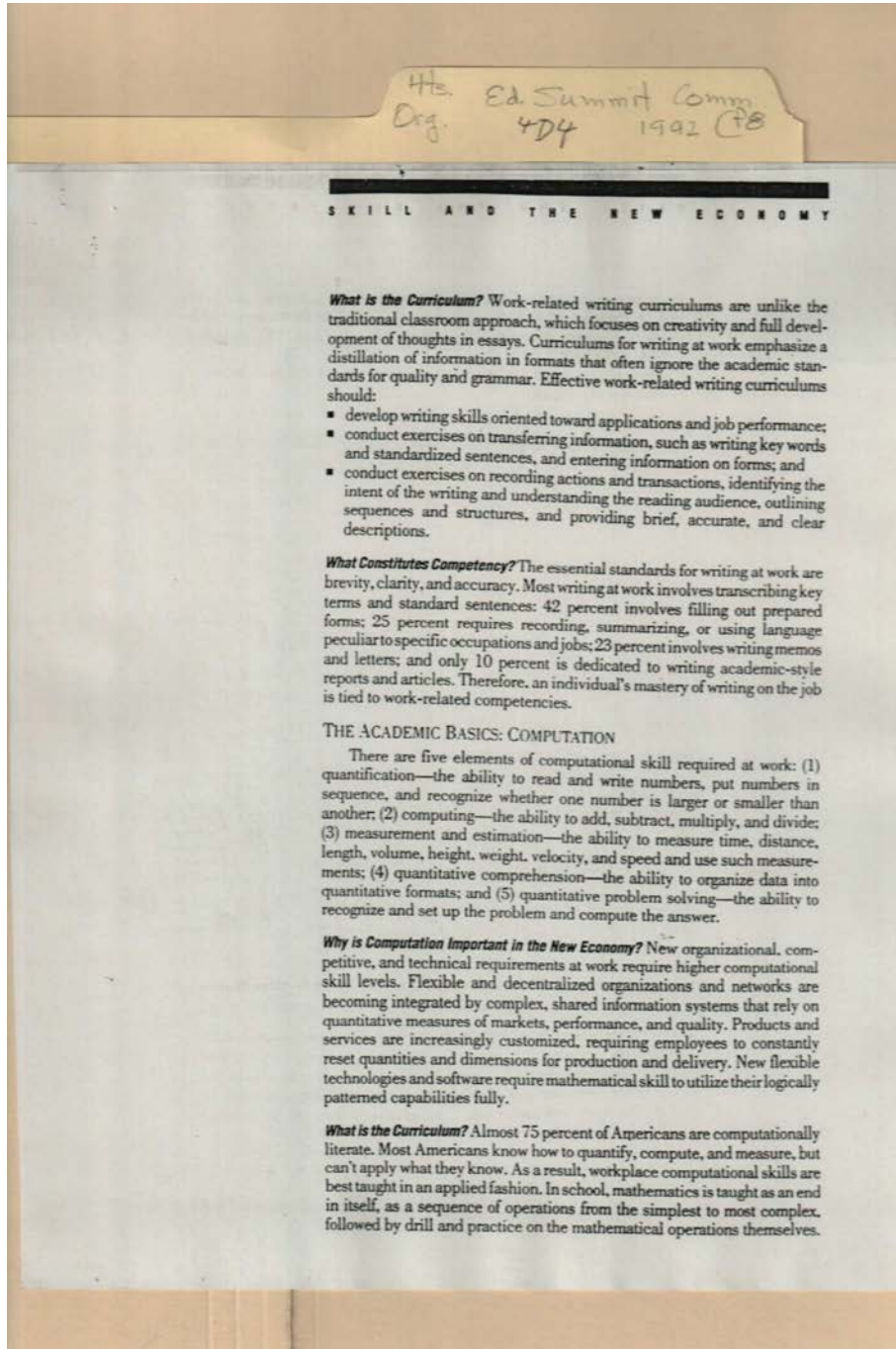


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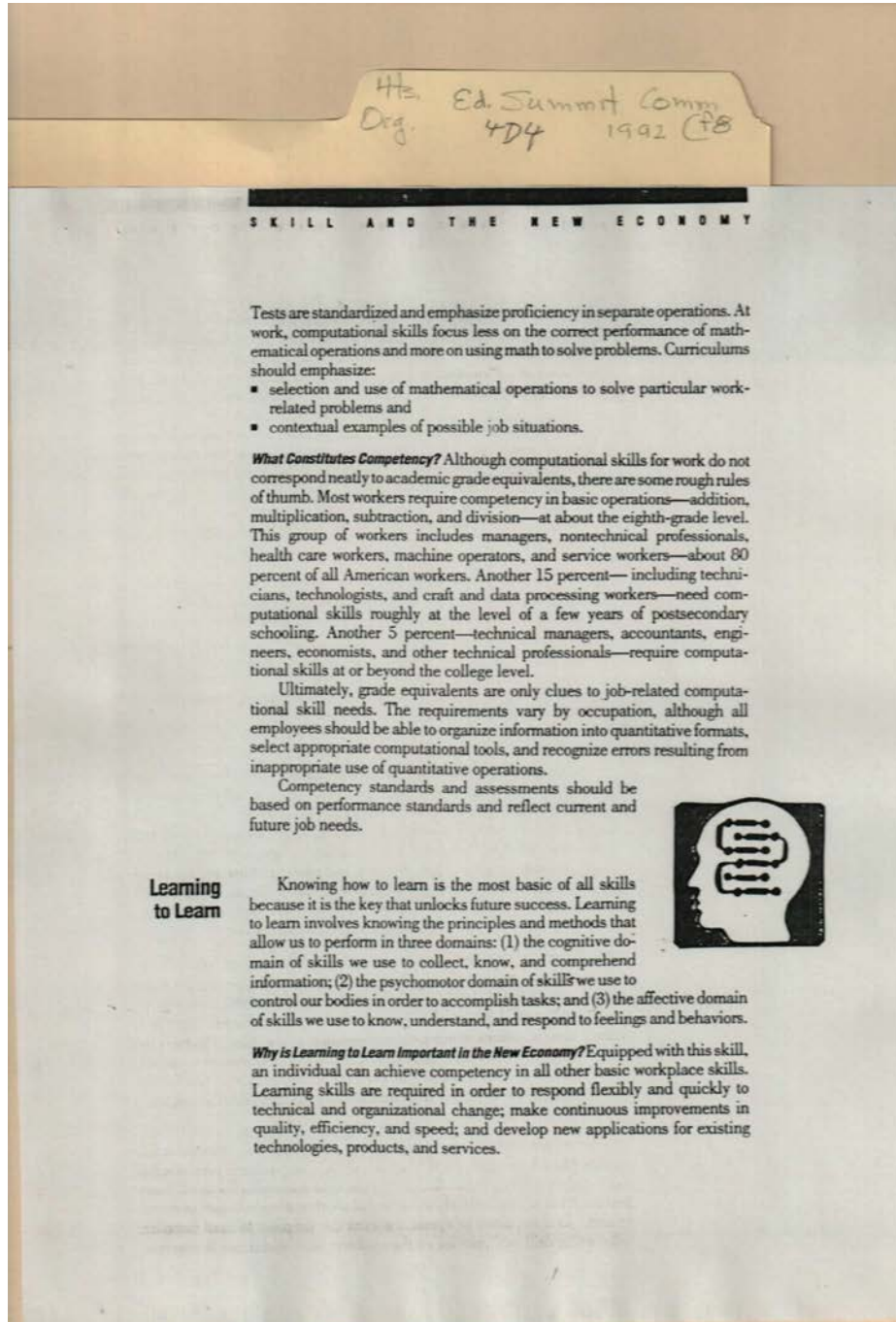
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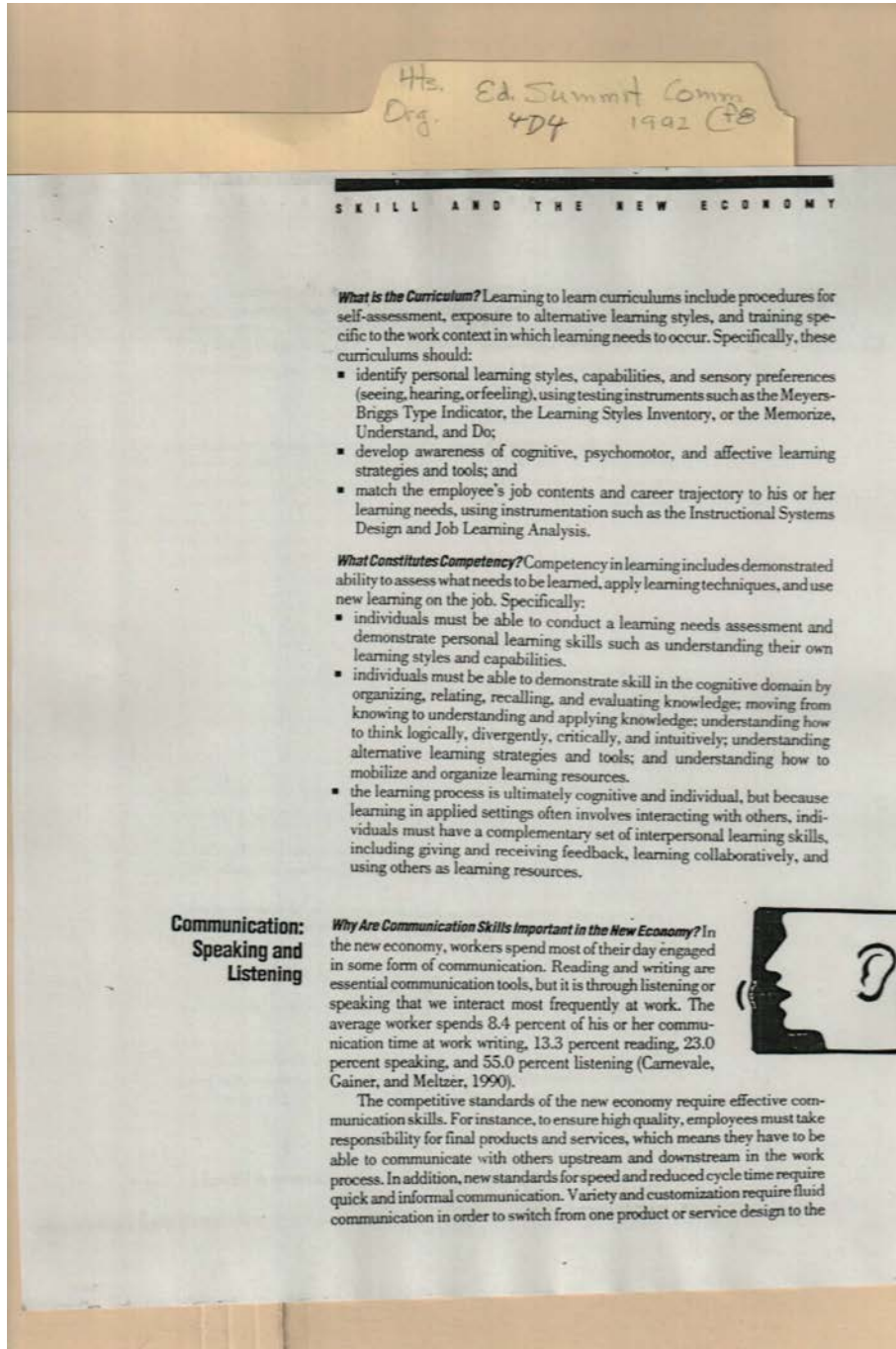


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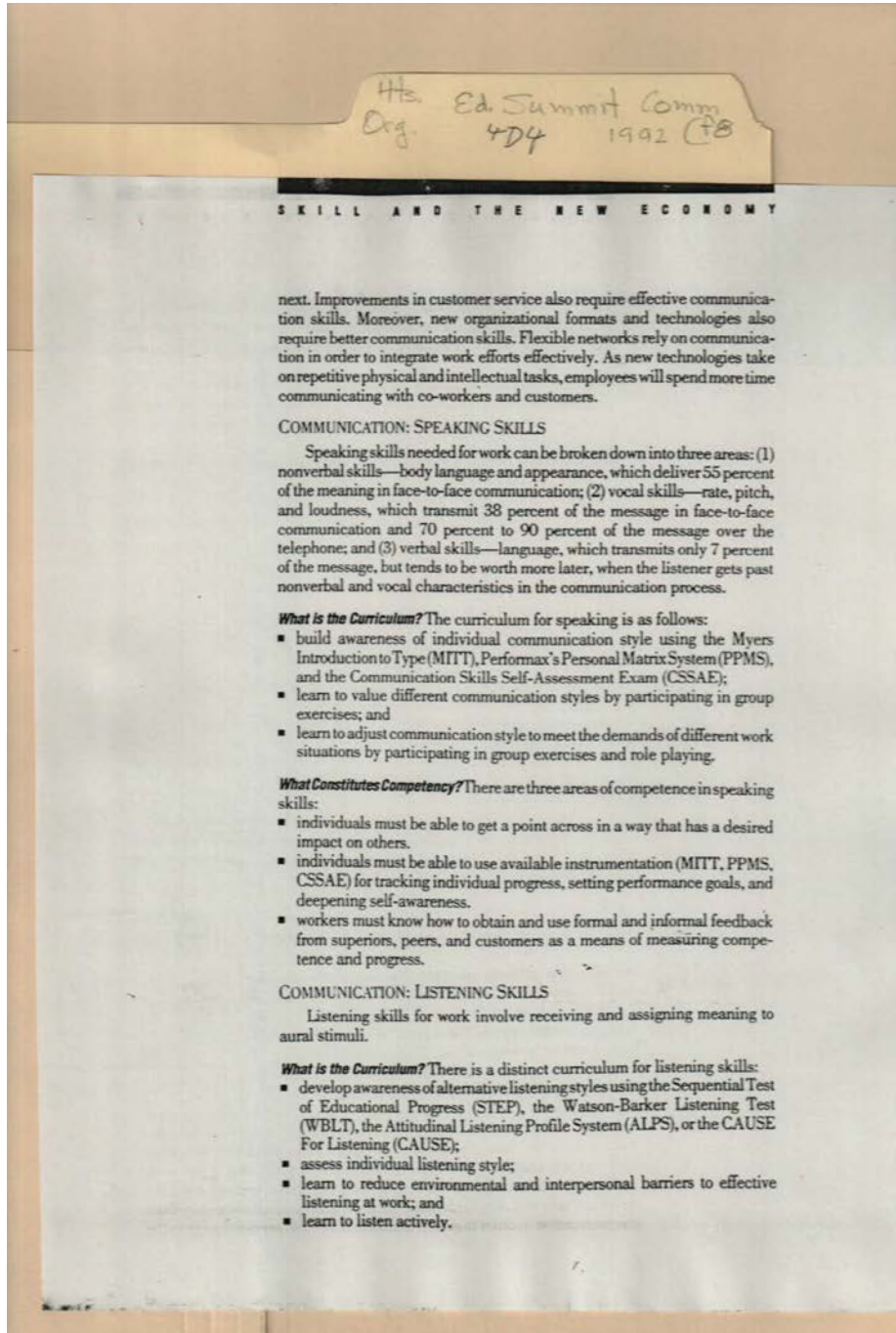




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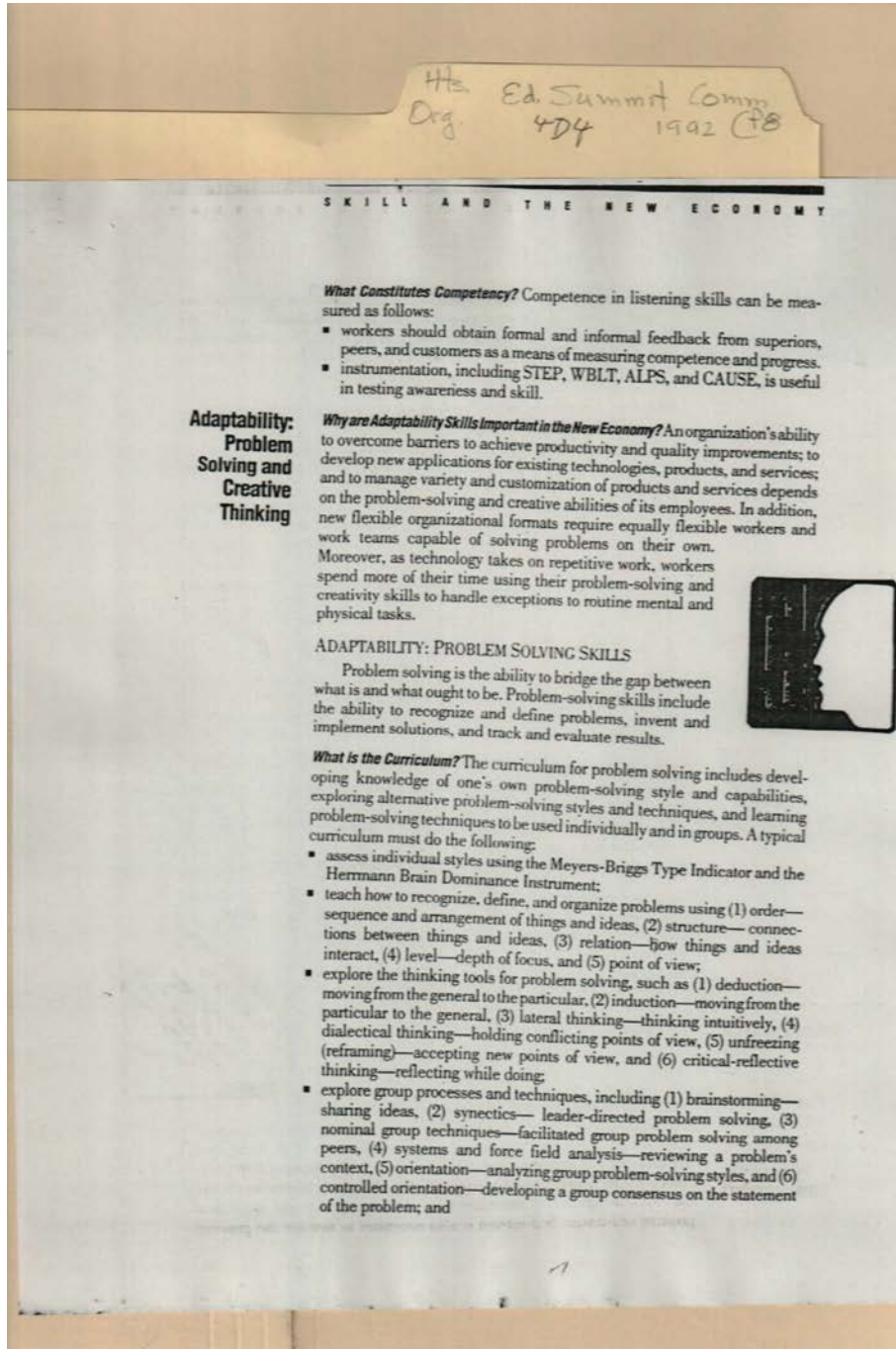


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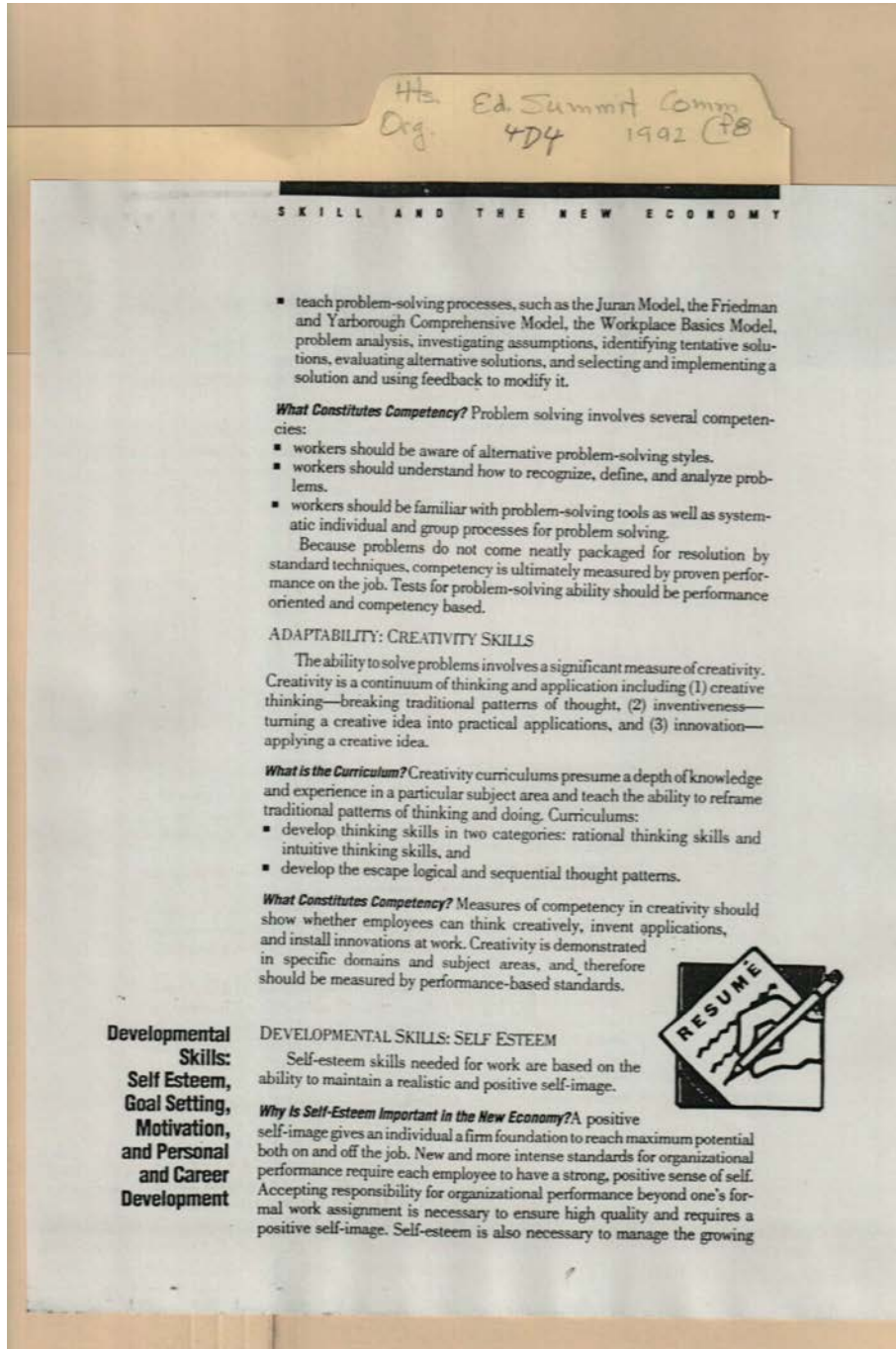
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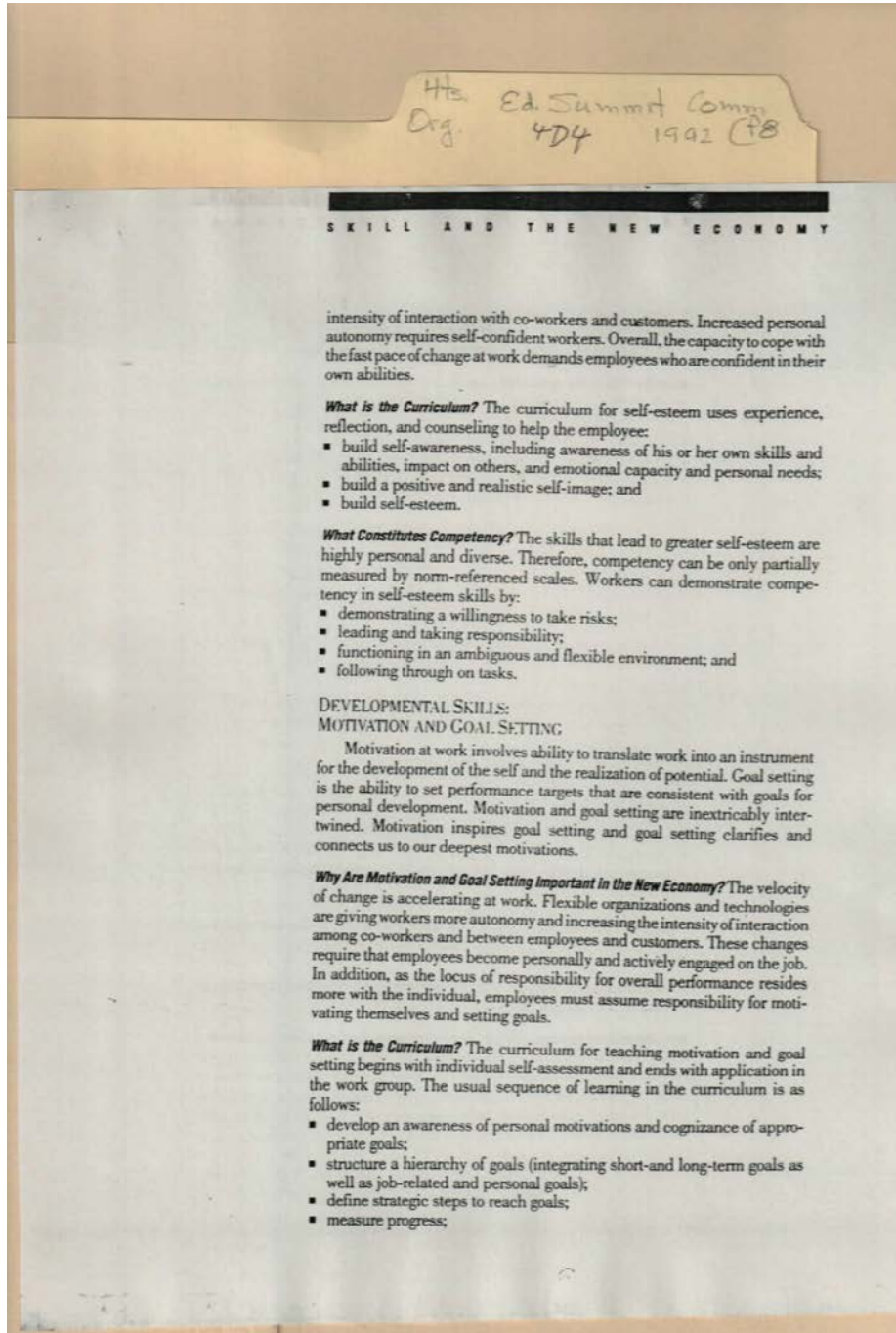


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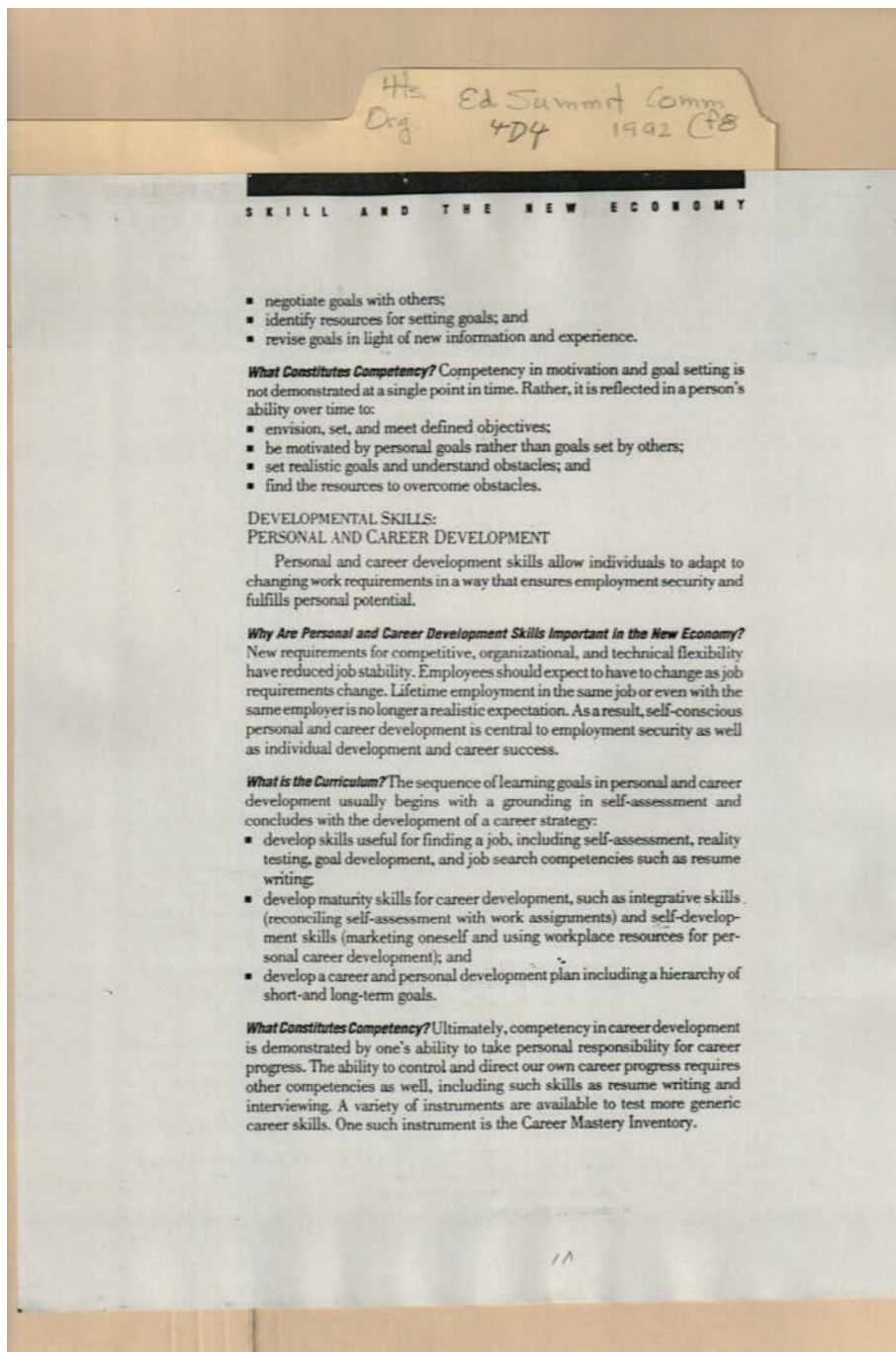
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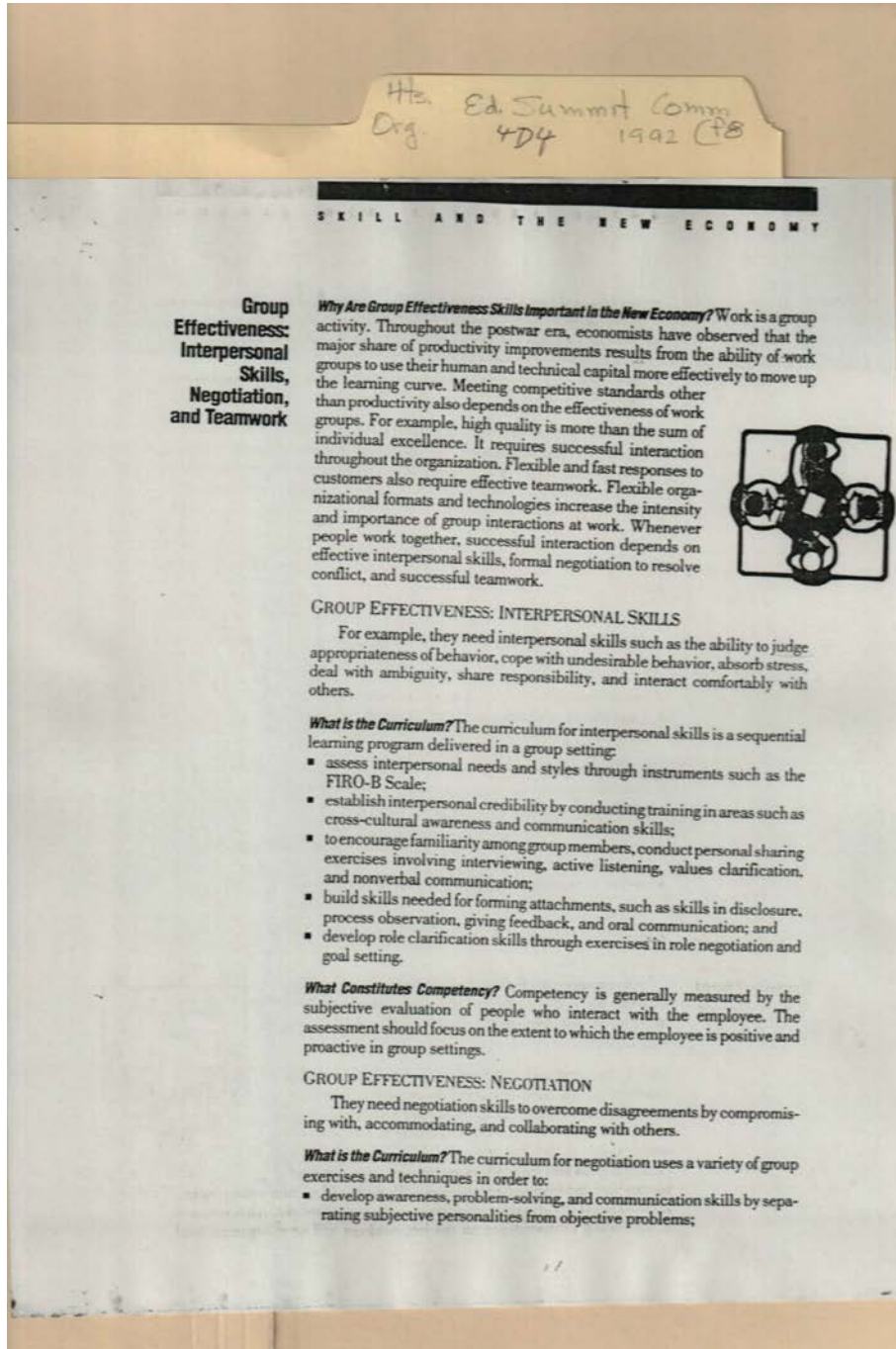
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Educational Summit Materials, 1992

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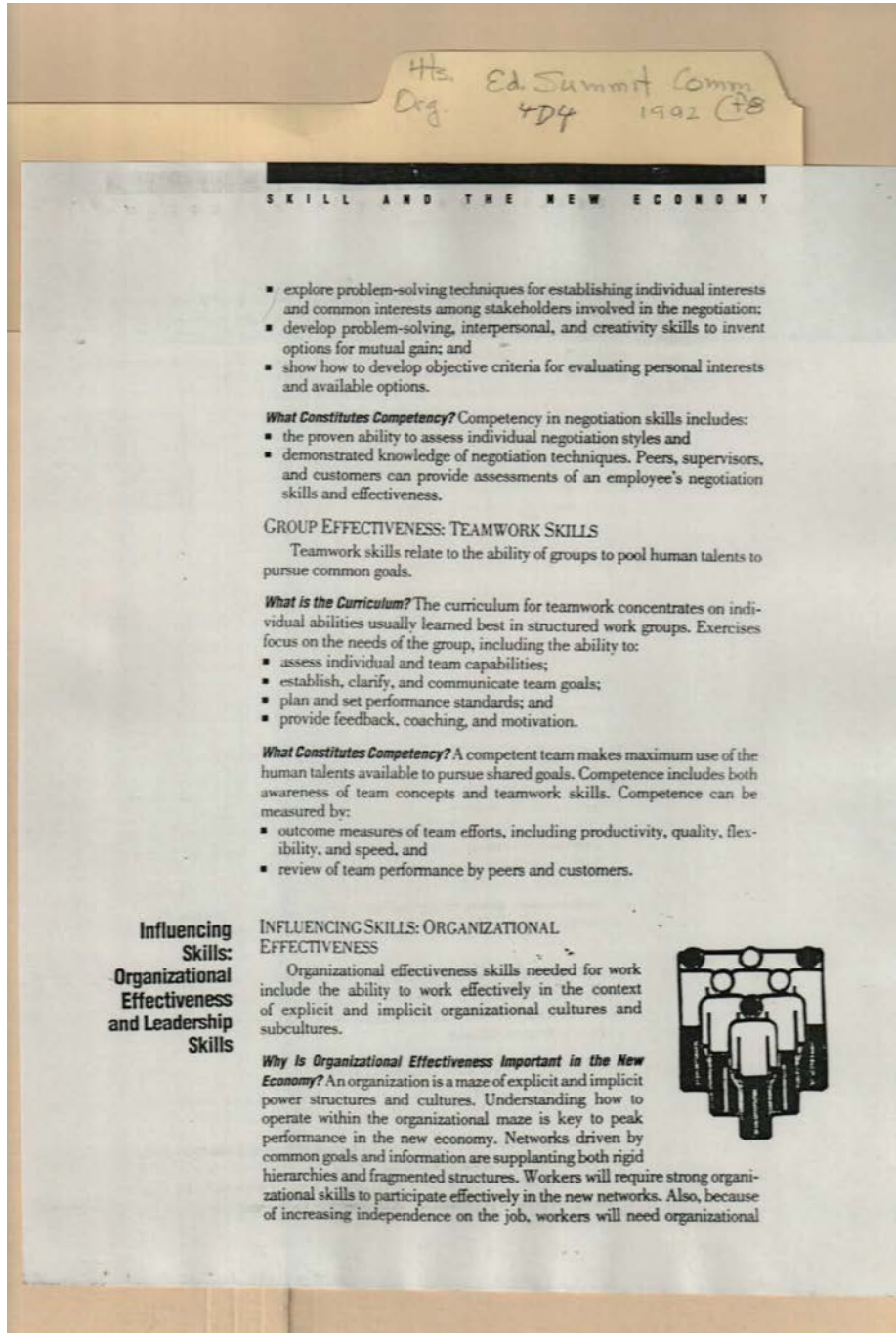


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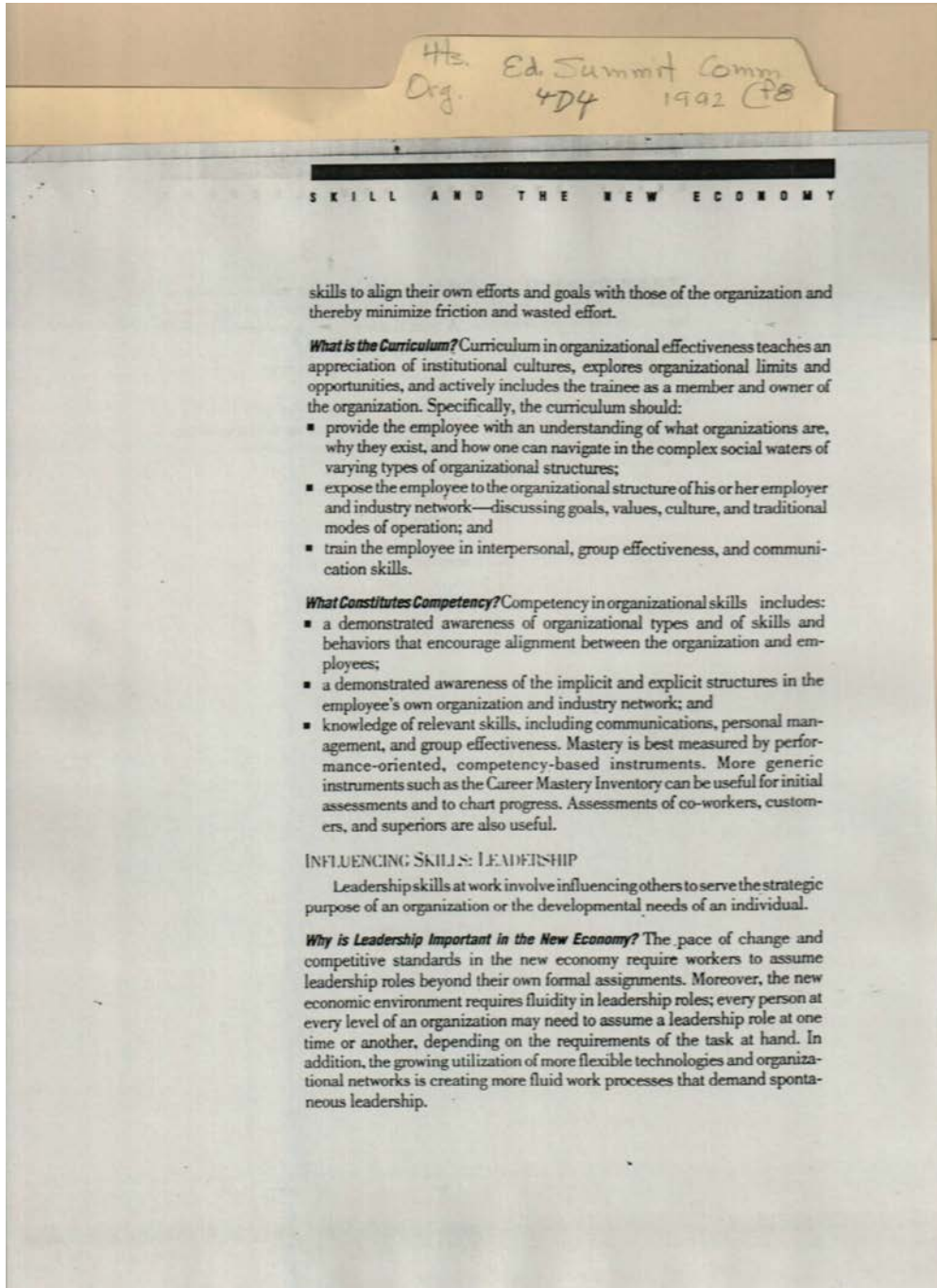


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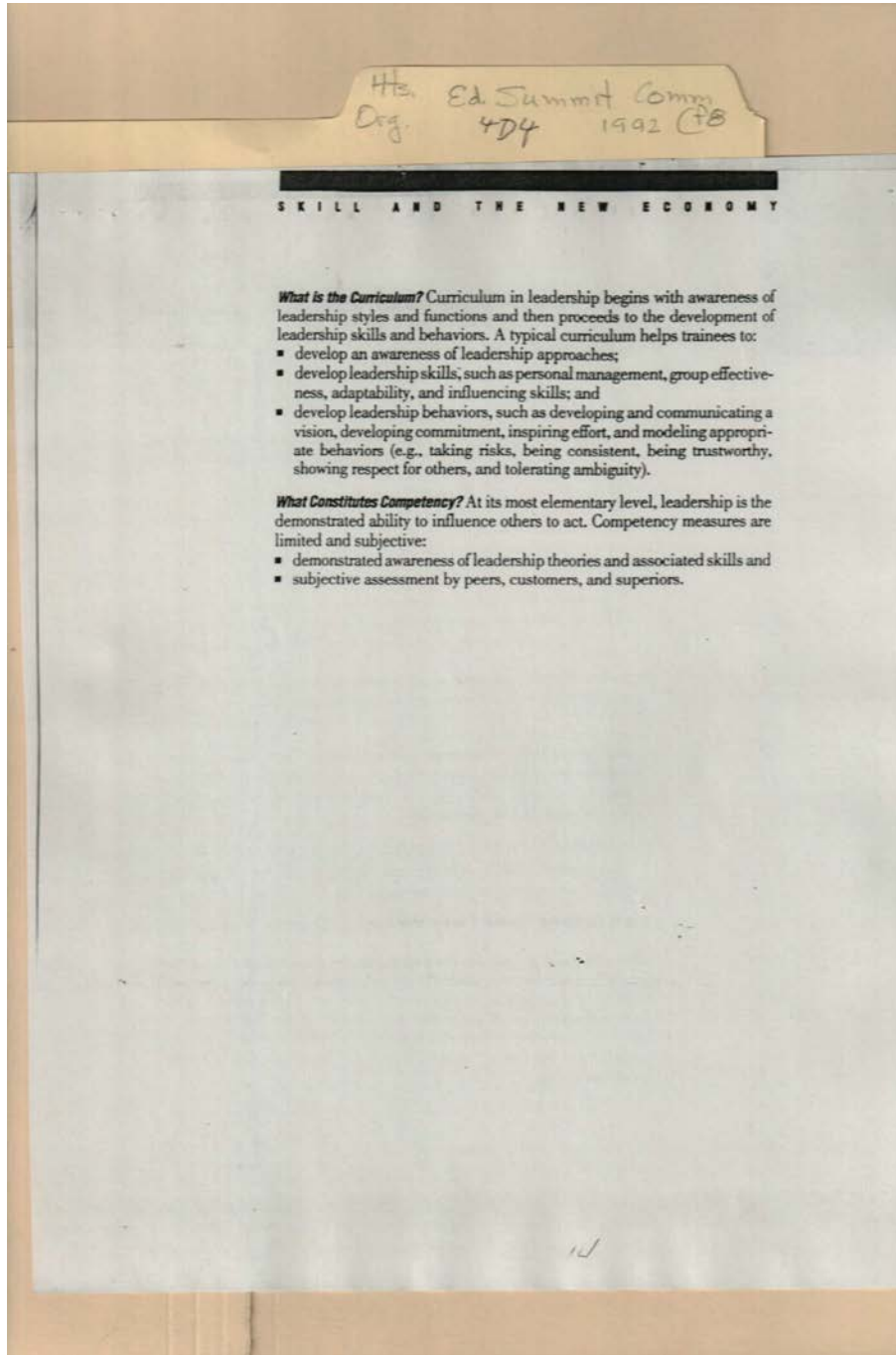
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Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 8  
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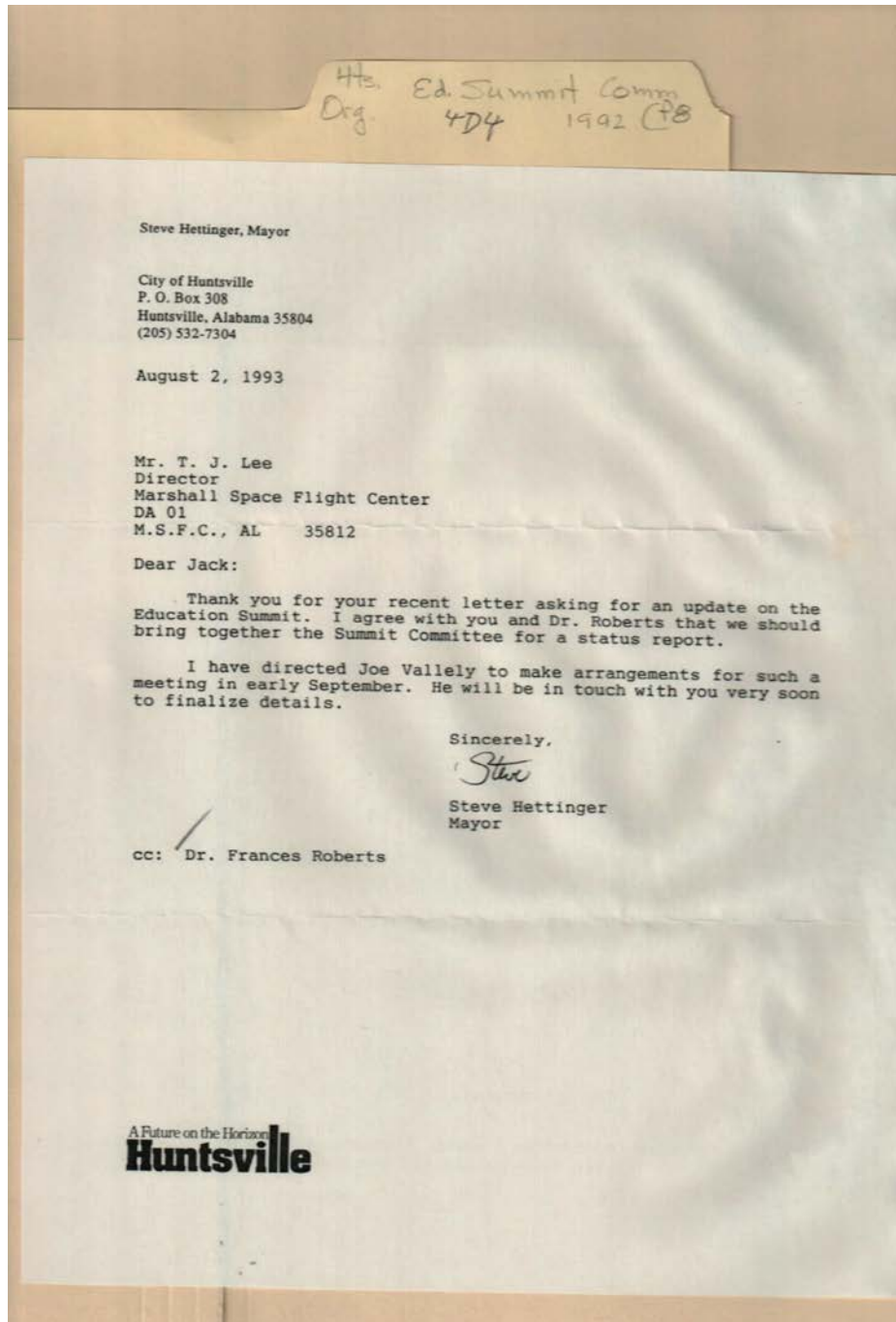
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Types:  
magazine

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 8  
Educational Summit Materials, 1992

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**Names:**

, Jack

Hettinger, Steve,  
Mayor

Lee, T. J.  
Roberts, Frances, Dr.

Vallely, Joe

**Places:**

Huntsville, AL

**Types:**

correspondence

**Dates:**

Aug 02, 1993



**Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 4, Folder 8**  
**Educational Summit Materials, 1992**

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[Image 5](#) (r04d04-08-000-0144)

[Image 6](#) (r04d04-08-000-0145)

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[Image 12](#) (r04d04-08-000-0151)

[Image 13](#) (r04d04-08-000-0152)

[Image 14](#) (r04d04-08-000-0153)

[Image 15](#) (r04d04-08-000-0154)

[Image 16](#) (r04d04-08-000-0155)

[Image 17](#) (r04d04-08-000-0156)

[Image 18](#) (r04d04-08-000-0157)

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# Frances Cabaniss Roberts Collection

**Preferred Citation:** Frances Cabaniss Roberts Collection, Archives and Special Collections, M. Louis Salmon Library, University of Alabama in Huntsville, Huntsville, AL.

**Collection Scope and Content:** The Collection of 114 Linear ft. includes a total of 156 Archival Boxes. The Frances Cabaniss Roberts collection covers the historical records of the Cabaniss Roberts family. This collection contains extensive correspondence records of the Cabaniss Roberts family circa 1830 to 1930.

**Archives/Special Collections Access Restrictions:** None

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