

P.A.S.S. PROGRAM

The Central High School has embraced the goals and key practices of the High Schools That Work Program. Two key practices we continue working toward are:

- 1) High Expectations—setting higher expectations and getting more students to meet them.
- 2) Extra Help—providing a structured system of extra help to enable students who may lack adequate preparation to complete an accelerated program of study that includes high-level academic and technical content.

We believe that raising expectations and teaching higher-level courses is not enough. CHS must provide extra help to assist students in meeting higher standards. Students learn more when they know their teachers believe in them and want to help them succeed. This type of support motivates students to work harder and convinces them that school matters. We can and will improve achievement by providing students with extra help to:

- Make it possible for our students to obtain extra-help services and have it frequently provided by teachers.
- Give students extra help to meet standards in higher-level courses and MAP tests. Students achieve at a higher level when they take demanding courses and receive quality extra help to meet higher standards.
- Hold students to higher literacy standards across the curriculum. Extra help in reading and writing is wasted unless students are required to read and write in all classes.

Failure is not an option. That is why we have instituted an extra help program we refer to as the **Performance and Achievement System for Success (P.A.S.S.)**. The P.A.S.S. program does not allow students to neglect their studies or do poor-quality work. P.A.S.S. will make it hard for students to fail courses.

Our Mission:

To develop and implement a system to provide “extra help” on an as needed basis, to enable all students to achieve and succeed as we raise academic standards and enhance the educational program at Central High School.

Our Goals:

- Expand existing opportunities for extra help.
- Increase passage rate in all courses.
- Strengthen student skills in the process and content standards on MAP.
- Explore re-teaching and re-testing.
- Provide enrichment activities and tutoring hours for A+ students.
- Fulfill enhanced graduation requirements (Credit Recovery Program).

A forty-five (45) minute extra help, after school program (referred to as P.A.S.S.) will begin after progress reports are issued for the first quarter and run for the rest of the school year. The P.A.S.S. program will meet on Monday, Tuesday and Thursday on a weekly basis. Times for the P.A.S.S. program are from 2:45-3:30 p.m. All extra-curricular practices will not be allowed to begin until 3:30 p.m. on these days. Students would be required to attend for the following reasons:

- A “D” or “F” in any course at progress report time. If a student fails one course, then that student is required to attend one day, two courses, two days etc.
- A “D” or “F” on a quarter final will mandate three weeks of required PASS. The first two weeks will be remediation of instruction over the tested objectives. On the third week, students will retake the quarter final.
- A score of “Step One” on the MAP test in any area. The student who scores at Step One on the MAP is required to attend “Step One” remediation for four weeks, one day a week upon the release of testing results.
- For any make-up tests, labs or projects. Students will not be allowed to make-up tests or labs during the regular school day.

NOTE: Spring sports practices, such as baseball, track and golf would be allowed to begin earlier practices until the conclusion of daylight savings time. The spring sports coaches would be responsible for providing morning extra help for those students who are required to attend.

Students can attend but are not required to attend for the following reasons:

- To get extra-help from a core or non-core area teacher.
- To use the computer labs or library for projects or research.
- To take an enrichment class such as ACT Prep, MAP prep or financial aid workshops.
- To get A+ tutoring hours.
- To receive guidance and advisement.
- Regain credits lost to attendance or failure in the Credit Recovery Program.

Benefits of the P.A.S.S. program:

In recent studies by the HSTW committee and SREB, students who often received extra help—frequently provided by their teachers—were more likely to meet performance goals in reading (by 15%), in mathematics (by 18%) and in

science (by 10%) than students who found it hard to get extra help. By the same token, students who find extra help readily available are more likely to be enrolled in higher-level academic courses. In the 2002 HSTW Assessment, students receiving extra help were 14 percent more likely to be enrolled in college-preparatory English and 15 percent more likely to be taking higher-level science and math courses. Also, students who often received extra help were three times more likely to be enrolled in classes that had either moderate or high expectations. **Extra help makes a difference when students can obtain it easily, when teachers provide the help, when students take challenging courses and when teachers hold students to high standards.**

PASS FOR PROGRESS REPORTS:

ANY STUDENT ASSIGNED TO PASS WILL RECEIVE A SCHEDULE OF PASS ASSIGNMENT AFTER PROGRESS REPORTS ARE ISSUED. STUDENTS REQUIRED TO ATTEND PASS DUE TO A “D” OR “F” AT THE TIME OF PROGRESS REPORTS WILL BE REQUIRED TO ATTEND ONE DAY A WEEK, PER CLASS, UNTIL THE END OF THE QUARTER OR UNTIL THE GRADE FOR THAT CLASS HAS REACHED 75%. A STUDENT CAN BE ASSIGNED TO PASS BY A TEACHER IF THE STUDENTS GRADE DROPS BELOW 70% ANYTIME DURING A QUARTER OR IF THE STUDENT HAS MISSING ASSIGNMENTS. NEW SCHEDULES FOR STUDENTS WILL ONLY BE MADE WHEN CHANGES ARE MADE TO THE STUDENT’S P.A.S.S. SCHEDULE.

PASS FOR THE END OF THE QUARTER:

ANY STUDENT ASSIGNED TO PASS WILL RECEIVE A SCHEDULE OF PASS ASSIGNMENT AFTER THE END OF THE QUARTER. STUDENTS REQUIRED TO ATTEND PASS DUE TO A “D” or “F” ON THE QUARTER FINAL WILL BE REQUIRED TO ATTEND ONE DAY A WEEK, PER CLASS, FOR A MINIMUM OF THREE WEEKS. THE FIRST TWO WEEKS WILL BE REMEDIATION OF INSTRUCTION OVER TESTED OBJECTIVES. ON THE THIRD WEEK, STUDENTS WILL RETAKE THE QUARTER FINAL. BOTH QUARTER FINALS WILL BE AVERAGED TO DETERMINE A GRADE THAT WILL BE RECORDED. THE AVERAGE GRADE CANNOT BE MORE THAN 70%. THE NEW GRADE WILL BE RECORDED ON THE REPORT CARD.

BUS TRANSPORTATION: Bus transportation will be provided from the high school during PASS. Two routes will cover the entire school district and will leave the high school at approximately 3:35 p.m. Students are encouraged to use bus transportation when needed.

RAP—REBEL ADVISORY PERIOD: Central High School is continuing a new Advisor/Advisee program called RAP (Rebel Advisory Program). The RAP program is a system in which each teacher in the school is assigned to mentor a group of 15-20 students throughout their school career. The goal is to help students, with support of parents, set after-high school goals, select courses that allow the students to meet their goals, continually review the students’ progress, including course grades, test scores, and other information; and make adjustments as necessary. This program is an important connection between students, teachers, and parents. We are hoping that this will better serve our students and parents by bringing more parent involvement into the student’s education. Students will be meeting with their advisor on a weekly basis throughout the school year to cover attendance, grades, career goals, conflict resolution, personal finance, etc. Conferences with students and parents will take place in the spring of each year for scheduling purposes. Parents will be involved in helping their son/daughter select the classes for the next school year. **Students will not be scheduled for the next school year until this parent/student conference takes place.**

We will be having RAP Conferences this school year the week of March 13th – 17th, 2006. The conference can take place before or after school and will last approximately 20 minutes. During this time, you will receive your son/daughter’s third quarter report card, update the 4-year plan that was started prior to high school and select the classes students will be enrolling in for the next school year. **It is very important that students and their parent/guardian attend to fill out enrollment sheets for the next school year.**