

## **Growth at the High School**

### **What has been done in the last 3 years**

2014-2017 (1468-1757 student growth)

- Hired 1 additional counselor
- Hired 1 additional administrator
- Hired 5 additional teachers
- Added a 4th Therapeutic Day Treatment counselor
- Increased the hours that the CSB (Community Services Board) counselor is serving students for mental health support
- Added 6 outside classrooms
- Purchased 42 rolling carts for teachers who move from block to block. In the past few years we were able to keep the number of moves to 1 per day. This year, there are several teachers who move every block. This semester we have one class space open in 1st block and one in 4th block.
- The auditorium is the dance classroom. The class gets bumped to the commons, the hall or the band classroom (if available) for major events (yearbook picture day, PSAT testing, ASVAB testing, rising 8th grade orientations).
- Limited running some classes because of size and space. In 2014, we ran several upper level classes of 10 students. Now, we staff for upper level, singletons of 15 or more. This may mean that a student cannot take a 4th level of a class.
- Limited the number of independent study students because the teachers serving those students have full classes at the same time.
- Raised class size from 22-24 to 27-29. Classes with more intense need were capped at 20 in 2014. Today, they run at 24 or 25. This means students have less one-on-one time with a teacher during the 90 minute block. These lower level, foundational classes need more, not less exposure to their teacher.
- Reduced elective offerings because those teachers were needed to teach graduation requirements. For example, a teacher endorsed in English will not teach Film Study so as to teach another section of English. We are currently increasing our number of Econ and Personal Finance sections because it is a requirement for graduation. Those teachers were previously teaching other CTE courses.
- We have converted closet spaces into offices for clerical and itinerant teachers and supports such as instructional coaches, social workers, speech and language specialists, special education supports.
- Added a 4th lunch.
- Offer more credits in summer school.
- Reduced BSA offerings so teachers could teach additional sections of the core courses.
- Offer more online classes

### **Effect of adding 200-300 students with trailers**

- Addition of 12-16 trailers for classrooms as well as offices
- Addition of 14 teachers

- Addition of 1 counselor
- Addition of 1 administrator
- Addition of 2 clerical
- There are no open spaces for pull-out activities, remediation, or opportunities for extension
- There are no open spaces or quiet spots for cooling off, processing anxiety, calming autism students or having private conversations with students.
- Because of room constraints, the master schedule would be tighter, so students may not be able to take the courses in the sequence planned, in the year requested or the level desired (on level, honors, AP of the same subject). For example, a shortage of labs limits the science options.
- Reduction of elective offerings as teachers are tapped to teach graduation requirements (Broadcast-Eng, Marketing-EPF, Yearbook-Eng, Newstreak-Eng)
- No class under 20 regardless of level or need. The master schedule will drive how we serve students as opposed to the students needs and requests driving the schedule.
- Disruption of the community and culture that has been established at HHS. Students become more anonymous and more like a number
- Harder to build relationships that inspire and motivate students to be successful
- Students with trauma needs, language needs, learning needs will be served in a more diluted manner.