MEMORANDUM

To: Dr. Terry Grier
Superintendent
Guilford County Schools

Dr. Eric J. Becoats
Chief of Staff
Guilford County Schools

Dr. Noah Rogers
Principal
Ben L. Smith High School

From: Dr. Maxine J. Wood
Chief of Operations for Site Development and Operations
Talent Development High Schools
Center for Social Organization of Schools
Johns Hopkins University

Maria Waltemeyer
Chief of Operations for School Services
Talent Development High Schools
Center for Social Organization of Schools
Johns Hopkins University

Cc: Kendra March
High School Instructional Improvement Officer
Guilford County Schools

Date: April 17, 2007

Re: Memorandum of Understanding between Guilford County Schools and Talent Development High Schools

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Guilford County Schools has selected Talent Development High Schools (TDHS) as its comprehensive school reform model. This Memorandum of Understanding (MOU) describes the specific activities agreed to by all partners for the period April 17, 2007 through June 30, 2008. During this time period TDHS will work in partnership with Ben L. Smith High School and Guilford County Schools to complete the activities relative to the planning and implementation of the TDHS model as described below.

Planning Period – April 17, 2007 through June 30, 2007

TDHS will provide the following:

1. Facilitation of the efforts of the faculty and staff of Ben L. Smith High School to implement the essential components of the Talent Development High Schools model;
2. Technical assistance to support strong implementation of the 9th Grade Academy during the 2007-2008 school year, including transition to a 4x4 block schedule.

3. Instructional materials to teachers and students at costs that are clearly communicated to the district;
4. Training and professional development for staff who will teach the following ninth-grade TDHS courses:

    - Strategic Reading
    - Transition to Advanced Mathematics
    - Freshman Seminar

5. Assistance with the formulation of budgets and implementation plans necessary to support the implementation of Talent Development;

6. Maintenance of accurate records of any amounts which may be due for services and/or materials that are provided to Ben L. Smith High School, and communicate regularly with the district regarding outstanding balances;

7. Assign an implementation support team to include an organizational facilitator, and instructional facilitators in English language arts, mathematics, and Freshman Seminar/social studies**.**

8. Continuing school-wide awareness and information sessions to support increased understanding and acceptance of the academy model, the 4x4 block schedule, and the elements of the TDHS program by staff and community stakeholders.

9. Provide professional development activities that focus on such significant topics as:

    - training teachers for effectively teaching in the extended class period
    - transitioning to a longer instructional block period
    - successful classroom management
    - meeting the needs of special needs students
    - instruction in interdisciplinary teaming
    - initiating and maintaining parent and community involvement;
    - collaborative initiatives that involve Smith, social services, health services, etc. in efforts to address a variety of student needs
    - distributive leadership

10. Every reasonable effort to facilitate the successful implementation of the Talent Development High Schools model at Ben L. Smith High School.

Guilford County Schools (GCS) agrees to provide the following supports necessary to achieve the goals stated above:

1. Training stipends, where appropriate, to compensate teachers for time spent participating in professional development.

2. Dedicated time for professional development

Additional staffing requirements

a. A fulltime onsite organizational facilitator to lead the planning process and support implementation, beginning in the 2007-2008 school year.
b. A dedicated counselor to support 9th grade students for 2007-2008.
c. An academy leader dedicated exclusively to the Ninth Grade Success Academy beginning in the 2007-2008 school year.
d. Fulltime teaching positions necessary to support the transition to the 4x4 block schedule, academy organization and leadership, and double-dosing interventions for students.
e. 3 fulltime curriculum coaches to be shared with Dudley High School, one each in mathematics, English language arts, and Freshman Seminar/social studies.

3. Funding associated with creating and maintaining a dedicated space for the 9th Grade Success Academy.

4. Adequate funding to support full implementation of the Talent Development High Schools model as described in this Memorandum and indicated in the attached budget estimate.

The administration and faculty of Ben L. Smith High School agree to the following:

1. Hold regularly-scheduled informational meetings with TDHS staff dedicated to program implementation at Smith.

2. Provide regular opportunities for TDHS to communicate with staff, parents, and community, as appropriate, to support and sustain the TDHS/Dudley collaboration (examples: faculty/staff meetings, parent meetings, student assemblies, newsletters, memoranda, announcements, etc.)

3. Provide a secure location on Smith's campus for storage and distribution of all materials required to implement Talent Development courses**.**

4. Provide an adequate, secure office, classroom, or space to serve as the visible TDHS site at Smith.

5. Provide priority opportunities for TDHS to work with school administrators, schedulers and other key staff members

6. Designate an academy leader for the Ninth Grade Success Academy

7. Develop a schedule that will provide release time for teacher team leaders and common planning time for teacher teams

8. Allocate funds required to support fully summer planning and training for the 9th Grade Success Academy for teachers and administrators

9. Purchase recommended curriculum and instructional materials from Talent Development

10. Work diligently with Johns Hopkins University to implement the essential components of the Talent Development High Schools model successfully;

11. Complete any procedures necessary to facilitate timely payment for materials and services provided by Talent Development;
12. Be identified as a Talent Development High School;
13. Send the curriculum coaches and the organizational facilitator to the Coaches' Institute in Baltimore in June, 2007;
14. Cooperate with efforts to collect data necessary to aid in the successful implementation of Talent Development, and to determine the effects of whole school reform efforts;

Implementation - July 1, 2007 through June 30, 2008

July 1, 2007 through June 30, 2008:

Talent Development will:

1. Continue to facilitate the implementation of the Ninth Grade Success Academy at Ben L. Smith High School, and will facilitate planning for career academies.
2. Provide ongoing professional development through its instructional facilitators and the newly-trained curriculum coaches.
3. Facilitate the planning for the formation of career academies
4. Provide training to faculty members who will teach the tenth-grade Talent Development courses: Reading and Writing in Your Career and Geometry Foundations

The administration and faculty of Ben L. Smith High School will:

1. Compile data that charts the effectiveness of the reforms implemented. The data will be shared with the staff in order to guide adjustments and modifications necessary to continue the progress of students;
2. Continue to implement the Ninth Grade Success Academy, as described above;
3. Plan for the implementation of career academies with pathway teams in the 2008-2009 school year;
4. Designate dedicated academy leaders for each career academy;
5. Designate pathway teams and teacher team leaders for the career academies;
6. Develop a schedule that supports the implementation of career academies

Guilford County Schools will:

1. Continue to support the full implementation of Talent Development High Schools, as described above.

2. Send the three curriculum coaches and the onsite organizational facilitator to the Coaches' Institute in Baltimore, in June 2008.

Talent Development High Schools requests that the Guilford County Schools enter a contract with Johns Hopkins University for the provision of materials and services necessary to the implementation of the Talent Development High Schools model at Ben L. Smith High School.

Signed,

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Maxine J. Wood
Chief of Operations for Site Development and Operations
Talent Development High Schools
Center for Social Organization of Schools
Johns Hopkins University

_____
Maria Waltemeyer
Chief of Operations for School Services
Talent Development High Schools
Center for Social Organization of Schools
Johns Hopkins University

Approved:

_____ Date: _____
Dr. Terry Grier
Superintendent
Guilford County Schools

_____ Date: _____
Dr. Eric J. Becoats
Chief of Staff
Guilford County Schools

_____ Date: _____
Dr. Noah Rogers
Principal
Ben L. Smith High School

Talent Development High Schools
"Changing Schools, Changing Lives"
Budget Narrative

Direct Costs

Implementation

A Talent Development High School which has implemented the model fully has the following features:

- Ninth Grade Success Academy (for all incoming freshmen)
  - Self-contained smaller learning community
  - Dedicated administration
  - Dedicated teaching staff
  - Block Scheduling
  - Teacher Teams (for every 150-180 students)
    - Led by a Team Leader
      - Released one block to coordinate team activities
  - Transition courses
    - *Freshman Seminar*
    - *Strategic Reading*
    - *Transition to Advanced Mathematics*
- Career Academies (for all 10th-12th Graders)
  - Self-contained smaller learning communities (275-350 students)
  - Organized along broad career themes
  - Dedicated administration
  - Dedicated teaching staff
  - Block Scheduling
  - *Pathway* Teams (usually no more than 2 per academy)
    - Job-specific course sequences within the academy theme
  - Support courses for students who remain at risk[1]
    - *Transition to Geometry*
    - *Reading and Writing in Your Career*
- Twilight School
  - An onsite, after hours alternative program for students who are unsuccessful in the day program
  - Dedicated administration
  - Dedicated teaching staff

Personnel

Organizational Facilitation: An experienced and trained JHU/TDHS staff member designated to provide on-site expertise and facilitation of the planning and implementation processes necessary to the creation of a Talent Development High School. One organizational facilitator works with two schools. This position requires each school to allocate .5 full-time equivalents (FTE's).
On-Site Curriculum Coaches: These are experienced and respected district teachers designated for special assignment to Talent Development. They are trained and supervised by Hopkins organizational and instructional facilitators. Three coaches are selected, one each for English language arts (*Strategic Reading*, *Student Team Literature*), *Freshman Seminar*/social studies, and mathematics (*Transition to Advanced Mathematics*) at an estimated cost of $70,000 each. The three curriculum coaches work in two schools.

Operations

Covers materials and equipment for TDHS office in the school, and materials and refreshments for planning committee meetings, faculty training and planning sessions. Also to cover other miscellaneous expenses such as paper for academy brochures, laminating machine for academy signs, academy marketing assemblies, and events designed to welcome students into academies, as well as attendance and travel for Talent Development training workshops and conferences.

Summer Training for Teachers/Coaches

Covers the cost of the initial training for teachers and or coaches participating in the Program. Coaches/Teachers will be trained in subject specific areas by TDHS Facilitators.

Technical Assistance

Baltimore-based JHU/CRESPAR senior staff and instructional facilitators provide on-site support at the rate of $1,000/day. Support includes awareness building, implementation checks, faculty training and on-site follow-up assistance in curriculum components, the use of the extended period, teaming, scheduling, and other aspects of implementing the TDHS reforms.

Travel

Travel costs associated with Technical Assistance training will be paid by the school and reflect the estimated cost of travel from Baltimore to the school. The rate of $450/Technical Assistance day includes the cost associated with Air or Train fare (where applicable), Hotel charges, Rental Car, Taxi, or other transportation, Meals and Incidentals.

Materials

Materials include all teachers' editions, student workbooks, and other tools necessary to implement the Talent Development curricular reforms. Costs vary according to school size. All materials will be direct billed to reflect true costs. Implementation year materials include all materials necessary for all TDHS 9th and 10th grade courses. Also includes materials necessary to train faculty members to teach in extended class periods.

JHU Research and Evaluation/ Partnership Fee

These funds support research that tracks implementation and outcomes of the TDHS model in the partner schools. Research consists of administration and analysis of annual student and faculty climate surveys, facilitator reports, and attendance, achievement, and promotion data. TDHS provides a report to the school each year based on these analyses identifying areas of success and recommendations for improvement.

Conference Fees

These funds support various registration fees associated with Annual TDHS summer conferences including: Team Leaders, Planning Year, Curriculum Coaches, Organizational Facilitators, Principals, and National Implementation Conferences.

Supporting Costs

Additional funding is typically needed for the following school-based costs of implementing Talent Development:

Facilities Changes: This may include constructing walls or adding doors to create distinct academy spaces, phone lines, gas lines (for labs), furniture, and internal and external signs.

Additional Faculty/Staff FTEs: TDHS calls for career academy and ninth grade team leaders to have an additional planning period to fulfill the duties related to their academy leadership roles. Moreover, each academy should have its own academy principal (typically an individual with administrator credentials). In addition, the 4x4 block schedule reduces the degrees of freedom within a schedule, forcing some schools to redistribute teaching responsibilities and often hire additional teachers to teach all the required courses. Finally, the double

dose of math and English in the ninth grade (Imp. Year 1) and tenth grade (Imp. Year 2) require additional staff in these subject areas.

Academy Budgets: The most successful Talent Development schools provide each academy with discretionary funds to support development of a positive school climate (signs, meals, awards, etc.), professional development opportunities for staff, special equipment, and so forth.

Staff Development: If adequate professional time is not provided for in the district calendar, it may be necessary to include teacher stipends for after-hours and/or weekend training.

Twilight School: If not already provided in the school budget, an additional cost of approximately $1,000 per student should be included.

Academic Recovery: Opportunities for recovery from academic failure must be provided to support efforts to improve student achievement and increase promotion rates. Typically, these include summer school, after-hours credit school, mentoring, tutoring and/or Saturday school.

ADDENDUM

The Talent Development High Schools Model

The Talent Development High School model was developed by the Center for Social Organization of Schools at The Johns Hopkins University. Talent Development High Schools consists of the following essential components:

Organizational Reforms

- A physically separate, self-contained 9th Grade Success Academy with teacher teams for all entering freshmen, with a dedicated faculty;
- Two or more physically separate, self-contained career academies with teacher teams for all 10th, 11th, and 12th graders, with a dedicated faculty;
- An onsite, after-hours alternative school program known as "Twilight School"

Curricular and Instructional Reforms

- For the Ninth Grade
    - *Student Team Literature*, an English Language Arts teaching method suitable for students in English I and above
    - *Strategic Reading*, a reading-based first semester English Language Arts course recommended for entering freshmen who read at the sixth-grade level or lower
    - *Transition to Advanced Mathematics*, a first semester pre-Algebra I course recommended for entering freshmen who perform at the seventh-grade level or lower in mathematics
    - *Freshman Seminar*, a first semester course for all entering freshmen designed to teach such skills, as organization, time management, human relations, computer literacy, career exploration, and college preparation
- For the Tenth Grade
    - *Reading and Writing in Your Career;*
    - *Geometry Foundations*
- For the Eleventh Grade
    - *College Prep Reading and Writing*
    - *Algebra II Foundations*
- Four-by-four block scheduling

Professional Development

- Initial and follow-up training for teachers and administrators implementing the Talent Development High Schools model;
- Continuous support, onsite, offsite, and via videoconferencing, from Johns Hopkins University instructional and organizational facilitators; and
- Selection, training, and supervision of 3 local, onsite instructional facilitators as peer coaches for teachers implementing Talent Development curricula and instructional

methods.

Parent-Family-Community Partnerships

- Membership in the National Network of Partnership Schools, a Johns Hopkins University program designed to identify and train parents to take an active part in the education of their children; and
- Development and maintenance of special relationships with private businesses, government agencies, vocational training organizations, and institutions of higher education to create career and educational opportunities for students in the career academies.