James B. Dudley High School
2006-2007

Component: Ninth-Grade Transition

FRAMEWORK FOR ACTION

Objective(s)			
The learning community at James B. Dudley High School envisions 9th graders who experience success through rigor, relevance, relationships, responsibility, and panther pride. Our main objectives are to help our students transition effectively to the rigor of high school and prepare them to graduate in a four-year period. Therefore, we plan to have 100% promotion and sufficient student proficiency on the end of state exams. The following have been implemented or are in place to accomplish: Freshmen Academy-9th Grade Success Academy, Johns Hopkins Talent Development School Reform, Extended Learning, Twilight School, Teaming with common planning, Lead teachers, Advisor/Advisee program, Freshmen transition curriculum-Freshmen Seminar, Transition to Advanced Math, Strategic Reading, Freshmen Open House and Orientation, Vertical teaming with middle school, Senior Mentors for freshmen if utilized, EVAAS, Middle School EOG, and Gates McGinnity data to place students, Dedicated Counselor and/or Administrator to Freshmen Class, Evaluation of Freshmen Academy and transition needs			
Action Step(s)	**Deliverable(s)**	**Lead**	**Timeframe**
Implement Johns Hopkins Talent Development High School Reform Model. This model includes a 9th grade academy, transitional courses, twilight school, lead teachers, team teaching, instructional coaches, organizational facilitators, and a career path.	Evaluation report from Johns Hopkins Talent Development Information Packet	Stephanie Zuebrik, Malishai Woodbury	April 18, 2007-January 25, 2008 January 28,2008-June 10, 2008
Plan and implement 9th Grade Success Academy with Johns Hopkins that will be housed exclusively in building A & F organized through team teaching. Teams are constructed based on student needs. Careful analysis of 8th grade student data, 7th and 8th grade EOG, Gates Reading test, and EVAAS was used to	9th Grade Master Schedule, 9th Grade Team Schedule	Malishai Woodbury, Fredricka Stokes, Denise	July 1, 2007-August 28, 2007

organize the needs of students and to build teams from this data.		Williams	
Service students with transitional courses. Students will only be enrolled in math and language arts transitional courses based on need. However, all 9th graders will be enrolled in Freshmen Seminar 1st semester to provide them with strategies and skills to effectively acclimate to and matriculate through 9th grade.	Student schedules Talent Development's description of transitional courses	Woodbury, Denise Williams, Ayana Hanger, Dayle Stephens, Fredricka Stokes, Natasha Witherspoon, Rosemary Ourlaw-Jennings	July 1, 2007-February 14, 2008
Coach 9th grade teachers,. Math, Language Arts, and Freshmen Seminar coaches will provide professional development for teachers and tutoring for students.	Coach log and calendar	Natasha Witherspoon, James McKnight, Rosemary Outlaw-Jennigns,	August 28, 2007- June 10, 2008
Provide whole class and one-on-one counseling with the 9th grade guidance counselor to ensure appropriate academic and career pathways.	Holland Inventory Counseling Logs	Fredricka Stokes, Debra Lee	September 14, 2007-May 14, 2008
Partner with parents, community programs and volunteers, colleges and universities, and corporate sponsors to provide additional support and resources for 9th grade students.	Donation Letter, Volunteer Log, Planned events	Malishai Woodbury, Pamela Stewart,	July 28, 2007-June 10, 2008

		Phyllis Martin	

Additional notes:

Ninth-Grade Transition

The objective in implementing a 9th-grade academy at James B. Dudley High School is to provide an effective transition for all ninth grade students enabling them to be successful in achievement and to graduate with their cohort in a 4-year period. It is evident that if a student fails four or more courses, then that student will not graduate on time with his/her entering cohort. By offering a strong support system to ninth grade students, this will serve as an avenue for high cognitive achievement, use of effective study skills, and guidance for social and emotional development. Additionally, members of James B. Dudley Alumni Association will serve as school volunteers to contact each freshman student by phone to welcome the student to the school.

James B. Dudley High School
2006-2007

Component: Formative Assessment

FRAMEWORK FOR ACTION

Objective(s)			
To have all teachers use formative assessments (formal and informal) to monitor and guide effective instruction based on demonstrated student performance. This includes Benchmarks every 4 ½ weeks and common Assessments every 3 weeks.			
Action Step(s)	**Deliverable(s)**	**Lead**	**Timeframe**
Identify students who do not demonstrate mastery on formal and informal assessments and provide appropriate remedial or accelerated instruction.	Summary goal reports; benchmark reports; other stud. assess. data	Dr. Martin Ertzberger Slate Stewart Gause Maxwell, Newman, Dunphy, Stokes, Vanderhall, Cuthrell	Bi-weekly
Ensure all assessments are aligned with the curriculum (NCSCOS) in order to give feedback to teachers and use as a re-teaching tool and formulate staff development around student needs.	GCS pacing guides; learning walks; dept. meetings	Dept. Chairs Math: D. High English-E. Walton History: D.Frye Science:	August 2007 Bi-monthly

		D.Kinsey	
Establish regularly scheduled planning meetings for teachers of common courses to design and deliver collaborative common assessments and assessment schedules.	Instructional/curriculum/ assessment calendar; developed assessments	Danielle High, David Frye, Elanda Walton, Dyora Kinsey, Thyais Maxwell, Felita Newman	English Content Every Monday 4-5:30, History Every Monday 7:30-8:30
Monitor the occurrence and agendas of common planning meetings to ensure fidelity to the planned focus and agenda and the development of quality assessments, and have curriculum facilitators provide weekly feedback on the meetings.	Meeting agendas Administrative reports	Martin, Ertzberger, Slate, Stewart, Gause Newman, Maxwell	August 2007 (ongoing)
Continue to use district-developed benchmark tests every four weeks to determine areas of needed support (reteaching, tutorial, review, etc.).	Benchmark data	F. Newman, T. Maxwell	Every four weeks
Use the Achievement Data Series to monitor student's academic performance in all EOC courses (data is generated from the district benchmark reports).	Student progress log	F. Newman, T. Maxwell, Teachers.	August 2007 Weekly

Additional notes:

Formative Assessment

The proper use of formative assessments is crucial in assuring proper student learning and appropriate alignment of the curriculum taught along with the state tests. Dudley High School has two curriculum facilitators, along with Guilford County's Academic Coaches to ensure that teachers are readily prepared with copies of the North Carolina Standard Course of Study, course pacing guides, curriculum guides and appropriate sample lesson plans. Dudley High School uses the school system's benchmarks as a tool for teachers and students in monitoring achievement; moreover, Dudley High School requires teachers to meet to develop common assessments which allows for team-teaching activities, after school tutoring and best practices. Our teachers will be trained to use and interpret the benchmark data to identify areas of need. Through this process, our teachers can evaluate students individually with regard to specific goals and concepts that may require re-teaching.

James B. Dudley High School
2006-2007

Component: Assistance to Struggling Students

FRAMEWORK FOR ACTION

Objective(s)			
1) To ensure students' use of existing and new academic support services and resources that ensure academic success 2) To increase teachers' support of students who need extra academic support			
Action Step(s)	**Deliverable(s)**	**Lead**	**Timeframe**
Enroll ninth-grade students with proficiency levels of one and two, and EOC students in year-long math (Alg. I) and English I classes supported by *Strategic Reading* and *TAMS* (components of Johns Hopkins' Talent Development program) [Student placement was also based on student performance on the Gates McGinnity reading assessment tool.]	Student schedules Class offerings Increased student performance	Martin, Ertzberger, Gause, Slate, Stewart, Stokes, Woodbury	August 2007
Enroll tenth-grade students with proficiency levels of one and two, and EOC students in a year-long English II class supported by GCS's 30-lesson creative writing curriculum.	Student schedules Master schedule Increased stud. perform.	Martin, Gause, Slate, Stewart, Ertzberger, Dunphy, Stokes, Cuthrell, Vanderhall	August 2007
Establish flexible formal and informal monthly parent conferences to keep parents apprised of student performance (accommodates parents' work schedules).	Parent contact logs	Martin, Ertzberger, Slate,	Sept. 2007 Monthly

		Gause, Stewart	
Inspect teachers' lesson plans for the provision of opportunities for instructional differentiation and modifications to support mastery learning and the needs of struggling students. Offer suggestions, ideas and resources for implementation and assistance within the classroom which will allow the teacher time to maximize instruction.	Teacher observations; lesson plans/administrative rubric; dept. mtgs.	Martin, Ertzberger, Stewart, Slate, Gause, Maxwell, Newman, Woodberry, McKnight, Outlaw-Jennings, Witherspoon	August 2007 Daily/weekly/ monthly
Develop a reintegration process for students who have experienced periods of separation from school (i.e., suspension, illness, SCALE, dropouts, transfers)	"Success Plan" contract; counselor logs	Dunphy, Stokes, Cuthrell, Vanderhall, Kafi Zahra, F. Scott	Sept. 2007
Assess current programming and resources in order to determine necessary revisions and needs that will aid in the delivery of targeted, individualized tutoring and mentoring opportunities for all students in a smaller setting.	Program logs *Dudley After Hours* Classroom Tutors	D. High, E. Walton, D. Kinsey, D. Frye, T. Maxwell, F. Newman	Sept. 30, 2006
Enhance opportunities for adult-student relationships through the implementation of year long classes, teaming through Talent Development, homeroom meetings and Mission Possible Staff Development.	Agendas; mentoring logs; homeroom plans w/ a character ed. focus; counseling	Classroom Teachers, Dunphy, Stokes, Vanderhall,	Sept. 2007 Monthly

	sessions	Cuthrell, Martin, Ertzberger, Stewart, Gause, Slate	

Additional notes:

Assistance to Struggling Students

Effectively assisting struggling students is a key factor in reducing the drop-out rate, suspension rate, failure rate and non-promotion rate. Because each student's situation is different, Dudley High School will seek to assist students through frequent parent contact, effective relationship-building between staff and student and effective data disaggregating of each student's academic progress with regard to assessments. Through the assistance of Communities in Schools, our guidance department, social worker and dropout prevention specialist, Dudley High School will ensure that the needs of the "whole" child is met, in order to ensure academic success.

James B. Dudley High School
2006-2007

Component: Identifying and Addressing Literacy Issues and Needs

FRAMEWORK FOR ACTION

Objective(s)			
To increase our efforts to promote literacy and enhance effective reading comprehension and writing skills in all content areas for all students with a focus on students demonstrating need based on EOG/EOC data and student classroom performance.			
Action Step(s)	**Deliverable(s)**	**Lead**	**Timeframe**
Continue staff development and technical support for the implementation of the Strategic Reading program from Johns Hopkins staff that targets students who are significantly below grade level which prepares and equips them with the necessary tools to be successful in English I.	Strategic Reading reports	F. Newman T.Maxwell SR Coach, A. Hanger, M. Woodbury Stewart	August 2007- June 2008
Conduct staff development to demonstrate methods and strategies to provide reading enhancement opportunities including collaborative activities, partner reading activities and selection of high-interest reading materials to support struggling readers and writers.	Formal/informal observations; T.E.S.A. Training, Differentiated Instruction, Mission Possible Training	F. Newman, T. Maxwell D. High, D. Frye, D. Kinsey, E. Walton	August 2007 Monthly
Increase opportunities for reading and writing across the curriculum (all subject areas) for all students by having the curriculum facilitators provide support to teachers to incorporate reading and writing in all classes.	Formal/informal observations; staff development logs; lesson plans	F. Newman, T. Maxwell, D.Frye, D. High, D. Kinsey, E.	August 2007 Ongoing

		Walton	
Develop book and journalism clubs to promote literacy and highlight student interest. Students implemented a school newspaper and a DHS morning show.	Book Club Journalism Club	F. Newman, T. Maxwell, D. Rhyne, Studnets Teachers	September 2007-June 2008
Provide literacy support for students by implementing the *Strategic Reading* and GCS's 30-lesson creative writing curricula.	Student schedules, Master schedule, Increased Academic Performance	M .Woodbury, Stewart R. Outlaw-Jennings, A. Hanger, T. Maxwell	August 2007
Provide information and technology skills utilizing library resources i.e., senior projects, small group assessment, freshmen orientation, poet laureate contests, booktalks, as well as the hub for the distance learning lab. Access the collection needs in order to provide students with current information.	Media Center	J. Pender-Jones, M.J. Moody, A. Rivers, F. Troxler	August 2007-June 2009

Additional notes:

Identifying and Addressing Literacy Issues and Needs

Equipping all students with the appropriate literacy skills is a necessary component of high academic success. At Dudley, we recognize that literacy addresses both reading and writing. Identifying and addressing these literacy issues and needs is a shared responsibility across the curriculum, from Advance Placement classes to Exceptional Children's classes, and in core and non-core subjects. The following areas of core curriculum are addressed:

- Mathematics - students need literacy with algebraic and geometric thinking, as well as the visual aspect.
- Science - students use literacy in developing scientific methods and creating hypotheses.
- Social Studies - students use literacy concepts with historical thinking and interpreting information.

- Reading - students need to be skilled and able to read, comprehend and discuss reading passages. The use of vocabulary is a critical characteristic of advanced readers.

It is our expectation that our elective classes will provide multiple opportunities for students to incorporate literacy skills, as well.

FRAMEWORK FOR ACTION

James B. Dudley High School
2006-2007

Component: Professional Development Based on Student Achievement Data

Objective(s)			
To use student achievement data to identify necessary areas of professional development through the use of Guilford County Schools and Dudley High Schools trainers (i.e., Undoing Racism, Teacher Expectation Student Achievement, Learning Walk Needs)			
Action Step(s)	**Deliverable(s)**	**Lead**	**Timeframe**
Train teachers to disaggregate and interpret formal and informal student achievement data with the expectation that such a process will be routinely used to drive instructional planning, identify staff development needs, and opportunities for collaboration and content and department support through weekly planning meetings, monthly department meetings, continual staff development and monthly staff meetings	Professional development	Martin, Ertzberger, Gause, Slate, Newman, Stewart Maxwell, Woodbury	August/Sept. 2007
Routinely disaggregate formal and informal student achievement data to determine professional development needs.	Dept. meeting logs	Martin, Stewart Ertzberger, Gause, Slate, Newman, Maxwell, High, Frye, Kinsey, Walton	August 2007 Quarterly
Routinely engage teachers in a reflective process to identify areas of professional development need based on student achievement data.	Dept. meeting logs	Martin, Stewart, Ertzberger, Gause, Slate, Maxwell, Newman, High, Frye, Walton, Kinsey	August 2007 Monthly

Highlight aspects of the *Undoing Racism* training at each staff meeting to support student achievement (each department will be responsible for a month).	Faculty meeting agendas; increased awareness of students' needs	Martin, Stewart, Ertzberger, Gause, Slate, Newman, Maxwell, Bailey	Sept. 2007 Monthly
Engage the leadership team in data review to determine professional development needs.	Staff dev. Offerings; increase stud. achieve.	Martin, Ertzberger, Gause, Slate, Bailey, Stewart, Parental Representation	August 2007 Monthly
Provide necessary professional development to assist teachers in delivering rigorous and relevant curricula (i.e., AP, honors, STARS, SAT preparation).	Professional Development	GCS Trainers, Dudley Trainers	Summer 2007-June 2008

Additional notes:

Professional Development Based on Student Achievement Data

Professional development based on student achievement data for all teachers at Dudley High School is a priority ensuring all students' success. Dudley High School is working to train teachers in reading support strategies and interpreting data accurately, so that individual student achievement is measured and used in assisting each student in his/her academic success. Teachers will be asked to visit the classrooms of other teachers who already demonstrate effective and best teaching practices and use student data to drive their lessons. In faculty and departmental meetings, teachers will be able to discuss and share best practices, along with lesson planning guides and instructional calendars that include assessment dates.

James B. Dudley High School
2006-2007

Component: Aligning School Processes and Procedures to Student Achievement

FRAMEWORK FOR ACTION

Objective(s)			
To ensure all school processes and procedures align with the school's, district's, and state's visions and missions, as well as the adopted Effective Schools model, to support high student achievement			
Action Step(s)	**Deliverable(s)**	**Lead**	**Timeframe**
Ensure all stakeholders are thoroughly familiar with and embrace the school's new vision, mission and academic statements; by way of high expectations for all, buy-in, effective use of data and teacher discussion groups on Marzano's Classrooms That Work.	PTSA/open-house meetings; publications; exhibits; advertisements	Dr. Martin, Ertzberger, Slate, Gause, Stewart	August 2007- June 2008
Continuously review and revise the school's processes and procedures (i.e., attendance, suspension, tutorial support, parent contact and involvement, extended learning opportunities, safety and security, etc.) to ensure they support student achievement. Utilize Daryl Powell, Turnaround Facilitator, to positively interact with the staff who were a part of the Classrooms that Work discussion groups, to plan, develop and implement a plan of action to directly target the needs.	DHS faculty and student handbooks; increased student achievement data; standard mode of dress	Martin, Ertzberger, Gause, Slate, Stewart, D. Powell, Mr. Bailey	August 2007 (ongoing)
Provide routine opportunities for teachers and other school personnel to share proven processes and procedures (i.e., attendance, suspension, tutorial support, parent contact and involvement, extended learning opportunities, etc.) that increase student achievement.	Faculty meeting agendas; depart. meeting agendas	Martin, Ertzberger, Gause, Slate, Stewart, Teachers	August 2007 (monthly)
Implement opportunities to give students voice in school processes and procedures. Student meetings were held to get buy-in, suggestions, and feedback on how to improve student morale, student achievement and accountability. In addition, students were utilized as Front Office assistants, Media assistants,	Student improvement teams, small focus groups, administrative	Stud. Council advisor; class advisors,	Sept. 2007 (ongoing)

Attendance assistants& Guidance Assistants	advisory teams	Dr. Martin, Ertzberger, Slate, Gause, Stewart	
Increase opportunities for awarding student incentives and academic recognition. Students incentives were a trip to Carowinds, Step Shows for Honor Roll, Name displayed on TV for Honor Roll, Wal-Mart Gift Cards, SMOD was purchased, After-school meals provided.	*Silent Achievers*, students of the month; incentive program	E. Walton, D. Frye, D. High, D. Kinsey, Martin, Ertzberger, Gause, Slate	Sept. 2007 (ongoing)

Additional notes:

Aligning School Processes and Procedures to Student Achievement

At James B. Dudley High School, our students perform best when the environment is safe and orderly. We have several security entities in place so that our high school is conducive to high academic success for all students. They are as follows:

- The School Resource Officer serves as a role model to create a positive environment in which students feel secure.
- Dudley High School uses over 99 closed circuit cameras to monitor areas of the building and campus 100% of the time.
- Our staff is well-equipped to enlighten all students with high expectations of behavior, as well as academics.
- Visible signs display our school's mission.
- We allow for staff and community input in order to insure that procedures and processes are fair and updated as needed.

FRAMEWORK FOR ACTION

James B. Dudley High School
2006-2007

Component: Involving the Total School Community to Address Needs of the School

Objective(s)			
To involve the total school community in addressing the needs of the school			
Action Step(s)	**Deliverable(s)**	**Lead**	**Timeframe**
Maintain and enhance relationships with the alumni, surrounding universities, the business community, and the faith-based community. Community relationships will assist with student achievement through tutoring, hall monitoring, financial assistance for SMOD, parental contact and mentoring	Enhanced community relations	Martin, Ertzberger, Gause, Slate, Stewart, Bailey, PTSA Members	August 2007 August 2008
Continue to highlight key events and needs during school events and extra-curricular activities, and via website, recorded telephone messages, and written communications to keep parents informed and involved in the schools upcoming events..	Website Connect-Ed Newsletter Announcements	Martin, Ertzberger, Stewart, Gause, Faculty/Staff. PTSA	August 2007 June 2008
Introduce all stakeholders to the process of disaggregating data, and highlight DHS's place and needs in the larger school district community to continue and enhance buy-in to promote student success and achievement for ALL students through Community Nights, No Parent Left Behind Seminars, and open dialogue and communication about data and the importance of utilizing it.	PTSA meeting/log Leadership meeting/log	Dr. Martin, Ertzberger, Gause, Slate, Stewart, Bailey, PTSA, Teachers	Sept. 2007 Monthly
Maintain regular community involvement meetings, and continue to investigate available resources from the community to promote buy-in from the community which will assist with student relationships.	Meetings/logs	Martin, Ertzberger, Gause, Slate, Stewart, Bailey,	August 2007 Monthly

		PTSA	
Continue successful partnership with Communities in Schools, seeking a minimum of three new partnerships for the school year to provide support and assistance with cafeteria coverage mentoring, hall monitoring, parental involvement and support.	New commitments	Francine Scott	August 2007

FRAMEWORK FOR ACTION

Additional notes:

Involving the Total School Community to Address Needs of the School
Community involvement is an essential component if a school is to reach a 100% achievement level. At Dudley High School, we are fortunate to have a strong and active alumni base, involved PTSA, as well as supportive booster organizations. We have working relationships with North Carolina A&T State University, Bennett College, UNC-Greensboro, Guilford College and the faith-based community. Just recently, Dudley High School has partnered with the Central Intelligence Agency in Washington D.C. in an effort to attract minority students to jobs with the Central Intelligent Agency; moreover, the agency is offering their support in the areas of writing and curriculum development across the subjects. We continue to work with businesses, law enforcement and health care agencies in building a better community-to-schools relationship.

Objective(s)			
1) To assess the current learning climate at DHS as it relates to the characteristics of a Professional Learning Community (PLC) 2) To evaluate current practices of teacher academic collaboration 3) To use collected data to build on identified strengths and address impediments or areas of needed growth			
Action Step(s)	**Deliverable(s)**	**Lead**	**Timeframe**
Survey staff using a recognized instrument that assesses characteristics of a PLC and qualities of school culture that contribute to the development of a PLC. Continue to analyze the data and utilize it to address issues within the school community.	Survey	Martin, Ertzberger, Slate, Gause, Stewart	11/01/06
Use or develop an instrument that gauges best practices (e.g., team teaching, common planning) in teacher collaboration. Analyze the data from common assessments and benchmarks to see how the implementation has affected contributed to student achievement.	Instrument	Martin, Ertzberger, Slate, Gause, Stewart	August 2007-June 2008
Share collected data with staff and seek feedback, both from individuals and departments.	Collected data; Teachers' Working Conditions Survey	Mattin, Ertzberger, Stewart, Slate, Gause, Maxwell, Newman	Augjust 2007-June 2008
Plan and monitor activities designed to improve teachers' instructional collaboration (i.e., team meetings, common planning, team teaching.	Developed plan	Leadership Tm.	August 2007 (ongoing)
Re-structure faculty and departmental meetings to focus primarily on instructional topics rather than administrative matters, and document compliance using the newly developed template.	Meeting logs Meeting Minutes Lesson Plan	Martin, Ertzberger, Gause,	August 2007-June 2008

Administration and Curriculum Facilitators review lesson plans as well as do focused weekly learning walks, provide feedback to teachers and monitor instruction.	Templates	Slate, Stewart	
Incorporate professional learning communities components in professional development for the school year. Have common planning periods within the 9th Grade Success Academy as well as have common planning meetings where teachers are allowed time to effectively plan.	Professional development sessions; curriculum and instruction publications	Maxwell Newman	August 2007 (ongoing)

Component: Establishing a Professional Learning Community

Additional notes:

Establishing a Professional Learning Community By developing Professional Learning Communities, the staff at Dudley High School will become reflective practitioners through engaging in collaboration, focused-learning, best practices, persistence, leadership and a belief in the school's mission and vision. Our teachers will work in teams to ensure that teaching is aligned with the North Carolina Standard Course of Study; moreover, our teachers will collaborate and study student achievement data in an effort to identify the essential knowledge and skills that all students should learn with respect to the various core and non-core subject areas. Each Professional Learning Team will be responsible for developing common formative assessments so that each student is monitored according to mastery levels.

Component: Plan Redesign or Reform

FRAMEWORK FOR ACTION

Objective(s)			
The learning community at James B. Dudley High School envisions 9th graders who experience success through rigor, relevance, relationships, responsibility, and panther pride. Our main objectives are to help our students transition effectively to the rigor of high school and prepare them to graduate in a four-year period. Therefore, we plan to have 100% promotion and sufficient student proficiency on the end of state exams. The following have been implemented or are in place to accomplish: Freshmen Academy-9th Grade Success Academy, Johns Hopkins Talent Development School Reform, Extended Learning, Twilight School, Teaming with common planning, Lead teachers, Advisor/Advisee program, Freshmen transition curriculum-Freshmen Seminar, Transition to Advanced Math, Strategic Reading, Freshmen Open House and Orientation, Vertical teaming with middle school, Senior Mentors for freshmen if utilized, EVAAS, Middle School EOG, and Gates McGinnity data to place students, Dedicated Counselor and/or Administrator to Freshmen Class, Evaluation of Freshmen Academy and transition needs			
Action Step(s)	**Deliverable(s)**	**Lead**	**Timeframe**
Monitor state and district plans and available resources for high school reform to determine how initiatives at DHS correlate with reform efforts.	GCS leadership meetings; School Board minutes	M. Woodbury, S. Zuebrik, P. Stewart, Martin.	August 2007 – June 2009
Study state-wide and national trends, and report findings to the DHS community (should include the school-conversion work of the N.C. New Schools Project and whole-school reform models endorsed by the NCDPI).	Research reports; collected data	Martin, Ertzberger, Stewart, Gause, Slate, Woodbury, Zuebrik.	August 2007- June 2009
Develop and issue a school reform or redesign report inclusive of input from all stakeholders in the school community.	Report	Martin, Ertzberger, Slate, Gause, Stewart, Woodbury,	August 2007-June 2009

		Zuebrik	
Utilize the support of the Instructional Facilitator provided to Dudley by the NCDPI to assist in the appropriate match of a school reform program.	Talent Development Model	Martin, Ertzberger, Slate, Gause, Stewart, Woodbury, Zuebrik	August 2007- June 2009