Framework for Immediate Action
(Reform/Redesign Plan)

2007 - 2008

The Academy at High Point Central
700 Chestnut Drive, High Point, NC 27262
336-885-7905

Garriot Rose - Principal

9-11-07

Reminder: This is a living document that can be revised/amended at any time.
All the principal needs to do is send the most recent version electronically with the date changed in the cover page.

FRAMEWORK FOR IMMEDIATE ACTION
OVERVIEW

The Academy at Central opened in the fall of 2006 as an option school and early college program for students in the High Point Central area in grades 10 -12. 125 students were identified by the High Point Central staff to attend the Academy. By years end there there was a decline in enrollment. Many students returned to Central after 1st semester. Students cited that they left because the school was not a good learning environment. Students still wanted to be a part of the clubs and activities at Central. They felt the program did not support their academic needs. EOC testing scores were on average between 10 and 12 scale points below the district average. The Principal in 2006/2207 resigned with 60 days remaining in the school year. A retired interim principal was placed to finish the year.

A new Principal was appointed to the Academy effective July 1st 2007. The district made a decision that the academy would begin serving grades 9 – 12 for the 2007-2008 school year. The primary goals in July and August were to recruit and interview new students for the academy and to re-interview returning students from the previous year. Potential candidates were identified and interviewed to fill two teaching vacancies and one support staff vacancy. An experienced school counselor was hired as well. The current student count is 106 and great efforts are being made to recover several students who dropped out last year. The focus in recruiting this year will be rising 9th and 10th graders who are interested in completing rigorous academic subjects in preparation for dual enrollment with Guilford Technical Community College their senior year.

FRAMEWORK FOR ACTION

Objective(s) <u>Ninth Grade Transition</u> To create a smooth transition into high school that will ensure the success of all freshman students and prepare them to graduate in a four-year period			
Action Step(s)	**Deliverable(s)**	**Lead**	**Timeframe**
Implement a freshman orientation to ease the transition to high school and to orient freshman students to the school's academic and behavioral policies and procedures. (Orientation sessions begin during open house and continue throughout the school year in both homeroom and subject-area classes. Sessions include academic expectations; review of attendance and disciplinary policies; SMOD; goal setting; skill-building and study skills; conflict resolution; class spirit and pride; and team-building.)	Freshman academy plan	Garriot Rose Sue Cardwell And 9th Grade Homeroom Teachers	May 2008 Through August 2008
Ensure that every student has identified an appropriate course of study which will be routinely monitored by the guidance counselor quarterly.	Students' 4-year plans	Sue Cardwell Garriot Rose Vivian Coston	September 2007
Conduct a bi-monthly review of student data (academic, PEP's, IEP's, attendance, discipline, etc.) to routinely monitor the progress and needs of ninth-grade students, and identify appropriate next steps and resources to ensure student success.	Teacher reports for stud. support; student data; parent/student requests	Garriot Rose Sue Cardwell Pat Williams	September 2007 Bi-Monthly
Inspect each student's cumulative folder to identify any significant issues that warrant extra support. Make appropriate referrals to school counselor, social worker and student support team.	Folder Review Log	Sue Cardwell Garriot Rose	September 2007
Each student will be assigned to an advisor group to monitor student performance in school. (Grades, Attendance, Behavior, Advocacy)	Advisor/Advisee Logs	Garriot Rose Sue Cardwell All Teachers	October 2007 - Weekly
Participate in the district Magnet/Options school fairs, conduct open houses, and schedule campus tours to promote recruitment for our program.	School Brochures, School calendar and visit schedule	Garriot Rose Sue Cardwell All Teachers	October 2007 - Monthly
Hold face to face nights for parents to pick up progress reports and report cards from the school. This will improve and enhance communication between school and home.	Parent logs Connect ed	Garriot Rose All Teachers	September 2007 Bi-Quarterly

FRAMEWORK FOR ACTION

Objective(s) <u>Formative Assessment</u> Teachers will use formative assessments to monitor and guide effective instruction based on demonstrated student performance.			
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	Garriot Rose	Weekly
Establish regularly scheduled planning meetings for teachers of common courses at High Point Central to design and deliver collaborative common assessments and assessment schedules.	Instructional/curriculum/ assessment calendar; developed assessments	Garriot Rose Department Chairs	Monthly - every 2nd Monday
Through collaboration with teachers at High Point Central we will develop and use common assessments to use and modify to fit the needs of our students. Continue to use district-developed benchmark tests every four weeks to determine areas of needed support (reteaching, tutorial, review, etc.).	Benchmark data Department meeting agendas and minutes	Garriot Rose Sue Cardwell Department Chairs	Every 4 and a half weeks
Ensure all assessments are aligned with the curriculum (NCSCOS).	GCS pacing guides; learning walks; dept. meetings	Garriot Rose Department Chairs	September 2007 - Monthly

FRAMEWORK FOR ACTION

Objective(s) <u>Assistance for Struggling Students</u> To ensure students' use of existing and new academic support services and resources that ensure academic success			
Action Step(s)	**Deliverable(s)**	**Lead**	**Timeframe**
Establish flexible formal and informal monthly parent conferences to keep parents apprised of student performance (accommodates parents' work schedules).	Parent contact logs	Garriot Rose	September 2007 - Monthly
Inspect teachers' lesson plans each Thursday for the provision of opportunities for instructional differentiation and modifications to support mastery learning and the needs of struggling students. Teachers will use feedback to refocus lesson plans for the upcoming week. Provide staff development opportunities for teacher improvement.	Teacher observations; lesson plans/administrative rubric; dept. mtgs.	Garriot Rose	September 2007- Weekly
Assess current programming and resources in order to determine necessary revisions and needs that will aid in the delivery of adequate tutoring and mentoring opportunities for all students. Establish a structured tutoring schedule for after school. Required tutoring for students below a "C" average.	Tutorial Schedule Parent contact logs	Garriot Rose	September 2007 - Weekly
Enhance opportunities for adult-student relationships by reaching out into the community, inviting guest speakers, educational field trip opportunities and service learning.	Lesson Plans Project Goals	Garriot Rose Teachers	October 2007
Benchmark assessments will be used quarterly to determine student progress. Results will be used to inform teaching and re-teaching practices on objectives not mastered.	Achievement Series reports Benchmark Data	Garriot Rose All Teachers	September 2007- quarterly
Develop PEP's for struggling students based on benchmark data.	Intervention plans Achievement series reports	Garriot Rose All Teachers	September 2007
Participate in professional development (Cooperative learning, Differentiated Instruction, Classroom Management, and TESA)	Meeting agendas/ Plans and minutes	Garriot Rose	October 2007

FRAMEWORK FOR ACTION

Objective(s) <u>Identify and address literacy issues and needs</u> 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, benchmark data and student classroom performance			
Action Step(s)	**Deliverable(s)**	**Lead**	**Timeframe**
Increase opportunities for reading and writing across the curriculum (all subject areas) for all students by having the teachers to incorporate reading and writing in all classes. Utilize district generated writing components in core subject areas and develop a standard language and assessment of the components of writing.	Formal/informal observations; staff development logs; lesson plans	Garriot Rose	September 2007
Plan and implement a school-wide reading program to provide daily time for sustained silent reading. Reading material is provided that is high in student interest, current and relevant to the student, and at varying reading levels.	Reading logs	Garriot Rose 3rd period teachers	September 2007 - Daily
Use of word walls, flash cards, graphics, and other visual clues to enhance and improve student vocabulary and reading comprehension. These strategies will specifically benefit our EC students who comprise 20% of our student body.	Word Walls Lesson Plans Leaning walks	Garriot Rose Vivian Coston All Teachers	September 2007 - Weekly

FRAMEWORK FOR ACTION

Objective(s) <u>Professional development plan based on student achievement data and redesign/reform model</u> To use student achievement data to plan Professional Development.			
Action Step(s)	**Deliverable(s)**	**Lead**	**Timeframe**
Train teachers to disaggregate and interpret formal and informal student achievement data as a professional learning activity with the expectation that such a process will be routinely used to drive instructional planning, identify staff development needs, and opportunities for collaboration and support.	Professional development agenda/minutes	Garriot Rose	September 2007
Routinely disaggregate formal and informal student achievement data to determine professional development needs.	Dept. meeting logs	Garriot Rose Department Chairs	September 2007 - Monthly

FRAMEWORK FOR ACTION

Objective(s) <u>Review and correct all school processes and procedures to ensure that they are structured to help all students achieve proficiency)</u> To ensure all school processes and procedures are aligned with the school's, district's, and state's goals, mission and vision of providing a quality education that supports student proficiency.			
Action Step(s)	**Deliverable(s)**	**Lead**	**Timeframe**
Involve the staff in formulating and adopting a school vision, mission, and covenant statements.	New school Vision, and mission aligned with our achievement goals	Garriot Rose	September 2007
Provide student incentives for attendance. Coupons, movie passes, gift certificates donated by our parent boosters.	Raise overall attendance rate by 10 percent	Garriot Rose	September 2007 - Monthly
Hold quarterly and semester student awards assemblies to recognize student achievement and improvement.	Student Awards assemblies each grading period	Garriot Rose Sue Cardwell	October 2007, January, March and May 2007
Required tutorial after school for students performing below a "C" level in any subject. Parent contact will be made verbally as well as written.	Parent logs, letters Tutorial rosters	Garriot Rose All Teachers	September 2007 - Weekly

FRAMEWORK FOR ACTION

Objective(s) ***Involving the total school community in addressing the needs of the school*** To involve the total school community in addressing the needs of the school.			
Action Step(s)	**Deliverable(s)**	**Lead**	**Timeframe**
Establish a parent booster club and advisory council.	Meeting agendas, Minutes	Garriot Rose Vivian Coston	September - Monthly
Contact local businesses and community agencies to form an advisory board to support our culinary arts, medical careers and public service career pathways.	Contact logs, metting agendas/minutes	Garriot Rose Lynn Ralls Bob Paton	September - Monthly
Incorporate educational field trip opportunities, guest speakers, and service learning opportunities into the curriculum.	Lesson Plans Contact logs	Garriot Rose All Teachers	September - Monthly
Institute “Good News from School” postcards to be mailed weekly by each teacher recognizing a student’s efforts and achievements.	Good news cards turned in each Friday	Garriot Rose All Teachers	September - weekly

FRAMEWORK FOR ACTION

Objective(s) Establishing and promoting a strong Professional Learning Community To create a Professional Learning Community at the Academy at High Point Central.			
Action Step(s)	**Deliverable(s)**	**Lead**	**Timeframe**
Establish a culture for high expectations with the ideal of rewrites, and revision of assignments until they meet an acceptable work standard.	Student Grades Progress reports, Report cards	Garriot Rose All Teachers	September 2007 - weekly
Establish regular monthly meetings of our PLC with the focus on a book study of “Teaching with Love and Logic” to provide support with classroom management.	PLC meeting minutes	Garriot Rose	September 2007 - Monthly
Implement the senior graduation project into the English 12 curriculum.	Project boards/presentations/products	Garriot Rose Forrest Littleton	September 2007 - weekly

FRAMEWORK FOR ACTION

Objective(s) Implementation of school's redesign/reform model *To establish a small academy program for students from a large comprehensive high school with a focus on early college.*

Write a brief narrative outlining this area. The narrative should prepare the reader to fully understand the redesign/reform model. The action steps should be specific and measurable. The Lead column should have a person's name and not a job title. The timeframe should be specific in nature and easily monitored. If you have an alternate plan you can include it here to eliminate having two documents.

The Academy at Central is a small stand alone school on the campus of a large comprehensive high school. The program provides an alternative for high school for students in the large high schools attendance zone. The Academy is a small learning community early college program offering course study in three distinct strands. The strands offered are medical careers, culinary arts, and public service. Students work towards completing diploma graduation requirements between the 9th and the 11th grades. Seniors will have the opportunity to be dual enrolled with the community college. They will have the opportunity to earn one year of college credit before graduation.

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Action Step(s)	Deliverable(s)	Lead	Timeframe
Utilize our new Career Development Coordinator (To be hired) to link students with job opportunities and career paths. A review of 4 year plans will provide structure and direction.	Job Links Program 4 year plans	CDC Garriot Rose Sue Cardwell	October 2007
We will keep class sizes between 16 and 22 students to maintain a small learning atmosphere.	Master scheduling Course offereings	Garriot Rose Sue Cardwell	May 2008 – August 2008
Utilize the community Speakers Bureau to bring in speakers quarterly.	Community Contacts	Garriot Rose	October 2007
Work with our college liaison to schedule and visit area campus each semester.	Campus visits	Garriot Rose Jennifer Griffin Sue Cardwell	December 2007 and May 2008

FRAMEWORK FOR ACTION

Objective(s) **Other Action components** *To continue the growth and improvement of the early college program at the Academy.*			
Action Step(s)	**Deliverable(s)**	**Lead**	**Timeframe**
Recruiting teachers as the program grows.	District Human Resources	Garriot Rose	September 2007 - Monthly
Retaining the current teachers and improving their instructional skills.	Staff development Climate survey	Garriot Rose	September 2007 - Monthly