

HERTFORD COUNTY HIGH SCHOOL FRAMEWORK FOR ACTION 2007-2008

Jerry Simmons, Principal
Alvin Wilson, Assistant Principal
Keisha Peele, Assistant Principal
Teresa Howington-Vaughan, Assistant Principal

FRAMEWORK FOR ACTION—HERTFORD COUNTY HIGH SCHOOL

Objective (1) Plan for 9th Grade Transition

An effective transition must include a strong academic component, support for effective study, time management skills, parental/family involvement/community involvement and guidance for appropriate social/emotional development. There is a need for a 9th grade transition plan of prior achievement to academic success. The data shows that success in 9th grade is a key indicator for future success. Failure in the 9th grade is the key predictor for dropping out.

The NC High School Exit standards are effective for the 9th grade class 2006-07; therefore, the first time 9th graders will be targeted from repeating 9th grade students. Core teachers will be grouped together and will collectively share responsibility for the freshman class. One counselor, one assistant J. Simmons, an inclusion teacher and a School Resource Officer will be part of the team and will share office space as available.

Action Step(s)	Deliverable(s)	Lead	Timeframe
Continue the 9 th Grade Academy for the 2007-08 school year	Curriculum Bell Schedule	Jerry Simmons, Principal Keisha Peele, Asst. Principal James Futrell, 9 th grade Counselor	June-August 2007
Assign highly qualified teachers, and support personnel to teach in the 9 th Grade Academy	Master schedule Increased EOC's	Jerry Simmons, Principal Keisha Peele, Asst. Principal	May- July 2007
Use communication pyramid to contact parents on student achievement, progress, discipline	Pyramid form	Keisha Peele, Asst. Principal	August 2007
Continue to hold annual Course Fairs each spring for registration and hold annual 9 th Grade Orientation and Open Houses each fall	Orientation plan Registration booklet Course Fair handouts	Keisha Peele, Asst. Principal James Futrell, 9 th Grade Counselor	August/September 2007- Orientation & Open House February/March 2008- Registration
Continue to develop and use PEP's to monitor student progress	PEP Action Plan	Keisha Peele, Asst. Principal Wallace Johnson, teacher James Futrell, 9 th Grade Counselor	August 2007
Evaluate students using EVASS and other diagnostic instruments such as EOG scores for placement	EVASS data EOG data	Jerry Simmons, Principal Keisha Peele, Asst. Principal James Futrell, 9 th Grade Counselor Joanne Jones, Director 9-12 Jennifer Smyth, English Chair	August 2007

Provide after school tutorials, tutorial sessions during electives courses throughout the year, and Saturday Academy tutorials prior to EOCs	Time sheets for After School Tutorial and Saturday Academy Student contracts	Jerry Simmons, Principal Keisha. Peele, Asst. Principal	September 2007-June 2008
Align freshman transition course with the Talent Development Program	Course description	Jerry Simmons, Principal Keisha Peele, Asst. Principal	September 2007

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Objective (2) Plan for Formative Assessment

Pre-tests and quarterly benchmark assessments, developed according to NC SCOS objectives, will be used to help teachers identify and analyze students' strengths and weaknesses to plan intervention strategies.

VoCATS will be used to help CTE teachers identify and analyze students' strengths and weaknesses to plan intervention strategies.

Action Step(s)	Deliverable(s)	Lead	Timeframe
Train all teachers to develop formative assessments, analyze data and to plan intervention strategies based on NC SCOS in Professional Learning Teams	Intervention Plans	Jerry Simmons, Principal	June-August 2007
Develop, administer and analyze pre-test to analyze strengths and weaknesses of individual students in order to make appropriate placement in EOC courses	Assessments	Jerry Simmons, Principal Elizabeth Douglas, Lead Counselor	August 2007 January 2008
Use goal summary reports to develop pacing guides and lesson plans to ensure that appropriate instructional time is spent on prioritized objectives	Tests	Jerry Simmons, Principal Valerie Whitaker, Testing Coordinator Jennifer Smyth, English Chair Marlo Jackson, Social Studies Chair Sarah Davis, Math Chair Sylvia Wells, Science Chair	August 2007 January 2008
Develop and use quarterly benchmark tests to monitor effectiveness of instructional strategies, adjust pacing guides and deliver appropriate intervention strategies	Tests	Jerry Simmons, Principal Valerie Whitaker, Testing Coordinator Jennifer Smyth, English Chair Marlo Jackson, Social Studies Chair Sarah Davis, Math Chair Sylvia Wells, Science Chair	October 2007 December 2007 March 2008 May 2008
Monitor teachers' use of data to improve student achievement	Lesson plans, teacher observations	Jerry Simmons, Principal Joanne Jones, Director 9-12 Alvin Wilson, Asst. Principal Keisha Peele, Asst. Principal Teresa Howington-Vaughan, Asst. Principal	September 2007- June 2008

Hold four Saturday academy sessions in preparation for EOC testing	Agenda Remediation Toolkit Plan for Saturday Academy	Jerry Simmons, Principal Joanne Jones, Director 9-12 Valerie Whitaker, Testing Coordinator Teresa Howington-Vaughan, Asst. Principal	December 2007 January 2008 May 2008
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Objective (3) Plan for assistance to students who are struggling academically

Plans for struggling students should be interdisciplinary and easily tailored to accommodate specific needs. Individual plans may require academic support or additional support such as assistance with social or emotional problems, real world problems, time management and/or study skills.

The plan for assistance may involve teachers, counselors, nurses, psychologists and outside programs. Academic assistance based on PEPs will be the core component of each plan.

Action Step(s)	Deliverable(s)	Lead	Timeframe
<p>Require in-school remediation for EOC, computer skills, and competency tests for targeted students. Offer on-site tutorial two days per week on Tuesday and Thursday. Transportation will be provided for all students. Students will receive incentive points to use at the teacher's discretion on class assignments and/or participation.</p>	<p>Increased EOC scores</p>	<p>Jerry Simmons, Principal Keisha Peele, Asst. Principal Alvin Wilson, Asst. Principal Teresa Howington Vaughan, Asst. Principal Jennifer Smyth, English Chair Marlo Jackson, Social Studies Chair Sarah Davis, Math Chair Sylvia Wells, Science Chair Clara Horton, Business Teacher Nikki Walton, Business Teacher</p>	<p>September 2007 June 2008</p>
<p>Disaggregate test data to enable teachers in identifying areas requiring reinforcement and to assist students in setting personal goals for achievement</p>	<p>Remediation Plan Student Growth Charts</p>	<p>Jerry Simmons, Principal Keisha Peele, Asst. Principal Alvin Wilson, Asst. Principal Teresa Howington- Vaughan, Asst. Principal Jennifer Smyth, English Chair Marlo Jackson, Social Studies Chair Sarah Davis, Math Chair Sylvia Wells,</p>	<p>September 2007 February 2008</p>

		Science Chair	
Develop and implement PEPs for every ninth grade student who is not grade level proficient and for students at other grade levels as needed	PEPs Implementation logs	Jerry Simmons, Principal Elizabeth Douglas, Lead Counselor Agnes Green, 10 th Grade Counselor James Futrell, 9 th Grade Counselor Isaac Williams 11 th Grade Counselor Joanne Jones, Director 9-12	September 2007 February 2008
Formulate a SSST for the 9 th Grade Academy	SSST meeting logs	Jerry Simmons, Principal Keisha Peele, Asst. Principal James Futrell, 9 th Grade Counselor Dorethea Scott, teacher	August 2007
Use Nova Net, NCVPS, UNGC <i>i</i> and other distance learning programs to provide students with opportunities for credit recovery and acquirement	Enrollment records Test scores Credits	Jerry Simmons, Principal Elizabeth Douglas, Lead Counselor James Futrell, 9 th Grade Counselor Lou Wilson, Distance Learning Facilitator	August 2007- June 2008
Use EVASS as a prediction tool to plan strategies for increasing student achievement and growth and student scheduling	Test scores Intervention strategies Student schedules	Jerry Simmons, Principal Elizabeth Douglas, Lead Counselor Valerie Whitaker, Testing Coordinator Jennifer Smyth, English Chair Marlo Jackson, Social Studies Chair Sarah Davis, Math Chair Sylvia Wells, Science Chair	August 2007 January 2008

<p>Train teachers on Writing Across the Curriculum Strategies, administer departmental writing prompts every three weeks and use periodic school-wide prompts for pre- and post assessments</p>	<p>Writing Prompt Share folder Workshop Agendas Student Writing Samples</p>	<p>Jerry Simmons, Principal Jennifer Smyth, English Chair Marlo Jackson, Social Studies Chair Sarah Davis, Math Chair Sylvia Wells, Science Chair</p>	<p>September 2007- June 2008</p>
<p>Use strategies learned in the Technology Tuesday workshops to implement technology-based lessons across curriculum</p>	<p>Technology Tuesday Workshop Schedule Lesson Plans</p>	<p>Jerry Simmons, Principal Mark Samberg, Director of Technology</p>	<p>September 2007- June 2008</p>

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Objective (4) Plan for identifying and addressing literacy issues and needs

Professional development during teachers' planning times, after school and on teacher workdays (excluding protected workdays) will be provided to improve teacher practices in higher order thinking skills and questioning techniques.

HCHS will implement a common instructional model that includes a lesson planning template outlining the sequence of activities for each lesson: (warm up, focused activity (objective), guided practice, review, application, assessment and homework.) Each activity will include a suggested time frame. The goal for standardizing lesson plans is to create a common set of expectations among teachers and students. J. Simmons and his/her designees will monitor individual and departmental plans and provide written feedback.

Literacy skills heavily impact academic success, primarily the fundamental skills of reading and math. Beyond these are the literacy skills of reading in the content areas, algebraic and geometric thinking, and visual literacy. For science and social studies, students also need to develop literacy with the scientific method, historical thinking, map reading, and more. Students also need extended activities related to test taking skills. The district is planning to offer sessions for SAT preparation and will have instructional supervisors located at the high school assist in developing new lesson plans/units in all content areas that include an emphasis on test taking skills.

The district level school improvement plan will be used as a model for the school's individual plan; both plans will reflect strategies to improve literacy skills at the high school level. Communication with feeder schools is critical for the development and coordination of an interdisciplinary curriculum. This part of the plan must also provide more detailed information about each rising ninth grader to coordinate curriculum access and offer more detailed information about incoming students.

Action Step(s)	Deliverable(s)	Lead	Timeframe
Use a standardized reading pre-assessment to determine students' reading level to implement improvement strategies--	Reading scores Intervention strategies	Jerry Simmons, Principal Keisha Peele, Asst. Principal Alvin Wilson, Asst. Principal Teresa Howington-Vaughan, Asst. Principal Valerie Whitaker, Testing Coordinator	September 2007 January 2008
Develop a bank of content area guiding questions to be used in lesson plans that emphasize higher order thinking skills	Content Area Question Bank notebooks/share folder	Jerry Simmons, Principal Jennifer Smyth, English Chair Marlo Jackson, S. Studies Chair Sarah Davis, Math Chair Sylvia Wells, Science Chair Joanne Jones, Director of 9-12	August 2007-June 2008
Purchase and update young adult print materials including novels, nonfiction and non-print materials	Reading lists Teachers recommendations Purchase orders	Jerry Simmons, Principal Avis Archer, Media Director Jennifer Smyth, English Chair Marlo Jackson, S. Studies Chair Sarah Davis, Math Chair Sylvia Wells, Science Chair	August 2007-June 2008

<p>Include cross-curricular literacy activities in daily instruction and require teachers to include periodic assessments of literacy skills</p>	<p>Literacy Plan Notebooks Literary Assessments</p>	<p>Jerry Simmons, Principal Valerie Whitaker, Testing Coordinator Joanne Jones, Director of 9-12 Tomma Jenkins, VoCATs Director</p>	<p>June 2007-June 2008</p>
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Objective (5) Plan for professional development based on student achievement data

Professional development will focus on improving student learning. Class work, teacher made projects and tests, benchmarks, and a review of 2006-2007 EOC results will all contribute to our understanding. Ongoing professional development in the form of workshops that are based on predetermined needed assistance for teachers in all content areas and discussion among like-subject teachers will be focused on thinking skills. Hertford County High will also implement a common instructional model that includes a lesson-planning template, outlining the sequence of activities for each lesson: (snapshot (warm up), focus activity, guided practice, review, application, assessment, and homework/maintenance.) Each activity will include a suggested time frame. The goal for standardizing lessons is to create a common set of expectation for teachers in their work with students.

To make this effort more effective elective teachers will also need to be involved. They will need to take responsibility not only for higher order thinking skills, but also for teaching reading, writing, and basic math skills as they apply to their content areas. Professional development for elective teachers will need to focus on teaching reading, writing, and math concepts the same way as academic teachers would in order to reinforce learning. The VOCATS coordinator will ensure that VOCATS teachers will receive a breakdown of student scores to help teachers analyze the students' weaknesses, plan interventions, and identify additional professional development needs.

Due to Hertford County's high teacher turnover rate, a plan for evaluating teachers new to the system will have to be developed. The plan will be built on each teacher's ability to address the "total child". They must be able to motivate, make learning relevant, create a safe environment, teach personal responsibility, and instruct students in the underlying skills they need to succeed. Tracking attendance, discipline, participation in class, and the extent to which students complete assignments along soliciting feedback directly from the about aspects achievement for teachers new to ours system. With a diverse staff spanning a wide range of experience levels, professional development will be designed to address the needs of individual teachers.

Action Step(s)	Deliverable(s)	Lead	Timeframe
Provide EVASS training for core department chairpersons, guidance counselors, testing coordinators and 9-12 Director.	EVASS training	J. Simmons, Principal Director of County Curriculum	September 2007
Provide training in Moodle so that teachers can establish on-line access to lessons and activities. Lesson plans may be modeled after those available through NC Learn or ones acquired from the NC Learn lesson plan data base.	Moodle Training Lesson plans	Mark Samberg, Technology Director Jennifer Smyth, English Chair Joanne Jones, Director of 9-12	September 2007
Provide staff development on disaggregating EOC, VoCATS, pretests, and benchmarks data to help teachers utilize scores to plan remediation strategies,	Summary and individual student data	Valerie Whitaker, Testing Coordinator Jennifer Smyth, English Chair Marlo Jackson, Social Studies Chair Sarah Davis, Math Chair Sylvia Wells, Science Chair Corelette Smith, CTE Chair Karen Hinton, VoCATS Director	September 2007

Provide staff development on the Talent Development reform model.	Talent Development (TD) model	Erden Britt, Talent Development Coordinator	August 2007-June 2008
Use the Turn Around Teams to provide staff development on best practices and curriculum development.	Lesson Plans Evaluations	Joanne Jones, Director 9-12	September 2007-June 2008

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Objective (6) Plan for reviewing all school processes and procedures to ensure that they are structured to help all students achieve proficiency.

With the assistance of Central Office staff and the assigned Leadership Facilitator the effectiveness of processing and procedures as related to student performance will be evaluated. These policies and procedure will be formatted appropriately and will be reasonable in order that implementation is consistent and fair.

A plan needs to be developed to address:

- A. Scheduling, review a shorter interval for issuing report cards, at present time students receive one formal grade report, before they fail or pass
- B. Grading practices, no grade lower than 60
- C. Discipline, use of ISS for students' misbehavior
- D. Crisis Plan, implement procedures for effective use of plan
- E. Talent Development

Action Step(s)	Deliverable(s)	Lead	Timeframe
Review the feasibility of moving from two 9-week grading periods to three 6-week grading periods to provide more opportunity to dialogue with parents, students and teachers and to desegregate data.	New Grading Periods	Dr. Michael Basham, Superintendent Jerry Simmons, Principal	July 2007-June 2008
Review the feasibility of changing grading practices to implement a system whereby no grade lower than a 60 is given on the report card	New Grading Scale	Dr. Michael Basham, Superintendent Jerry Simmons, Principal	July 2007-June 2008
Restructure ISS so that students who remain in the setting receive appropriate classroom instruction.	ISSC Lesson Plan Bank	Jerry Simmons, Principal Sylvia Anthony, ISSC Coordinator Marlo Jackson, S. Studies Chair Jennifer Smyth, English Chair Sarah Davis, Math Chair Sylvia Wells, Science Chair Corelette Smith, CTE Chair Frank Williams,	September 2007

		Cultural Arts Chair	
Revise Student-Parent Handbook to address issues such as tardy policy, attendance, Blue Slip procedures, change of grade policy,	Tardy Policy	Jerry Simmons, Principal Alvin Wilson, Asst. Chair Teresa Howington- Vaughan, Asst. Chair Keisha Peele, Asst. Chair	June 2007
Review and refine procedures for school crisis plan and implement monthly drills for security purposes (lock downs). Purchase and use metal detectors (hand-held and stationary models) in buildings accessible to the public during and after school hours. Require all students to wear identification badges while in attendance at school functions.	Metal detectors School Plan for use during and after school activities I. D. Badges	Jerry Simmons, Principal Curtis Freeman, Security Coordinator	August 2007

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Objective (7) Process for involving the school community in addressing the needs of the school

Community involvement is critical in order to meet specific student or school needs. A concerted effort will be made to develop mutually supportive relationships with parents. HCHS has a functioning PTSSO organization that involves students, teachers and parents in leadership roles. Chowan University has entered into a partnership with the school to provide enrichment activities for all students. Roanoke Chowan Community College and HCPS have committed to creating an Early College High School; the two organizations are currently in the planning phase to implement this new school in the 2008-2009 school year.

Action Step(s)	Deliverable(s)	Lead	Timeframe
Continue to highlight student achievement and/or presentations as components of PTSSO meetings to encourage parent/community participation	Plans for student showcases	Jerry Simmons, Principal Kathy Richmond, PTSSO President Elizabeth Douglas, Lead Counselor Jennifer Smyth, Parent Team Teacher Rep. Denisha Gatling, SGA President	September 2007
Continue to include Student Government representatives on School Planning & Management Team.	SPMT Agendas	Jerry Simmons, Principal Jennifer Smyth, SGA Sponsor Denisha Gatling, SGA President	September 2007- June 2008
Continue to plan and implement enrichment programs with Chowan College. Continue the development of Early College High School with RCCC.	Field Trips Curriculum for ECHS	Jerry Simmons, Principal Ronald Gatling, Community Schools Coordinator	August 2007
Continue to utilize the faith-based community leaders to organize and implement after-school community tutoring programs at local churches	Participation plan Schedules	Ronald Gatling, Community Schools Coordinator Jerry Simmons, Principal Jarvis Parker, Minister	September 2007
Continue to publish and disseminate the school newspaper by purchasing needed software and hardware.	Newspaper	Jerry Simmons, Principal Laura Nianda, Newspaper Sponsor	September 2007
Continue the use of ALERT NOW System to communicate with parents, students and teachers of upcoming school events, delays, closings and other information.	Log of use records	Dr. Michael Basham, Superintendent Jerry Simmons, Principal	August 2007-June 2008
Continue to revise and implement the Graduation Project for students as a means of assessing student learning and preparedness for graduation.	Graduation Project Handbook	Jerry Simmons, Principal Carol Swain, 12 th Grade English Teacher Geraldine Odom, 12 th Grade English Teacher Larry Pierce, Special	June 2007- June 2008

		Populations Coordinator	
Maintain and strengthen partnerships with community businesses	Business Expo	Jerry Simmons, Principal Ronald Gatling, Community Schools Coordinator	October 2007-June 2008

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Objective (8) Process for establishing a Professional Learning Community

Faculty members and the administration will explore forming professional learning communities (PLC's) among the faculty. Groups may include like subjects areas and representative cadres of teachers who may wish to focus on particular school issues. It will be important for selected teachers to be trained and be able to lead the school PLC's.

Mentor teachers can assume a role in providing a critical piece of our PLC by offering opportunities for mentees to freely discuss their concerns and to suggest appropriate training or literature. In order to form a PLC at Hertford County High School, the schedule will to be carefully prepared. There will be a need for protected time and for teachers to be encouraged to try new ideas, utilize technology or other materials that enrich lesson plans.

Action Step(s)	Deliverable(s)	Lead	Timeframe
Disseminate and study the Richard DuFour book, <u>Professional Learning Communities</u> , Todd Whitaker's <u>What Great Teachers Do Differently</u> , and Marzano's <u>Classroom Instruction that Works</u> to organize a systematic approach to guide the instructional process and delivery.	Books and schedule of meetings	Jerry Simmons, Principal Joanne Jones, Director 9-12	August 2007-June 2008
Train at least one teacher in each of the four core areas on utilizing the DuFour model of PLC's.	Teacher leadership of PLC's	Jerry Simmons, Principal Jennifer Smyth, English Chair Marlo Jackson, S. Studies Chair Sarah Davis, Math Chair Sylvia Wells, Science Chair	October 2007- April 2008
Develop and implement a plan for mentors to meet with and provide a safe forum for individual teachers to freely discuss their concerns about teaching and to become acclimated to the school	Mentor logs Reflection Journals	Jerry Simmons, Principal Carol Swain, Support Coach	September 2007- June 2008
Design master schedule and meeting schedule to accommodate PLC's	Defined, protected meeting times	Jerry Simmons, Principal	July 2007
Meet regularly with teachers in PLC's to discuss data and areas of concern to develop a plan of continuous growth	Action plans Sign-in sheets	Jerry Simmons, Principal Jennifer Smyth, English Chair	Every two weeks for 2007-08 school year
Analyze efficiency of infrastructure issues that take away time from teachers by establishing a PLC to explore causes and solutions to be implemented during the 2007-08 school year.	Analysis report Implementation Guide	Jerry Simmons, Principal Avis Archer, Media Coordinator	August -September 2007

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Objective (9) Process for determining whether the school will design or reform

HCHS is a complex school with a long and significant history. Improving student achievement will require reform, redesign, and renewal in different areas and will involve both school and district initiatives.

DSSF funds will be used to fund the Talent Development Program at HCHS. The 2007-08 school year will be a planning year with implementation occurring during the 2008-09 school year.

Action Step(s)	Deliverable(s)	Lead	Timeframe
Redesign: Continue 9 th Grade Academy concept that began January 2007	Classroom Assignments Teachers Assignments	Dr. Michael Basham, Superintendent Jerry Simmons, Principal Keisha Peele, Asst. Principal Joanne Jones, Director 9-12	June - August 2007
Reform: Talent Development: the 2007-2008 school year will be used for training staff to implement the program. Full implementation will take place during the 2008-2009 school.	Training sessions	Jerry Simmons, Principal Joanne Jones, Director 9-12 Erden Britt, Talent Development Coordinator	August 2007- June 2008
Redesign: Early College High School: the 2007-2008 school year will be a planning year with full implementation in 2008-2009.	Planning Session Curriculum	Dr. Michael Basham, Superintendent Jerry Simmons, Principal Joanne Jones, Director 9-12 Dr. Sony, President of Roanoke Chowan Community College	June 2007- August 2008

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Objective (9) Process for determining whether the school will design or reform

Hertford County High School has chosen to implement the Talent Development reform model. This model of school reform focuses on creating learning academies with an emphasis on career preparation as well as academic success. The reform plan requires the reorganization of the school beginning with a Ninth Grade Academy for Success; this academy focuses on preparing students to make the transition from middle school into high school. Other academies are implemented for upperclassmen based on student, parent and community interests. These academics provide students with academic as well as career skills. The smaller school-within-a-school approach has been seen to promote overall student success by emphasizing a rigorous academic environment, providing comprehensive staff development and building strong community relationships. The 2007-2008 school year will be a planning year in which the school leadership will work with consultants from Talent Development, lead by Dr. Erden Britt, to design an implementation process. Dr. Britt's first visit to Hertford County High School took place on August 22, 2007.

Action Step(s)	Deliverable(s)	Lead	Timeframe
<p>The leadership facilitator, principal and 9-12 director will develop a process for staff development and create a timeline for staff development to occur.</p> <p>A public relations campaign will also occur during the 2007-2008 school year in order for our stakeholders to learn more about Talent Development High Schools.</p>	<p>Staff Development Teacher Assignments</p> <p>Brochures and Advertisements about Talent Development High Schools</p>	<p>Jerry Simmons, Principal Keisha Peele, Asst. Principal Joanne Jones, Director 9-12 Erden Britt, Talent Development Coordinattor</p>	<p>July 2007- June 2008</p>
<p>The leadership facilitator will assign Talent Development trainers to work with teachers on implementing curriculum materials for the 2008-2009 school year.</p>	<p>Training sessions</p> <p>Curriculum materials</p>	<p>Jerry Simmons, Principal Joanne Jones, Director 9-12 Erden Britt, Talent Development Coordinator</p>	<p>August 2007- June 2008</p>

Appendix
Lead Facilitators for Action Plans

Action Plan Objectives	Focus Leader	Title
(1) Plan for 9th Grade Transition	Keisha Peele	Assistant Principal
(2) Plan for Formative Assessment	Valerie Whitaker	Valerie Whitaker
(3) Plan for assistance to students who are struggling academically	Teresa Howington-Vaughan	Assistant Principal
(4) Plan for identifying and addressing literacy issues and needs	Jennifer Smyth	NBCT-English Teacher
(5) Plan for professional development based on student achievement data	Joanne Jones	Director 9-12
(6) Plan for reviewing all school processes and procedures to ensure that they are structured to help all students achieve proficiency.	Alvin Wilson	Assistant Principal
(7) Process for involving the school community in addressing the needs of the school	Carol Swain	Mentor Support Coach
(8) Process for establishing a Professional Learning Community	Jerry Simmons	Principal
(9) Process for determining whether the school will design or reform	Jerry Simmons	Principal