

## **BOARD AGENDA ITEM**

**February 14, 2012**

### **SUBJECT:**

Freshman Academy Pilot Applications

### **BACKGROUND INFORMATION:**

High schools interested in developing a Freshman Academy were directed to complete a pilot application form. In 2010/2011, the Board approved budget for three Freshman Academies; Wagener-Salley High School, Silver Bluff High School and Midland Valley High School.

### **ADMINISTRATIVE CONSIDERATION:**

Applications were reviewed by administration and included the following criteria: Support from faculty/parents/community, steps taken to choose faculty, level of planning, expected outcomes, requested resources and location of the Academy. Administration reviewed the applications.

### **RECOMMENDATION:**

After the Board reviews the applications, administration requests that the Board, at the February 28<sup>th</sup> meeting, approve North Augusta High School's pilot for 2012/2013 school year. After budget reviews, if there are additional resources available, the administration would recommend the approval of Aiken High School's pilot. The approximate cost for North Augusta High School's pilot would be \$165,000.

### **ATTACHMENTS:**

1. Freshman Academy Pilot Application- North Augusta High School
2. Freshman Academy Pilot Application- Aiken High School
3. Freshman Academy Pilot Application- South Aiken High School
4. Freshman Academy Pilot Application- Ridge Spring Monetta High School

### **PREPARED BY:**

Dr. Elizabeth Everitt

## Aiken County Public Schools Freshman Academy Pilot Application

School Name North Augusta High School

Describe the level of support among the faculty In May 2011, 88% of the North Augusta faculty indicated support for the program. For this pilot proposal, we again polled the faculty on the February early release day. Seventeen faculty were in attendance at district in-service, but 63 of the remaining 65 teachers and all of guidance and administration indicated support in a blind poll.

Describe the level of support among parents/community See Attachments part I

What steps have been taken to choose faculty members for the academy? See attachments part II

What initial planning has been done? See attachments part III

What are the expected outcomes and how will they be measured? The expected outcomes are improvement in: A) 9<sup>th</sup> grade retention rate; B) English I and Biology I End of course scores; C) Discipline rates (suspension and non-suspension level and expulsions); and (in year 2) HSAP first attempt scores. Success will be measured as a direct comparison with the average of the two years prior to the academy. It is important to also factor in the poverty rate, as consistent scores in the face of increasing poverty percentage can be seen as gains. This has not been factored into determining success of other Freshman Academies and is an important data point.

What resources are being requested and how will they be used? See attachments part IV

Where will the academy be physically located? See attachments part V

Principal's Signature J Todd Bomscheuer Date 2/2/12

Approved \_\_\_\_\_ Denied \_\_\_\_\_ Date \_\_\_\_\_

Superintendent's Signature \_\_\_\_\_

## **North Augusta High School Freshman Academy Pilot Proposal**

### **Attachment I: Level of Community Support**

Because this program is currently “proposed,” we have been careful not to give the perception that the academy plan is in place for next year. We have, however taken several steps in garnering/gauging community support.

Freshman Academy has been a part of the School Improvement Council’s minutes in virtually every meeting since November of 2010. We have regularly discussed updates in the planning phase. A community member of the SIC serves on our High Schools That Work (HSTW) Transition Team, a team of 24 teachers working toward the formalization of our academy. The SIC membership is supportive of the concept and, if approved, has indicated a desire in being part of the marketing process with community meetings.

The HSTW Transition Team has enlisted current students in Future Business Leaders of America. These students have headed up a marketing plan that has included “lunch bunch” informational trips to North Augusta Middle School and Paul Knox Middle School. In these “lunch bunch” meetings, members of FBLA educate the eighth grade middle school students about the proposed plan for Freshman Academy. They further gather questions and concerns of eighth grade students and have brought these back to the HSTW team for consideration in the plan.

The HSTW Transition Team has several business partners that have agreed to provide monetary incentives should the approval be granted. Communigraphics and Greg’s Gas Plus have pledged to donate 300 t-shirts and food to be provided to parents and students who attend a “Freshman Academy Expo” to educate the community. This expo is being planned by FBLA students, the HSTW team, and will be assisted by members of the SIC. It is set to run as soon as February, should the plan be approved by the School Board. A full-page ad in North Augusta Today will run to advertise this expo as an opportunity for students and parents to learn more about the academy.

## **North Augusta High School Freshman Academy Pilot Proposal**

### **Attachment II: Steps Taken to Choose Faculty**

When we began the research process for Freshman Academy in 2010-2011 and found a great deal of faculty support, we sought volunteers. At that time, we determined that this area was one of strength for moving forward.

In November of 2011, we began to formalize the group so that they could collectively begin to make decisions regarding the structure and process. All currently identified teachers represent a **fully volunteer force** that includes many reputable teachers at North Augusta High School. Attachment II.A. represents the names of the current group of faculty representing the core content areas, special education resource, and several elective area teachers. The list includes additional teachers in the core areas, as our proposal includes the idea of collectively incorporating honors classes in the geographic location of the academy, thus teachers of these areas will be part of the proposed academy.

Subsequent to the volunteer group being identified, we began to meet these teachers to discuss their role in the continued planning process. A lead teacher has been identified and they facilitate meetings. Attachment II.B. is reflective of the most recent meeting notes.

Freshman Academy Teachers 2012-13:

<b>Teacher</b>	<b>Subject Area</b>
Alisa Hamrick	English
Amy Stone	English
Rachel DuFault	English
Charles Bell	English
Priscilla Broughton	Business
Shay Thatcher/Ryan Rood	Art I (semesters)
Gerald Brown	Math
Laura Caswell	Math
Susan Davis	Math
L. Tucker/M. O'Berry	Math
Melissa Jeffers	Science
Shawn Laxson	Science
TBA (new for Cansler)	Science
Telina Miller	Science
Kasey King	Soc. Studies
TBA (new)	Soc. Studies
Kirkland	Soc. Studies
Possible TBA	Soc. Studies
Vic Radcliff	Resource (co-teach math)
Besty Fishburne	Resource (co-teach English)

## Freshman Academy Teachers

Minutes: 1-26-12

### Attendance:

Mr. Bornscheuer  
Mrs. Johnson  
Melissa Rowland  
Kathy Eggleston??  
Alisa Hamrick  
Amy Stone  
Rachel DuFault  
Charles Bell

Priscilla Broughton  
Shay Thatcher  
Gerald Brown  
Marcy O'Berry  
Melissa Jeffers  
Telina Miller  
Betsy Fishburne

### Business:

- ✓ Mr. Bornscheuer discussed the freshman academy proposal and a time frame for possible implementation if NAHS is chosen to proceed in the venture.
- ✓ Charles Bell named lead teacher (subject to implementation)
- ✓ Ideas about Freshman 101, bell schedule, and hallway décor were pointed out for further discussion.

### Discussion (exit administrators):

- ✓ Agenda Items: Mrs. Hamrick proposed Edmodo as a possible alternative to school fusion. Mrs. Hamrick explained a proposed leveling change in English and Social Studies; CP would replace CP1 and CP2.
- ✓ Classroom Policy: Mr. Bell proposed a consistent, firm, and fair classroom management policy. **FA Teachers are to email him 5-6 suggestions, which will be discussed further at the next meeting.**
- ✓ Secretary: Mrs. DuFault
- ✓ Bell schedule: Ideas included a different sound for the FA bells (if possible), but no major objections to the schedule were raised. **Additional concerns should be brought to the next meeting.**
- ✓ Freshman 101: The transition sub-team and FA teachers would create a structured curriculum modified from the current Freshman Focus class. The schedule would be modified for Monday and Tuesday classes. Discussion occurred about a possible service project and getting feedback from the students. **Additional ideas should be brought to the next meeting.**
- ✓ Hall Assignments: Teachers had input on classroom assignments. Discussion tabled to the next meeting after Mr. Bornscheuer was asked his reasoning behind the arrangements.

### Business for Next Time:

- ✓ Bring any ideas to the next meeting on Wednesday, February 9<sup>th</sup> after school in Room 214

Attachment II.B

## **North Augusta High School Freshman Academy Pilot Proposal**

### **Attachment III: Initial Planning**

In the 2010-2011 school year, teachers of North Augusta High School began formally researching the Freshman Academy Concept. The High Schools That Work Transition Team has consistently had 24 team members who decided that the research and possible implementation of Freshman Academy would become part of their formal professional recertification goals.

In the 2010-2011 school year, fifteen visits to existing Freshman Academies in Aiken and other areas of the state were undertaken by faculty. Following these visits, the faculty members would educate the remaining staff about strengths and weaknesses of the school programs they visited. They brought back information that became the basis for subgroups within the team. These subgroups addressed a number of areas noted.

We used the existing structure of the 2011-2012 schedule to test the possibility of logistically creating the academy. Attachment III.A. represents what the academy would look like using this year's student numbers and planning attributes. We were able to determine that many of the attributes seen on the teacher trips were possible through our plan. Specifically, a geographic region of the building, a separate bell schedule, and common planning for teachers were deemed possible.

We have continued to define teacher roles and purposes for planning. Specifically, common planning will provide the opportunity for teachers, the academy guidance counselor, and the academy administrator to have prescribed time to manage goals. Goals include individualizing student programming based on data to work with students academically, behaviorally and socially.

They further noted that many academies operated solely for at-risk students and honors students "migrated" away from the academy to attend classes, leaving them feeling isolated from their peers. This information became the impetus for our plan extending the number of teachers and classrooms geographically to include honors classes. It also became the discussion point for making honors an integral part of the academy, as opposed to a separate entity. Attachment III.B. outlines our plan for North Augusta Honors Academies. This is not a "pilot" plan, as all of the courses are currently taught at NAHS. What is new is that, for the first time ever, we will attempt to send Spanish teachers to both middle schools to begin Spanish I in 8<sup>th</sup> grade. The plan also scripts out a curriculum for all four years of high school that allows students to an intense curriculum in an area of their interest.

The teachers will use common planning for inter-disciplinary and content team planning. They will also collectively create an academy-wide plan for behavior management. This will include consistent rules from classroom to classroom and consistent reward and punishment plans for more effective and clear communication of expectations. Attachment III.C represents the most recent meeting minutes to discuss part of this discipline plan.

The students in Freshman Academy will also follow a unique bell schedule (see attachment III.D). The bells for Freshman Academy will ring 3 times, versus 5 for non-Freshmen, to avoid confusion. The bell schedule has several components. It allows for a Freshman Academy-only lunch time. It also incorporates time for a Freshman 101 class two days a week. The core teachers will use this time to reinforce cross-curricular research projects, work with under-achieving students, a guidance bullying program and plan academy assemblies.

Last, we have begun the process of defining roles of individuals within the academy (attachment III.E). These roles will provide all a clearly defined process for growth to include accountability for such programs as use of data for individual students, a bullying program, discipline and adult relationships.



Freshman Academy Schedule Trial Based on Current 2011-2012 Schedule

	HR	1	2	3	4	5	6	7
<b>English</b>								
Stone (116)	9	Eng II,2	Eng I,1	Eng II,2	Plan	Eng. II,2	plan	Eng I,1
Dufault (114)	9	Eng I, 2	Eng I,2	Eng I,2	Eng I,1	Plan	plan	Eng I,2
Hambrick (tba)	9	Eng 1,1 (R)	Eng I,1 (R)	plan	FF/FF	Eng I,1	plan	Eng I,1
Bell (103)					xxx	Eng II H	Eng II H	
Heath		Eng II H		xxx	Eng II H	Eng II H		
<b>Math</b>								
Caswell (117)	9	Alg I	Geom	Alg I,1 (R)	Plan	Geom	plan	?
Brown (115)	9	Alg I,1	Alg I,1	Alg I,1	Alg I,1(R)	Plan	plan	Alg I,1
Tucker (401)		xxx	Geom H	Geom H				
O'Berry (302)		Geom H					xxx	Geom H
Susan Davis (107)		Alg I	Alg I	Alg I	Alg I	Plan	plan	Alg I
<b>Soc. Studies</b>								
Kirkland (113)		W. His	W. His	W. His	W. His	W. His	plan	plan
Cawthon (111)	9	W. His H	W. His H	AP Euro	Plan	W. His H	plan	W. His H
New Soc St (112)		W. Geog	W. Geog	W. Geog	W Geog	Plan	plan	W. Geog
repeater		w. hist					w. hist	
<b>Science</b>								
Jeffers (216)	9	Biol	Biol I	Biol	Biol	Plan	plan	Biol
Laxson (311)	9	forensics/xxx	Phy Sci 1	Phy Sci 2	Phy sci 2	Phy Sci 1	plan	Phy Sci 2
Ivey (215) (p/T phy sci)		Phy Sci I	Phy Sci 1				Phy Sci 1	
Miller (214)		Biol I H						
Melton (212)							xxx	Biol I H
Vining (410)		Xxx	Biol I H	Biol I H				
<b>Electives</b>								
Broughton (213)	9	Comp apps I/I	Comp apps I/		Comp apps I/I	Comp apps I/I	Comp apps I/I	Comp apps I/I
Float rm 213		xxx	/key					
Other business				xxx	key/	Key/key	Key/key	
Other business							Int Bus Apps	
Piner (G22)	9		xxx	Chor I	Chor I	FF/	FF/FF	

Attachment III. A.

Other FF			FF/		/FF	/FF	FF/FF	
Deen(G21)	9	Guit	Mus. Appr.	Guit.	Mus. Appr.			Band I
Powell(G21)						(overlap)	Mus. Appre	
Butler(C7)		Intro Cul/Cul				overlap	Intro Cul/Cul	
Bowers(C1)							overlap	Intro Eng
Mackie(211)		Res	Res					
Thatcher(211)						Art I/I	Art I/I	Art I/I
NJ(C6)								
PE???(Gym)				Need	Need!!	Need!!!	Need!!!	

NOTES:

- 1) "overlap" represents an area where the class before would create need for special consideration if we put in FA bell schedule.
- 2) Xxx represents either existing planning period or one needed for the bell schedule (eventually).
- 3) FA would have 3<sup>rd</sup> lunch. All Honors 9<sup>th</sup> grade will have 3<sup>rd</sup> lunch, car. Center?, who else? (about 406 9<sup>th</sup> graders and we need about 500 to fly with lunch).
- 4) These are projections for sections without accurate failure rate and over age numbers from middle school.
- 5) Most of this represents sections where there was already a section in the time slot.
- 6) We will need to look at "repeater classes" to make sure math/English/etc. not at the same time.
- 7) Jeffers listed as Biol, but may mass change these students to phys. Science.
- 8) To some extent, this schedule forces Freshman "teams," as there are 4 teachers with 4<sup>th</sup> planning and the other 4 with 5<sup>th</sup>. This will (to some extent) push the same students with the same 4 teachers. We could do this differently if we do not like the idea of teams. If, for example, Math and Science have common planning, as do English and social studies, it works differently. Due to the hours it has taken to get to this stage, however, I would suggest that we go with it this way this year and evaluate down the line.
- 9) To keep Laxson with Forensics would require 5.5 schedule
- 10) Business teacher will have to be 5.5 in order to schedule needed classes for business, but the class sizes are smaller for all computer classes.

## North Augusta High School Honors Academies

### Purpose:

We will focus on early honors-level and honors-preparatory curriculum that is designed in a way to guide students to be successful in specific directions of college preparation. Through Individual Graduation Plans and specific course sequencing and planning, we will help students determine their future direction and better prepare them for diverse advanced opportunities.

### Programming:

Academy Name/ Careers Applicable	8 <sup>th</sup> Grade Curriculum	9 <sup>th</sup> Grade Curriculum	10 <sup>th</sup> Grade Curriculum	11 <sup>th</sup> Grade Curriculum	12 <sup>th</sup> Grade Curriculum
<b>Foreign Language Academy/</b>		Spanish I	Spanish II	Spanish III	A.P. Spanish
	Spanish I (class of '17)	Spanish II (class of '17)	Spanish III Honors (class of '17)	Spanish IV Honors (class of '17)	A.P. Spanish (class of '17)
<b>English Academy/</b>	English I Honors	English II Honors	English III Honors	A.P. Language	A.P. Literature
<b>Mathematics Academy/</b>	Algebra I Honors	Geometry Honors	Algebra II Honors	Precal Honors and (possibly) AP Statistics	A.P. Calculus and/or A.P. Statistics
<b>Engineering Academy</b>	Algebra I Honors	Intro. To Engineering	Architectural Design	ATC Engineering*	ATC Engineering*
<b>Business Academy (2 tracks)/</b>		IBA	Acct. I	ATC Business*	ATC Business*
		IBA	Image Editing or Digital. Multimedia or Found. of Animation or Acct. I	Yrbk or Newspaper or one of the courses under 10 <sup>th</sup> grade not taken then	Yrbk II or Newspaper II or one of the courses under 10 <sup>th</sup> grade not taken then
<b>Science Academy</b>		Bology I Honors and (possibly) Phys. Science I Honors	Chem I Honors	Physics or A.P. Chemistry or Biology II Honors or Anatomy Honors Or A.P. Biology	A.P. Physics or a course not taken in 11 <sup>th</sup> grade.
<b>Social Studies Academy/</b>	SC History	World History Honors	A.P. Gov't. / Honors Economics	A.P. US History	A.P. European A.P. Psychology
<b>Forensic Science Academy</b>	English I & Algebra Honors	Bology I Honors and (possibly) Phys. Science I Honors	Chemistry I Honors	Anatomy Honors	Forensics And A.P. Biology

\*Courses require enrollment and fees (approx. \$500/yr in 2011) at Aiken Technical College. Student will get college credit (transferrable to most four year colleges) and A.P. level credit for these courses.

**\*\*Students who take 4 courses in the sequence (class of 2017 will require 5 in foreign language) will be awarded a North Augusta High School Honors Academy Diploma in addition to the state diploma on Senior Awards Night and will be recognized as honor graduates (with appropriately colored honor cord) at graduation.**

To: Mr. Todd Bornscheuer

From: HSTW Transition Team Representatives (Peter Kosko, Charles Bell, Amy Stone, Alisa Hamrick)

Prepared by: Alisa Hamrick

Date: February 3, 2012

Subject: A Proposal for a Lunch Detention Behavior Intervention Program in the North Augusta High School Freshman Academy for the 2012-2013 School Year

**Purpose:**

We are writing this proposal on behalf of the NAHS HSTW Transition Team. The purpose of this proposal is to obtain permission to implement a Lunch Detention Behavior Intervention Program in the North Augusta High School Freshman Academy for the 2012-2013 School Year.

**Idea:**

Student behavior is always an issue that must be dealt with creatively. One issue that has become an increasing problem in successfully implementing student discipline programs is the lack of student attendance in after-school detentions due to transportation conflicts. Students who ride a bus must find alternate transportation home if they are assigned after-school detention. This often results in students failing to attend detentions, and, consequently, being assigned to in-school suspension. Students in in-school suspension lose valuable class time and often fall behind. Another problem with after-school detention is the lack of immediacy. In order for disciplinary actions to make an impact, consequences must be as immediate as possible. Implemented properly, a Lunch Detention Behavior Intervention Program would eliminate the transportation issue and offer a more immediate consequence than after-school detention.

**The Plan:**

The plan to implement a Lunch Detention Behavior Intervention Program for the 2012-2013 school year consists of the following:

- Meeting with Freshman Academy teachers to determine appropriate number of lunch detentions based on the level of offense

Determining an appropriate location

Determining teacher rotation for supervision

Determining process for obtaining lunches before the detention to ensure that students receive lunch daily in the lunch detention location (TBD)

Determining procedures and rules for lunch detentions to include:

Attachment III.C.

- Students will report to the lunch detention location (TBD) before the tardy bell. Failure to arrive before the tardy bell will result in additional days of lunch detention (number TBD).

Students will remain in the lunch detention location (TBD) for the entirety of the lunch period. No passes will be written for the rest room, other teacher's classrooms, guidance, etc.

- Students will remain quiet during the entire lunch detention period. Failure to do so will result in additional days of lunch detention (number TBD).
- Students will bring homework/classwork to work on during the lunch detention period or materials will be provided to them.

Students will only eat school provided lunch. Alternatives will be provided if there is a documented food allergy.

- Determining a system of documentation

Determining the program administrator

#### **Conclusion:**

In conclusion, we believe that a Lunch Detention Intervention Program will be extremely beneficial to the NAHS Freshman Academy. By offering an alternative to after-school detention and in-school suspension, the program will positively impact the students' behavior without interrupting valuable class time and causing transportation issues. We hope you will consider the benefits it has to offer and choose to allow the academy-wide implementation of a Lunch Detention Intervention Program for the 2012-2013 school year.

## **Bells (Proposed) 2012-2013:**

### **Upper Regular:**

1<sup>st</sup> 8:15-9:09

2<sup>nd</sup> 9:15-10:05

3<sup>rd</sup> 10:11-11:03

4<sup>th</sup>:

1<sup>st</sup> lunch 11:03-11:28

Class 11:33-12:28

2<sup>nd</sup> lunch 11:33-11:58

Class 11:19-11:33; 12:03-12:33

5<sup>th</sup> 12:39-1:29

6<sup>th</sup> 1:35-2:25

7<sup>th</sup> 2:31-3:20

### **Freshman Academy(W-F):**

1<sup>st</sup> 8:15-9:04

2<sup>nd</sup> 9:09-10:00

3<sup>rd</sup> 10:05-10:58

4<sup>th</sup> 11:03-12:03

lunch 12:03-12:28

5<sup>TH</sup> 12:33-1:24

6<sup>TH</sup> 1:29-2:20

7<sup>TH</sup> 2:25-3:20

### **Freshman 101 (M-Tu):**

1<sup>st</sup> 8:15-8:55

2<sup>nd</sup> 9:00-9:40

3<sup>rd</sup> 9:45-10:25

4<sup>th</sup> 10:30-11:10

Fr. 101 11:15-12:03

lunch: 12:03-12:28

5<sup>th</sup> 12:33-1:24

6<sup>th</sup> 1:39-2:20

7<sup>th</sup> 2:25-3:20

### **Upper Regular HR Morning (Wed.-Fri. Only):**

1<sup>st</sup> 8:15-8:58

2<sup>nd</sup> 9:04-9:46

HR 9:52-10:11

3<sup>rd</sup> 10:17-11:03

Regular Schedule Remainder of day

### **Upper Activity Morning (Wed.-Fri. Only):**

1<sup>st</sup> 8:15-8:50

2<sup>nd</sup> 8:56-9:31

3<sup>rd</sup> 9:37-10:12

HR 10:18-11:03

Regular Schedule Remainder of day

## **Whole School Assemblies will be in afternoon:**

**Regular Schedule thru 12:28pm, then all students move together for:**

**HR 12:34-1:19**

**5<sup>th</sup> 1:25-1:59**

**6<sup>th</sup> 2:05-2:39**

**7<sup>TH</sup> 2:45-3:20**

\*with running Fr. 101 2 days a week, need 6 additional days for ½ credit of Fr. 101 (plan is for more days around EOC).

\*FA will run assemblies on Freshman 101 days.

\*To avoid confusion, all upper class bells will ring 5 times, Freshman Academy will ring 3

\*Schedule is set for less conflicts for teachers if core 9<sup>th</sup> grade classes are taught after lunch (based on the FR 101 Schedule). Impact on scheduling electives/mixed teachers:

If teaching 9<sup>th</sup>:

then teacher must have planning:

Only 1<sup>st</sup>

2<sup>nd</sup>

1<sup>st</sup> and 2<sup>nd</sup>

3<sup>rd</sup>

Only 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup>

4<sup>th</sup>

Only 2<sup>nd</sup>

1<sup>st</sup>, 3<sup>rd</sup>

Only 3<sup>rd</sup>

2<sup>nd</sup>, 4<sup>th</sup>

Any period 5<sup>th</sup> -7<sup>th</sup>

must have planning after last 9<sup>th</sup> grade class or

Before 5<sup>th</sup>.



## **Freshman Academy Logistical Solutions**

### **Freshman Academy Roles/Responsibilities:**

#### **School Principal:**

**Secondary oversight for the areas of the director's responsibilities.** This includes the **third level** of chain for academy teachers (after lead teacher and director) with unresolved issues and the **third level** for parents or students (after meeting with teacher and director). The director will be considered the "principal" of the academy, with the school principal a direct link to the director.

#### **Director:**

**Primary oversight for discipline programming.** This will include: carrying out suspension level discipline and facilitating intervention discussions (guidance and core teacher) regarding specific students in danger; ensuring a system of SIT referrals; assisting teachers in specific classroom management issues; facilitation of weekly agenda item for academy-wide strategies; facilitation of classroom management inservice.

**Secondary oversight for intervention programming.** This will include: assisting guidance counselor with testing (MAP, etc.); assisting guidance and teachers in individual interventions based on attendance, behavior, and academic instruction (MAP rit levels, etc. and prescribing computer-assisted intervention); ensuring weekly agenda item for academy-wide and individual interventions.

**Oversight for lead teacher/liaison to principal.** The lead teacher will lead meetings, but the director will assist in creation of agendas. The director will serve as the legal and decision-making authority in areas where questions exist regarding programming. The director will assist the lead teacher as necessary. The director will maintain weekly (minimum) formal communication with the principal regarding programs, updates and budgetary needs.

**Primary oversight for the EEDA grant.** This will include writing and filing the final report annually.

#### **Guidance:**

**Primary oversight for intervention programming.** This will include: organizing assemblies for club/extra-curricular involvement; creating a bullying program that will be a focus academy-wide; assisting teachers with discipline plans; assist teachers in identifying specific and individual academic intervention needs and coordinating these (i.e. MAP identifies student with weakness in fractions, so guidance works with the teacher to prescribe specific computer-assisted instruction during study hall, then coordinates with CAI lab proctor and study hall to ensure student gets what is needed, then provides grade feedback to teacher on completion); working with teachers for plan for students to take accountability for MAP scores and goals; ensuring that intervention is part of (at least) weekly meeting minutes for academy teacher meetings.

**Secondary oversight for IGP's.** This will include working closely with the career specialist and guidance department to schedule and carry out IGP's.

**Career Specialist:**

**Primary oversight for IGP's.** This will include: assisting students with career planning and education; helping students to tie MAP scores to area of interest and goal setting; scheduling and assisting in carrying out IGP's; any related filing of records; assisting with intervention strategies (individual) to assist students in matriculating to 10<sup>th</sup> grade and working toward career goal.

**Lead Teacher:**

**Primary oversight for (at least) weekly core team meetings.** This will include: creating the agenda; ensuring a weekly (minimum) discussion on academy-wide behavior and procedure management; assisting the director in helping struggling teachers and identifying in-service needs; assisting in the bullying program as part of the weekly meeting agenda; assisting in the process of creating and overseeing individual interventions; oversight for school-wide programs (i.e. writing rubric and data-driven content meetings); lead (facilitating) for new HSTW team comprised of the core area academy teachers and responsibility for the monthly meeting and minutes.

**Core Area Teachers:**

**Primary oversight for academy-wide classroom management.** This will include active participation in determining academy-wide policies and procedures. This is to be accomplished through meeting participation and carrying out agreed upon details.

**Primary oversight for implementation of interventions.** While the Lead Teacher and Guidance Counselor will facilitate the intervention creation, the guidance counselor and core teachers will work to place individual students in interventions and create accountability plan.

**Primary oversight for interdisciplinary planning.** This will include utilization of common planning for interdisciplinary unit planning and planning (if applicable and approved) all Freshman 101 classes.

**Budgetary Areas:**

The initial specific-allocation dollars will include 5 Student Response Systems (1 per 3 teachers) that will require teacher training.

The 15 computer mobile cart will be prioritized for allocation to Freshman Academy teachers.

The school will provide approx. \$3,000 for graphing calculators, with the Math Department providing the remaining \$1,000.

The annual EEDA At-Risk Grant will prioritize Freshman Academy for the approximately \$8,000 expenditure.

**Logistical Make-up:**

**Classroom Location:** See the attached halls diagram. Painting will be up to teachers with assistance of Transition Team. This will include ceiling tiles, door trim (yellow), yellow teacher name placards, and "I attended....University. Ask me about it." Signage.

**Admin. and Guidance:** The school will request a Capital Outlay on behalf of the district to build in two offices in the current first hall teacher workroom (the workroom will still be used, only part of it for this purpose.

## **North Augusta High School Freshman Academy Pilot Proposal**

### **Attachment IV: Resources Requested**

In order to effectively implement the Freshman Academy Plan for North Augusta High School, we have several requested resources. We will clarify the use/need for each request as presented.

Our first resource is the need for two additional teacher allocations. North Augusta teachers currently teach a "5.5 schedule." In this schedule, each teacher teaches 5 classes all year, with a 6<sup>th</sup> class or other responsibility for one semester. Thus, they teach 5 out of 7 periods one semester and 6<sup>th</sup> out of 7 the next. In order to provide adequate planning time that provides common planning, all academy teachers teach 5 classes. The two plannings provide one period where all core area teachers share planning and the other where common areas (i.e. Science and Math or English and Social Studies) can plan interdisciplinary units. This means 16 teachers will have one semester fewer of teaching time. That amounts to 8 periods of instruction time we must make up (or 1.6 teachers). We will be sending .4 teacher allocation (2 periods of time) to the middle schools to teach Spanish I. This alone accounts for the two teachers, but we anticipate scheduling difficulties as we "split" scheduling essentially into two schools. That will create a further need to assure we have the additional teacher time.

We are also requesting an additional guidance allocation. We feel that proper 9<sup>th</sup> grade guidance and guidance services are paramount to our goals (note the guidance counselor role in attachment III.E.). We have consistently noted the need for a more proactive approach to individualization at the high school level for academic and behavioral intervention. We feel this allocation is paramount to achieving this ability.

Our final request is for capital outlay. In attachment V., you will notice the workroom/ Guidance/ Admin. Office on 1<sup>st</sup> hall in the first chart. This area is central to all of the classrooms to be identified as Freshman Academy. It is currently a very large work room where district maintenance has estimated a cost of about \$2,500 to insert a wall and divider to create two offices and leave workroom space. If approved, these would provide the central location for the administrative director and guidance counselor for Freshman Academy. The walling of the area will not require electrical changes, nor HVAC. Only phone and network access would need to be added.

## North Augusta High School Freshman Academy Pilot Proposal

### Attachment V: Physical Location

As you enter the main entrance to North Augusta High School, the chart immediately below refers to the first three halls to the right of the main office. Yellow highlight refers to "Freshman Only" projected areas.

The second chart below refers to the first hall to the left of the office as you enter the front of the building.

Note that the charts are set to represent all of the classrooms needed with the names of teachers that would physically occupy those rooms.

#### 1<sup>st</sup> thru 3<sup>rd</sup> hall right of front office

412	414	416	418
4 <sup>th</sup> hall			
Mens' Lounge	415	417	419 ??? (if needed)
Restroom			312 Jeffers
3 <sup>rd</sup> hall			
Atrium	212 Laxson (p/t)	214 Miller (share lab)	311 TBA Sci
			216 King
2 <sup>nd</sup> hall			
Restrooms	211 Broughton	213 Thatcher/Rood	215 Kirkland
Workroom/Guidance/Admin. Office	112 Aba	114 Dufault	116 Stone
1 <sup>st</sup> hall			
111 Caswell	113 Brown	11 TBA Soc. Studies	117 Fishburne/Radcliff

#### 1<sup>st</sup> hall Left of Front office

102 Emerling (non-FA)	Office	Work- room	Book keeper	attendance
1 <sup>st</sup> hall left				
101 O'Berry/Tucker	103 Bell	105 Hamrick	107 Davis (Math)	

\*over 450 lockers available within the cited areas.

**Aiken County Public Schools  
Freshman Academy Pilot Application**

**School Name: Aiken High School**

**Describe the level of support among the faculty :**

Ensuring the success of our incoming freshmen has always been a priority for Aiken High School faculty. Our current Freshmen Academy (LIFT – Leaders Involved for Tomorrow) currently only involves approximately 68 students who have been selected on the basis of high absenteeism, academic issues, discipline problems and low standardized test scores. Even though these students comprise only a small percentage of our total freshman class, the impact has been tremendous. Our LIFT program consists of a smaller learning community within the larger high school setting. Such an environment affords our beginning freshmen with opportunities to belong and to, therefore, develop a strong sense of family. Through this nurturing environment, we believe that our students will be encouraged to commit to personal goals for success and become a community of learners who will soar! High school represents a time of changes and challenges where students grow from children to young adults. During the freshman year, students must learn to balance school work and their social lives. In order to be successful, they must come to school regularly, complete all of their assignments, and behave appropriately. We feel that an expansion of our LIFT program will provide for a smooth transition into the high school environment and thus be a stimulus for our students to strive for excellence. Expanding our program to encompass 140 students will allow us to expand upon our successes and impact the lives of many of our incoming freshmen.

**Describe the level of support among parents/community:**

Parents of the students in our LIFT program have embraced the concept wholeheartedly. Even though we select the students on the basis of certain criteria, we often receive requests from parents to have their children placed into the program. Records from parent/teacher conferences also indicate that parents are aware of how important it is to have a continuing dialogue between the school and parents. On parent conference days, we have had 100% participation. Given the success of our current program, we expect that parents and the community will support an enhanced freshman academy so we can build upon our current successes.

**What steps have been taken to choose faculty members for the academy?**

LIFT teachers are chosen based on their classroom teaching skills, as well as their personality and the ability to form relationships not only with students, but also their parents. Several teachers have already been teaching in our LIFT program and four other teachers will be selected using the same criteria.

**What initial planning has been done?**

The administration has been meeting with faculty members to develop a team concept that would allow us to maximize our resources while still being able to implement the program. Part of this concept includes a special 9<sup>th</sup> grade guidance counselor/academic coach. Further planning will have to ensue once the concept has been approved and additional classroom resources are available. We anticipate to build upon the same concept as our current program.

### **What are the expected outcomes and how will they be measured?**

At the high school level, students will encounter a wide variety of choices including elective classes, core classes, varsity-level sports, and extra-curricular activities. These new surroundings can seem overwhelming, often leading to discouragement and poor academic performance. The LIFT program at Aiken High School is designed as a means of transition from the middle school to the high school environment. By focusing students on core academics, character building, and proper study habits, we are preparing our freshmen for not only the remainder of their high school career, but also for the challenges of becoming productive members of our community.

The LIFT program's mission is to provide an environment that will allow our freshmen to feel comfortable and valued in the high school setting. Two teams of teachers from the four core academic disciplines of English, Math, Science, and Social Studies, will have the same students all year in classes of 45-50 minutes each. Class sizes will be limited to no more than 25 students. All LIFT students will also enroll in a special High School success class. The remainder of their schedule will be filled with other elective courses just like the rest of their peers. Students for the program are chosen on the basis of the following:

- Grade Point Average
- Discipline referrals/suspensions
- Truancy
- Absenteeism
- Retentions
- Standardized Test Scores
- Socio-Economic Status

### **GOALS:**

1. Providing structure and academic assistance to freshmen as they transition into a high school setting and adjust to their new surroundings.
2. Teachers will get to know their students better. Mentoring relationships will be established.
3. Students will feel a greater sense of belonging to our school.
4. Research shows that attendance, discipline and grades for freshmen improve.

5. Communication regarding students both within school and to home will increase.
6. With more focus on freshmen needs within the school, behavior problems and discipline referrals decrease.
7. Teachers will have common planning times so they can communicate lesson plans and concerns relating to various students.
8. With common planning, a meeting with a student and/or parents can be made to meet with the LIFT teachers.

These changes to Aiken High School's current structure seem appropriate if the commitment is to ensure more academic and personal success for our freshmen. This success will translate into a reduced retention rate and ultimately, an increase in our graduation rate in the long run.

In order to evaluate the effectiveness of the academy, it will be necessary to monitor attendance, discipline and grades for all freshmen in the program. Ultimately, our 9<sup>th</sup> grade retention rate will be the proper indicator to gage whether our concept is successful on a larger scale.

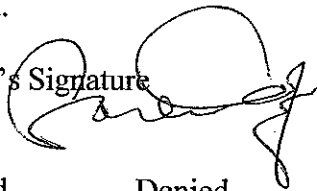
**What resources are being requested and how will they be used?**

Implementation of the program necessitates the allocation of four more teachers and an additional guidance counselor who will only work with 9<sup>th</sup> grade students. The additional teacher allocation is needed to ensure proper placement of students and to allows for smaller class sizes. Smaller classes allow our teachers to provide more individual attention especially for those students that have already been identified as being at-risk. New teachers would also need computers for their classrooms.

**Where will the academy be physically located?**

Aiken High School's Annex will house all LIFT classes. The proximity of all classrooms will also allow close teacher collaboration. In addition, we anticipate that the number of tardy referrals will be greatly reduced since student movement will be greatly restricted.

Principal's Signature



Date

Approved

Denied

Date

Superintendent's Signature



# Aiken County Public Schools

## Freshman Academy Pilot Application

School Name: South Aiken High School

Describe the level of support among the faculty

Since we began our Freshman Success program two years ago our teachers have been supportive of our efforts to address 9<sup>th</sup> grade retention and achievement data. We now have all four core departments on board for expanding this approach into science and social studies.

Describe the level of support among parents/community

Parents have been very supportive of our Freshman Success program and the structure of the classes in that program.

What steps have been taken to choose faculty members for the academy?

The teachers must possess the skills and mindset of helping ninth grade students, which includes the willingness to collaborate with their peers in developing common classroom policies and procedures, creating common assessments and analyzing data from those assessments, and developing interventions to reach students that have been identified as at-risk. Teachers currently in our Freshman Success classes will continue, as well as additional teachers that have been identified by administration for their performance both in and out of the classroom. We have already held a meeting with those teachers to outline the program expectations and support administration plans to provide. Teachers were given the opportunity to opt out of the program- all teachers were interested.

What initial planning has been done?

We currently have a program in English and math and are looking to expand it into ninth grade science and social studies classes. We have identified program priorities and expectations for teachers who participate (see attachment). All teachers have been identified and have begun planning for next year. We are developing the master schedule to accommodate smaller class sizes and common planning for all teachers involved in the program.

What are the expected outcomes and how will they be measured?

Our overall goal is to reduce ninth grade retention, with additional goals of increasing EOCT scores in English and Algebra 1, increasing student attendance, increasing school based interventions for at-risk students, and decreasing discipline. Outcomes will be measured through data maintained throughout the year.

What resources are being requested and how will they be used?

We are requesting 2.0 FTE to reduce class size to no more than 20 students in our ninth grade CP1 classes and 25 in CP classes. Research has shown that only a significant reduction in class size increases student achievement. This will also allow us to maintain other class offerings.

Where will the academy be physically located?

Due to the physical layout constraints of our building and location of science labs, the classes will be departmentalized, but not in the same area of the building.

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

Approved \_\_\_\_\_ Denied \_\_\_\_\_ Date \_\_\_\_\_

Superintendent's Signature \_\_\_\_\_

## Aiken County Public Schools Freshman Academy Pilot Application

School: Ridge Spring-Monetta High School

Describe the level of support among the faculty: The teachers assigned to the Freshman Academy must be dedicated to mission success and well-versed in the strategies for successfully teaching 9<sup>th</sup> grade students.

Describe the level of support among parents/community I have not begun to recruit support from the parents and community for a freshman academy. However, I anticipate the parents and community will support a program that emphasizes competency in the core subjects (Math, English, Social Studies and Science), organizational and study skills, and self discipline.

What steps have been taken to choose faculty members for the academy? The English I teacher has volunteered for the program. I anticipate hiring Math, Social Studies and Science teachers, with the expectation they will be faculty members of the Academy.

What initial planning has been done? We have reviewed the Freshman Academy plan and handbook from Wagener-Salley High School, and will visit Silver Bluff High School to watch their academy in action. Tentatively, we plan to have the students in a separate location on campus, taking all four academic courses (Math, English, Social Studies and Science) and several electives (choices include Art, Computer Applications, Agriculture, PE or Band). The schedule the students will follow will mirror the high school schedule but will include a separate lunch, and may allow for extended periods of Math and English.

What are the expected outcomes and how will they be measured? The goals of the Freshman Academy are to improve the academic achievement of our first year 9<sup>th</sup> grade class and reduce the retention rate for 9<sup>th</sup> grade students. We will measure growth in achievement by using the current school year's MAP scores as a benchmark, and comparing the growth rates in MAP performance of the benchmark group versus the freshman academy students. We will also use benchmark tests periodically in 9<sup>th</sup> grade courses with EOC tests (English I, Algebra I and Biology) to measure growth in each of these areas. We will determine if 9<sup>th</sup> grade retention drops by comparing the freshman academy retention rate with historical rates at RSM High School, which have been approximately 10-15 %.

What resources are being requested and how will they be used? We need three portable units for classrooms, three academic teachers (Math, Social Studies and Science) and four classroom sets of notebook computers (20 - 1 per academic subject area). The academic teachers will teach four or five classes of freshmen a day, with small class sizes (10-15 students). They may rotate out to teach one or two classes in the main building. The teachers will incorporate technology use in the classroom to benchmark and provide the students opportunities to receive supplemental resources of instruction (Compass, USA Testprep, etc.). The students will rotate as class size units to take elective courses.

Where will the academy be physically located? The academy will be located in portable units behind the school.

Principal's Signature: Warren Wintrode

Date: February 6, 2012

B-4

Attachment 4

Approved \_\_\_\_\_ Denied \_\_\_\_\_ Date \_\_\_\_\_

Superintendent's Signature \_\_\_\_\_