

- 7. Will you consider a 10th grade initiative?**

- 8. How will you plan your interface with your feeder school and high school - curriculum, scheduling, student placement, and faculty connections?**

- 9. In order to assist with the 8-9 transition, might “looping” of some teachers or a counselor be considered? Will some teacher “loop” from grade 9 to 10?**

- 10. How do you balance the team spirit of the NGA without alienating the rest of the high school faculty?**

Planning Guide: Leadership Team, Planning, Communications

Tasks	Who	Started	Completed	Notes
Form steering committee				
Establish communication links to superintendent / DO, school board, feeder school, rest of HS, union leadership, parents				
Develop vision and design				
Identify student education needs and set goals				
Determine evaluation criteria – set key success measures				
Set up accountability procedures for leadership teams				
Collect evaluation data				
Select theme (if any)				
Develop academy budget				
Develop annual calendar of events				
Determine enrollment targets				
Set up safety and facility use procedures				

2 – Curriculum, Data and Instructional model

- 1. Will 9th grade teachers use a common instructional model - common terms, strategies, and processes?**
- 2. What role will rigor and relevance play in your program? Will professional development be provided to assist teachers in designing lessons that are both rigorous and relevant?**
- 3. What should you expect to see in the classroom?**
- 4. Should you utilize common planning time?**
- 5. Which core classes do all freshmen currently take? Will the core required classes be the same in the new initiative? How will elective courses be handled / scheduled?**
- 6. How will ability grouping be handled?**
- 7. Is there a reading/literacy plan for the 9th grade program?**

Planning Guide: Curriculum, Data and Instructional model

Tasks	Who	Started	Completed	Notes
Identify instructional models to be employed				
Train teachers in instructional model				
Consider model for interdisciplinary instruction, teaming, themes				
Develop special programs for math, literacy, careers, etc as needed				
Develop as needed – accelerated and academic intervention level				
Develop curriculum frameworks				
Determine courses to be offered				
Determine data available to teachers for instructional planning				
Develop student assessments				
Consider use of data for targeting instruction				
Develop data reporting format for -students, parents, district leadership, public				

3 – Program, Schedule and Facilities

- 1. Will the 9th grade initiative be for all freshmen? First time 9th graders only? Only those likely to be academically or behaviorally challenged? How will you program for over-age 9th graders?**
- 2. Will 9th grade classrooms be grouped together somewhere in the building?**
- 3. Will there be an isolated lunch period just for 9th graders?**
- 4. How will common planning/preparation time be scheduled for the teachers?**
- 5. Will additional resources, such as more teachers, be allocated to 9th grade?**
- 6. What NGA class size guidelines will be utilized?**
- 7. How will extended learning time be made available/required for academically challenged students?**
- 8. What type of schedule will be developed and will it be different from grades 10-12?**

Planning Guide: Program, Schedule and Facilities

Tasks	Who	Started	Completed	Notes
Determine school location and facilities				
Develop facilities use plan / space modification as needed				
Determine class size, staffing, classroom needs				
Determine type of schedule				
Identify cafeteria, library, special area rooms				
Identify technology needs: infrastructure, hardware, software, and tech support				
Develop plan for moving into the school				
Develop equipment and material lists				
Order textbooks and instructional materials				
Assign rooms				

4 – Relationships with Students

- 1. Are you able to describe the academic and personal character of the ninth grader you hope to foster?**
- 2. What will you do to eliminate 9th grade student anonymity?**
- 3. Will there be an advisor/advisee program of some type? How will it be structured?**
- 4. What role will counselors play in your 9th grade initiative?**
- 5. Will students be given a clean slate beginning 9th grade or will an attempt be made to identify students before the year begins who might need attention?**
- 6. What will be the special literacy/reading intervention strategies?**
- 7. How will you program for special needs students – special education, ESL, 504, etc.?**
- 8. Will academically challenged 9th graders be assigned “more of the same” or will there be an enlightened approach to teaching the core basics?**

- 9. What concerns currently exist about 9th grade behavior, attendance and attitude?**

- 10. What interventions and consequences have been used in the past and have they been successful?**

- 11. Does the school staff currently have a consistent unity of purpose in terms of enforcing necessary school rules and regulations?**

- 12. What positive demonstrations of character are desired from students?**

- 13. What strategies to promote character might be considered?**

- 14. Despite the extraordinary 9th grade commitment, how will you program for the few students who will not academically “graduate” to grade 10?**

- 15. Will there be an additional summer school for any incoming ninth graders?**

Planning Guide: Relations with Students

Tasks	Who	Started	Completed	Notes
Recruit, select and assign students				
Develop intake procedures				
Consider use of student personal learning plans				
Design / staff / train for summer programs as needed				
Develop student handbook, code of conduct, student career interest surveys				
Develop master schedule				
Create student schedules				
Determine extracurricular activities				
Set up conflict resolution student procedures				
Plan student support services and academic intervention				

5 – Relationships with Parents

- 1. Will parents be involved in your planning process?**
- 2. How will you communicate with grades 8 through 12 parents?**
- 3. How will you assist 8th grade parents through a seamless transition process to 9th grade?**
- 4. Will there be special activities or training for parents of 9th graders? What unique communication/dialogue strategies might you use for parents of 9th graders?**

Planning Guide: Relationships with Parents

Tasks	Who	Started	Completed	Notes
Recruit parent advisory members as needed				
Develop 8 th grade parent recruitment materials				
Consider use of parent training model				
Develop NGA parent communication plan				
Evaluate use of newsletters, website, public access cable, email				
Develop NGA parent materials – welcoming packet, code of conduct, contract for learning				
Plan for open house / curriculum night				

6 - Teacher Support and Staff Assignment

Is it possible to assign an administrator full time to the 9th grade?

What motivational strategies will be employed to cause teachers to apply to serve as 9th grade teachers? How will the principal make 9th grade teaching a status assignment?

How will 9th grade teachers be recruited and selected?

How will counselor support be provided?

Will secretarial, student attendance personnel, data generation and management, etc. be provided to the 9th grade team?

Will staff to serve special needs students be assigned to the 9th grade initiative? How will these critical people be integrated with the teachers and teacher teams?

Will NGA teacher receive specialized staff development? Is there a commitment of extra professional development assistance for the 9th grade team?

Are professional development “experts” available in the school district to assist 9th grade staff?

Planning Guide: Teacher Support and Staff Assignment

Tasks	Who	Started	Completed	Notes
Develop leadership and governance structure				
Establish collaborative relationship with teachers union and other unit leadership				
Hire school leaders/assistant principals				
Hire/assign teachers –core area, specials, special ed				
Hire/assign support staff – secretaries, nurse, aides				
Develop leadership teams and roles				
Develop professional development plan in alignment with instructional model				
Develop professional development for technology and data analysis				
Hold team building activities for staff				
Set up instructional supervision procedures				