

## **TRANSFORMATION MESSAGE**

### **TEACHER GUIDE**

**Our students are critical stakeholders in the transformation process.** Because of this, it is important that we inform them of not only the concept of a transformation school, but that we also educate them about our most recent data and our current academic status. This will serve as a guide to help you present the power point to our students.

However, this is merely a guide. **Please use the relationships, your experiences, your expertise, and your knowledge of your students to communicate this message.** Ultimately, our students need to know that we are a school in transformation, but we have the potential to be the best school in the state. They also need to know that we are making progress. Let our students know what we have accomplished, but also let them know why we have to improve and what we have to do.

### **Slides 2-4 – TRANSFORMATION**

Focus on the term transformation. Transformation means change. As such, our school has to change. The most important thing is that we change in regards to achievement. But it also means that we have to change our culture. This refers to practices in our classroom, how teachers see students, how students view education, and our view about our school.

It is ok to identify that our school was identified as a low achieving school in 2010, but we have the potential to be the best school in the state. **This is because we have great teachers and great students.** The goal here is to emphasize a sense of urgency and to encourage them. I know that each of you knows your students and how to do that.

Everyone has to change: **this means students, teachers, and administrators.** Moreover, all of us have to be reflective and think about what works to make this school successful and what doesn't.

You could possibly paint this as an **opportunity** for us to make our school the best in the state.

### **Slide 5- WHY ARE WE IN TRANSFORMATION**

We are one among 25 schools that were identified as low achieving in 2010. This is because we have not met federal benchmarks for math, English, attendance and on-time graduation in several years.

Think about a time when you had a difficult experience or when you had to overcome an obstacle. I would relate that to where we are now. They need to understand that with hard work, any obstacle, including this one, can be conquered.

### **Slides 6 and 7 –HOW DO WE GET OUT OF TRANSFORMATION?**

This is very important. These slides speak for themselves. Student may ask why the math and English scores must be higher. You can explain the concept of Adequate Yearly Progress (AYP) and why this is essential. The federal government focuses on math and English scores. Moreover, these benchmarks increase each year. The state requires that we only have 70% in each area. However, I would emphasize that we want 100% in all areas. This is because all of our students need to pass their SOLs in order to graduate. **90% or 91% sounds great, unless you are part of the 10% or 9% that didn't pass.** As a school, we should see ourselves as a family and each of us should want to pass the SOL, but we should also encourage others to pass. There really is no room for us to classify ourselves as bad students and good students. Ultimately, we are held accountable as a school and we should want our entire student body to be successful. I would also talk about how each of the core subjects relate to elective classes. You can't be successful in Nursing unless you have an understanding of Chemistry and Biology. You can't be successful in Business unless you have a foundation in English.

Make sure they understand on-time graduation. This is attached to the number of students that graduate in four years. As a school we lose points when students drop out. But this is important to them because high school drop outs tend to not be successful. This is why they cannot afford to fail a SOL. If they fail a SOL this puts them that further away from graduating and success.

### **Slides 8- WHY IS THIS IMPORTANT.**

Why is this important? I would be very frank (but polite about this): **YOU CANNOT BE SUCCESSFUL WITHOUT A HIGH SCHOOL DIPLOMA.** All of this is attached to them graduating on time.

However, there is another component to this. The reputation of Hampton University and The College of William and Mary is very important to me. This is because my name is attached to these two institutions. I am sure this is a concern for all of us as college graduates. As such, they should be concerned about the reputation of our school.

There is also a line that says education means money; simply put, the more you learn, the more you earn. High School graduates make more than drop outs.

Some of them may mention GED as an option. Let them know that getting a GED is not as easy as some people think. First they have to take a test to qualify for the GED. Moreover, in some cases getting a GED is harder than actual diploma. **In any case, a GED is not a cake walk.**

#### Slide 9- WHAT WE HAVE ACCOMPLISHED

This is a comparison of our SOL scores in 2009-10 and 2010-11. It is clear that we have seen a number of increases. This demonstrates that our school is moving in the right direction.

#### **Slide 10-ATTENDANCE**

Show them that our attendance is increasing. The state and federal government mandates that we only need 94%, but as Eagles we should want more! Our students can't learn when they are not in school. Let them know that their success is attached to them being at school.

#### **Slides 11-15- Benchmarks**

Remind our students that this lets us know where our students are in regards to SOL achievement. When we grade benchmarks, we know what concepts students know and what concepts they don't know. This is why it is important that they take these tests seriously. **DO NOT TELL OUR STUDENTS THAT THE BENCHMARKS ARE HARDER THAN THE SOL TESTS.** We do not want our students to settle for mediocrity.

These graphs show our areas of need- geometry and earth science. I would communicate to them that as a school this should be our focus so that all of our students can be successful.

Also, when receiving teacher input, a concern was raised about students not liking graphs. If you don't like the graphs, use the chart at the end that outlines our benchmark achievement. What's important is that you let our students know where we are and emphasize a sense of urgency.

Again this is just a guide. **I fully expect each of you to say this message differently.** Please do not see this as something that you have to read verbatim. In fact, I do not want you to do this. Rather, use your own experiences and your knowledge of the students in your class to communicate this message. What's important is that we communicate the same message about the urgency of our school transforming and why it should be important to our students. **They should also be able to envision the possibility of our school being the best in the state!!!!**