

School Improvement Grant 1003(g)

Atlanta Independent School District

School Improvement Grant Application

Douglass High School Executive Summary

Over the last five years, Douglass High School has implemented several interventions to varying levels of fidelity in an effort to increase the academic performance of its students. However, previous attempts at instructional intervention have been limited due to lack of consistency in administrative leadership. In the last five years, the school has been under the leadership of three principals, and a fourth principal will be hired by May, 2010. Therefore, the lack of continuity in the structure that support rigor in teaching and learning were absent from the school's instructional framework. Also, interventions such as: flexible grouping, thinking maps, and advisory lacked a pronounced monitoring system that identified, assessed, and applied instructional improvement. The existing practice of transitioning from a comprehensive high school to Small Learning Communities, which provides a more personalized environment for students and staff, has garnered some pockets of success. However, strong interventions and a strategic plan must be implemented to raise the achievement for students and teachers/staff at Douglass to its highest level.

To address these critical needs and close the achievement gap in all core subject areas with a heavy emphasis on mathematics, the School Improvement Grant Team identified several transformative initiatives that will constitute an extreme make over for Douglass.

Develop Leadership Capacity: Principal, Academy Leaders, Assistant Principal, Leadership Team, Counselors, Graduation Coach, Lead Teachers, Instructional Coaches, Athletic Director, and Registrar will receive intensive training from Learning Excellence (District PD office) and the Office of High Schools (OHS) on best practices to enhance leadership building and collaborative skills.

Extend Learning Time and Academic Support: To address the need for both acceleration and remediation, Douglass will develop a student support plan to meet the needs of students who display a wide range of ability levels. Douglass will institute a Zero Period for students that may need additional academic support and/or want to accelerate learning in math and reading before the start of the regular school day. In addition, a Saturday School and a Summer Boot Camp will be implemented to include credit recovery, test preparations, tutorials and enrichment sessions for all core subjects.

Improve Instructional Program: The school data is a clear indication that rigor and relevance is lacking in the instructional program at Douglass. To address this need, a **New Instructional Framework Model** will be implemented to increase rigor and provide teachers with a clear roadmap for successful instructional delivery. The implementation of multiple levels of professional learning will occur though the length of the grant to include Gifted training for all teachers and the hiring of two Instructional Coaches to support math and reading.

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Implement New Effective Evaluation System: Align the **CLASS Keys** teacher evaluation system with the Teacher Effectiveness Dashboard (TED) and Effective Teacher in Every Classroom (ETEC) to monitor the impact of professional learning on teacher practice and student achievement.

Adopt the use of an On-Track-To-Graduate (OTTG) Portfolio: As an intervention for charting academic success and to measure content mastery students will be introduced to an **OTTG portfolio** that will afford them a means for formulating and achieving their goals for high school and post secondary options.

Improve Parent and Community Engagement and Relationships: School will increase the level of communication with parents and community and provide a structured framework that will direct parent involvement in a way that supports the vision and goals of the school.

In conclusion, this transformational process will afford all stakeholders at Douglass High School the opportunity to transform the instructional landscape by improving pedagogical practices and implementing best practices, thereby, improving teacher effectiveness and increasing student outcomes.

"Atlanta Independent School District understands and assures that any conflicts between the School Improvement Grant and Race to the Top will be resolved to reflect Race to the Top conditions."

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LEA Application 2010

LEA Name: Atlanta Independent School District

Section A. SCHOOLS TO BE SERVED: The LEA must include the following information with respect to the schools it will serve with a School Improvement Grant. Using the attached list of eligible schools, identify each Tier I, Tier II, and Tier III school the LEA commits to serve and select one of the four intervention models (turnaround model, restart model, school closure model, transformation model) that the LEA will use in each Tier I and Tier II school.

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of the schools.

School Name	NCES ID#	Tier I	Tier II	Tier III	Intervention Models (Tier I and Tier II Only)			
					Turnaround	Restart	Closure	Transformation
Alonzo A. Crim Open Campus High School	120	X						X
Frederick Douglass High School	89	X						X

No Tier III schools included in the APS application

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LEA Application 2010

LEA Name: Atlanta Independent School District

School Name: Douglass High School

Sections B and C must be completed for each Tier I and Tier II school applying for this grant. Sections B, number 6 and Section C must be completed for each Tier III school applying for this grant.

Section B. DESCRIPTIVE INFORMATION: The LEA must include the following information to complete the School Improvement Grant application.

1. For each Tier I and Tier II School that the LEA commits to serve, the LEA must analyze the needs of each school and select an intervention model for each school.
 - a) Complete the School Profile (Attachment 1a: Elementary School Profile, Attachment 1b: Middle School Profile, Attachment 1c: High School Profile).
 - b) If available, attach the “Target Areas for Improvement” section from the Georgia Assessment of Performance on School Standards (GAPSS) reviews completed within the last two years.

Provide a narrative describing the outcomes of analyzing the data (school needs).

Frederick Douglass High School is one of Atlanta Public School’s largest high schools serving 1,722 students during the 2008-2009 year, and with a current population of 1,337. This decline in enrollment at Douglass reflects district re-zoning in 2009. Of this population, 52% are female and 48% are male. The racial sub-group percentages are 99% African-American and the remaining 1% is a combination of Hispanic, Native-American, Caucasian , and multi-racial ethnicities. Ten percent of the student population are Students With Disabilities who receive services through the Program for Exceptional Children and 82% of the students qualify for free or reduced meals.

The leadership at Douglass has instituted attendance improvement strategies over the years, yet absenteeism continues to be a major problem. Rates of excessive absenteeism, as measured by students missing 15 or more days of school, has steadily increased from 22.5% in 2007 to 42.2% in 2009. This, coupled with higher than average rates of out-of-school suspensions, translates to missed periods of instruction for a high number of students, increasing their odds of failure (Appendix E). This missed class time may eventually manifest in a decline in future graduation rates and an increase in the drop-out rate. Presently, 83.2% of students graduate and only 3% of students drop out.

Despite making some gains on state-mandated tests, Douglass students continue to lag behind the district averages in performance on the End of Course Tests (EOCT) and the Georgia High School Graduation Test (GHS GT). Fifty percent of the students passed the 9th Grade Literature EOCT and 73% of students passed the American Literature EOCT. Performance on the English Language Arts GHS GT confirmed this achievement with over 81.9 % of students meeting standards. However, performance on

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Mathematics has been less stellar. Student achievement on the Math GHS GT declined from 51.9% in 2007 to 49.4 % in 2009. Even with improvements in pass rates on the Math EOCT, over two-thirds of students are performing below average, therefore not meeting state standards.

Douglass has been making uneven progress in preparing students for post-secondary success. Research from the College Board, the administrator of the PSAT and SAT, indicates a positive correlation between performance on the PSAT and the resulting performance on the SAT. College Board even advertises the PSAT as providing “firsthand practice for the SAT.” However, declining percentages of students are sitting for the PSAT at both the tenth and eleventh grade levels. In 2006, 78% of tenth graders took the PSAT and in 2009, only 71% took the exam (Appendix G). For eleventh graders, the decline is more precipitous; 82 % sat for the PSAT in 2006, and this rate declined to 46% in 2009. Both participation and performance on the SAT has remained relatively flat since 2006, with 47% of seniors taking the examination and scoring, on average, 800 combined points on the verbal and mathematics sections in 2009 (Appendix G). To address this stagnant participation and performance rate on the PSAT and the SAT, 9th grade students will be prepped and administered the PSAT starting October 2010. In addition, students in grades 10-12 will have opportunities to enroll either in Zero Period, Saturday tutorials or SAT prep classes.

Recently, larger percentages of students are pursuing a more rigorous and challenging curriculum. The percentage of students attempting Advanced Placement (AP) courses has more than doubled in the past year to 9%. However, of those students taking AP courses, declining percentages are attempting the AP exam; from 92% in 2007 to 48% in 2009 (Appendix H). The percentage of students earning three or higher on the AP exam, however, has increased over the past three years from 15 % in 2007 to 21 % in 2009. Recent research on the strengths and weaknesses of the AP program, compiled in the book, AP: A Critical Examination of the Advanced Placement Program, indicates that students who both take and pass AP exams are more likely to graduate from college than their counterparts who either did not take AP classes or did not pass the AP exam. This indicates the need not only to continue expanding the reach of the AP program, but also to encourage and equip more students to take and pass the AP exam.

Despite increasing percentages of Douglass students enrolling in two- and four-year post-secondary institutions, large percentages are entering college unprepared. In 2008-09, of the 31% of Douglass graduates who enrolled in a Georgia public university, 47.4% required remediation, compared to 20.7 % enrolling in a Georgia public university and 40.4 % requiring remediation in 2006 (Appendix I). This data indicates a strong need for an increased focus on instructional strategies such as differentiation of instruction and higher order thinking skills to increase the level of rigor in the classroom. These findings were also confirmed by the recent GAPSS Analysis conducted at Douglass (See Appendix J).

To address the aforementioned issues, Douglass has developed a comprehensive instructional program that is based on the *Gagne Theory of Instructional Framework* (1962) which will be implemented to enhance instruction in the classroom. The instructional program will include both remediation and acceleration of the curriculum. It promotes increasing rigor by providing advanced coursework, while at the same time it calls for the use of innovative program strategies that identify student deficiencies and provide interventions to meet those students’ needs. Such a program will transform the instructional approach at Douglass to address the needs of students with varying ability levels. To ensure that this

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program is viable and implemented with fidelity, internal experts such as Model Teacher Leaders (MTL), Instructional Coaches (IC), School Improvement Specialists (SIS), etc., and specialized consultants both national and local, will support the instructional program.

Other professional development workshops will place emphasis on building assessment literacy, developing common formative assessments and using assessment data to differentiate instruction. In addition, a consultant from Gifted Education will be contracted to conduct on-site classes for teachers to obtain the Gifted Endorsement. Three cohorts will be trained: 20 teachers in 2010, 15 teachers in 2011 and 15 teachers in 2012. This will enhance instructional strategies and build capacity through targeted professional learning.

c) Provide rationale for the intervention model selected.

Atlanta Public Schools has selected the SIG 1003 (g) **Transformation** Model as most appropriate for implementation at Douglass High School. Based on the student data previously presented, it is clear that a new vision, a more effective instructional delivery model, new support interventions and intense job-embedded professional development are needed to support Douglass High School. Staff involvement is essential to the success of any school reform initiative. The Transformation Model focuses on professional development that will ensure teachers have the skills needed for effective pedagogy and the capacity to successfully implement the new strategies that the school will adopt, with the support of ongoing technical assistance. The Transformation Model will allow the school to develop strategies to incorporate additional learning time into the daily schedule and to target failing students through afternoon and Saturday tutorial and academic recovery programs. It further requires the district to implement a program that rewards teachers who consistently promote student achievement and removes teachers who are ineffective and fail to meet performance expectations, using evaluation methods that are designed and developed with the involvement of teachers and school leaders. In addition, the Transformation Model closely mirrors the transformation efforts being implemented in the district's high schools. Over the last five years, APS has strategically transformed its comprehensive high schools by creating Small Learning Communities and Small Schools, adding or replacing site administrators, and placing an increased focus on a personalized instructional environment.

The SIG 1003(g) Transformation Model allows Douglass to maintain its existing experienced staff, with a three year progressive approach to the removal of ineffective teachers, while providing for new leadership and vision to implement innovative strategies designed to meet the holistic needs of its students. As the needs assessment data indicates, there are consistent weaknesses across the board in all subject areas; therefore, the model will allow for a complete overhaul of the instructional program. This will bring about the rigor and relevance needed to close the achievement gap and increase student performance at Douglass High School.

The Turnaround Model was not selected because it would necessitate losing at least 50% of Douglass' existing teachers, many of whom are experienced in working with students who face multiple barriers to success. The Restart Model was not selected because the district has the capacity to implement the intervention without an outside management company, which will better ensure sustainability of the changes and continuity with the other district high schools. The Closure Model was not selected because it would dictate the closure of a school that has the potential to achieve success with the support of effective leadership, programs, and interventions designed specifically for the students at Douglass High School.

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While APS has selected the Transformation Model, it is understood that implementing change, even when the status quo is not working, can be a difficult process. To ensure that the existing teachers are aware of the expectations of the process, each teacher will be asked to sign a *Letter of Commitment* to the Transformation Model. According to Fullan (2001), leaders must “create any mechanisms for people to engage in the new behavior and learn to value it” (p.87). Transforming a school culture equates to stakeholders’ adjustment in attitudes toward a collaborative community. Fullan notes, “People will not voluntarily share knowledge unless they feel some moral commitment to do so” (200, pg. 5). Therefore, in tandem with this *Letter of Commitment*, a *Memorandum of Understanding* will serve as tools for building support and establishing consummate relationships with all stakeholders. Teachers who are selected but do not wish to participate in the transformation process will be allowed to transfer to other schools. In addition, the Teacher Evaluation System will be modified to align with the CLASS Keys and GAPSS Analysis to identify strong teachers for reward and struggling teachers for support or removal, if necessary.

- d) For each Tier I and Tier II school that the LEA commits to serve, the LEA must describe how the LEA has the **capacity** to use school improvement funds **to provide adequate resources and related support** to each Tier I and Tier II school in order to implement, fully and effectively, the required strategies of the school intervention model it has selected.

Under the leadership of the nationally recognized superintendent, Dr. Beverly L. Hall, Atlanta Public Schools (APS) has made significant strides toward improving the academic performance of the nearly 50,000 students it serves. APS has recent **experience** with restructuring schools and developing **organizational infrastructure** to support the four major goals that drive the High School Transformation efforts:

- Ensure that 90% of students entering the 9th grade graduate within four years
- Ensure that APS graduates are ready for college and post-secondary opportunities
- Make APS the first choice among students and parents in the City of Atlanta
- Provide students with a world-class education

In 2005, the Superintendent and the Atlanta Board of Education authorized the establishment of the Office of High Schools (OHS), led by an Associate Superintendent, to ensure that the district has leadership and organizational capacity with authority to supervise, monitor, and sustain the fidelity of the High School Transformation process. The Associate Superintendent is a member of the Superintendents’ Expanded Cabinet and has a dual reporting responsibility to the Superintendent and the Deputy Superintendent of Curriculum and Instruction. This reporting structure ensures that the Superintendent and the Deputy Superintendent are informed of the implementation and monitoring of funds, protocols and processes for all related high school initiatives. In addition, it guarantees that the implementation of the OHS initiatives will always have the immediate and prompt attention of the Superintendent to move the efforts forward. The Associate Superintendent meets monthly with the Superintendent to discuss instructional issues and to identify and review any organizational processes and policies that may cause barriers to full implementation.

The OHS is staffed with highly qualified personnel to ensure that all of the necessary components of the

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transformation process are effectively managed, supported and sustained. The design of the organizational structure and function further demonstrates the district's capacity to devote staff and support to the management of the schools participating in the SIG 1003 (g).

The OHS has been strategic in transforming its nine comprehensive high schools into Small Schools and Small Learning Communities. The first phase of this process began with the opening of The New Schools at Carver in August 2005. Prior to the transformation, Carver was under-performing and under-enrolled with a graduation rate of 36%. Within one year of implementation, the enrollment increased by 50% and the graduation rate rose to 64%. In 2009, the average graduation rate of the four Small Schools at Carver was 94% .

Carver is the only campus that has been transformed long enough to have proven results. However, early data from the subsequently transformed schools show some signs of progress. The results of Carver and the progress at the other campuses are a testament to the district's ability and capacity to effect positive change. Another factor effecting change is the flexibility and autonomy granted to the site administrators by the Central Office. Principals are allowed flexibility to select a daily schedule, support programs, secure partnerships for business and higher education, and provide appropriate professional development.

Additionally, to increase the instructional capacity, APS has begun the development of a framework for a comprehensive Human Capital & Teacher Effectiveness System. This innovative staff evaluation system will ensure "Effective Teachers in Every Classroom (ETEC)" in line with President Obama's "Race to the Top" Initiative. The Effective Teacher Initiative includes the development of an evaluation system for teachers that is focused on student achievement, growth and classroom practice, including the development of the Teacher Effectiveness Dashboard (TED) as a tool to maximize teacher effectiveness in the classroom. This initiative will also strengthen the capacity of principals to successfully monitor teacher effectiveness. Implementation of this rigorous, transparent, and equitable teacher and principal evaluation system will provide individualized performance feedback and targeted support to teachers and principals. It will also result in detailed comparisons of performance and growth over time. The system will require distinct ratings of teacher and principal performance along with classroom observations throughout the year. It will also require an objective decision making process for documentation and removal of teachers and principals who fail to meet performance standards based on multiple forms of evidence of student learning, classroom practice, and leadership.

To better ensure a seamless transition from secondary school to post-secondary options, APS works very closely with educators within the college and university systems through a wide variety of projects and exemplary programs. In recent years, collaborations with the Georgia Institute of Technology on the Math and Science Initiative and the Pathways Mentoring and Tutoring Program have proven beneficial to the success of students. APS also works with Georgia State University, Atlanta Metropolitan College and Atlanta Technical College to increase participation of high school students in dual/joint enrollment and Early College Programs.

Atlanta Public Schools has ongoing relationships with a diverse group of nationally recognized leaders to provide organizational support and job-embedded professional development in instructional pedagogy, curriculum development and the change process. APS is committed to continuing this practice in the

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implementation of the Intervention Model for the School Improvement Grant. To ensure that the most appropriate technical assistance organization has been selected, a comprehensive Request for Proposal (RFP) process is in place. The process includes a Public Notice of Intent, the publishing of a detailed RFP document outlining the scope of work and specific terms and conditions of the ensuing contract, an information conference to review the RFP requirements and clarify issues for potential bidders, a thorough review by internal and external experts of all proposals submitted, a thorough legal review of top proposals (as needed), a review of references, and finally, approval of top proposals by the Board of Education (BOE) prior to executing any educational support contract for services. All contracts are monitored closely by assigned central office staff. Contractors that are unable to perform the requirements of the contract are presented to the BOE for termination.

In summary, the district is committed to providing a 21st Century education to all students it serves. It has the history and experience of restructuring schools, the organizational infrastructure and qualified staff to support such a project. Funds from the School Improvement Grant will provide the resources needed for full implementation.

2. If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.

The following guiding questions can be used to respond:

- a) Is there evidence of past failures of the LEA to support school improvement initiatives?
- b) Is there evidence that the LEA has diligently worked to implement, support and monitor such initiatives as standards-based classrooms, data rooms, and appropriate assessment practices?
- c) Is there a School Improvement Specialist working in the LEA?
- d) Has the LEA demonstrated support of the School Improvement Specialist's efforts?
- e) Is there a person at the LEA level that has been hired to work specifically with school improvement efforts?
- f) Is there evidence that the LEA has required specific school improvement initiatives for all schools? Examples include, but are not limited to: implementation of the Georgia School Standards, GAPSS reviews in many or all schools, analysis of high-impact practices shown in the Georgia's Implementation Resource Guide, functional leadership teams in all schools, and a LEA representative on all leadership teams.

(Respond Here)

Not Applicable to APS Proposal

3. Complete the appropriate portion of Attachment 2 (2a: Turnaround Model, 2b: School Closure Model, 2c: Restart Model, 2d: Transformation Model) that corresponds to the model selected for each Tier I and Tier II school. Attachment 2 addresses the LEA's actions it has taken, or will take, to:
 - a. Design and implement the interventions consistent with the final requirements of the model selected for each school.
 - b. Recruit, screen, and select external providers, if applicable, to ensure their quality.
 - c. Align other resources with the interventions.
 - d. Modify its practices or policies, if necessary, to enable its schools to implement the

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<p>interventions fully and effectively.</p> <p>e. Sustain the reforms after the funding period ends.</p>
<p>4. Complete the appropriate portion of <u>Attachment 2</u> that delineates the timeline to implement the selected intervention model in each Tier I and Tier II School.</p>
<p>5. Complete the appropriate portion of Attachment 2 that pertains to annual goals. The annual goals will be used to monitor the Tier I and Tier II schools that receive school improvement funds. The LEA must report each school's annual goals for student achievement on the State's assessment in Reading/English Language Arts and Mathematics, as well as graduation rate for high schools. This does not apply to the school closure model.</p>
<p>6/7. Complete Attachment 3 for each Tier III school the LEA commits to serve. The LEA must describe the services the school will receive and/or the activities the school will implement as well as the annual goals that the LEA will use to monitor progress.</p>
<p>8. The LEA must describe and provide evidence of how it has consulted with relevant stakeholders (e.g., parents, community representatives, business and industry leaders, school staff, school council members, students, higher education leaders, etc.) regarding the LEA's application and plans for implementation of school improvement models in its Tier I and Tier II schools.</p> <ul style="list-style-type: none">• The Leadership Team (administration, counselors, teachers, Instructional Coaches, parents and students) participated in ongoing weekly meetings to discuss the development and implementation of instructional strategies and interventions to support the School Improvement Grant.• The New Academy Leaders, Interim principal, School Improvement Specialists, Assistant Principal, teachers, and the Instructional Coaches, after analyzing data, collaborated to develop a strategic instructional model that will be implemented starting the fall of 2010. This model will address target areas for improvement as outlined by the GAPSS Analysis (Appendix J). Additionally, this model will address the lack of a rigorous curriculum, depth of content knowledge, student engagement and goal setting, minimal use of data, and lack of instructional norms across the four Small Learning Communities.• SIG 1003 (g) information was shared at Local School Council (parents, teachers, and business partners) meetings.• The PTSA president and student council were given multiple opportunities to share their input with regards to SIG 1003 (g).• Public notice was placed in school/district newsletters and website locations. (Appendix N-Q)

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LEA Application 2010

Section C. BUDGET: An LEA must complete a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

1. The LEA must provide a budget (Attachment 4: Budget Detail) that indicates the amount of school improvement funds the LEA will use each year to:
 - a. Implement the selected model in each Tier I and Tier II School it commits to serve.
 - b. Conduct LEA-level strategies designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools.
 - c. Support school improvement strategies, at the school or LEA level, for each Tier III school identified in the LEA's application.

Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000. The funding range for each school is between \$50,000 and \$2,000,000 annually. The actual award for each school may vary. The LEA should submit a comprehensive, three-year budget that provides an explanation of expenditures for each year. Budget renewal for years 2 and 3 will be based upon annual approval.

Section D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will:

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in Tier I and Tier II school that the LEA commits to serve consistent with final requirements.
- (2) Establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. See attachment
- (3) If the LEA implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. NA
- (4) Report to the SEA the school-level data required under section III of the final requirements.

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LEA Application 2010

Section E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.

Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

- "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Note: If an SEA has not requested and received a waiver of any of these requirements, an LEA may submit a request to the Secretary.

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LEA Application 2010

Attachment 2d

Transformation Model

LEA Name: Atlanta Independent School District

School Name: Douglass High School

The LEA must:

A1. Replace the principal who led the school prior to commencement of the transformation model.	
<p>According to GADOE, (2009) “To lead the nation in improving student achievement, Georgia’s educational leaders must be equipped with skills to direct the new work of standards-based learning” (p.1). Therefore, being proficient in the areas of curriculum, assessment, standards-based instruction, data analysis, organizational culture, professional development, performance management and process improvement, managing operations, leading change, and relationship development are essentials of a quality Leader (2009).</p> <p>Action:</p> <p>(1) Create a detailed job description for the principal position to include the following:</p> <ul style="list-style-type: none"> • Implements District policies, curriculum and programs throughout APS High School and facilities. • Supervises and evaluates all instructional staff and building personnel. • Conducts faculty meetings, assemblies, volunteer programs, and other activities. • Attends meetings, workshops, trainings and extra-curricular activities. • Prepares reports regarding attendance, test scores, personnel, government projects and other data. • Assists in planning and monitoring the school budget and ensures compliance of expenditures and budget. • Develops School Achievement Plan. • Reviews student/parent requests or problems and addresses them appropriately. • Serves on district-wide task forces and committees. • Provides intervention strategies/programs for at- risk student /population. • Monitors student and staff attendance. • Facilitates the roles and responsibilities for the SLC Academy Leaders. 	<p>Timeline:</p> <p>March 2010</p> <p>The job description for the principal position was modified to reflect the components of the transformation model.</p>

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<ul style="list-style-type: none"> • Develops a Parental Involvement Program that will increase student achievement. • Establishes an instructional program that will increase student achievement and ensures effective teachers in every classroom. • Works to maintain a school climate and culture that provides curriculum flexibility for all students. • Ensures that resources are available to staff to enhance teaching and learning in the classroom. • Works to ensure that all technology is periodically updated, operational, and appropriate to support the instructional program in every classroom. • Creates an organizational infrastructure that provides human and fiscal resources to drive and sustain change. • Evaluates the implementation and impact of professional learning based on change in teacher practices and student learning using a variety of data sources. <p>(2) Begin an internal review of principals within the organization who may be appropriate for the new position. Develop a principal's incentive package for recruitment and retention of a highly qualified principal and present to Board of Education for approval.</p> <p>(3) Conduct Level 1, Level 2 and Level 3 interviews of the selected candidates. Present finalists to the BOE.</p> <p>(4) Hire top candidates. Provide very clear expectations and benchmarks for the new principal while allowing flexibility and avoiding micro-managing.</p> <p>(5) Assign an experienced retired principal as a resource to the new principal.</p> <p><u>Monitoring/Evaluation</u> The principal will report to the Associate Superintendent of High Schools. The Associate Superintendent (or his designee) will meet individually with the principal monthly during Year 1 to provide support and guidance in implementing the SIG 1003 (g).</p> <p>A formal program evaluation will be conducted by an independent consulting organization.</p> <p><u>Sustainability Plan</u> The Principal position will be funded using district funds throughout the grant and beyond. Four Academy Leaders and one</p>	<p style="text-align: center;">SY 2010 -April – May</p> <p>Level 1 Interviews with Executive Directors, Office of High School staff, Principal, and Teachers</p> <p>Level 2 Interviews with Community Members, Parents, Teachers, Students</p> <p>Level 3 Interviews with Associate Superintendent and Deputy Superintendent and following this interview, the top candidate will be recommended to the Board.</p> <p style="text-align: center;">August-Sept 2010</p> <p>Assign an experienced retired Principal as a resource/mentor to the new Principal.</p>
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Assistant Principal will support the Principal in the governance of the school.	
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<p>A2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that</p> <ol style="list-style-type: none"> (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates, and (2) Are designed and developed with teacher and principal involvement. 	
<p>According to Stronge (2002), multiple indicators of teacher effectiveness can provide a continuum for evaluating relative strengths and weaknesses ranging from Not Evident to Exemplary, which are domains in the rubrics according to Classroom Analysis of State Standards (CLASS Keys). Further, Toch (2008) noted that multiple measures of evaluation capture a richer picture of a teacher’s performance.</p> <p>Action: The CLASS Keys is a performance appraisal process based on teacher standards designed to evaluate teacher performance, promote professional growth, and positively impact student learning and growth. In the same manner that the Georgia Performance Standards (GPS) guide student learning, the School Keys serve as a foundation for Georgia’s Comprehensive System of School Improvement and support, and the Leader Keys define effective, high impact practices that school and district leaders need to know, understand, and do. Further, this evaluation system:</p> <ul style="list-style-type: none"> ▪ provides clear articulation of and expectations around effective teaching; ▪ incorporates multiple measures of assessment that centers on student achievement; ▪ facilitates extensive training of evaluators and participants and ▪ allows for evaluation from multiple sources including principals and peers. <p>A highly effective teacher is one who consistently demonstrates professionalism and mastery across multiple performance</p>	<p style="text-align: center;">Timeline:</p> <p>SY 2010-11: Develop communication strategies and training required for employees; principal and lead teacher feedback gathered; initiative kick-off; monthly meeting via Illuminate; build awareness of strands and processes being adopted; build support teams of local school level and Central Office staff; participate in no-fault CLASS Keys/Leader Keys study year – Fall 2010</p> <p>SY 2011-12: Analyze teacher performance data (specifically student growth) and identify hot spots; facilitation of CLASS Keys/Leader Keys formal evaluation tool training; roll-out and embedding of ETEC Initiative – Fall 2011 and Spring 2012.</p>

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dimensions relevant to student success. Student Achievement, Standards-Based Instruction, Assessment, Curriculum and Planning, and Professionalism are the major components monitored through CLASS Keys/Leader Keys via the APS Human Capital Management Tool. Specifically, these dimensions include content expertise, successful use of proven instructional practices in the delivery of the content, commitment to on-going professional growth and learning, and unwavering dedication to meaningfully contributing to the improvement of peers, school and community.

The CLASS Keys for teacher evaluation has a twofold purpose: improvement and accountability. Both will drive teacher practice and student achievement through school improvement goals, instructional practice, and a collaborative framework for teacher evaluation.

In addition to CLASS Keys, multiple informal instruments to substantiate formal evaluation ratings include the 26 Best Teaching Practices (Atlanta Public Schools), The Atlanta Teacher Evaluation Process (ATEP), GAPSS Analysis, site-based observation tools and portfolios. With these comprehensive teacher evaluation tools, choosing professional development for teachers will be more precise and differentiated to meet their needs and to ultimately meet the needs of all students represented in the school's population.

The Douglass GAPSS recommendations, coupled with the assessments mentioned above, will drive professional learning designed to effectively and positively impact curriculum and instruction, as well as guide the use of multiple assessments to monitor student progress toward the mastery of standards.

An integral part of the evaluation process at Douglass will include providing immediate feedback to teachers. Depending on the intent of the evaluation tool being used, scheduled formative and summative conferences with the principal, academy leaders and teachers will occur to discuss the observation as it relates to curriculum, instruction, and assessment. To assess teacher effectiveness as it relates to teaching and learning, the CLASS Keys rubrics, where applicable, as well as the 26 Best Teaching Practices Check List, will guide this process. Critical conversations from these observations will foster a culture of adult professional learning through collaboration. It will also promote instructional practices that foster continuous school improvement

SY 2012-13: Full implementation of the CLASS Keys/Leader Keys evaluation tool; refine and sustain ETEC strategies – Fall 2012 and Spring 2013

SY 2009 -2010

Field Study: Orientation, planning sessions, training with school leadership and teachers/staff

Principals and other evaluators in the district will receive CLASS Keys certification training during Summer 2010

SY 2010-2011

The “hold and harmless” implementation of CLASS Keys/Leader Keys will take place.

Principal and school will execute the current evaluation tools (ATEP/GLEI) and components of the CLASS Keys process.

SY 2011-2012

Full implementation of CLASS Keys will begin. GLEI will continue to be used for school leaders.

SY 2012-2013

Full implementation of the evaluation process for school leaders, teachers and other staff will take place.

Ongoing Monitoring:

The Learning Excellence Department as well as the Associate Superintendent of the Office of High Schools will monitor the Evaluation system.

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<p>practices aligned with teacher support and school resources. This evaluation system is equitable for teachers and administrators, and it supports Small Learning Communities (SLC).</p>	<p><u>Sustainability Plan:</u> The district will provide incentives for meeting school targets, as well as partnership awards such as Families in Schools.</p>
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<p>A3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>	
<p>Odden (2000) noted that excellence should be rewarded and used as a retention tool for keeping high performing teachers, school leaders and staff. Also, it is noted that a reward system improves the governance of the school and links effective and quality teachers to classrooms.</p>	<p>Timeline:</p> <p>SY 2010-11: Research, Planning and Development by core team from district.</p> <p>SY 2011-12: Research, Planning</p>

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<p>Action:</p> <p>Douglass will utilize the Effective Teachers in Every Classroom (ETEC) Framework to identify and reward teachers and staff whose class data results reflect an increase in student achievement on the GHSGT, EOCT and Advanced Placement Exams. On the other end on the continuum, non-renewal recommendations for principals, academy leaders and teachers will be determined based on Atlanta Public Schools' district-wide policies and procedures.</p> <p>The ETEC initiative focuses on developing a framework and plan for a performance based pay system for teachers that are not based exclusively on longevity and education level. The ETEC plan is to build upon the school based targets/incentives currently used in the district today.</p> <p>The ETEC Framework is comprised of 4 key components.</p> <p><i>Comprehensive Teacher Evaluation System:</i> This is a system for teachers focused on student achievement, growth and classroom practices. Using the newly developed Georgia CLASS Keys Evaluation Instrument as well as GAPSS, the district will measure teacher performance.</p> <p><i>Teacher Effectiveness Dashboard:</i> To maximize teacher effectiveness, APS has invested in building a living teacher profile called the Teacher Effectiveness Dashboard (TED). This groundbreaking concept will help district and school leaders make strategic, data driven decisions regarding teacher hiring, assignment, support, retention, as well as dismissal.</p> <p><i>Principals as Human Capital Managers:</i> Principals are key to our effectiveness plans. They will use new tools such as our Dashboard and a new evaluation instrument to make clear, fair, evidence-based human capital decisions.</p> <p><i>Pay for Performance Compensation System:</i> APS plans to develop a Pay for Performance Compensation System that is built on student achievement and growth. Compensation models will be focused on performance rather than tenure and certification.</p> <p>The school achievement data for Douglass indicates a decrease over the years on the academic indicators (math and ELA) and the second indicator (graduation rate) for the Adequate Yearly Progress (AYP). The School Improvement Grant will be implemented school wide at the highest level of fidelity to bring about significant gains in student achievements starting year one. Monetary rewards will be provided to faculty and staff annually</p>	<p>and Development by core team from district.</p> <p>SY 2012-13: Roll out incentive plan for academic performance.</p> <p>Year 1 (2010-2011): To measure teacher effectiveness, a group of stakeholders will convene to discuss major core domains to be used to examine teacher effectiveness, as well as the proposed weights for each domain, and artifacts and evidence for each proposed domain.</p> <p>The Development of a Pay for Performance Compensation structure is in the planning stage by the district with scheduled roll-out. SY 2012-2013</p> <p>Recommendations for non-renewals will be made in January of each school year. This is the districts timeline.</p> <p>SY 2011 – The faculty and staff will receive a monetary reward (Certified@\$300 & Classified @\$200) for meeting /exceeding the identified annual goals for Math, ELA and the graduation rate.</p> <p>SY 2012- The faculty and staff will receive a monetary reward (Certified@\$400 & Classified @\$200) for meeting /exceeding identified annual goals in Math, ELA and the graduation rate.</p>
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<p>for documented exponential growth achieved on the AYP.</p> <p><u>Ongoing Monitoring:</u></p> <p>The School Improvement Specialist will monitor progress to ensure that appropriate rewards and dismissals are fair and consistent.</p> <p><u>Sustainability Plan:</u></p> <p>This plan will be sustained through district funds beyond the SIG 1003 (g) implementation.</p>	<p>SY 2013- The district will roll out Pay for Performance by year three to sustain the reward initiative. Evaluations will be made to determine the effectiveness of the compensations provided to the staff for student achievement and growth.</p>
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<p>A4. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p>	
<p>Guskey (quoted in Asayesh, 1993) states, "If improvement results from change, there must be something to initiate that change. And what's going to initiate it other than staff development?" (p. 24). Also, according to The North Central Region Educational Laboratory (NCREL), new learning for all students is acquired through professional development.</p> <p>Action:</p> <p>Providing timely and effective professional development is critical to student growth, teacher practices, teacher growth, and the advancement of the overall school culture. Douglass’ new school improvement efforts will be directly tied to the professional development plan that will be extracted from the school’s Annual Yearly Performance (AYP) data, teacher observations, stakeholders’ dialogue, and teacher developmental needs. The Action Plan, which evolves from the School Improvement Plan, will include establishing a cross-functional Professional Development Team to identify and prioritize the types of professional development needed to address student learning and meet the expected goals regarding student achievement. This cross-functional team will consist of teachers, Instructional Coaches, Administrators, and district content area specialists. An additional full-time School Improvement Specialist will be hired to</p>	<p>Timeline:</p> <p>Year 1 - June, 2010: Careful consideration will be made in the selection of a School Improvement Specialist (SIS) for the school. Upon hiring the principal, interviews will begin for hiring SIS and two Instructional Coaches.</p> <p>July 2010 Final Selection for these positions will be made.</p> <p>Year 2 - 2011-2012 (Evaluate performance and re-hire if necessary for year 2 and year 3)</p> <p>Specific training outlined for Year 1, Year 2, Year 3 (2010-2013)</p> <p>2010 -2013 Internal support (District) Model Teacher Leaders, SLC</p>

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<p>facilitate the planning process for professional development. Currently, the school has two Instructional Coaches that serve two core subject areas each. Two additional Instructional Coaches will be hired that are highly qualified in Reading/ELA and Mathematics and will work collaboratively to effectively facilitate the implementation of a Professional Development Program.</p> <p>In addition, to further transform and develop high performing instructional leaders, teachers, and other academic communities, Summer Professional Development Institutes for administrators, counselors, instructional coaches, teachers, and paraprofessionals will be offered. To broaden the professional development aspect of the transformational process, internal experts from the Office of High Schools and Department of Learning Excellence, along with local and national consultants will serve as facilitators for the growth activities and professional development applicable to each Small Learning Community (SLC). Professional development training to include topics such as differentiated instruction, data analysis, thinking maps, common assessments, co-teaching, PLC training, vocabulary development, and making instruction meaningful through technology and advisory, will be a part of our professional development framework. (Appendix L)</p> <p>Professional learning may occur after school, teacher workdays, and/or on Saturdays. However, most professional learning opportunities will occur during the weekly collaborative planning sessions. These type of sessions will afford teachers and staff the opportunity to actively participate in the learning experience and receive the needed information to fully and effectively implement and design lessons through modeling, observations, videotaping, discussion, and self-assessment.</p> <p><u>Ongoing Monitoring:</u> The Office of High Schools has a staff of Model Teacher Leaders (MTLs) whose responsibility is to provide professional development to schools and to monitor the implementation of that PD. MTLs will be assigned to monitor the execution of PD in the classroom and report effectiveness to the Principal and Associate Superintendent.</p> <p><u>Sustainability Plan:</u> It is anticipated that after three years of targeted professional development, Douglass will have developed on-site experts who can provide professional development to the staff as needed. In addition, the district provides ongoing embedded professional</p>	<p>Implementation Specialists, Learning Excellence will sustain the work SY 2013 and beyond.</p> <p>SY-2010 -11 Intensive PD for all staff to include: Implementation and monitoring of state academic standards, use of differentiating instruction, vocabulary development in content areas, Thinking Maps, Gifted training for 20 teachers, Co-teaching and team building, PLC training, and Building Assessment Literacy.</p> <p>SY 2011-12 – Targeted PD Implementation and monitoring of state academic standards, use of differentiated instruction, vocabulary development in content areas, Analyzing student work, Gifted training for 15 teachers, Co-teaching and Common and Formative Assessments.</p> <p>SY 2012-13 – Targeted PD Ongoing implementation and monitoring of state academic standards, vocabulary development in content areas, Gifted training for 15 teachers, Co-teaching and team building, and using assessment data to differentiate instruction.</p>
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<p>development through its Instructional Coaches, MTLs, and consultants. These activities can be funded through Title I monies.</p>	
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A5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

According to Duffy (2008), “For systemic transformational change to be successful, all stakeholders must buy into and feel a part of the process of creating the bright future the school district leaders envision” (pg. 1). Therefore, gaining support from stakeholders is critical to transformational change. These stakeholders must be vested and committed to the work that needs to be transformed. Proactive measures call for the implementation of strategies such as: financial incentives, increased opportunities for promotion and career growth, defined flexible working conditions which can be embedded in the recruitment process. Support for effective, high performing teachers, both novice and veteran, is imperative to the transformational process.

Action:

To initiate these proactive measures, a team of teachers (one from each discipline) will convene to identify and confirm the factors that influence job satisfaction and teacher retention. Then, teachers will collaborate to seek out the types of incentives, promotional and career growth, and work conditions that are effective in attracting and retaining good teachers. In addition, the administration will maintain the school/district website with a list of opportunities and criteria for career growth, advancement, and pathways for teacher leaders. This website will be constantly updated.

To further expand the scope of financial incentives, Douglass will implement a strategic plan that outlines incentives to include extra financial provisions for resources and materials, stipends for educational coursework certifications/or endorsements, and incentives for accepting additional assignments. Additional transformational teacher incentives will include extra pay for teachers who return to work prior to regular school opening to plan and receive professional development.

Monitoring: The Leadership Team will review the plan annually to ensure that teachers with marginal performance are not receiving incentives and to verify that high performing teachers are being rewarded appropriately.

Sustainability: This plan will be sustained through district funds

Timeline:

Year 1: 2010-2011

Implement Opportunities for:

- **Financial incentives -** Extended Work Day Opportunities on Saturdays and during the summer.
- **Promotion and Career Growth** to include Lead Teachers, Coordinators of programs, Lead PLC, PD Presenters, Advanced Curriculum Planning, and Summer Institute.
- **Flexible Working Conditions to include** staggered work schedules, Time off to attend PD/Conferences, Co-Teaching/Team Teaching, Half Day PD, Planning Periods each day, and common planning- PLC

Year 2 and Year 3 (July 2010 – July 2013)

Continue with full implementation of the plan. Evaluate the plan each year to determine effectiveness and make modifications as needed.

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beyond the SIG 1003 (g) implementation.	

A6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	
<p>Action:</p> <p>The school achievement data and the GAPPS analysis clearly indicate that rigor and relevance is lacking in the instructional program at Douglass. To address this need, the New Instructional Framework Model will be implemented to increase rigor and provide teachers with a roadmap for successful instructional delivery. (Appendix K) The School Improvement Grant will support the implementation of multiple levels of professional learning that are research-based and proven to be effective in bringing about a change in students performance. They include common and formative assessments, vocabulary development, differentiating instruction, inclusion and co-teaching, data analysis, and thinking maps. In addition, the school will provide an on-site Gifted Endorsement training program for teachers that will increase instructional strategies that support rigor and higher order thinking skills, expand the use of differentiation and promote student engagement. The school will hire a consultant with expertise in Gifted Education to train three teacher cohorts (20 teachers in Year one, 15 teachers in Year two, and 15 teachers in Year three).</p> <p>All teachers will be assigned to Professional Learning Communities (PLC) by content specific/grade level teams. All teachers will receive professional learning on effective collaborative planning and analyzing student work. Teacher leaders will be trained to facilitate planning sessions and monitoring tools (collaboration checklist, rubric, and feedback forms) will document the effectiveness of each session. Teachers will use a lesson plan rubric which incorporates the major tenets of the instructional model to self assess the development of an effective lesson plan. In addition, the school will institute vertical planning sessions across grade levels to ensure vertical alignment</p>	<p>SY 2010-2011 Planning and development of the school’s instructional model began spring SY 2010. Orientation and delivery to staff will be completed summer of SY 2010. Full implementation of the instructional model will occur in fall SY2010.</p> <p>Revisions and modifications will be completed as needed (This work will continue throughout the school year with some modifications as needed)</p> <p>SY 2011-2012 Continue to implement the Instructional Model. Evaluate effectiveness and modify as needed.</p> <p>SY2012-2013 Continue to implement the Instructional Model. Evaluate effectiveness and modify as needed.</p> <p>Gifted Endorsement Training provided on site SY1: 20 teachers will be trained SY2: 15 teachers will be trained SY 3: 15 teachers will be trained</p> <p>All content area teachers will be trained for this certification.</p> <p>SY 2010-11, SY 2011-12, SY 2012-</p>

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<p>of the curriculum.</p> <p>Because 67% of the students did not meet state standards in English and Math, the instructional model includes heavy emphasis on remediation and acceleration in both disciplines. In the content PLC, English and Math teachers will review curriculum mapping, instructional strategies and activities. The discussion will focus on giving and receiving feedback on the specific standards that students have not mastered based on student achievement data. They will share what works and identify factors that impede student progress.</p> <p>According to DuFour (2004), when teachers work together to develop curriculum that delineates the essential knowledge and skills each student is to acquire, create frequent common assessments to monitor each student's learning on a daily basis, collectively analyze results from assessments to identify strengths and weaknesses, and help each other to develop and implement strategies to improve current levels of student learning, these stakeholders are engaged in the kind of professional development that builds teacher capacity and sustains school improvement (p.63).</p> <p>To increase the effectiveness of the PLC, the district will assign local consultants (Model Teacher Leaders, Learning Excellence PD staff) who will provide specific professional learning and support to teachers/staff based on the needs identified by the PLCs. Previously, teacher training has been limited and not targeted to specific teacher needs.</p>	<p>13</p> <p>PLC will meet weekly by SLC and across SLC during common planning, after school and Saturdays. IC and Academy Leaders will monitor participation and levels of effectiveness.</p> <p>Professional learning support for teachers will begin summer SY10 and continue throughout year one. All teachers will be required to participate.</p> <p>PD for SY11 and SY 12 will be adjusted based on need.</p> <p>Monitoring: The principal and Academy Leaders will monitor the implementation of the PLC and determine their effectiveness after each semester beginning SY 2010-11. Ongoing monitoring will occur in SY 2012 and SY 2013.</p> <p>Sustainability: By year three, the school will engage in targeted PD and will use trained staff to redelivery professional learning. PLC will remain in full implementation and become an integral part of improving the instructional program.</p>
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A7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

According to Wiggins (2004), no single instrument can meet all the purposes of assessment or informational needs of classroom teachers. Research suggests that a balanced range of assessments are effective in improving student achievement in the classroom and on state and standardized tests.

In an effort to meet the academic needs of individual students at Douglass High School, the use of student data (formative, benchmarks, summative, interim, and performance) will be used as transformative tools for assessing achievement targets that will drive instruction and gauge the progress of student learning. According to Brookhart, Moss and Long (2008) “Formative assessment contributes to student ownership of learning more than any other classroom-based practice” (p.57). As assessment continues to become an integral part of Douglass’ instructional process, learning activities must be aligned with assessment results.

Action:

Defining desired learning results for students is critical to the Transformational Process. Teachers will use diagnostic tests as well as formative, interim, and summative assessments to determine readiness, learning style and ability.

Pre-tests and diagnostic assessments will be used to determine baseline performance levels. Various methods of diagnostics will be utilized to assess student academic levels. This data will be used to design differentiated instruction. Use of flexible grouping and other differentiation techniques. Increase the identification and placement of students in Gifted classes vial the AP Placement Exam.

Formative assessment will be used for on-going monitoring and student mastery and to determine students’ needs for continued instructional support. Results from these assessments are used to modify teaching strategies and differentiate instruction. Formative Assessments strategies such as, observations, projects, simulations, questioning, discussion, conferences, and reviews will be an integral part of our ongoing assessment of student progress.

Benchmark Assessments such as unit tests will be used to

Timeline:

SY 2010 – 2011

Partial implementation of grade/content data teams, data analysis training for all staff, instructional strategies using differentiation, weekly PLC meetings to discuss student work and analyze data, frequent classroom observations with feedback, and diagnostic, formative, interim and summative assessments to determine readiness and monitor student progress.

SY 2011- 2012

Full implementation of grade/content data teams, data analysis training for all staff, instructional strategies using differentiation, weekly PLC meetings to discuss student work and analyze data, frequent

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monitor progress towards mastery of the Georgia Performance Standards and will drive acceleration and scaffolding techniques. Benchmark assessments will be aligned to instructional units and adopted to scope and sequence.

Summative Assessments (GHS GT, EOCT, AP) will be used to measure annual mastery of Georgia Performance Standards as well as drive the remapping of the curriculum to meet the alignment of Essential, Important, and Compact Standards.

To promote the continuous use of student data, to inform and differentiate instruction, the following will occur:

(1) The school will establish a data team per grade/content area and one for the entire school to receive professional learning and become the on-site experts on using data to make informed, focused decisions on how to increase student achievement.

(2) District-level experts/consultants will begin training all teachers and site administrators on in-depth analysis of student work, in-class assessment strategies, analysis of standardized test data, and developing instructional strategies for differentiating instruction. (Appendix M)

(3) District-level experts/consultants will conduct regular observations of instruction (with feedback sessions) to support the use of differentiated instruction and in-class assessment practices based on the results from disaggregated data. Every teacher will be observed at least once every six weeks.

(4) The school will utilize weekly PLC (content area meetings) to analyze student work and lesson plan effectiveness. Teachers will be required to keep up-to-date data notebooks for each class and the use of data to inform instruction.

(5) Conduct monthly meetings facilitated by consultant experts to discuss observation findings, review data analysis from content area meetings, chart progress and inform academic program decision making.

(6) Issue every student an On-Track-To-Graduate (OTTG) portfolio to include specific differentiated instructional strategies, differentiated assessments and/or enrichment strategies based on identified needs. Students will collaborate with teachers to chart their academic success via an OTTG portfolio which will be maintained during Advisory. In addition, students will undergo assessments on learning modalities, multiple intelligences, and

classroom observations with feedback, and diagnostic, formative, interim and summative assessments to determine readiness and monitor student progress.

SY 2012-2013

Full implementation of grade/content data teams, data analysis training for all staff, instructional strategies using differentiation, weekly PLC meetings to discuss student work and analyze data, frequent classroom observations with feedback, and diagnostic, formative, interim and summative assessments to determine readiness and monitor student progress.

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<p>interest inventories. This comprehensive profile of student performance data will be maintained as an academic portfolio to improve and differentiate student learning. This data collection system will establish a proactive warning system for teachers, counselors, and administrators. This will help identify and monitor students who are at risk of not graduating on time.</p> <p>(7) Administer PSAT to all incoming 9th grade students and utilize the results to identify strengths and weaknesses and develop appropriate instructional interventions. The results of this test will be used to help assess the level of academic rigor in the curriculum.</p> <p><u>Ongoing Monitoring:</u></p> <p>To ensure that instructional decisions and practices are data driven, the full-time School Improvement Specialist, assisted by the Office of High School’s Model Teacher Leaders (MTLs), will perform regular observations of instruction to support the use of differentiated instruction and in-class assessment practices. Every teacher will be observed at least once every six weeks.</p> <p><u>Sustainability Plan:</u> Throughout the three years of funding from the SIG 1003 (g) grant, the capacity of Douglass’ staff will be increased in the areas of data analysis and modification of instructional practices. Therefore, the need for continued funds to support these activities will be minimal. Where professional development support is needed, the district’s Model Teacher Leaders will be available to provide assistance to the Douglass administration and staff.</p>	<p>PSAT administration occurs yearly in October for all students in grades 9-11. SY 2010 SY 2011 SY 2012</p> <p>The data from the initial exam will be used as baseline for student performance that will be compared to exam performance in years 2 and 3. This strategy will also be used as a monitoring strategy for academic growth as a tool to develop S.M.A.R.T. Goals that will become part of the students’ OTTG plan. Longitudinal data will serve as a tool to measure the impact of this transformational strategy.</p> <p>Sustainability: Funds to support the 9th grade administration of the PSAT will come from other district funds beyond Year 3.</p>
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A8. Establish schedules and strategies that provide increased learning time (as defined in this notice).

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<p>Douglass High School has been transformed from a comprehensive high school to a school with four Small Learning Communities (SLC). Each SLC is lead by an Academy Leader with an enrollment of no more than four hundred students. The newly formed SLCs are designed to foster a more personal environment for students and to establish a more collaborative working environment for teachers/staff to meet the individual needs of all students at Douglass. The SLC operates on a 4x8 bell schedule with advisory held weekly. Presently, the school day begins at 8:15am and ends at 3:15pm. Afternoon tutorials are limited to one hour/one day per week only as the individual teacher sees the need. After a complete review of the existing practices and procedures, the School Improvement Grant Team identified a need to modify the existing schedules and develop supporting strategies to increase learning time for students and teachers/staff. The school will implement the following strategies:</p> <ul style="list-style-type: none"> ▪ Establish a Saturday School program that has a three-fold purpose: (1) Academic Recovery using an online teacher-assisted program that provides additional instructional assistance for students who have fallen behind in course work or who, based on benchmark data, are deficient in Reading/ELA and Mathematics. (2) Academic Tutorials for all core subjects, and (3) Student Enrichment to include SAT/ACT prep classes and Advanced Placement support for grades 9-12. The Saturday School Program will take place three Saturdays each month from 8:30 – 1:00pm. All students needing transportation will be provided with Bus Passes. ▪ Institute a Zero Period (to be held before the start of the school day from 7:15am – 8:10am) for all students that may need additional support and/or want to accelerate learning in Math and Reading. Proposed courses will include Math Support, SAT Prep, Technology and online learning courses. Early bus service will be arranged with Transportation to support the Zero Period. ▪ Establish a Summer Boot Camp program for all students. The major instructional components will include a math enrichment camp, work sessions on Test Strategies and Overcoming Test Anxieties (GHSGT/EOCT/SAT/ACT), a mini-course open to all students that will strengthen reading, critical thinking and analytical skills and an online learning program for 	<p>Timeline:</p> <p>SY 2010 -11 Establish Saturday School and Summer Boot Camp for all students. Zero period to begin 2nd semester of year one. Planning and development will take place during the fall semester.</p> <p>Programs will be evaluated after year one for effectiveness and student participation to determine continuation.</p> <p>SY 2011-12 Full Implementation of Saturday School, Zero Period and Summer Boot Camp</p> <p>SY 2012-13 Full Implementation of Saturday School, Zero Period and Summer Boot Camp</p> <p>SY 2011, SY 2012, SY 2013 SLC structure will be fully operational in year one with</p>
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School Improvement Grant 1003(g)

<p>academic recovery. The Summer Boot camp will take place for three weeks during the month of June from 8:30am – 1:00pm. All students needing transportation will be provided with Bus Passes.</p> <ul style="list-style-type: none">▪ Institute an Attendance Recovery Program for students at Douglass High School. Absenteeism continues to be a major problem among students at Douglass. Rates of excessive absenteeism, as measured by students missing 15 or more days of school, has steadily increased from 22.5% in 2007 to 42.2% in 2009. This higher than average rate of absences translates to missed periods of instruction for a high number of students, increasing their odds of failure and eventually may manifest into a decline in future graduation rates. The development of an intervention system that allows students to make up instructional time missed due to absences through an Attendance Recovery Program will be implemented through the Saturday School Program. <p>Extended Learning Time for teachers includes:</p> <ul style="list-style-type: none">▪ Professional Learning Communities. Teachers will meet (by SLC) three days each week at common/interdisciplinary planning sessions to discuss student work, assessment strategies and ways to differentiate instruction. Teachers will use this time to review best practices and analyze data; conduct book reviews, hold workshops and training facilitated by the School Improvement Specialists, Model Teacher Leaders, Instructional Coaches, SLC Implementation Specialist, and school leadership.▪ Half-days have been approved by the Board for PD to occur each semester. Students are released at 12:00pm on these PD days, affording teachers/staff additional time to participate in PD sessions designed by the school and district. Teachers will participate in common planning and interdisciplinary team sessions, content specific learning, data analysis, and other learning relative to the goals and targets of the district.▪ Summer PD. Targeted PD will take place during the summer of each year. Teachers will report back early to work on developing effective plans and assessments for	<p>working PLC. In Year two and year three, the SLCs will support fully operational PLC.</p> <p>Half day PD will continue each year and is supported by the district</p> <p>Summer PD will occur in year 1-3 using the SIG 1003 (g) grant and will be sustained by funds from the district in subsequent years.</p>
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School Improvement Grant 1003(g)

<p>the school year. Teachers will develop strategies and interventions that will support the diagnosed needs of the students. Teachers will work collaboratively to unpack the standards, analyze formative and interim assessments and address the needs of all students (SWD, ESOL, Bubble students ,etc.) as identified by the Pyramid of Intervention.</p>	
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School Improvement Grant 1003(g)
LEA Application 2010

Attachment 2d
Transformation Model

A9. Provide ongoing mechanisms for family and community engagement.	
<p>Research/Rational- Family and Community Engagement</p> <p>According to the National Education Association (NEA) and the National Parent Teacher Association (PTA), when parents partner with schools and become avid stakeholders, their awareness level for academic success serves as a fundamental tool to encourage their children’s success in school (2009). Providing ongoing mechanisms for family and community engagement is essential to increasing the engagement and involvement of all stakeholders in the educational process and creating an autonomous culture that will empower parents.</p> <p>Action:</p> <p>Parent Network Congress</p> <p>Douglass High School has a history of very strong parental and community involvement, but lacks structure. A number of parents have attended and graduated from this school. Many of the community partners have maintained an extensive partnership with the school. Student achievement improves when parents and the community play an active role in student learning, and good schools become even better schools when all stakeholders are involved. It is imperative that we sustain this valuable partnership with the parents and community while aligning their efforts with the school’s vision to improve student achievement.</p> <p>Activities implemented will reflect the PTA’s National Standards for Parents and Family Involvement Programs along with Dr. Joyce L. Epstein’s Family and Community Partnership Six Types of Involvement Framework. Douglass High School will create a Parent Network Congress. The Parent Network Congress objective is the following:</p> <ul style="list-style-type: none"> • Provide opportunities for all parents to become involved in decision making about how the parent/family involvement programs will be designed, implemented, assessed, and strengthened. • Provide outreach to encourage participation of parents who might have low-level literacy skills. • Inform parents regularly about the objectives of 	<p>Timeline:</p> <p>SY 2010 (spring) Research best practices for parent involvement.</p> <p>Develop a Parent Involvement Plan based on research that would support the uniqueness of Crim’s parents and community.</p> <p>Adopt the six principals from the Epstein’ Framework of Parent Involvement.</p> <p>SY 2011-12 Continue implementing the Parent Involvement Plan.</p> <p>SY 2012-13 Full implementation of the Parent Involvement Plan using best practices.</p>

School Improvement Grant 1003(g)

educational programs and their child’s participation and progress in these programs.

- Provide professional development for teachers and staff to enhance their effectiveness with parents.
- Form links with special service agencies and community groups to address key family and community issues.
- Provide opportunities for parents to share in decision making regarding school policies and procedure affecting their children.

The **Parent Network Congress** will be coordinated by a part-time **Community Engagement Coordinator and part-time Parent Empowerment (Parent Liaison)**. Professional development for the coordinators will be offered at the **National Partnership Network at Johns Hopkins University**. The training at National Partnership Network includes assistance in developing plans to integrate community engagement into school partnership efforts. Training will provide teams with a framework for engaging parents in a series of conversations about the school’s transformation process and how they can partner with the school. The Parent Coordinator (Parent Liaison) and Community Engagement Coordinator will conduct professional development, Parent Empowerment Program, and information sessions for parents to attend during the school year and summer. These forums will focus on the following:

- **Orientation “Fall Institute”**– Transformation Overview
- **Curriculum Night Exposition** – Quarterly sessions: School-wide student display of academic work and community vendors displaying academic focus activity.
- **Bimonthly Monday Morning Café** talks with Principal and Academy
- **Parenting Skills**- Bimonthly afternoon meetings - Guest speakers (lectures and hands-on presentations).
- **College Preparation Partnership with College and Universities**- Quarterly sessions: virtual tours, speakers, fieldtrips (local universities and colleges), guest speakers, panel discussions.
- **Empowerment Session** – Literacy Education, Nutrition/Health and Wellness, Supporting single parent homes and grandparents (legal guardian), Economically

SY 2010-11

Hire the Parent Coordinator (Parent Liaison) and Community Engagement Coordinator. Training will be provided for parents through the Parent Network Congress.

Begin implementing parent forums.

SY 2012-2013 -Full implementation of the parent center, and parent activities outlined in plan.

School Improvement Grant 1003(g)

<p>Challenged</p> <ul style="list-style-type: none"> • Transformation Summer Institute- (Saturday) Douglass Family Conference – location on-site. The program helps parents gain the skills and knowledge they need to play an active role in supporting the child’s academic, social and emotional behavior. <p>To further increase parental involvement, Douglass will:</p> <ol style="list-style-type: none"> 1) Establish a Parent Reading Program (Book Club) that is connected to the neighborhood library. Parents will “Get Caught Reading” as a motivation to their students. Books and materials will also be housed in the Parent Center. This effort is designed to encourage parents and students to read more and to share novels and course materials to improve academic performance. Parents will have the opportunity to share in book reviews, recommend books to other parents and students, as well as model reading at home. 2) Revitalize the Parent Center to become a vibrant 21st Century learning lab in the school, serving as a hub for training and providing resources designed to involve and empower parents. Parents will participate in a Breakfast Talk and Learn, Mid-day Brunch and Learn, and Book Club discussions. 3) School will also increase the level of communication with parents and the community through the use of newsletters, parent letters, monthly meetings, parent portal, parent website, school website, parent bulletin board, and parent chats. 4) Create a parent survey and use the results to develop an action plan for increasing community and parental involvement. Based on parent input and feedback, programs and activities for Year 2 and Year 3 will be established. <p><u>Ongoing Monitoring:</u> On a daily basis, the parent involvement activities will be executed by the Parent Liaison (PL). The PL will report directly to the principal. The district’s Parent Involvement Coordinator will support and monitor school’s activities and report findings to the Associate Superintendent or his designee.</p> <p><u>Sustainability Plan:</u> Currently, the Parent Liaison position is funded from Title I. The new position will be absorbed by Title I at the end of the grant. The equipment costs are one- time purchases.</p>	<p>SY 2010-11</p> <p>The school will establish partnerships with the Fulton County Library and Barnes and Noble to help sustain the Parent Reading Program. Evaluate after year one for effectiveness.</p> <p>Parent Center will become the Parent University</p> <p>Establish guidelines for communications through newsletters, website, parent portal, meetings etc.,</p> <p>Conduct parent involvement survey</p> <p>SY 2011-12 - SY 2012-13</p> <p>Full Implementation of the parent involvement activities</p>
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A10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and

School Improvement Grant 1003(g)

increase high school graduation rates.	
<p>Actions:</p> <ol style="list-style-type: none"> 1) Work with district (Human Resources) to modify staff selection procedures to support the core subject areas of Math and ELA to eliminate vacancies and to ensure hiring of highly qualified staff. 2) Establish a yearly calendar that has been strategically designed to include embedded professional learning, extended day activities, and teacher planning/collaboration without interfering with time allotted for instruction. 3) Establish a school cross-functional team to work as needed to identify and modify local practices that pose a challenge to operational decisions promoting improved student outcomes. 4) Provide opportunities for principal and members of the leadership team to observe schools (with similar demographics) that utilize innovative operational strategies related to scheduling, staffing and budgeting in ways that advance student performance outcomes. 5) Provide leadership team the opportunity to attend conferences that focus on operational and school business management. (SAM Conference) 	<p>Timeline:</p> <p>SY 2010-2013 HR/OHS meet w/ Principal to review staff allocation spring of each year.</p> <p>SY 200-2013 Principal and Leadership Team develop calendar for all staff prior to the start of the year. (May-July)</p> <p>SY 2010- 2013 School leadership team will meet weekly to discuss and modify procedures as needed.</p> <p>SY 2010-2011 Establish norms for modifying practices. Revisit each year to make modifications.</p> <p>SY 2010 -2011 Identify two high performing schools for site visits in fall and spring.</p> <p>SY2012, 2013 Research and analyze any innovative strategies identified at sites with possible implementation Year two and Three.</p> <p>SY 2010- 2013 Team (Principal, SAM, Academy Leaders, and Counselor) will participate yearly in SAM conferences and redeliver to leadership team and faculty. Sustainability after year three will be maintained with limited participation and staff will train and redelivery.</p>

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A11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	
<p>Actions:</p> <ol style="list-style-type: none"> 1) With the assistance of the SEA, the LEA will develop a monitoring tool/protocol for ongoing evaluation of the school improvement process, and include school level personnel and external partners in this process. 2) The Office of High Schools will provide assistance to Douglass on using research-based strategies and protocols for operational flexibility in school scheduling, staffing, and budgeting. This will help Douglass meet district goals related to student achievement and high school graduate rates. 3) Assign a full-time School Implementation Specialist to Douglass to support the Transformation Model process. <p style="padding-left: 20px;">The School Improvement Specialist will:</p> <ul style="list-style-type: none"> • Monitor Corrective Action and School Improvement Plan • Coordinate professional development activities • Support Leadership Team in data-based decision making • Provide support for standards-based instruction • Analyze data for differentiation and ongoing assessment • Provide support for graduation plans • Conduct Mini GAPSS Review • Provide training and support for CLASS Keys • Assist in Data Team development 	<p>Timeline:</p> <p>SY 2010- 2013 - The OHS will create a School Improvement Team that will ensure that the school receives ongoing intensive technical assistance and related support. This monitoring team will consist of Executive Director, Project Administrators, District SAM, Counseling Coordinator, SLC Implementation Specialists, and Model Teacher Leaders. This monitoring team will provide ongoing support beyond the SIG 1003 (g).</p> <p>SY2010-2011 Hire SIS in August 2010 to support transformation.</p> <p>SY 2011-2012–SY 2012-2013 Evaluate the effectiveness of the SIS position and make determination for continuation.</p>

B. Conduct a rigorous review process to recruit, screen, and select an external provider to ensure quality.	
<p>Actions:</p> <p>This item does not apply to the transformation model.</p>	<p>Timeline:</p>

C. Align additional resources with the interventions.	
<p>Actions:</p> <p>The Associate Superintendent, who drives all decisions related to</p>	<p>Timeline:</p>

School Improvement Grant 1003(g)

<p>High School Transformation and the Office of High Schools, will identify all of the resources available to the school improvement process.</p> <p>Hold planning sessions to ensure that additional resources are aligned with the interventions and share this alignment with all parties involved in the school improvement process. Maintain monthly updates to monitor the additional resources used for interventions.</p> <ul style="list-style-type: none">• For SY 2009-2010, Douglass’s Hospitality and Tourism Marketing SLC was awarded \$30,000 to provide college-readiness activities for students.• School Improvement funds Title I Part A \$75,000 for Professional Development – 2010• Title I ARRA Funds \$246, 588 allocated for instructional materials- 2010-2011• ARRA Parent Involvement for SY 2009 -2010 \$5,610.22• Title I Part A funds for SY 2009-2010 \$842,499.00	<p>HTM SLC received a one time grant for year 2009-2010.</p> <p>Douglass is a Title I school. Funds are allocated yearly to support the instructional program.</p> <p>The Title I ARRA funds are for two years only. SY 2010 and SY2011</p>
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LEA Application 2010

Attachment 2d
Transformation Model

<p>D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.</p>	
<p>Actions: Secure support from Office of High Schools and Superintendent to modify any practices or policies that impede the school from implementing the interventions fully and effectively as needed for transformation. Grant “defined autonomy” to schools in the process of transformation. Allow the principal to make decisions that support transformation with some flexibility. The following practices will require modifications to enable Douglass to implement the interventions fully and effectively:</p> <ul style="list-style-type: none"> • The establishment of a Zero Period from 7:15am – 8:15am will require a modification in the work schedule for identified staff. Teachers and administrators will have a staggered schedule (report time and leave time) each day. Modification of the master schedule and the bell schedule to reflect the early report time will be necessary in order to implement the intervention. • The Board approved half-day schedule for the district to implement professional development will require some modifications to allow the school flexibility in conducting specific PD that has been aligned to the Transformation Model. • Custodial staff work schedule must be modified to accommodate Saturday School. Funding must be provided and budget adjustments must be made in order to implement this aspect of the transformational model. <p>In collaboration with the district policy office, research local district practices or policies (if any) that may impede school from implementing the interventions fully and effectively as needed for transformation.</p>	<p>Timeline:</p> <p>SY 2010-2011 Develop procedures and practices for zero period implementation. Communication made with parents and students for enrollment. Teacher preparation for courses to be taught.</p> <p>Full Implementation 2nd semester – 2011</p> <p>SY 2011-2012 Full implementation Modifications as needed.</p> <p>SY 2012-2013 Full implementation</p> <p>OHS School Improvement Team will monitor the process to ensure implementation of aligned PD. (year 1- year 3)</p>

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E. Sustain the reform after the funding period ends.	
<p>Actions:</p> <ol style="list-style-type: none"> 1) The district/OHS will implement a strategic plan to sustain the Transformation Intervention efforts beyond the three year period. <ul style="list-style-type: none"> • Identify existing resources that extend beyond the three-year funding period and engage in long-range, ongoing planning to identify additional resources that can sustain interventions both individually and collectively after funds from SIG 1003 (g) are received. • The district will assess and modify, if necessary, current polices (staffing ratios, scheduling, budgeting, etc.) to ensure the intervention model is supported and sustained. • Work to maintain and strengthen its relationships with community organizations, corporations, and colleges/universities that are essential to supporting and sustaining instructional and student programs at Douglass. • Develop a plan to solicit the support of new community partners that includes showing data that demonstrates the district’s capacity to implement programs that positively impact student achievement. • Realign budget and timeline each year to maximize the support of school needs so that maximum progress is made before SIG 1003 (g) funding ends. • School will use the train the trainer model to support the duties performed by the consultants and other experts. PD will be conducted by the instructional coaches, Model Teacher leaders, OHS staff and trained teachers. • The summer professional development will be reduced to two days during preplanning; new teacher support from Learning Excellence; weekly and monthly PD will occur with support from instructional coaches, trained teachers, central office staff and funding from Title I and SIP. • The Office of High Schools staff (SLC implementation Specialists, MTLs, SST) will work with the school to develop and monitor the yearly calendar to ensure PD is embedded and targeted to the staff needs. • Rewards for increased student achievement will be sustained 	<p>Timeline:</p> <p>SY 2010 –SY 2013 Work to implement grant initiatives.</p> <p>SY 2014- beyond</p> <p>Title I funds</p> <p>Realign staff positions</p> <p>Realign roles and responsibilities</p> <p>Teachers/staff will provide in-house PD</p> <p>Secure viable partnerships</p> <p>Secure support from OHS</p> <p>Train staff to redeliver professional learning</p>

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<p>by the district through the Pay for Performance System.</p> <ul style="list-style-type: none">• The District School Administrator Manager (SAM) will work with school to monitor all financial and operational practices that may create barriers for implementing a strong instructional program.	
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School Improvement Grant 1003(g)

School Name: Douglass High School

<p>Annual Goals: The LEA must establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics to be used to monitor Tier I and Tier II schools. Write the annual goals below.</p>
<p>Reading/English Language Arts</p>
<p>2010-2011 School Year (5-10% increase each year)</p> <p>All first-time 11th grade test-takers will increase their achievement in English Language Arts on the Georgia High School Graduation Tests from 77.9% meeting and exceeding standards at the end of the SY 2009-2010 to 91% meeting and exceeding standards at the end of the SY 2010-2011.</p>
<p>2011-2012 School Year</p> <p>All first-time 11th grade test-takers will increase their achievement in English Language Arts on the Georgia High School Graduation Tests to 94% meeting and exceeding standards at the end of the SY 2011-2012.</p>
<p>2012-2013 School Year</p> <p>All first-time 11th grade test-takers will increase their achievement in English Language Arts on the Georgia High School Graduation Tests to 97% meeting and exceeding standards at the end of the SY 2012-2013.</p>
<p>Mathematics</p>
<p>2010-2011 School Year</p> <p>All first-time 11th grade test-takers will increase their achievement in Mathematics on the Georgia High School Graduation Tests from 40.4% meeting and exceeding standards at the end of the SY 2009-2010 to 62% meeting and exceeding standards at the end of the SY 2010-2011.</p>
<p>2011-2012 School Year</p> <p>All first-time 11th grade test-takers will increase their achievement in Mathematics on the Georgia High School Graduation Tests to 82% meeting and exceeding standards at the end of the SY 2011-2012.</p>
<p>2012-2013 School Year</p> <p>All first-time 11th grade test-takers will increase their achievement in Mathematics on the Georgia High School Graduation Tests to 93.7% meeting and exceeding standards at the end of the SY 2012-2013.</p>

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Graduation Rate
<p>2010-2011 School Year</p> <p>Douglass High School will increase the percentages of ninth graders graduating from high school in four years from 83.2% in 2008/09 to projected 88% in 2010/11.</p>
<p>2011-2012 School Year</p> <p>Douglass High School will increase the percentages of ninth graders graduating from high school in four years to 93% in 2011/12.</p>
<p>2012-2013 School Year</p> <p>Douglass High School will increase the percentages of ninth graders graduating from high school in four years to 98% in 2012/13.</p>

School Improvement Grant 1003 (g)

LEA Application 2010 Attachment 4 Budget Detail

LEA Name: Atlanta Independent School District

School Served: Frederick Douglass High School

Intervention Model: Transformation

Tier Level: I

Fiscal Year:

July 1, 2010 through June 30, 2011

Instructions: Please provide a comprehensive three-year budget for each school to be served with SIG 1003 (g) funds. Each fiscal year should be represented by a separate budget detail page. Please provide an accurate description of the services, personnel, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the chosen intervention model..

Object Class	Item Description	Costs		
100 Personal Services (Salaries)	School Improvement Specialist	95,000		
	Instructional Coaches (2) (ELA and Math)	150,000		
	Community Schools Outreach Coordinator	25,000		
	Stipends for staff professional development	128,895		
	Staff Incentives/Rewards for Student Achievement	28,000		
	Substitute for Regular Teachers PD	14,564.00		
	Object Total			441,459.00
200 Benefits	Fringe Benefits rate: 31.8%	30,210		
	Fringe Benefits rate: 31.8%	47,700		
	Fringe Benefits rate: 31.8%	7950		
	Fringe Benefits rate: 3%	3,866.85		
	Fringe Benefits rate: 3%	840		
	Fringe Benefits rate: 3%	436.92		
	Object Total			91,003.77
300 Purchased Professional & Technical Services				
	Gifted Consultant Training	16,250		
	Consultant to conduct formative and summative assessment	22,500		
	John Hopkins University National Network School (Conference visits/ research and planning)	5,000		
	Consulting Services (DI, GPS, Co-teaching, Voc. Dev. Thinking Maps,)	92,500		
	Object Total			136,250.00
500 Other Purchased	Cost for travel (PD) conferences for Administration/staff site visits	4,366.23		

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	Services	MARTA passes for Summer Boot Camp & Saturday School	\$30,000	
		Object Total		34,366.23
600	Supplies	Materials for Saturday/Summer/PD	4,500	
		Start up of Library/ Reading Club		
		Equipment/Supplies/Technology/books/	10,000	
		Cost of PSAT for incoming freshmen	6,000	
		Online Learning System – Saturday School (2 labs)		
		License and computers (software)	50,000	
		Materials for OTTG Students	5,000	75,500.00
700	Property (Capitalized Equipment)		\$	
		Object Total		\$
800	Other Objects	SAT Prep Course	10,000	
		Object Total		10,000.00
900	Other Uses			
		Object Total		\$
			School Total	\$788,579.00

**LEA Application 2010
Attachment 4 Budget Detail**

School Improvement Grant 1003 (g)

LEA Name: Atlanta Independent School District

School Served: Frederick Douglass High School

Intervention Model: Transformation

Tier Level: I

Fiscal Year:

July 1, 2011 through June 30, 2012

Instructions: Please provide a comprehensive three-year budget for each school to be served with SIG 1003 (g) funds. Each fiscal year should be represented by a separate budget detail page. Please provide an accurate description of the services, personnel, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the chosen intervention model.

Object Class	Item Description	Costs	
100 Personal Services (Salaries)	School Improvement Specialist	95,000	
	Instructional Coaches (2) (ELA and Math)	150,000	
	Community Schools Outreach Coordinator	25,000	
	Stipends for staff professional development	116,295	
	Staff Incentives/Rewards for Student Achievement	28,000	
	Object Total		
200 Benefits	Fringe Benefits rate: 31.8%	30,210	
	Fringe Benefits rate: 31.8% (2)	47,700	
	Fringe Benefits rate: 31.8% (4)	7,950	
	Fringe Benefits rate: 3%	3,488.85	
	Fringe Benefits rate: 3%	840	
	Object Total		
300 Purchased Professional & Technical Services			
	Gifted Consultant Training	14,400	
	Consultant to conduct formative and summative assessment	18,000	
	John Hopkins University National Network School(membership, conference for Parent team)	1,000	
	Consulting Services	34,365.15	
	Object Total		
500 Other Purchased Services			
	MARTA passes for Summer Boot Camp and Saturday School	\$28,790	
	Object Total		
600 Supplies	Materials for Saturday /Summer//PD	500	

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		Cost of PSAT for incoming freshmen	5,500	
		Online Learning System – Saturday School -renew license for 2 labs	30,000	
		SAT Prep Course	\$10,000	\$ 46,000.00
700	Property (Capitalized Equipment)		\$	
		Object Total		\$
800	Other Objects			
		Object Total		\$
900	Other Uses			
		Object Total		\$
School Total				<u>647,039.00</u>

School Improvement Grant 1003(g)

LEA Application 2010

Attachment 4 Budget Detail

LEA Name: Atlanta Independent School District

School Served: Frederick Douglass High School

Intervention Model: Transformation

Tier Level: I

Fiscal Year: July 1, 2012 through June 30, 2013

Instructions: Please provide a comprehensive three-year budget for each school to be served with SIG 1003 (g) funds. Each fiscal year should be represented by a separate budget detail page. Please provide an accurate description of the services, personnel, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the chosen intervention model.

Object Class		Item Description	Costs			
100	Personal Services (Salaries)	School Improvement Specialist	95,000			
		Instructional Coaches (2) (ELA and Math)	150,000			
		Community Schools Outreach Coordinator	25,000			
		Stipends for staff professional development	116,295			
		Object Total		386,295.00		
		200	Benefits	Fringe Benefits rate: 31.8%	30,210	
Fringe Benefits rate: 31.8% (2)	47,700					
Fringe Benefits rate: 31.8% (4)	7,950					
Fringe Benefits rate: 3%	3,488.85					
Object Total				89,348.85		
300	Purchased Professional & Technical Services	Consultant to conduct formative and summative assessment	18,000			
		John Hopkins University National Network School (membership and fees and conference for leaders)	500.95			
		Consulting Services (Co-teaching/ DI/ Voc.Dev./Gifted/GPS)	32,905.2			
		Object Total		51,406.15		
		500	Other Purchased Services	MARTA passes for Summer Boot Camp and Saturday School	10,829	
				Object Total		10,829
600	Supplies			Materials for Saturday/Summer//PD	2,500	
				Library/ Reading Club	500	

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		Cost of PSAT for incoming freshmen	5,500	
		Online-System – Saturday School –Renew License	30,000	
		SAT Prep Course	\$10,000	\$48,500.00
700	Property (Capitalized Equipment)		\$	
		Object Total		\$
800	Other Objects			
		Object Total		\$
900	Other Uses			
		Object Total		
			School Total	<u>586,379.00</u>

School Improvement Grant 1003(g)
Douglass High School (Budget Attachment)

(New Calculations based on 6.30.10 Revisions)

Teacher Stipends

	Year 1	Year 2	Year 3
Summer PD \$180/day	4 days @ 6hrs # staff 70 \$720.00 x 70 = \$50,400	3 days # staff 70 \$540 X 70 = \$37,800	3 days # staff 70 \$540 x 70 = \$37,800
Fringes (3%)	\$1,512.00	\$1,134.00	\$1,134.00
Bi-yearly at the end of Semester Monthly PD (Saturdays)	\$350(Dec./May) \$700 x 60 = \$42,000 (Formative assessments, GPS for Math, ELA and Science, DI, Gift, co-teaching, Thinking Maps	\$350 (Dec/May) \$700 x 60 = \$42,000 (Formative assessments DI, GPS for Math, ELA and Science, Co-teaching, Gift, voc.)	\$350 (Dec./May) \$700 x 60 = \$42,000 (Formative assessments DI, GPS for Math, ELA and Science, Co-teaching, Gift)
Fringes (3%)	\$1,260.00	\$1,260.00	\$1,260.00
Saturday School Coordinator	Three days/month 24 x 180 = \$4320	Three days/month 24 x 180 = \$4320	Three days/month 24 x 180 = \$4320
Fringes (3%)	\$129.60	\$129.60	\$129.60
Saturday School – 5 teachers	Three days/month 24 x 165 = \$3960 5 x \$ 3960= 19,800	Three days/month 24 x 165 = \$3960 5 x \$ 3960= 19,800	Three days/month 24 x 165 = \$3960 5 x \$ 3960= 19,800
Fringes (3%)	\$594	\$594	\$594
Summer Boot Camp for students: Academic Recovery, Tutorials & Mini-course	3 weeks (15 days) 15 x 165 = \$2475 5 x 2475 = \$12,375	3 weeks (15 days) 15 x 165 = \$2475 5 x 2475 = \$12,375	3 weeks (15 days) 15 x 165 = \$2475 5 x 2475 = \$12,375
Fringes (3%)	\$371.25	\$371.25	\$371.25
\$10,844.55 (Total fringes)	\$3,866.85	\$3,488.85	\$3,488.85
\$361,485.00 (Total PD)	\$128,895.00	\$116,295	\$116,295
\$372,329.55 (F + PD)	\$132,761.85	\$119,783.85	\$119,783.85

School Improvement Grant 1003(g)

DOUGLASS SUMMARY OF BUDGETARY ITEMS

Object Code	Section	Description	Year 1	Year2	Year 3
100	A4	School Improvement Specialist	95,000.00	95,000.00	95,000.00
100	A4	Instructional Coaches (2) (ELA and Math)	150,000.00	150,000.00	150,000.00
100	A9	Community Outreach Coordinator	25,000.00	25,000.00	25,000.00
100	A5	Stipend for Summer/ Saturday PD - teachers (DI, Co-teaching, Formative Assessment , GPS)	128,895.00	116,295.00	116,295.00
100	A3	Staff Rewards/Incentives for Student Achievement	28,000.00	28,000.00	0.00
100	A4 /A5	Substitute teachers for Regular teacher during PD	14,564.00	0.00	0.00
200		Fringe Benefits rate: 31.8% (SIS)	30,210.00	30,210.00	30,210.00
200		Fringe Benefits rate: 31.8% (2 Instr Coaches)	47,700.00	47,700.00	47,700.00
200		Fringe Benefits rate: 31.8% (Community Outreach)	7,950.00	7,950.00	7,950.00
200		Fringe Benefits rate: 3% (Stipend for Summer and Monthly PD)	3,866.85	3,488.85	3,488.85
200		Fringe Benefits rate: 3% (Staff Rewards)	840.00	840.00	0.00
		Fringe Benefits rate: 3% (Substitute Teachers)	436.92	0.00	0.00
300	A5	Gifted Consultant Training	16,250.00	14,400.00	0.00
300	A7	Consultant to conduct formative and summative assessment	22,500.00	18,000.00	18,000.00
300	A9	JHU National Network School (Conference visits/research, training, materials and planning)	5,000.00	2,000.00	500.95
300	A5	Consulting Services (DI, GPS, Co-teaching, Voc. Dev. Thinking Maps)	92,500.00	34,365.15	32,905.20
500	A10	Leadership development – Site visits and conferences to build capacity (4Academy Leaders, Principal, AP, Leadership team)	4,366.23	0.00	0.00
500	A8	MARTA passes for Summer Boot Camp & Saturday School	30,000.00	28,790.00	10,829.00
600	A4	Materials for Saturday/Summer /PD	4,500.00	500.00	2,500.00
600	A9	Start Up of Library/Reading Club/Equipment/Supplies/Technology and books	10,000.00	0.00	500.00
600	A7	Cost each year for the PSAT materials	6,000.00	5,500.00	5,500.00
600	A8	Saturday School – Online Learning System License and two computer labs (50 computers)	50,000.00	30,000.00	30,000.00
600	A7	Materials for the OTTG for students	5,000.00	0.00	0.00
600	A8	SAT prep materials	10,000.00	10,000.00	10,000.00

School Improvement Grant 1003(g)

		TOTAL	788,579.00	647,039.00	586,379.00
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LEA Application 2010

Factor:	Strength: We have this or already do this:	Weakness: This is a weakness; but we could improve if:	Opportunity: If these external changes occur, this could be a strength:	Threat: If these external changes occur, this could be a weakness:
Team Staff: Our LEA has staff qualified for a restructuring team. *Complete the Restructuring Team Checklist	X High School transformation retained qualified staff for school restructuring			
Will: Our LEA is willing to take extreme action in failing schools.	X District has transformed 9 HS into small schools and SLC in 5 years.			
Outsiders: Our LEA is willing to bring in external support if needed for student learning.	X District utilize several nationally recognized technical assistants and consultants for change reform			
Insiders: Our LEA is willing to require central staff to make many changes to support restructured schools.	X Transformed the secondary focus from reform teams to the Office of High Schools.			
Flexibility: Our LEA is willing to give capable leaders unprecedented freedom to change, even if this creates inconsistency and inconvenience.	X Leadership in newly transformed schools has autonomy in operation, such as bell schedule and extended day activities.			

School Improvement Grant 1003(g)

Note: This table was adapted from The Center for Comprehensive School Reform and Improvement publication, *School Restructuring Under No child Left Behind: What Works When? A Guide for Education Leaders*, 2006

Appendix A

School Improvement Grant 1003(g)

<i>School</i>	Frederick Douglass High School	<i>Model</i>	Transformation Intervention
----------------------	--------------------------------	---------------------	-----------------------------

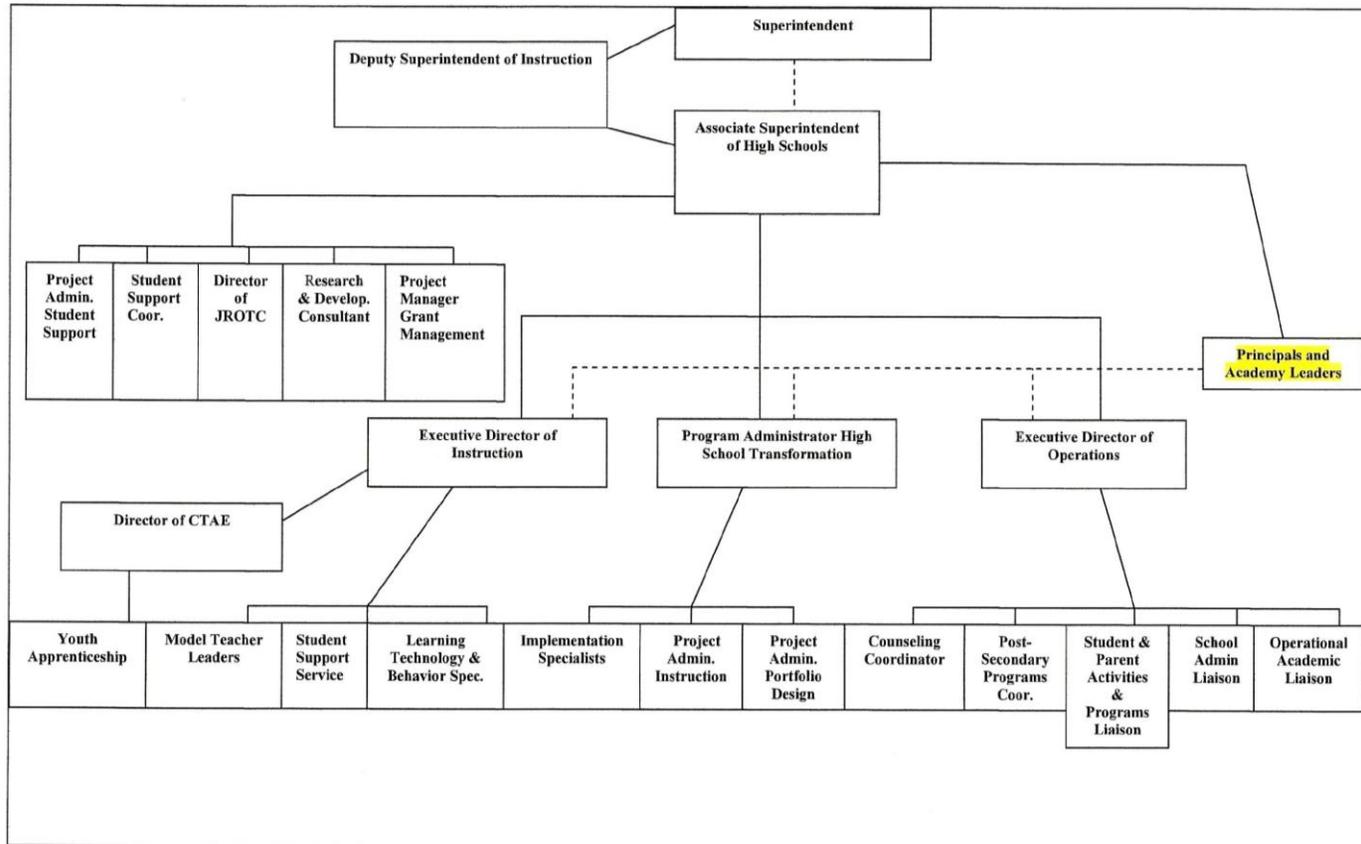
The team members listed below are experienced in the transformation process. All persons listed are a part of the newly formed APS Office of High Schools' central office leadership created in 2008 to complete and sustain the transformation of all APS comprehensive High Schools into small learning communities and small schools. Their job description cover all aspects needed to successfully implement and monitor the SIG 1003 (g) Transformation Intervention Model.

<i>Name</i>	<i>Position</i>	<i>Job Description</i>
Randolph Bynum	Associate Superintendent	Lead Organizer of the Change process
Abigail Crawford	Executive Director of Operations	Assist Lead Organizer in the change process
Kelly Walton	Program Administrator	Coordinate all local efforts of the Intervention Model
Patricia Ford	Director of CTE	CTE
Cassandra Dixon	Student Support/Instruction	Instructional support
LeVerne Ware	Counseling Coordinator	Counselors, college/career readiness
Lisa Norman	Student Support/Instruction	Instructional support
Isolda Antonio	Project Manager for Student Support	Mentoring program and 9 th grade transition
Tamiko Hudson	Academic Operational Support	AP, SAT, Testing, and College Readiness
Gerald Martin	School Administration Manager	Monitor and align school resources and finances
Brene` Patrick	Education and Career Coordinator	Support CTE staff, Work- Based Learning,
Shelly Powell, Nelson Render, John Norwood, David Jakana	SLC Implementation Specialists	School support for Small Learning Community Implementation Specialists
Joyce Lewis	Student Support Liaison	Support student programs
Daisy Duncan Grant	Work Based Learning Coordinator	Support the local WBL
	Model Teacher Leaders	Provide teacher support with content PD

Appendix B



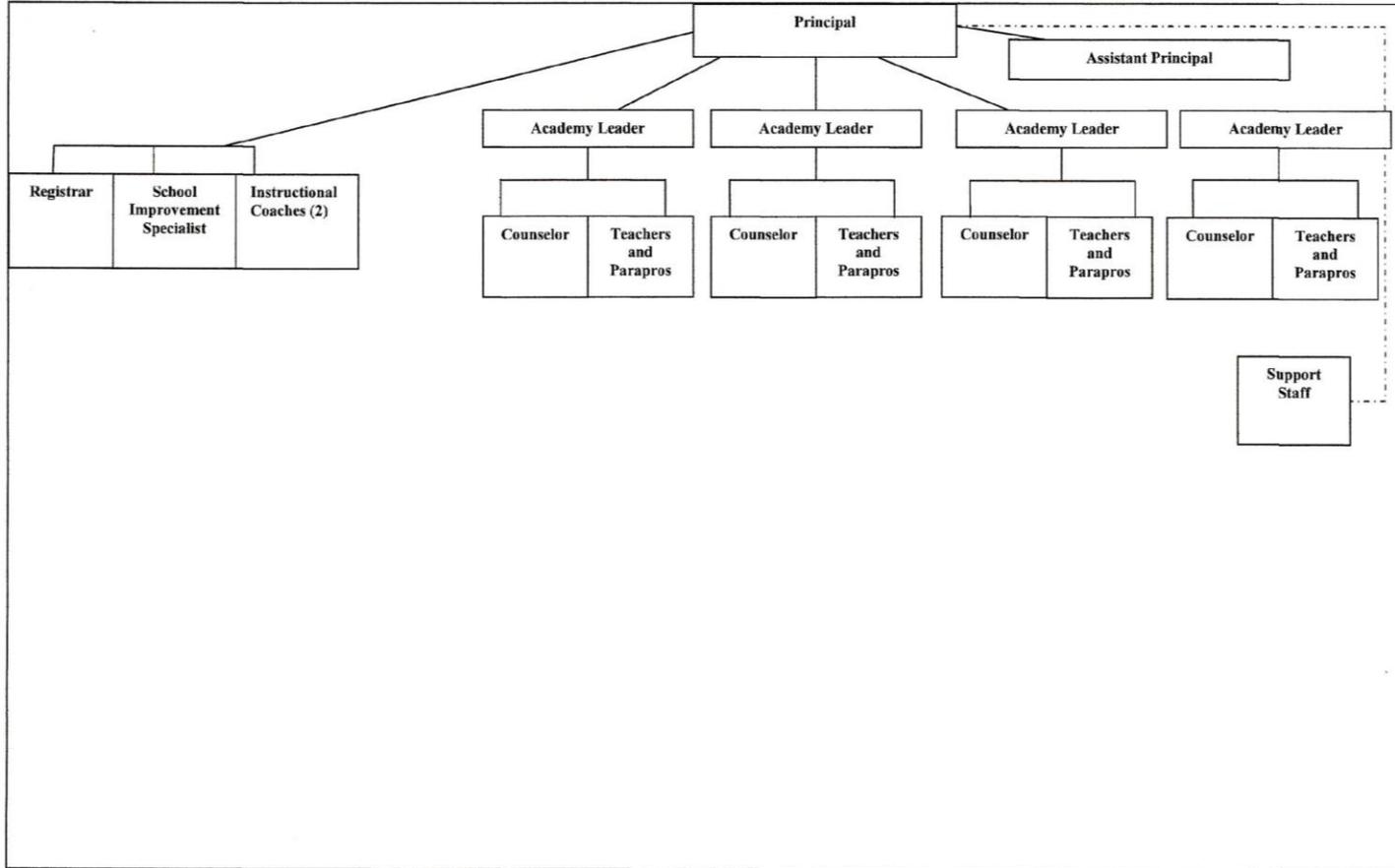
Structure for the Office of High School



Appendix C



Structure for Douglass High School



Appendix D



KATHY M. AUGUSTINE
DEPUTY SUPERINTENDENT
CURRICULUM AND INSTRUCTION
130 Trinity Avenue, S.W.
Atlanta, GA 30303
404-802-2700 – 404-802-1718 (Fax)
kaugustine@atlantapublicschools.us

February 1, 2010

MEMORANDUM

TO: Ms. Margo DeLaune

FROM: Kathy M. Augustine

RE: Public Comments on School Improvement Grants, Section 1003(g)

Atlanta Public Schools is in favor of providing Local Education Agencies (LEAs) with the three waiver options for the School Improvement Grants Application, Section 1003(g). We agree that the increased flexibility provided by the waivers will greatly support our efforts to increase student academic achievement. Further, this flexibility will allow school districts to inform critical decisions that will strengthen district accountability in meeting local, state and federal academic goals and standards.

We agree that Section 421(b) of the General Education Provisions Act should be waived. It has been publicized that these competitive grants to schools will range from a minimum of \$50,000 to a maximum of \$2,000,000 per year. Considering the possibility of some schools receiving extremely large grants, we feel that an extension of the time period for expenditure of funds is justifiable. Extending the period of availability for these funds will also provide school districts with time and opportunity to implement school improvement activities without fear of losing funds due to district procurement procedures which may occasionally impede the timeliness in which goods and services may be received.

We also believe that Section 1116(b)(12) of the ESEA that permits LEAs to allow their Tier I and Tier II Title I participating schools who implement a turnaround or restart model to "start over" in the school improvement timeline should be waived. Over the past five years, the Atlanta Public Schools transformation process has been hindered due to new and totally transformed schools having to assume the AYP designation of the parent school. Although, this option comes a little late for many of our schools, we still feel optimistic regarding the "start over" option, as we continue our transformation efforts.

Finally, we concur with waiving Section 1114(a) of the ESEA permitting LEAs to implement a schoolwide program in a Tier I or Tier II Title I school that does not meet the 40% poverty threshold. Most of our schools are Title I Schoolwide Programs. However, allowing eligible target assistance schools to implement schoolwide programs provides the district with another tool to use in improving our schools.

Thank you for the opportunity to provide input into the school improvement process.

KMA:pld

**School Improvement Grant 1003(g)
LEA Application 2010**

**Attachment 1c
High School Profile**

District Name: Atlanta Public Schools

School Name: Douglass High School

Grades: 09, 10, 11, 12

School Enrollment Total: 1938

NOTES: EDfacts data that is housed at the Georgia Department of Education will be provided in noted areas.

Enter data for all highlighted fields.

■ All data should be available.

SCHOOL DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
AYP status	N	N	N				
AYP targets the school met	ELA, SI	SI	SI				
AYP targets the school missed	Math	ELA, Math	ELA, Math				
School improvement status	NI-1	NI-2	NI-3				
Number of days within the school year	180	180	180	180			
Number of minutes within the school day	420	420	420	420			
Number of minutes within the school year	75,600	75,600	75,600	75,600			

Math – Mathematics; ELA – English Language Arts; SI – Second Indicator; NI – Needs Improvement; NI_AYP – Needs Improvement Made AYP; ADEQ – Adequate; ADEQ_DNM – Adequate Did Note meet

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**School Improvement Grant 1003(g)
LEA Application 2010**

Attachment 1c
High School Profile

Enter data for all highlighted fields.

■ All data should be available.

■ Data based on students who completed the course or who are currently enrolled.

Enter "NA" in any fields for which you do not have data.

STUDENT OUTCOME/ACADEMIC PROGRESS DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage of limited English proficient students who attain English language proficiency			0				
Graduation rate (percentage)	87.8	83	83.2				
Dropout rate (percentage)	2	3.4	3.3				
Student absent over 15 days rate (percentage)	22.5	33.9	42.2				
Number of students completing advanced coursework (AP)	59	51	108	142			
Percentage of students completing advanced coursework (AP)	3.6%	3.0%	6.9%	9.1%			
Number of students completing advanced coursework (IB)	0	0	0	0			
Percentage of students completing advanced coursework (IB)	0%	0%	0%	0%			

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**Attachment 1c
High School Profile**

Enter data for all highlighted fields.

■ All data should be available.

■ Data based on students who completed the course or who are currently enrolled.

Enter "NA" in any fields for which you do not have data.

STUDENT OUTCOME/ACADEMIC PROGRESS DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of students completing advanced coursework (early-college high schools)	0	0	0	0			
Percentage of students completing advanced coursework (early-college high schools)	0%	0%	0%	0%			
Number of students completing advanced coursework (dual enrollment classes)	0	24	3	0			
Percentage of students completing advanced coursework (dual enrollment classes)	0%	1.2%	0.2%	0%			
College enrollment rate	44%	50%	NA				
Number of discipline incidents coded as 900 as reported to state	16	20	10	NA			
Number of truants	NA	NA	NA	214			
Teacher attendance rate	97%	95%	94%	96%			

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**Attachment 1c
High School Profile**

- All data should be available.
 - Data as of 3/31/10.
- Enter "NA" in any fields for which you do not have data.

Distribution of Certified Staff by Performance Level as Designated on the LEA's Certified Staff Evaluation System							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of certified staff	144	147	122	134			
Number of teachers evaluated	127	108	107	NA			
Certified Staff Evaluated at Each Performance Level							
Percentage rated Satisfactory	98%	100%	100%	NA			
Percentage rated Unsatisfactory	2%	0%	0%	NA			
Percentage non-renewed	0.7%	0%	0%	0.7%			

**School Improvement Grant 1003(g)
LEA Application 2010**

**Attachment 1c
High School Profile**

Grade 11 GHS GT English Percent of Students Who Met or Exceeded																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	375	445	84.3	306	373	82	276	337	81.9												
Percentage White																					
Percentage Hispanic																					
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	12	28	42.9	12	31	38.7	7	27	25.9												
Percentage Economically Disadvantaged	272	328	82.9	257	322	79.8	194	241	80.5												

N - Numerator (Students who Met or Exceeded the standard)

D - Denominator (FAY Students with test scores)

% - Percentage (Meets Exceeds Rate in percent)

*** - State assessment changed to align with the new curriculum implementation. (Georgia Performance Standards)

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**Attachment 1c
High School Profile**

Grade 11 GHS GT English Percent of Students Who Participated																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	461	474	97.3	390	397	98.2	358	366	97.8												
Percentage White																					
Percentage Hispanic																					
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	30	33	90.9	35	37	94.6	27	29	93.1												
Percentage Economically Disadvantaged	333	342	97.4	333	339	98.2	251	255	98.4												

N - Numerator (Number of Students Participated in the test)
D - Denominator (Number of Students Enrolled during test window)
% - Percentage (Participation Rate in percent)

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**Attachment 1c
High School Profile**

Grade 11 GHSMT Mathematics																					
Percent of Students Who Met or Exceeded																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	229	441	51.9	210	374	56.1	167	338	49.4												
Percentage White																					
Percentage Hispanic																					
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	3	28	10.7	4	32	12.5	5	27	18.5												
Percentage Economically Disadvantaged	170	324	52.5	177	324	54.6	108	242	44.6												

N - Numerator (Students who Met or Exceeded the standard)
D - Denominator (FAY Students with test scores)
% - Percentage (Meets Exceeds Rate in percent)

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**Attachment 1c
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Grade 11 GHS GT Mathematics Percent of Students Who Participated																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	459	476	96.4	392	398	98.5	361	368	98.1												
Percentage White																					
Percentage Hispanic																					
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	30	33	90.9	35	37	94.6	27	29	93.1												
Percentage Economically Disadvantaged	331	343	96.5	336	340	98.8	253	256	98.8												

N - Numerator (Number of Students Participated in the test)
D - Denominator (Number of Students Enrolled during test window)
% - Percentage (Participation Rate in percent)

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**Attachment 1c
High School Profile**

Enter data for all highlighted fields.

■ All data should be available.

■ Based on Fall Semester data if available.

Enter "NA" in any fields for which you do not have data.

Mathematics I: Algebra/Geometry/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	72%	76%	66%	NA			
Percentage passed EOCT	12%	24%	21%	NA			

Mathematics II: Geometry/Algebra II/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	83%	85%	81%	NA			
Percentage passed EOCT	19%	27%	29%	NA			

*****This data will not be available for Mathematics I and Mathematics II until 2010.**

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■ All data should be available.

■ Based on Fall Semester data if available.

Enter "NA" in any fields for which you do not have data.

English Language Arts: Ninth Grade Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	78%	79%	80%	NA			
Percentage passed EOCT	43%	43%	50%	NA			

English Language Arts: American Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	85%	86%	78%	NA			
Percentage passed EOCT	59%	61%	73%	NA			

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Appendix E
Disciplinary Events for Douglass High School
(Per 100 Students)

	2007	2008	2009
Crim			
Suspensions:			
Out-of-School	33.53	23.00	29.21
In-School	3.7	3.5	1.2
Expulsions	0.6	0.3	0.1
Other	30.9	5.4	7.4
APS High Schools			
Suspensions:			
Out-of-School	30.3	26.0	22.9
In-School	6.1	12.2	9.8
Expulsions	0.9	1.2	0.2
Other	27.34	24.11	29.88

Appendix F
Number and EOCT Performance of PEC Students for Douglass High School

	2007	2008	2009
Number of PEC Students	206	183	166
Percent	9.4%	9.9%	9.6%
Percent Meeting and Exceeding EOCTs in:			
9th Grade Literature	13%	14%	7%
American Literature	12%	17%	17%
Algebra I	4%	9%	0%
Geometry	8%	10%	NS

Note:

NS: Too Few Students.

Appendix G
Participation and Performance on the PSAT and SAT for Douglass High School

	Student Participation				Average Student Performance											
					Verbal				Math				Writing			
	2006	2007	2008	2009	2006	2007	2008	2009	2006	2007	2008	2009	2006	2007	2008	2009
PSAT ¹ :																
10th Grade	78%	73%	76%	71%	-	-	-	-	-	-	-	-	-	-	-	-
11th Grade	82%	81%	77%	46%	-	-	-	-	-	-	-	-	-	-	-	-
SAT ²	46%	43%	48%	47%	406	406	406	404	403	388	400	396	396	400	411	406

Note:

1. Participation calculated as the ratio of test-takers and number of enrolled 10th (11th) graders as of Oct FTE.
2. Participation calculated as the ratio of the number of SAT takers and the number of seniors enrolled as of Oct FTE.

Appendix H
Participation and Performance on Advanced Placement Courses for Douglass High School

	2007	2008	2009
Number of Students Completing AP Coursework	59	51	108
Percent Completing AP Coursework	4%	3%	7%
Number of Students Taking AP Exam	54	37	52
Percent of Students Taking AP Exam	92%	73%	48%
Number of Test Scores Three or Higher	9	13	18
Percent of Tests Scoring Three or Higher	15%	25%	21%

Appendix I

College Enrollment and Remediation for Douglass High School Students Attending Georgia Public Institutions

	2006	2007	2008	2009
Percent Enrolled in a Georgia Public Institution	21%	20%	24%	31%
Percent Requiring Remediation	40%	54%	46%	47%

Appendix J

Douglass High School Mini-GAPSS -March 30, 2010

COMMENDATIONS

- Most classrooms reflected lessons and activities that were aligned to the GPS and standards and essential questions were posted in many classrooms.
- Most teachers had a three part lesson posted on the board with a beginning, middle, and end.
- The district and school has provided ample technology for classroom teachers and students.
- The team saw a variety of formative assessments being utilized in many of the classrooms.
- Materials and resources seem to be available in all classrooms.
- Students and staff were very warm and inviting during the team's visit.

Appendix J

TARGET AREAS FOR IMPROVEMENT

Curriculum	Instruction	Assessment	Professional Learning
<ul style="list-style-type: none"> The team did not see evidence of horizontal alignment among some classes in some grade levels. Examine the horizontal/collaborative planning process being utilized by teachers on each grade level to ensure consistency in instruction and to address rigor and depth of understanding. Implement the three part lesson plan to ensure a common framework of instruction across all grade levels. Examine the use of research-based instructional strategies such as differentiated instruction and higher-order thinking skills to increase the level of rigor in all classrooms. A variety of technology resources exist at Douglass High School. Utilize the existing technology to enhance learning for students. Also, integrate technology so that students are using it to enhance their learning. Utilize flexible grouping based upon ongoing formative assessments. Provide systematic, data-driven interventions to address the needs of students in all grade levels. Provide written commentary that reflects on the GPS so that students know how to improve their work. Use formative assessments more often to monitor student progress toward the mastery of standards. 			<ul style="list-style-type: none"> Differentiated Instruction Full implementation of the three-part lesson plan Rigor and Relevance Use of content collaborative planning Co-Teaching RTI (Academics and Behavior) Technology Integration Data Team Training/Use of Data to Plan for Instruction Writing effective teacher and student commentary for authentic student work
<p>Planning and Organization</p>			
<ul style="list-style-type: none"> Limit the number of interruptions to maximize the instructional time. The use of research-based instructional strategies (differentiation, flexible grouping, etc.) will help to maximize the use of instructional time. Also, reflect on the use of the opening activity to be sure that too much time is not being used to complete the warm up activity. Effectively use the certified teachers who are in co-taught classrooms. Reduce the number of students who are tardy to class. Limit the interruptions from the office such as announcements that may be occurring while some are still engaged in instructional time. 			
<p>School Culture</p>			
<ul style="list-style-type: none"> A risk-free learning environment was observed in some classrooms, but not in all classrooms in all grade levels. Utilize the RTI process to identify and meet the needs of students in all grade levels. 			

DIRECTIONS: Place the total number of observations that have taken place by each observer in the area to the right.	# times observed	Place the total number of each observation in the area to the right.
Instruction Strand		Percentage
Lesson/units are clearly aligned with GPS/QCC.	80	70%
Learning goals are aligned to the GPS/QCC and are communicated by the instructor.	48	42%
Students apply learning goals in performance tasks aligned to the standards.	48	42%
Sequencing of the instructional period is predictable and logical.	32	28%
The lesson begins with a clearly defined opening to strengthen learning.	19	17%
Instruction has a defined work period.	50	43%
Instruction ends with a summary activity that reinforces the learning.	10	9%
Content specific vocabulary is developed in context.	35	30%
Higher order thinking skills and processes are utilized in instruction.	29	25%
Higher order thinking skills and processes are evident in student work.	27	23%
Instruction is differentiated to meet student readiness levels, learning profiles, and interests.	13	11%

Instruction and tasks reinforce students' understanding of the purpose for what they are learning and its connection to the world beyond the classroom.	34	30%
The classroom instructor implements grouping strategies.	18	16%
The use of technology is integrated effectively into instruction.	52	45%
Students effectively use technology during the class period.	24	21%
Instructional goals, activities, interactions, and classroom environment convey high expectations for student achievement.	21	18%
Students demonstrate personal efficacy and responsibility.	19	17%
Assessment Strand	0	
Formative assessments are utilized during instruction to provide immediate evidence of student learning and to provide specific feedback to students.	52	45%
Written commentary is aligned to the GPS standard(s) and elements or QCC content standards.	9	8%
Planning and Organization Strand	0	
Materials and resources are effectively allocated.	79	69%
Classroom management is conducive to student learning.	91	79%
Instruction is provided in a safe and orderly environment.	89	77%
Instructional time is maximized.	55	48%
The teacher maximizes instructional time.	39	34%
School Culture Strand		
The culture of the classroom reflects a risk-free learning environment.	77	67%

Observation Summary Additional Information	Percent of times observed
Instructor's Delivery Mode	
Whole Group	67%
Small Group	11%
Paired	3%
Independent	18%
Other	2%
Instructor's Role	
Facilitator	43%
Lecturer	22%
Monitoring for student progress	24%
Modeling or demonstrating	10%
Other	8%
Student Engagement	
Recall activities	22%
Textbook activities	8%
Worksheet activities	24%
Higher order responses	7%
Performance tasks	17%
Discussions	6%
Listening	9%
Other	10%

DOUGLASS HIGH SCHOOL COMPREHENSIVE INSTRUCTIONAL MODEL

			Job Embedded Professional Learning	Monitoring	Needed Resources
Preparation	COLLABORATIVE PLANNING	Using data to develop lesson plans Common content lesson plan Common assessments	<ol style="list-style-type: none"> 1. Collaborative Planning (CP) for all 2. CP (Facilitators: Teacher Leaders) 3. Using data to Develop an Effective Plan 4. Developing Formative and Common Assessments 5. Team Building 	Collaboration checklist Collaboration Feedback Collaboration Rubric Lesson Plan Rubric	Consultants: Formative/Common assessments Collaborative planning Team building
PRESENTATION, GENERALIZATION, APPLICATION AND ASSESSMENT	GEORGIA PERFORMANCE STANDARDS AND INSTRUCTIONAL FRAMEWORKS	Opening: Remediation <i>Progress monitoring</i> Activating prior knowledge Vocabulary instruction Grouping <i>Cooperative learning activities</i> Differentiated Instruction Formative Assessment <i>Higher order questioning</i> <i>Corrective feedback</i> Rigor: Blooms strategy(ies) Co-teaching Model: Teacher or student Technology: Work Session: Acceleration: <i>Scaffolding</i> <i>Advance organizers (Thinking Maps)</i> Vocabulary reinforcement Differentiated Instruction Formative assessment <i>Higher order questioning</i> <i>Corrective feedback</i> Grouping: Cooperative learning activities Rigor: Blooms strategy(ies) Teacher or student Technology: Closing: Differentiated Instruction Formative assessment <i>Higher order questioning</i> <i>Corrective feedback</i> <i>Evaluation</i> Rigor: Blooms strategy(ies) Co-teaching Model: Alternative or Parallel Teacher or student Technology:	Note: This professional learning is job embedded and occurs during collaborative planning sessions. <ol style="list-style-type: none"> 1. Remediating the Curriculum 2. Implementing Effective RTI Strategies 3. Vocabulary Development 4. Cooperative Learning Activities 5. Differentiated Instruction 6. Accelerating the Curriculum 7. Vertical Planning 8. Thinking Maps 9. Rigor and Relevance 10. Co-teaching 11. Professional Learning Implementation Expectations and Monitoring 12. School-wide Monitoring 13. Integrating Technology 	High Impact Practice (HIP) Rubric Lesson Plan Daily compliance checks Classroom Observations with Feedback Teacher Report Card	Progress monitoring tools Thinking Map materials Consultants: <ol style="list-style-type: none"> 1. School Improvement Specialist 2. Differentiated Instruction 3. Thinking Maps 4. RTI 5. Vocabulary Development 6. Acceleration Techniques 7. Remediation Techniques 8. Technology Integration
	BENCHMARKS, COMMON ASSESSMENTS and/or CURRICULUM ASSESSMENT	Data Teams Leadership Team Awareness Walks District Monitoring Standards-Based Classrooms (SBC)	Data Teams: Using evaluation data for planning, monitoring and revising implementation strategies <i>Leadership Teams</i> GAPSS SBC Develop and implementing an awareness walk	Mini-GAPSS Comprehensive GAPSS Awareness walk HIP	Consultants: School Improvement Specialist

Appendix L (Documentation for Section A4, A6 & A7)

Proposed Professional Learning support for Douglas High School (APS)

Type of Support	Description of service	Alignment with Transformation Model	Timeline			Totals
			Year 1	Year 2	Year 3	
Personnel						
Two full-time Instructional Coaches (Math and ELA)	<ul style="list-style-type: none"> Alignment of work to school improvement plan Support for standards-based instruction Data analysis for differentiation and ongoing assessment Classroom observations Facilitate PD Monitor instruction 	Student achievement Use data to inform instruction Work quality of student work Increase graduation rate Conduct professional learning sessions	150,000 Benefits - 47,700	150,000 Benefits -47,700	150,000 Benefits -47,700	450,000 Total Benefits 143,1000
Full – time school improvement specialist (Douglas High School)	<ul style="list-style-type: none"> Monitoring corrective action plan School-wide monitoring of implementation and follow-up to professional development & Sch. Imp. Plan Leadership team support for data based decision making Alignment of work to school improvement plan Support for standards-based instruction Data analysis for differentiation and ongoing assessment Monitoring overall school 	Use of data to inform instruction Implement and monitor research-based programs Monitoring short-term and full corrective action plan Work quality of student work Increase learning time Increase high school graduation rates Student achievement	Salary & benefits 95,000 30,210	Salary & benefits 95,000 30,210	Salary & benefits 95,000 30,210	Totals 285,000 90,630

	<ul style="list-style-type: none"> improvement plan Support of graduation plans Mini GAPSS Reviews CLASS Keys Support Data team development 					
Curriculum and Instruction						
Implementation and Monitoring of GPS (local consultants)	<ul style="list-style-type: none"> Math I & Math II (face-to-face; on-line) Science with labs (MRESA & Ga Tech staff) Examining student work 	Job-embedded professional development State academic standards Student achievement	20 days @ 750.00 per day Initial GPS overview & training 15,000	July 1, 2010 – June, 2011 (monitoring & feedback; refresher) 10 days 7,5000	July 1, 2012 – June, 2013 Monthly monitoring & feedback 10 days 7,500	\$30,000.00
Differentiated Instruction (local Consultants)	Content, process & product of differentiated instruction with follow-up monitoring & support (on-site & online)	Job-embedded professional development Use of data to differentiate instruction	1 national consultant @ 6,000.00 per day & travel (e.g., Carol Tomlinson) 2 local consultants @ 750.00 per day @ 15 days (follow-up & monitoring) 13,500.00 Focus: general	Aug 2011– May 2012 (Bimonthly – grade level) 2 local consultants @ 750.00 per day @ 10 days Follow-up & retraining 7,500.00 Focus: content areas	Aug 2012 – May 2013 2 local consultants @ 750.00 per day @ 10 days Follow-up & retraining 7,500.00 Focus: content areas	15,000.00 28,500.00
Vocabulary Development (Building Academic Vocabulary) Douglas	Focus on content areas— Comprehension module for HS	Job-embedded professional development Increase student ach.	10 days @ 750.00 Instruction & monitoring	10 days @ 750.00 Instruction & monitoring	10 days @ 750.00 Instruction & monitoring	22,500.00
Thinking maps (Douglas HS)	. . .visual teaching tools that foster and encourage lifelong learning. The one common instructional	Job embedded professional development	National Consultant , books, supplies			0

	thread that binds together all teachers, from pre-kindergarten through post-graduate , is that they all teach the same thought processes.	Implement in stages— grade levels	Stage 1: ~25,000.00	0	0	
Certification						
Gifted Endorsement (Gifted Consultant) (Douglas HS)	4 –course endorsement with monitoring of implementation (list courses)	Job-embedded professional development	20 teachers @ \$800.00 July, 2010 – June 30, 2011 16,000.00	15 teachers @ \$800.00 July, 2011 – June 30, 2012 14,400.00	15 teachers @ \$800.00 July, 2012 – June 30, 2013 14,400.00	44,800.00
Gifted Endorsement	Books & materials		20 teachers @ 250.00	Re-use textbooks	Re-use textbooks	5,000.00
Students with Disabilities						
Co-teaching model (local consultant)	Professional Learning Module: <ul style="list-style-type: none"> • Teambuilding • Co-teaching Approaches • Co-planning Essentials • Accommodations/Modifications • Vocabulary Strategies • Processing Deficits 	Job-embedded professional development w/ materials included	15 days @ \$4500	Aug. 2010 – June 2011 Monitoring implementation of effective co-teaching through observations, providing feedback and assisting with co-planning; 15 days @ \$4500	Monitoring implementation of effective co-teaching through observations, providing feedback and assisting with co-planning; 15 days @ \$4500	<u>Douglass:</u> \$13, 500.00
Building a Data- Informed Culture (national consultant)	Building assessment literacy (Y1) Developing Common Formative assessment (Y2); and Using assessment data to differentiate instruction (Y3)	<ul style="list-style-type: none"> • Job-embedded professional development • Use of data to inform instruction 	5 days on-site PD for teachers & administrators @ 4500/day 22,5000	4 days on-site PD for teachers & administrators @ 4500/day \$18,000	4 days on-site PD for teachers & administrators @ 4500/day \$18,000	<u>\$58,500</u>

Appendix M (Documentation for Section A7)

Building a Data-Informed Culture(Proposed 3 Year Professional Development Plan)

Year	High School	Leadership Coaching				Total Days
2010-11	5 days of on-site PD	3 two-hour coaching sessions delivered on-site or virtually throughout the year				10
2011-12	4 days of on-site PD	3 two-hour coaching sessions delivered on-site or virtually throughout the year				8
2012-13	4 days of on-site PD	3 two-hour coaching sessions delivered on-site or virtually throughout the year				8
High School	Year 1		Year 2		Year 3	
	Building Assessment Literacy		Developing Common Formative Assessments		Using Assessment Data to Differentiate Instruction	
Day 1 Full Staff	Aug. 2010	Building Assessment Literacy – Why are we assessing?	Aug. 2011	The Power of Common Formative Assessments	Aug. 2012	Assessment Construction and Item Design for Differentiation
Day 2	Sept. 2010	Building Assessment Literacy – What are we assessing? Unpacking Standards	Nov. 2011	Steps to Build Common Assessments	Nov. 2012	Refining Assessments based upon Student Data
Day 3	Nov. 2010	Exploring the 4 Assessment Methods	Feb. 2012	Examining Data for Next Step Planning	Feb. 2013	Collecting Best Practice for Differentiation
Day 4	Feb. 2011	Seven Strategies for Utilizing Formative Assessment	Apr. 2012	Involving Students in the Assessment and Learning Process	Apr. 2013	Building Data Teams to Sustain Data-Informed Culture
Day 5	Apr. 2011	The Power of Data Teams				

Building Assessment Literacy: Assessment *for* Learning

This strand is designed to help educators understand the use of high-quality, classroom assessment data as a tool for enabling students to become confident, competent, lifelong learners capable of managing their ongoing academic success. These interactive sessions are grounded in the research shown to increase student performance and motivation through improved classroom assessment. Participants will be introduced to the researched-based approach of balancing high quality, student involved, formative assessments with building, district and/or state-wide summative assessments. Together we will explore the integration process between balanced assessment data, increased student performance, and curriculum mapping. In order to improve student performance, educators will examine the following questions concerning assessment data and its integration in curriculum maps:

- How does high quality assessment fit into effective classroom instruction?
- How are assessments *for* (formative) and *of* (summative) learning being utilized in classrooms and how can educators achieve a balance between them?
- What research-based effects can a balanced assessment system have on student improvement once it is implemented?
- What are the standards for accuracy and quality in formative classroom assessments?
- How can students be invested and involved in the formative assessment process?
- What is the best method for integrating assessment data in curriculum maps?

Expected Outcomes:

Participants will:

- articulate the connections between high-quality, student-involved classroom assessment and how best to use that process and its results to benefit students;
- illustrate the need for balancing high quality classroom assessment with large-scale standardized testing;
- identify and be able to express to others the keys to sound classroom assessment and the relationship between assessment and student motivation;
- learn specific strategies for involving students in the ongoing formative assessment of their own achievement;
- recognize the instructional power of integrating quality formative assessment data in curriculum maps; and
- share ideas, learn from each other, and increase our assessment mapping skill base.

Appendix N (Documentation for Section B8)

Title Leadership Meeting

3/12/10

Opening Remarks from Ms. McArthur

- Difference between Leadership Meeting and Administration Meeting
- Confidentiality – never use student names (initials if necessary)
- Leadership Team Rubric and Data Rubric coming to assess where we are in both areas

Review of Minutes

In future all read minutes and bring questions or concerns

- Ms. McArthur will facilitate Leadership meetings but we have to select a facilitator for next year
- On track with minutes and adding members to the team

AYP Verification

- Begin checking on portal to clear out withdrawn students
- Begin checking on Withdrawn students
- Check communities to make sure all information is correct
- Check to see what administrator is listed so that Dr. Robbins can print out information for all

AYP Updates

- Ms. McArthur will send Power Point for our viewing. We can bring questions to next meeting

Saturday Tutorials

- Good support from teachers and students
- We need to work with students on setting realistic goals
- Students need to understand their data (benchmark, grades, etc)
- Goals need to be realistic (ex. Working with students who need to improve college admittance scores, guiding students to two year colleges)
- We need to meet with every senior to work on setting realistic goals (counselors may need support from Lead Team in meeting with seniors)
- Remember seniors with special needs (students with child care needs, financial concerns)
- What is communicated to seniors need to be the same from all conducting

conference

- The parent present expressed need for parents to be involved
- Half-way between have a refresher meeting with students to make sure they stay on track with goals
- Parent input – the sessions can be after second report card so that data is used to guide
- Sign-in needs tightening up to capture all participating
- We adjusted to Ms. O’Stricker being absent
- Students knew where they needed to be
- Where will the sign in be located
- Students report to cluster
- Additional teachers (connection and extra teachers) will come down for breakfast and distribute
- Assignment list will be ready
- Academy leaders check to make sure all content areas have teachers
- A Friday Remediation Plans has been created
- Additional Marta Cards are available
- Senior Presence
- USA Test prep in the rotation
- Assign teachers as they come in

Testing Procedures

1. Severe Category Schools will have a State Department Representative
2. Testing Procedures should be written, clear
3. No one person is ever left with testing material
4. Do all necessary to prevent questions regarding Testing Procedures
5. Douglass is not in an area of concern
6. Seniors will test in a separate area from the juniors
7. Two people (Scott and another person) along with a State Dept. Rep

Budget

- Last week’s review revealed a low amount of funds
- We could petition the system for funds because:
 - We need to attend the leadership conference
 - We need to remediate students who may not have passed the GGT and students
 - Identify students who did not make 516. Title funds can be used to pay teachers to tutor during planning time (petition)
 - Begin remediation 3/29

Parent – Can students tutor students and receive community service credit

- Yes – under the direction/supervision of a teacher. Careful that confidentiality requirements are followed with validity

Appendix O (Documentation for Section B8)

Title Meeting
March 31, 2010

Present: M.J. Harris, R Lawrence, S Bailey, Marques Harris, Rhodope Jones, LeBlanc O'Stricker, C Jenkins, M. McArthur, L. Norman

Presiding – Dr. Lawrence

Meeting began with introduction of all members of the Title Leadership Team.

Minutes – Addition of counselors from Ms. LeBlanc (will send again by email)

McArthur (opening comments)

Instructional Framework/model

Will complete and come back to present to staff for preview and recommendations

Goal to finalize by end of year

Update on nation and Georgia and impact on Douglass

Race to top (media) because of funding shortage, grants available for states to compete. Includes drastic transformation. GA came in third

Teacher evaluation system not as comprehensive (no component tying student achievement to teacher performance, CLASS KEYS not implemented (must be added and tied to some type of student achievement. It is a large amount of money that we're going to have to attempt to obtain.

Education about to swing in another direction (pendulum)

SIG 1003 (g) (School Improvement Grant)

PL background on the law (revamped)

How to transform schools to be competitive

3 year grant (to fund education law completely)

Reform models (4 models to apply for grant)

Bottom 5 percent schools in state (lowest school achievement for last three Years

36 schools for Georgia (tiered 1, 2 and 3 according to federal guidelines)

1 122 million dollars

Douglass is in Tier I – gets largest amount of money

AYP scores, ELA scores and math to determine if moved 5-10%

Is a growth model

Douglass and Crim are the schools in APS in Tier I (is a great opportunity if we get the grant)

Due on April 15

GAPS is required

Ms. Crawford will present in the faculty to talk about the GAPS and SIG 1003 (g) .

We could earn 2 million for 3 years, but we must write a plan for this amount

4 Models

Research based shown to work throughout the country

II. The Turnaround – school closed and reopen with new staff and principal unless P has been there 3 years or less and has shown growth. (reconstitution)

New interview process (has to do with staff, evaluation, etc)

An instructional model – customized to students looking at data

The community part is heavily embedded. More parent input and community model

PD must be job embedded and related to your instructional model

(Remind MM to send a handout by email)

Administrators will go through this model in a future discussion

PD must be redelivered

II. Transformation

Keep 20% of staff

Must have a strong teacher evaluation in place tied to student achievement performance

Performance is tied to pay (ex. Bonuses for reaching goals)

(This is the model being pursued for Douglass)

III. Restart

Close school and start over as a Charter School

IV. Close school and feed students into high performing schools

GAPS – required for the grant

(handout to be compared to instructional model handout)

Appendix P (Documentation for Section B8)



DOE Meeting

Agenda
March 31, 2010
9:00am-11:30am



**Atlanta Public Schools
Local School Councils
Getting Started Training (Follow-up)**

Douglass High School
Wednesday, March 31, 2010
5:30 p.m. – 6:30 p.m.

Agenda

- I. Minutes/Review
- II. Racing to the Top
- III. GAPSS
- IV. 1003G SIG Grant
- V. Instructional Framework and Instructional Design
- VI. FDHS Instructional Model
- VII. Additional Information
- VIII. Closing

- Welcome/Introductions
- Local School Councils - Purpose
- Local School Councils - Membership
- Local School Councils - Conducting Business
- Local School Councils - Roles and Responsibilities
- Grant Opportunity – SIG, Office of High Schools
- Questions/Answers
- Adjournment



The Pulse

SUCCESS FOR ALL!!

PHOTO BY DMETRIA GIBSON

NORTH ATLANTA ENTERPRISES

North Atlanta Enterprises is a student business operated by students with disabilities at North Atlanta High School under the guidance of Mrs. Phyllis Hayden-Johnson, Inter-related teacher in the Program for Exceptional Children. Mrs. Hayden-Johnson teaches her students academic and vocational skills by actually having them run an awards business. The students make and sell trophies, plaques, and dog tags, along with engraving all awards. Please contact North Atlanta Enterprises for all your award needs!

North Atlanta Enterprises
(404) 802-4745



Ms. PHYLLIS HAYDEN-JOHNSON
NORTH ATLANTA ENTERPRISES
PEC INSTRUCTOR
PHJOHNSON@ATLANTAPUBLICSCHOOLS.US

GRANT AWARDS AND ANNOUNCEMENTS

2010 AP TEACHER TRAINING GRANT AWARDS

At the February 11, 2010 meeting of the Georgia State Board of Education, awards were made to 194 high schools for the training of AP teachers at the 2010 AP Summer Institutes. The Office of High Schools is pleased to announce that the following high schools were awarded the 2010 AP Teacher Training Grant:

- FREDRICK DOUGLASS HIGH SCHOOL
- MAYNARD H. JACKSON, JR. HIGH SCHOOL
- NORTH ATLANTA HIGH SCHOOL
- DANIEL.M. THERRELL HIGH SCHOOL OF HEALTH SCIENCES & RESEARCH
- DANIEL.M. THERRELL HIGH SCHOOL OF LAW, GOVERNMENT & PUBLIC POLICY
- DANIEL.M. THERRELL HIGH SCHOOL OF TECHNOLOGY, MATH & SCIENCE
- BOOKER T. WASHINGTON HIGH SCHOOL, BANKING, FINANCE & INVESTMENT
- BOOKER T. WASHINGTON HIGH SCHOOL, HEALTH SCIENCES & NUTRITION

SCHOOL IMPROVEMENT GRANT (SIG) GRANT ANNOUNCEMENT

Two APS Title I high schools (Douglass and Crim) have been identified by the Georgia Department of Education as eligible to apply for the School Improvement Grant (SIG) 1003(g). Each school, if awarded, will be eligible to receive no less than \$50,000 or more than \$2 million over a 3-year period to improve student achievement. The deadline for submission of the grant application is April 15th.

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