

SCHOOL IMPROVEMENT GRANT 1003 (G) APPLICATION EXECUTIVE SUMMARY RONALD E. MCNAIR, SENIOR HIGH SCHOOL

As a result of critical, strategic analysis of the McNair High School student achievement data, the *Transformation Model* has been selected in the application for the School Improvement Grant 1003 (g) (SIG). This model will allow the school to implement radical change without dramatically replacing instructional staff. The *Transformation Model* strategies closely align with the needs of the school and community and will help McNair High School significantly improve student achievement.

Under SIG's transformation model, *all* of the following will be implemented:

Develop teacher and school leader effectiveness

McNair High School will utilize both *CLASS* and *Leader Keys* along with the *McNair High School Professional Growth Plan* as evaluation tools. These tools are based in significant measure on student growth to improve teachers' and school leaders' performance and will be utilized to identify and remove those who do not improve student achievement outcomes. School leaders, teachers, and other staff who improve student achievement outcomes on the GHSGT, EOCT, and the graduation and dropout rate will be identified and rewarded. Relevant, ongoing, high-quality job-embedded professional development will be provided through the implementation of the *America's Choice Rigor and Readiness Model*, hiring full time math, ELA, science, and social studies content coaches, and assigning Career Academy Leaders. Professional learning will be provided in the following areas: 1) data analysis, 2) technology, and 3) gender-based instruction. After two years of successful implementation of the reform model, signing bonuses will be offered to recruit, place, and retain high-quality staff.

Comprehensive Instructional Reform Strategies

McNair High School will implement the *America's Choice Rigor and Readiness Model* in all grades as a comprehensive, research-based, instructional program. This program is not only vertically aligned from one grade to the next, but is also aligned with state academic standards. The model is designed to differentiate instruction to meet the needs of all students. The *America's Choice Model* will be enhanced and instruction will be differentiated by utilizing learning style inventories for all students to plan instruction, developing a Graduation Academy for students who are not on grade level (affording them the opportunity to catch up through DeKalb's Online Academy). The model also affords the opportunity for continued implementation of Career Academies (Fine Arts, Public Service, Engineering, and Business) to provide gender-based instruction training to increase vertical alignment with the feeder middle school (which implements gender-based strategies) and the implementation of a *Rites of Passage Program* to promote cultural awareness and student achievement.

Extend learning time and create a community-oriented school


McNair will extend the learning time for all students in three ways. First a thirty-minute ELT period will be added to the daily school schedule. Second, the school day will be extended thirty-five minutes on Tuesdays and Thursdays. Finally, tutorials will be offered on Saturdays and credit recovery will be made available three times a week after school. The purpose of all extended learning opportunities is to enrich math and ELA instruction. To fully implement the *America's Choice Model*, the current Parent Center in the school will be enhanced by hiring a Parent Liaison. The liaison will serve as our parent outreach coordinator and will develop and implement parent activities, promote parent engagement, and monitor participation in order to increase parental involvement. The Parent Liaison will assess the needs of the community and work in collaboration with the leadership team to create programs to meet those needs.

Operating flexibility and sustained support

The DeKalb County School System will grant the school sufficient operating flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes. A Transformation Specialist will be hired to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, and *America's Choice*.

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Part II: LEA Application 2010

LEA Name: DeKalb County School System	LEA Mailing Address: DeKalb Schools Administration and Instruction Complex 1701 Mountain Industrial Boulevard Stone Mountain, GA 30083
LEA Contact for the School Improvement Grant: Name: Ramona Tyson Position and Office: Interim Superintendent Contact's Mailing Address: 3770 N. Decatur Rd., Decatur, GA 30032 Telephone: 678.676.1200 Fax: 678. 676.0394 Email Address: Ramona_Tyson @fc.dekalb.k12.ga.us	
Superintendent (Printed Name): Ramona Tyson (Interim)	Telephone: 678.676.1200
Signature of Superintendent: 	Date: 4/15/2010
The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.	

School Improvement Grant 1003(g) LEA Application 2010

LEA Name: DeKalb County School System

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	Tier	Tier	Intervention Models (Tier I and Tier II Only)			
					Turnaround	Restart	Closure	Transformation
Clarkston HS		x						x
McNair HS		x						x
Elizabeth Andrews HS			x					
Southwest DeKalb HS			x					x

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LEA Name: DeKalb County School System

School Name: Ronald E. McNair High School

**Sections B and C must be completed for each Tier I and Tier II school applying for this grant.
Section 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). Attachment 1**
 - 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.

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

A comprehensive needs assessment of McNair High School shows that the school would benefit from strategies, programs, and organizational initiatives that would benefit a majority (98%) African American student population living in a high poverty area. Achievement gaps in all content areas must be addressed. Student achievement, graduation and attendance rates, and parent involvement must improve in order to meet state and federal goals. To improve student achievement, we will expand the implementation of *America’s Choice* through smaller learning communities.

The analysis of the 2008-2009 DeKalb Office of School Improvement (OSI) Review (utilizes the GAPSS model and includes teacher, student, and parent perception data) indicated a need to improve instruction in the following areas:

- Rigor (includes higher order questioning, differentiation reinforcing students’ understanding of the purpose of what they are learning and its connection to the world beyond the classroom).
- Professional learning (in-depth application, monitoring, and job-embedded professional learning).

Our student achievement data clearly indicate a need to target Math and ELA instruction for the following reasons:

- Although the percentage of students meeting and exceeding standards on the GHSGT in Mathematics has increased each year, less than 50% of our students have met and exceeded expectations over the last three years. We have not met AYP in mathematics.
- 65% of our students did not meet expectations on the Math I EOCT for spring 2010. 79% of our students did not meet expectations on the Math II EOCT for Spring 2010.
- Although the percentage of students meeting and exceeding standards on the GHSGT in ELA has increased each year, we did not reach the AMO for the 2008-2009 school-year.
- Our graduation rate has continued to increase over the last three years and we have shown improvement which helped us make AYP for the second indicator, but we have not met the 75% threshold for the second indicator requirement for AYP graduation rate.

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- In addition, our dropout rate decreased between 2006 and 2007 school years, but last year we saw a dramatic increase from 1.7% to 3.9%.
- Our 2009-2010 Math I student benchmark scores corresponds with the results of our spring EOCT for Math I and II.
- Finally, our student attendance records show that one-fourth of our student population has been absent from school 15 or more days this year.

Results from our America's Choice Diagnostic and Assessment Tool (DAT) indicate that improvement is needed in the following areas:

- Ramp-Up instruction offered by America's Choice to target students who are behind two or more grade levels in Mathematics and ELA.
- Increase student engagement and motivation in all Mathematics and ELA classes
- Develop more effective ways to increase two-way communication between the school and the community.

McNair Middle School, our feeder school, is currently a NI-7 State Contract Monitored school that is experiencing an increase in student achievement due to the support they are receiving from the Georgia Department of Education combined with an intense focus on standards-based and gender-based instruction and monitoring. The students from our feeder middle school have received gender-based instruction (girls, boys, and co-ed classrooms) for the last three years. In order for us to improve student achievement, increase vertical alignment with the feeder school, and help students effectively transition from the middle school to the high school, the teachers must be trained how to effectively utilize gender-based instructional strategies.

Our perception data gathered through surveys clearly indicates the need to increase and improve parent involvement. In addition, the parent attendance data we have collected indicates that less than 10% of our parents attend events related to improving student achievement.

Based upon our needs assessment and the data contained in the attached profile, we have made the following determinations for implementation:

- Implement the America's Choice/ACT Reform Model, Rigor & Readiness to increase rigor, improve instruction in all classrooms and across all grade levels with a primary focus on mathematics and ELA, and re-establish a focus on standards-based instruction in all classrooms. Implementation of the model will include a full-time America's Choice On-Site Cluster Leader for the first two years of the grant. The Cluster Leader will support and monitor the implementation of the model and build sustainability.
- Employ content area coaches in math, science, and social studies to build teachers' capacity in content, researched-based best practices, and provide job-embedded professional development.
- Provide our staff professional learning on gender-based instructional strategies to increase vertical articulation with our feeder middle school and improve the transition from middle to high school.
- Create a "Graduation Academy" as part of our Career Academies for students who are not on grade level. Students will be enrolled in the "Graduation Academy" and laptops will be purchased for students to receive on-line instruction to catch up in order to enroll into a Career Academy (smaller learning community). An Assistant Principal will be assigned to the "Graduation Academy" and it will be supported by the Assistant Director/Principal of DeKalb's Online Academy.
- We began implementing smaller learning communities during the 2005-2006 school-year. Since the implementation of smaller learning communities, the average scale score of our students on the GHSGT (in all content areas), the number of graduates entering Georgia Public colleges and the graduation rate have increased. Also during this time, our dropout rate decreased each year with the exception of last year. In the America's Choice School Design, large high schools like McNair High

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are divided into smaller learning communities. The Career Academy smaller learning community design will allow teachers to increase rigor through planning and implementing interdisciplinary units and allow time for teachers to plan for students' academic and behavioral needs that directly relate to the students' career academy assignment. To continue the gains in student achievement the academy model has supported, our students will be divided into the following academies:

Fine Arts Academy - The mission of the *Fine Arts Academy* is to provide a comprehensive and rigorous academic, arts-infused program to ensure that students are empowered with the skills and knowledge needed to compete as well-rounded artists and life-long learners, not only in the business of art, but also in a contemporary society. The Fine Arts Academy offers students in depth exposure to the Arts through a rigorous, challenging curriculum. Students will apply to this academy based on their career interest in the field of music. Using project-based classroom instruction, teachers will engage students in a variety of activities that require higher level thinking skills.

Public Service Academy

The mission the *Public Service Academy* is to enhance the lives and leadership opportunities of adolescents pursuing careers in public service by providing a network of professional resources and support during their high school career. The *Public Service Academy* includes a rigorous academic program that will prepare students for post secondary opportunities or employment after completing the program. Students will apply to this academy based on their career interest in Cosmetology, ROTC, and Culinary Arts. Using project-based classroom instruction, teachers will engage students in a variety of activities that require higher level thinking skills. Students will have the opportunity to intern in their respective fields and acquire industry certification. The entities of our public service academies will provide cosmetology services to all stakeholders.

Engineering Academy

The mission of the *Engineering Academy* is to prepare students to compete for entry-level engineering positions and post-secondary education in a technologically advanced global society. The Engineering Academy includes a rigorous academic program that will prepare students for post secondary opportunities or employment after completing the program. A 21st century engineering and technology lab will include the necessary technology to prepare students for the global economy. Students will apply to this academy based on their career interest in the field of engineering. Using project-based classroom instruction, teachers will engage students in a variety of activities that require higher level thinking skills. Students will have the opportunity to intern in their respective fields and acquire industry certification.

Business Academy

The mission of the *Business Academy* is to prepare business students to meet the challenges of business majors on the post-secondary level and the skills necessary to take their place in the global business environment. Plans are in place to initiate the following:

- Pay a stipend for teacher leaders to become Academy Leaders. The Academy Leaders will assist in monitoring instruction, analyzing data, and providing job-embedded professional learning.
- Create extended learning time opportunities through implementation of a 30-minute extended learning time period during the school day and extend the school day 35 minutes twice a week for additional instruction in mathematics and ELA. The extended learning time will be utilized as part of our Response to Intervention and/or enhancement.
- Transform our parent resource room to a parent resource center staffed with a parent liaison. The parent liaison will be a member of our school's leadership team and will work collaboratively with our parents and community to improve parent involvement and student achievement.

d) Provide rationale for the intervention model selected.

The issues identified through careful examination of our OSI Review data, student achievement data (GHSGT & EOCT), attendance and graduation rates, America's Choice DAT, and demographics informed the decision to use the Transformation Model. Areas that require immediate change for improved student achievement include instruction in all areas with a primary focus in mathematics, ELA

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attendance, and parent involvement. Comprehensive evaluation systems, CLASS Keys and Leader Keys, will provide guidance and support for leader, teacher, and staff change. The data analysis revealed the need for shifting practices in the school that have not brought about improvement in overall performance and perhaps have contributed to continued declines.

Based on analysis of student achievement, demographic, and perception data collected, the Transformation Model was selected to aggressively address our needs in mathematics, graduation rate, drop-out rate, student attendance, and parent involvement. America's Choice Rigor and Readiness was selected as a reform model to increase rigor in an instructional model that would bring about systemic change in the school and ultimately increase student achievement.

The transformation model allows us to implement radical change without replacing the principal or dramatically replacing instructional staff. We believe that the principal and a majority of staff members have shown a commitment to moving the school forward. Although some staff may need to eventually be replaced, we believe that job-embedded professional development opportunities along with the implementation of a comprehensive instructional reform model will facilitate increased staff effectiveness and student achievement.

The transformation model will also allow the school to place more of an emphasis on the development of standards-based classroom practices and improved mathematics and ELA instruction, including technology enhancements in the mathematics and ELA instructional program. Work is already in progress to include a data-driven approach to instruction and assessment with formative and summative assessments being incorporated into the instructional program along with benchmark assessment practices. The support of the School Improvement Grant will allow opportunity for McNair High School to develop capacity over the three-year period so that improvement efforts are sustainable and enduring.

- e) 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.

DeKalb County School System and McNair High School have experience and demonstrated success in managing grant funds and supporting staff in the implementation of new strategies. The framework is in place for grant implementation to begin as soon as funds are disbursed. The proposed budget for this grant includes one Director of High School Transformation to facilitate programmatic grant activities. The principal will work with the Director of High School Transformation to ensure that funds fully support the transformation model.

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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.

DeKalb County School System is applying to serve both of its Tier I schools, McNair and Clarkston High Schools.

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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: <ol style="list-style-type: none"> a. Design and implement the interventions consistent with the final requirements of the model selected for each school. Provide support to individual schools to support selected interventions. (Prof. learning, OSI, T and L) 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 interventions fully and effectively. LEA will allow flexibility? e. Sustain the reforms after the funding period ends.
4.	Complete the appropriate portion of Attachment 2 that delineates the timeline to implement the selected intervention model in each Tier I and Tier II school.
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.
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.
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>Upon notification of eligibility for School Improvement Grants, the DCSS Interim Superintendent, Deputy Chief Superintendent for School Operations, Deputy Superintendent for Teaching and Learning, Associate Superintendent for Instructional Transition, Area Assistant Superintendents, Executive Director of the Office of School Improvement, Director of High School Instruction, Director of Research and Evaluation, and the principals involved met to discuss the opportunity. The group met several more times to explore the various implementation models and to create a communications plan. The Interim Superintendent notified the Board of Education, shared information, and solicited feedback. Principals held staff meetings to inform the staff of the opportunity and then worked with school teams on several occasions to develop plans. The Executive Director of the Office of School Improvement met with a school council as well. District senior staff, along with Area Assistant Superintendents, attended community meetings held by principals to announce the opportunity and solicit input. The agenda and minutes from the McNair High School community meeting are attached to this application (See Attachment A p. 52 – Community Meeting Flyer, Attachment B p. 53 – Community Meeting Agenda, Attachment C p. 54-55 – Community Meeting Minutes).</p>	

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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.
- (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.
- (4) Report to the SEA the school-level data required under section III of the final requirements.

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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: DeKalb County School System

School Name: McNair High School

The LEA must:

A1. Replace the principal who led the school prior to commencement of the transformation model.	
<p>Actions:</p> <p>The Principal, Dr. James Jones, became principal of McNair High School in August 2007. For the following reasons Dr. Jones will continue on as Principal of McNair High School:</p> <ul style="list-style-type: none"> • The graduation rate has increased from 59.5% in 2007 to 70.2% in 2009. • The average scale score on the GHSGT for all first-time 11th grade test takers has increased in every content area over the last three years. • GHSWT scores have improved each year under the leadership of Dr. Jones. Our scores have risen from 79% in 2007 to 86% in 2009. • On DeKalb County’s Performance Assessment of Leadership (PAL) in 2009 and 2010 certified personnel favorably rated all statements about his leadership. On the assessment tool, 90% of the personnel responded “Strongly Agree” or “Agree” to all questions relating to Curriculum, Instruction (Standards Based), Student Assessment, Data Analysis, Organizational Culture, Professional Development, Performance Management & Process Improvement, Operations Management, Change Leadership, and Relationship Development. • On 2008-2009 Consolidated School Improvement Student Reflection Survey, 43.8% of the 612 students who took the survey responded “Strongly Agree” to the statement, “My Principal motivates me to learn.” 41.5% of the students responded “Agree” to the statement, “My Principal motivates me to learn.” • Dr. Jones and his leadership team rated 85% Operational and 15% Fully Operational in the Leadership Strand of the School Keys according to the 2008-2009 OSI Review data. <p>His leadership style has transformed the culture at McNair High School. His charisma and ability to develop and maintain relationships (as indicated with a 95% rating on the Relationship</p>	<p>Timeline:</p> <p>Not applicable</p>

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<p>Development section of the PAL) have improved the school and student academic success. What Dr. Jones has accomplished over the last three years has improved the school. His leadership combined with the tools and resources that will be made available to McNair High through this grant will accelerate student success, improve instruction, and ensure students are college and/or career ready.</p>	
<p>A2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that</p> <p>(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</p> <p>(2) Are designed and developed with teacher and principal involvement.</p>	
<p>Actions:</p> <p>Currently DeKalb County School System utilizes the Georgia <i>Teacher Evaluation Program</i> (GTEP) for teacher evaluation and the <i>Performance Assessment of Leadership</i> (PAL) for administrator evaluation. Due to our vision to be proactive concerning evaluation, we will implement more rigorous evaluation tools by utilizing the <i>CLASS Analysis of State Standards</i> (CLASS Keys) and the <i>McNair Professional Growth Plan</i> for teachers, <i>Leader Keys</i> for administrators, and the <i>America's Choice Quality Review Process</i> to monitor student achievement, teacher effectiveness, and leadership quality. The first year of the grant we will continue to utilize GTEP, PAL, and the <i>America's Choice Quality Review Process</i> and implement the <i>McNair Professional Growth Plan</i> while we receive training on how to effectively implement the <i>CLASS</i> and <i>Leader Keys</i>. During years two and three <i>CLASS</i> and <i>Leader Keys</i> will replace GTEP and the PAL as evaluation tools in order to create a connection between teacher and leader efficacy and student achievement.</p> <p>Each of these evaluation systems will address student achievement in math and ELA, promote rigor in classroom, and identify areas needed for job-embedded professional learning.</p> <p><u>From the CLASS Keys Training Materials</u></p> <p>The <i>Classroom Analysis of State Standards</i> (CLASS Keys) teacher performance appraisal process has been developed to support teachers' work in standards-based classrooms using the <i>Georgia Performance Standards</i> (GPS) to improve student learning. Research studies show that an effective teacher enhances student learning more than any other aspect of schooling that can be controlled (Marzano, 2006). The <i>CLASS Keys</i> enhances the skills of Georgia's teachers to direct the new work of standards-based learning in order to lead the nation in improving student achievement.</p>	<p>Timeline:</p> <p>Aug. 2010 – May 2011 - Year 1 – Utilize GTEP, PAL, and America's Choice Quality Review Process, and receive training on how to utilize the CLASS and Leadership Keys. July 2010 – Aug 2010 the leadership team will develop the McNair Professional Growth Plan.</p> <p>McNair Professional Growth Plan Implementation</p> <p>September 2010 – May 2011</p> <p>August 2011- May 2012</p> <p>August 2012 – May 2013</p> <p>Aug 2011 – May 2012 – Year 2 – Implement CLASS and Leader Keys. Continue to utilize America's Choice Quality Review Process and McNair's Professional Growth Plan.</p> <p>Aug. 2010 – May 2013 – Year 3 – Continue Implementation of CLASS Keys and Leadership Keys. Continue to utilize America's Choice Quality Review Process and McNair's Professional Growth Plan</p>

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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. In the same manner that the *Georgia Performance Standards (GPS)* guide student learning, the *School Keys* serves as a foundation for Georgia's comprehensive system of school improvement and support, and the *Leader Keys* defines effective, high impact practices that school and district leaders need to know, understand, and do, the *CLASS Keys* guides the instructional practices of teachers.

The *CLASS Keys* is organized into five strands or "keys" to teacher quality: Curriculum and Planning, Standards-Based Instruction, Assessment of Student Learning, Professionalism, and Student Achievement. These five strands have been further developed and defined into performance standards and elements with rubrics that have accompanying evidence and artifacts. Additionally, the *Georgia Teacher Duties and Responsibilities (GTDR)* are included in the *CLASS Keys* and provide ongoing feedback.

The *CLASS Keys*' purpose is twofold: improvement and accountability. The *CLASS Keys* serves as both a formative and summative instrument to identify a teacher's level of performance on the elements through the use of evidence-based rubrics with four levels of performance: *Not Evident*, *Emerging*, *Proficient*, and *Exemplary*. Performance on each element within a strand is aggregated at the strand level for the purpose of scoring the teacher's annual evaluation. The Georgia Department of Education encourages the use of the *CLASS Keys* performance appraisal process at the school level to assess teacher performance and facilitate the professional growth that occurs as teachers engage in continuous improvement.

From the Leader Keys Training Materials

The *Leader Keys* is a performance appraisal process based on Georgia's Leadership Performance Standards that have been adopted by the Board of Regents and the Professional Standards Commission. 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 *CLASS Keys* guide the instructional practices of teachers, the *Leader Keys* define effective, high impact practices that school and district leaders need to know, understand, and do.

Leader Keys will serve as both a formative and summative instrument to identify a leader's level of performance on specific standards. The Georgia Department of Education encourages the use of the process at the district and school levels to assess leadership performance and facilitate the professional growth that occurs as leaders engage in continuous improvement.

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Leader Keys is organized into ten broad strands: Curriculum, Assessment, Standards-Based Instruction, Data Analysis, Organizational Culture, Professional Learning and Development, Performance Management and Process Improvement, Managing Operations, Leading Change, and Relationship Development. These ten strands have been further developed and defined into performance standards with rubrics and accompanying evidence and artifacts.

America's Choice Quality Review Process

The purpose of the Quality Review Process is to:

- Identify strengths, weaknesses, and other opportunities for improvement in implementation of the design.
- Foster a culture of shared responsibility for continuous improvement in the school.
- Guide planning of next steps to build on success and fill performance gaps.

During the Quality Review Process, focus walks will be conducted monthly to evaluate the quality of teaching and learning of teachers and students. The school portfolio will be created to document evidence of implementation organized around the five "design tasks" that provide the framework for the America's Choice Rigor and Readiness Outcomes: 1) Standards and Assessments 2) Aligned Instructional Systems 3) High-Performance Leadership, Management and Organization 4) Professional Learning Communities 5) Parent/Guardian and Community Involvement.

Twice a year, based on focus walk data and the evidence contained in the school portfolio, the school leadership team along with the America's Choice Cluster Leader will evaluate the following key outcomes utilizing the *Data Analysis Tool* (DAT) rubric:

- Strategic Leadership and Organization
- Rigorous Curriculum
- Quality Teaching
- Targeted Student Assessment
- Engaged and Responsible Learner

McNair Professional Growth Plan

Administrators and teachers will collaboratively develop and monitor a *McNair Professional Growth Plan*. All core content teachers (including SWD teachers) will begin the school year with a McNair PGP. The key components of the plan include implementation of standards-based instruction through the America's Choice model, teacher attendance to work, student attendance to class, and student performance on each 4 ½ week District benchmark post test. The goal is for teachers to implement the *America's Choice ACT/Rigor and Readiness* model

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and not to miss more than three days in the school year; for their students not to have more than five unexcused absences from class per semester; and for all teachers to obtain an 80% pass rate for all students on each benchmark post test. Every 4 ½ weeks instruction along with teacher and student attendance will be monitored. The McNair PGP will be modified and professional learning designed based on the data collected.

Removal of teachers

The first year of the grant will not remove teachers. It will be utilized as a planning year. During the first year of the grant all teachers must show growth on the *McNair Professional Growth Plan* and professional learning will be planned and differentiated based upon the data. Teachers will be given the opportunity to improve professional practices every 4 ½ weeks based upon the data collected as part of the McNair Professional Growth Plan. During the second and third years of the grant, in addition to the *McNair Professional Growth Plan*, teachers will be required to conduct a self-assessment utilizing the *CLASS Keys*. The self-assessment will be followed up with a baseline informal observation utilizing the *CLASS Keys*. Teachers will then have the opportunity to improve practices, receive coaching, and receive additional professional development over a five month period. The expectation is for teachers to be operational in 75% of the indicators on each strand of the *CLASS Keys*. During the second and third years of the grant, the data from the *McNair Professional Growth Plan* every 4 ½ weeks and the results from the *CLASS Keys* will be utilized to remove teachers if growth is not shown on the McNair PGP and if teachers are not 75% operational in each stand of the *CLASS Keys*.

Year 1 August 2010 – May 2011
The leadership team will create a flow chart to outline the removal process.

Year 2 – Removal April 2012

Year 3 – Removal April 2013

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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>Actions:</p> <p>Administrators, teachers, and staff will be rewarded for implementation of the <i>Transformation Model</i> under the following conditions:</p> <p>Since 2005 McNair High School’s graduation rate has increased from 41% to 70.2% in 2009. To encourage the continued efforts to increase the graduation rate, all staff will receive \$125 when the graduation rates rises to the levels below:</p> <p style="text-align: center;">Year 1 - 75% Year 2 - 80%</p> <p>(The incentive for increasing the graduation rate will not be provided for year three because the grant cycle ends June 30, 2013. During this year the funds will be used to provide signing bonuses.)</p> <p>The dropout rate has fluctuated over the last three years. The dropout rate in 2007 was 2.5%; it decreased to 1.7% in 2008, and then it increased to 3.9% in 2009. To encourage our efforts to continuously decrease the dropout rate, every staff member will receive \$125 if the drop-out rate decreases to the levels below:</p> <p style="text-align: center;">Year 1- 3.0% Year 2- 2.5%</p> <p>(The incentive for decreasing the dropout rate will not be provided for year three because the grant cycle ends June 30, 2013. During this year the funds will be used to provide signing bonuses.)</p> <p>McNair High School has not made AYP due to our scores in mathematics and ELA on the GHSGT. Utilizing the 2009 AYP mathematics and ELA scores as a baseline and to increase student achievement on the GHSGT all teachers and administrators will receive \$150 for increases in student achievement in each individual content area. The percentage of students meeting and exceeding expectations in mathematics and English on GHSGT (according to the AYP Report) must show the following increases:</p> <p>Baseline scores – Mathematics 43.3% ELA 75.7%</p> <p>Year 1: Math - 12% (\$150 reward) ELA- 12% (\$150 reward)</p> <p>Year 2: Math - 14% (\$150 reward) ELA - 14% (\$150 reward)</p> <p>(The incentive for increasing math and ELA scores on the GHSGT will not</p>	<p>Timeline:</p> <p>Graduation Rate</p> <p>Year 1 – July 2011</p> <p>Year 2 - July 2012</p> <p>Dropout Rate</p> <p>Year 1 – December 2011</p> <p>Year 2 - December 2012</p> <p>GHSGT</p> <p>Year 1 – July 2011</p> <p>Year 2 - July 2012</p>

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<p>be provided for year three because the grant cycle ends June 30, 2013. During this year the funds will be used to provide signing bonuses.)</p> <p>On the Spring 2010 administration of the EOCT 65% of the students did not meet expectations on the Math I test. On the Math II test, 79% of the students did not meet expectations. On the 9th Grade Literature test 62% of the students did not meet expectations. On the American Literature test 22% of the students did not meet expectations. To increase student achievement on the EOCT all teachers and administrators will receive a \$50 reward when the percentage of students meet expectations below:</p> <p>Math I</p> <p>Year 1 - 85% (\$50 reward) Year 2- 90% (\$50 reward)</p> <p>Math II</p> <p>Year 1- 85% (\$50 reward) Year 2- 90% (\$50 reward)</p> <p>9th Grade Literature</p> <p>Year 1– 85% (\$50 reward) Year 2- 90% (\$50 reward)</p> <p>American Literature</p> <p>Year 1 – 85% (\$50 reward) Year 2- 90% (\$50 reward)</p>	<p>EOCT</p> <p>Year 1 – July 2011</p> <p>Year 2 - July 2012</p>
<p>(The incentive for increasing math and ELA scores on the EOCT will not be provided for year three because the grant cycle ends June 30, 2013. During this year the funds will be used to provide signing bonuses.)</p> <p>McNair will offer a \$1,000 signing bonus the third year of the grant to recruit and retain quality administrative and teaching staff. The rationale for offering the signing bonus during year three of the grant is to build sustainability and retain quality teachers based upon the <i>CLASS and Leader Keys</i> and <i>McNair Professional Development Plan</i> evaluation data.</p> <p><u>Removal of teachers</u></p> <p>The first year of the grant McNair High School will follow DeKalb County School System’s procedure to remove teachers. During the first year of the grant all teachers must show growth on the <i>McNair (PGP)</i> and professional learning will be planned and differentiated based upon the data. Teachers will be given the opportunity to improve professional practices every 4 ½ weeks based upon the data collected as part of the <i>McNair Professional Growth Plan</i>. In addition, to the <i>McNair Professional Growth Plan</i>, teachers will be required to conduct a self-assessment utilizing the <i>CLASS Keys</i> during the second and third years of the grant. The self-assessment</p>	<p>Removal of teachers</p> <p>Year 1 – Planning and training year</p> <p>Year 1 August 2010 – May 2011 The leadership team will create a flow chart to outline the removal process.</p> <p>Year 2 – Removal April 2012</p> <p>Year 3 – Removal April 2013</p>

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<p>will be followed up with a baseline informal observation utilizing the <i>CLASS Keys</i>. Teachers will then have the opportunity to improve practices, receive coaching, and receive additional professional development over a five month period. The expectation is for teachers to be operational in 75% of the indicators on each strand of the <i>CLASS Keys</i>. During the final two years of the grant, teachers that have not demonstrated growth, as evidenced by the 4 ½ week data from the <i>McNair PGP</i> and <i>CLASS Keys</i>, will be removed. The goal is for each teacher to be at least 75% operational in each strand of the <i>CLASS Keys</i>.</p>	
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LEA Application 2010 Attachment 2d

Transformation Model

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.

To address the need to improve student achievement in mathematics and ELA, increase graduation rate, decrease dropout rate, increase rigor, and provide job-embedded professional learning, we will utilize the *America’s Choice ACT/Rigor and Readiness* model.

We will follow the attached implementation and professional development schedule for Rigor and Readiness Years 1, 2, & 3 (See Attachment D – America’s Choice Rigor and Readiness Years One, Two, and Three– pages 56-57).

We will further address the need to improve student achievement in mathematics and ELA, increase rigor, and provide job-embedded professional learning by hiring an America’s Choice Cluster Leader and content coaches to lead job-embedded professional learning and monitoring. We currently have a full time ELA coach and a part-time mathematics coach funded with District Title I Part A funds. We will utilize these funds to add a full time America’ Choice Cluster Leader and full time mathematics, science, and social studies coaches, in addition to the coaches funded through Title I. The America’s Choice Cluster Leader will monitor the implementation of the reform model.

The coaches will be expected to utilize the coaching implementation cycle to coach teachers, provide professional learning, and monitor instruction. The science and social studies coaches will be expected to support and implement numeracy and literacy skills in their perspective content areas.

Coaching Implementation Cycle

The idea to implement the coaching cycle is simple, but extremely powerful when implemented with fidelity. The following five steps demonstrate a guideline for delivery of the professional development topics on the next page by each of the Core Content Coaches.

1. *Explicitly Teach*

- Teachers will meet daily with their academies.
- Each content area coach will meet with the academies once per week.
- The team meetings topics will center on the department’s needs based on the benchmark scores, EOCT scores, GHSGT scores and focus walks, but individual meetings will be much more personal with each session ending

Timeline:

Yr 1, 2, 3 Monthly Coaching

Cycle:

August: Evidence of Standards based Classroom

- 3-part lesson frame
- Posted standard
- Word walls
- Instructional bulletin board
- Engaged learners
- Room arrangement to invite students talking

September: Evidence of Standards-based instruction

- August evidence
- Teachers reference standards throughout the lesson
- Standards-based oral and written teacher commentary
- Differentiation in the work period

October: Evidence of Standards-based learning

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<p>with next steps for the coach and the teacher.</p> <p>2. Model</p> <ul style="list-style-type: none"> ➤ Core Content Coaches will deliver, model and follow professional development topics to support this transformational model. <p>3. Facilitate Learning and Planning</p> <ul style="list-style-type: none"> ➤ Academy meetings will be used to plan interdisciplinary units, review data and analyze student work based on the state standards. ➤ Administrators, coaches and teachers will work together to design the best plan for each teacher. <p>4. Observe and Provide Feedback</p> <ul style="list-style-type: none"> ➤ Coaches will follow-up with informal observations to target the weak areas of teachers. ➤ The Core Content Coaches will meet with the principal and API bi-weekly to share their teachers' portfolios to ensure that they are following the principal's vision and meeting the needs of the staff based on the Consolidated School Improvement Plan. <p>5. Monitor Impact on Student Learning</p> <ul style="list-style-type: none"> ➤ Teachers and administrators will evaluate coaches based on their performance on a bi-annual basis to ensure checks and balances. <p>Ongoing professional development will enhance the implementation of America's Choice, increase student achievement in mathematics and ELA, increase our attendance and graduation rates, as well as decrease our dropout rate.</p> <p>Gender Based Learning</p> <p>Gender based learning is a best practice used by our feeder middle school. This school has seen dramatic improvement in the area of academics. Our teachers would benefit from learning how to interact with students based on gender along with instructional best practices that may be used effectively for each gender. In addition, utilizing gender-based teaching strategies will improve the transition between the middle and high school, increase vertical alignment, and improve student achievement. Utilizing these strategies as part of the America's Choice model will help improve rigor and promote student engagement. This professional learning will be monitored by administrators and coaches during focus walks.</p> <p>CLASS and Leader Keys Training</p> <p>McNair administrators and faculty will be trained on the new evaluation tool that will be used for classroom teachers and leaders.</p> <p>Technology</p> <p>Teachers will be trained to effectively use technology to provide real-world, relevant application, to enhance students' research skills and to differentiate instruction to maximize student learning. Technology will be used to enhance student learning of the grade/content standards. Students will learn how to use technology to research, create documents and/or projects, and demonstrate a greater</p>	<ul style="list-style-type: none"> • Aug and Sept evidence • Data Wall that students can reference • Students using word wall and Instructional Bulletin Board <p>November: Evidence of Targeted Strategies</p> <ul style="list-style-type: none"> • Aug., Sept and Oct evidence • Engaged, responsible learners • Use of formative assessment <p>December: Evidence of Rigor</p> <ul style="list-style-type: none"> • Aug., Sept., Oct, and Nov evidence • Indicators of DOK level 2 and 3 in student tasks <p>Note: 4x4 schedule, January-May will repeat the monthly topics</p> <p>Gender based training will be ongoing and will occur monthly during the grant cycle. Training will be incorporated into our instructionally focus faculty meeting.</p> <p>Class and Leader Keys YR 1: September 2010– May 2011 Study and receive training August 2011-May 2012 & August 2010 – May 2013 Implementation</p> <p>Technology training will be ongoing and will occur monthly</p>
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<p>responsible learning. The program is designed to facilitate, build and strengthen life skills in youth by building self-pride through ethnic-based education. Identified students will participate in a very closely monitored program. All selected students will be expected to participate in activities after school to help them advance in their personal development and leadership skills. Students targeted for participation will be identified using multiple selection criteria focusing on their math and ELA skill ratings by a teacher, most recent report card grades, grade retention, and standardized test scores (GHSGT, EOCT, CRCT). Thirty-four percent (34%) of students will come from low scoring group, 33% from average scoring group and 33% high scoring group, in an effort to create an academically diverse group. (See Attachment E – McNair High School Rites of Passage Composite Measure form – pages 58-59).</p> <p>A consultant will be hired to train our teachers on this program. The goal is to address attendance and dropout issues through the Rites of Passage program. (See Attachment F - McNair High School Rites of Passage Program Rationale and Timeline pages 60-65).</p>	
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<p>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.</p>	
<p>Actions:</p> <p>Increased opportunities for promotion and career growth will come through offering teachers the opportunity to become:</p> <ul style="list-style-type: none"> • A content coach • An Academy Leader • Content Department Chairperson <p>Financial incentives will be provided for the content coaches and academy leaders (Fine Arts, Public Service, Engineering, and Business).</p> <p>Hire three content coaches in the areas of math, science, and social studies to increase student achievement, provide job-embedded professional learning, and monitor the implementation of the America’s Choice model. Teachers will have the opportunity to apply for these positions. The content department chairperson will work directly with the content coach to receive and deliver professional development and monitor instruction.</p> <p>Teachers will have the opportunity to apply to become one of four Academy Leaders (Fine Arts, Public Service, Engineering, and Business). Academy Leaders will be paid \$35 an hour to work two additional hours twice a week from 4-6pm.</p>	<p>Timeline:</p> <p>America’s Choice Cluster Leader and coaches will be employed according to the dates below:</p> <p>Interview and hire – July 2010 – August 2010</p> <p>Employed: August, 2010 – May, 2011 August, 2011 – May, 2012 August, 2012 – May, 2013 (Content Coaches only)</p>

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<p><u>Academy Leader Duties and Responsibilities</u></p> <ul style="list-style-type: none"> • Collect and analyze student data. • Provide professional development in the areas of technology and data analysis. • Work with teacher teams to plan professional development that addresses their needs and follow-up with teacher teams to monitor the use of the professional development provided. • Help career academy teachers to coordinate interdisciplinary and integrated instruction to provide curriculum relevant to the careers related to their career academy. • Monitor instruction through focus walks. • Organize/coordinate/plan agendas and activities for career academy students and team teachers. • Coordinate and lead team meetings after school at least once a month for career academy teachers. • Research and organize speakers for Parent-Teacher-Student Workshops for career academy stakeholders. • Work with career academy teachers and students in the development and implementation of mentoring and tutoring programs for all career academies in the school. • Organize advisory councils that have school, business and community, parent, and student representation for each career academy in the school. • Take minutes of all advisory council meetings and disseminate them to all advisory council members and make them accessible to all stakeholders of the school. <p>McNair will offer a \$1,000 signing bonus the third year of the grant to recruit and retain quality administrative and teaching staff. The rationale for offering the signing bonus year three of the grant is to build sustainability and retain quality teachers based upon the <i>CLASS</i> and <i>Leader Keys</i> and <i>McNair Professional Development Plan</i> evaluation data.</p>	<p style="text-align: center;">Signing Bonus August, 2012 – May, 2013</p>
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<p>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>	
<p>Actions:</p> <p>Implementation of the <i>America's Choice ACT/Rigor and Readiness</i> model will be utilized to improve rigor during math and ELA instruction, student attendance, graduation rate, and student achievement, as well as increase student engagement, opportunities for job embedded professional learning, and two way communications with parents and the community. Implementation/cost of the model includes a full-time America's Choice Cluster Leader assignment to our school. (See Attachment</p>	<p>Time line</p> <p>See Attachment D - Rigor and Readiness Years One, Two, and Three– pages 56-57</p>

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G - Job Description America's Choice On-site Cluster Leader
pages 66-67)

The America's Choice Design is a comprehensive, coherent, standards-based school reform model. There are five "design tasks" that provide the framework for the America's Choice School Design: 1) Standards and Assessments 2.) Aligned Instructional Systems 3) High-Performance Leadership, Management and Organization 4) Professional Learning Communities 5) Parent/Guardian and Community Involvement. Implementation of these "design tasks" should lead to five key outcomes:

- Strategic Leadership and Organization
- Rigorous Curriculum
- Quality Teaching
- Targeted Student Assessment
- Engaged and Responsible Learner

America's Choice has drawn from the concept of Response to Intervention (RTI) to develop a tiered set of interventions to support student's academic growth. Tier 1 of this system is the core instructional program built around the rigorous curriculum provided by Quality Core. For this system to achieve its goal, it is critical that the core instructional program serves the needs of as many students as possible. Professional development for teachers implementing the curriculum will include a systematic focus on strategies for assisting all learners. The professional development will also focus on helping teachers develop instructional routines and make systematic use of assessment information to drive instructional decision-making so that they differentiate in response to students' assessed needs. Tiers 2 and 3 are designed to address the needs of students who cannot be served by the core instructional program, as indicated by EXPLORE, PLAN, and other sources of assessment information. The America's Choice Navigator programs provide the curriculum for Tier 2 of the academic program – directed at providing supplementary support in addition to the core instructional program. The Navigator programs include Literacy and Mathematics, although a Science program is in development. Each of the Navigator programs is linked to the College Readiness Benchmarks, and thus aligned to the system overall. These programs have built-in screening assessments to ensure that students are assigned the modules they need.

We will expand the implementation of the *America's Choice ACT/ Rigor & Readiness Model* to increase student achievement. We will deepen the RTI tiered implementation criteria to create pathways to rigorous high school work for all students over the next three (3) years:

- Strengthen use of Tier 1 Quality Core strategies built into

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everyday classroom learning to scaffold students' development as effective learners within a rigorous curriculum that includes a systematic focus on strategies for assisting students with special needs and teachers' use of systematic assessment information to drive, organize and differentiate instruction in ensure all students' assessed needs are met.

- Organize Tier 2 interventions for Math and Literacy Navigator and Read 180 within the school day to provide intensive academic interventions as safety nets to students who need additional support on specific standards as determined by class profiles.
- Increase Tier 3 intensive strategies to address the needs of students who cannot be served by the core instructional program in ninth grade as Math I support or a year-long replacement curriculum to improve reading comprehension and in tenth, eleventh and twelfth grades scaffolding and student support based on analysis of student work.

All three tiers will address our need to increase the level of rigor during instruction.

- Create a master schedule that ensures common planning for content teachers in which vertical and horizontal content and skill articulation and planning is based on assessed student needs.
- Plan for and monitor student academic success based on Tier 2 interventions for students during the school day.
- Identify students by use of data (learning styles inventory, CRCT 8th grade reading lexiles, Diagnostic Reading Assessment, DRA, reading levels, or 9th grade End of Course Test, ACT, EXPLORE, and PLAN).
- Include local business leaders, community leaders, teachers, faculty, administrators, parents and students as part of the Leadership Team for shared decision making, monitoring, and to increase two way communications with the community.
- Math and ELA content coaches will provide job-embedded professional learning for all content teachers.
- Math and Literacy Navigator will be utilized during the extended learning time that will be provided daily during a 30 minute extended learning time period and by extending school day from 3:15pm to 3:50pm twice a week. The additional learning time will be for students to engage in Tier 2 interventions based on their assessed need.

The enhancements below to the America's Choice Model will meet the cultural and academic needs of our majority African American population. These enhancements will increase student achievement, engagement, graduation rate, and opportunities for job-embedded professional learning, and two way communication with the community.

To achieve the Rigorous Curriculum and Quality Teaching outcomes in mathematics and ELA, we will hire content

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coaches. The goal is to increase rigor, student achievement, and provide job-embedded professional learning.

Content Coaches – Math, ELA, Science, and Social Studies

America’s Choice highly recommends having math and ELA coaches. We will enhance the model by adding and science and social studies coaches to support math and ELA concepts in those contents. Coaching is a powerful, collaborative relationship between a coach and a willing individual or group that enables, through a process of discovery, goal setting, strategic actions, and the realization of extraordinary results. Coaching helps people to transform their abilities to perform at higher levels with commitment, creativity, and flexibility. It involves inspiring people’s visions and values-helping them reshape their way of being, thinking, and acting (Hargrove, 1995).

Through coaching, a school is able to build and develop its staff; teachers and teams operate more efficiently and effectively. The school strengthens and enhances structures, policies, and procedures, and lasting, positive organizational results will be achieved. (See Attachment H– Content Coach Job Description page 68)

To achieve the Quality Teaching and Engaged and Responsible Learner outcomes, we will train our teachers how to use gender-based instructional strategies in the classroom.

Gender Based Instruction

In order for us to improve student achievement, increase vertical alignment with our feeder school, and to help students effectively transition from McNair Middle to McNair High School, we must train all of our teachers how to utilize gender-based instructional strategies. The students from our feeder middle school have received gender-based instruction (girls, boys, and co-ed classrooms) for the last three years. In order for us to improve student achievement, increase vertical alignment with the feeder school (McNair Middle School), and help students effectively transition from the middle school to the high school, the teachers must be trained how to effectively utilize gender-based instructional strategies.

To achieve the Rigorous Curriculum and Engaged and Responsible Learner outcomes, we will implement the Graduation Academy. The goal is to increase our graduation rate while we decrease our dropout rate.

Graduation Academy

The *Graduation Academy* will be created as a Tier 3 intensive program and monitored by an Assistant Principal. It will be offered to those students who are off track for graduation and housed in a separate building on campus. The *Graduation Academy* will serve as an alternative for students to accelerate their process of getting back on track to meet the goal of graduating in four years. These students will be taught the Georgia Performance Standards via the *DeKalb On-Line Academy (DOLA)* and will be monitored through individual conferences with an assigned Assistant Principal. The *Graduation Academy* will be gender-

Throughout year 1 of the grant – August 2010 – May 2011

August 2010- May 2011
Student who have not completed the 11th and 12 grade requirements for graduation will be enrolled in the Graduation Academy

August 2011- May 2012
In addition no 11th and 12 graders who have not completed requirements, 10th and 9th graders who have not completed requirements will be enrolled.

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based and students will be housed in a separate building. Mobile laptop computer labs will be purchased and students will be required to complete a minimum of four modules per day before ending their school day. Students will adhere to the curriculum of the DeKalb Online Learning Academy (DOLA). After completing curriculum they will be required to return to their designated grade level and assigned Career Academy.

To achieve the Strategic Leadership and Organization outcome, we will continue to implement smaller learning communities in the form of Career Academies and implement Academy Leaders. Establishing smaller learning communities will provide a structure that is responsive to each student's academic and development needs and draw on the strengths of teachers by assigning them to teaching and learning team. Implementing academy leaders will increase shared leadership and decision making opportunities in order to improve student achievement.

Career Academies and Academy Leaders

We began implementing smaller learning communities during the 2005-2006 school year. Since the implementation of smaller learning communities the average scale score of our students on the GHSGT in all content areas as well as the number of graduates entering Georgia Public colleges and the graduation rate have increased. Also during this time our dropout rate decreased each year with the exception of last year. In the America's Choice School Design, large high schools like McNair High are divided into smaller learning communities. The Career Academy smaller learning community design will allow teachers to increase rigor through planning and implementing interdisciplinary units and allow time to for teachers to plan for students' academic and behavioral needs that directly relate to the students' career academy assignment. To continue the gains in student achievement the academy model has supported, our students will be divided into the following academies:

Fine Arts Academy - The mission of the Fine Arts Academy is to provide a comprehensive and rigorous academic arts program to ensure that students are empowered with the skills and knowledge needed to compete as well rounded artist and life-long learners, not only in the business of art, but also in a contemporary society. The Fine Arts Academy offers students in depth exposure to the Arts through a rigorous, challenging curriculum. Students will apply to this academy based on their career interest in the field of music. Using project-based classroom instruction, teachers will engage students in a variety of activities that require higher level thinking skills.

Public Service Academy

The mission the Public Service Academy is to enhance the lives and leadership opportunities of adolescents pursuing careers in public service by providing a network of professional resources and support during their high school career. The Public Service Academy includes a rigorous academic program that will prepare

Aug 2012 – May 2013

All students not on track to graduate in four years will be enrolled in the academy.

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students for post secondary opportunities or employment after completing the program. Students will apply to this academy based on their career interest in Cosmetology, ROTC, and Culinary Arts. Using project-based classroom instruction, teachers will engage students in a variety of activities that require higher level thinking skills. Students will have the opportunity to intern in their respective fields and acquire industry certification. The entities of our public service academies will provide cosmetology services to all stakeholders.

Engineering Academy

The mission of the Engineering Academy is to prepare students to compete for entry-level engineering positions and post-secondary education in a technologically advanced global society. The Engineering Academy includes a rigorous academic program that will prepare students for post secondary opportunities or employment after completing the program. A 21st century engineering and technology lab will include the necessary technology to prepare students for the global economy. Students will apply to this academy based on their career interest in the field of engineering. Using project-based classroom instruction teachers, will engage students in a variety of activities that require higher level thinking skills. Students will have the opportunity to intern in their respective fields and acquire industry certification.

Business Academy

The mission of the Business Academy is to prepare business students to meet the challenges of business majors on the post-secondary level and the skills necessary to take their place in the global business environment. The mission of the Business Academy is to prepare business students to meet the challenges of business majors on the post-secondary level and the skills necessary to take their place in the global business environment.

Academy Leaders

Academy Leaders will assist with the implementation of America's Choice, collect data, and monitor instruction. Academy leaders will follow the duties and responsibilities listed in A5.

Research supports our effort to provide our teachers with collaborative planning time with content and elective courses from each department. This will allow teachers to increase rigor through planning interdisciplinary units and allow time to discuss each student according to student achievement and behavior. This will give the teachers a complete picture of each student in their academies.

To achieve the Strategic Leadership and Organization outcome we will hire a Parent Liaison. The goal is to increase parent involvement and increase two way communications with the community.

Parent Liaison

A parent liaison will improve two-way communications with the community and McNair High School's parental participation by connecting the school's goals with the community. According to research in the area of parent, school, and community

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<p>diagnostic test. These scores along with GHSGT, EOCT, and benchmark scores will be utilized to plan activities during additional learning time.</p> <p>During our 30 minute extended learning time period, students will report to this class as a safety net that will address the area of weakness identified from the Explore and PLAN assessments.</p> <p>Extended Learning Time (ELT) will be implemented for all students between 11:08am-11:38am daily and continue from 3:15pm-3:50pm on Tuesdays- and Thursdays. Students will be grouped based on math ability and will meet during the extended learning time period. Instructional activities for all 9th and 10th graders will include America’s Choice Math Navigator, Literacy 20, Science Navigator, and Literacy Circle. All students in the junior class and seniors who have not passed the GHSGT will participate in Georgia High School Graduation Test and SAT preparation. Seniors at or above grade level will participate in senior project preparation and college preparatory activities. All activities will include differentiated instruction based on individual student needs. The extended learning time will be set up like a 3-part lesson in order the student to receive an additional two full lessons a week. The lesson will open during the morning ELT on Mondays, the work period will begin during the morning ELT on Tuesdays and continue through the afternoon ELT on Tuesday afternoon, and the lesson will close during the morning ELT on Wednesday. The second lesson will open during the morning ELT on Thursday, the work occur during the afternoon ELT on Thursday, and the lesson will close during the morning ELT on Fridays. (See Attachment J – Bell Schedules pages 70-72)</p> <p>4. Expansion and addition of safety nets (including summer safety net) such as math Navigator and Literacy Navigator.</p> <p>In addition to the Tier 2 intervention (Navigator) that is based on student needs that will be provided to all students, a Tier 3 intensive program will be offered to those students who are off-track for graduation. The Graduation Academy will be a replacement curriculum to accelerate the process getting back on track to meet the goal of graduating in four years. These students will be taught using DOLA and monitored with individual conferences by an assigned Assistant Principal.</p>	<p>December 2011, 2012, 2013 and May 2011, 2012 and 2013</p> <p>Weekly during collaborative meetings</p> <p>August in 2010, 2011, 2012</p> <p>30 minute extended learning daily for all students</p> <p>ELT Tuesday and Thursday from 3:10 – 3:30 for all students</p> <p>Daily</p>
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<p style="text-align: center;">5. Monitoring activities to track the progress of individual students against the standards.</p> <p>Faculty will meet weekly in their career academies to analyze formative, interim, and summative data to reflect on instructional effectiveness and to revise instruction as needed.</p> <p>At the end of each semester the school principal will conduct individual data meetings with administrators, counselors, academy leaders, content coaches, and the America’s Choice Cluster Leader to review focus walk data to determine the effectiveness of the instructional strategies implemented thus far and to update information in the McNair Professional Growth Plan.</p> <p>The leadership team will hold data retreats the first Monday of each month to assess teacher and student growth according to our annual school goals. During the meetings we will:</p> <ul style="list-style-type: none"> ▪ Monitor the implement of America’s Choice. ▪ Monitor and modify McNair Professional Growth Plans for teachers. ▪ Analyze student and teacher attendance data. <p><u>How teachers will be trained to analyze data:</u></p> <p>Administrators, content coaches, and academy leaders will train teachers how to analyze data. The training will help teachers analyze different types of student and school data (priority areas: student work, failure rates, standardized test scores, benchmark scores, demographics, learning styles, student behavior, and teacher and student attendance). We will also rely on courses and services offered by DeKalb County’s Department of Professional Learning for training in these areas. The purpose of the training will be for teachers to learn how to 1) Identify trends in strengths and weaknesses for specific subgroups, 2) Differentiate instruction, 3) Provide feedback to students, and 4) Help students learn how to use data to demonstrate varying degrees of personal efficacy and responsibility.</p>	<p style="text-align: center;">Weekly</p> <p style="text-align: center;">Twice a semester- September and November 2010, 2011, 2012 and February and April 2011, 2012, 2013)</p> <p style="text-align: center;">Monthly</p>
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<p>A8. Establish schedules and strategies that provide increased learning time (as defined in this notice).</p>	
<p>Actions:</p> <p>A study of high-performing high schools in Massachusetts found that all the top performing schools had expanded time for learning. Furthermore, about 80 percent of all charters in the state have a school week longer than the traditional 32.5 hours, and 50 percent</p>	<p>Timeline:</p>

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have a school calendar longer than the typical 180 days. The same is true for networks of high performing schools nationally.

In brief, the literature on extended learning time suggests the following:

- Time is necessary, but not sufficient, for producing learning outcomes. The connection between time and learning is not straightforward, and depends on how effectively learning time is being used. Additional learning time is effective only when existing learning time is being optimized.
- Extended learning time is more effective for disadvantaged children than for children from middle or high socio-economic status households.
- Extended learning time programs have been more effective in primary and secondary grades than in middle school.
- Extending the school day is more cost effective than extending the school year.

www.thechalkboardproject.org

Faberman, D., & Kaplan, C. (2005). *Time for a Change: The Promise of Extended-Time Schools for Promoting Student Achievement*. Boston: Massachusetts 2020.

Extended learning time at McNair High School will be implemented to increase mathematics and ELA scores on the GHSGT and EOCT test. The end goal of offering this time is to increase our graduation rate.

- Extended Learning Time (ELT) will be implemented for all students between 11:08 am-11:38 am daily and continue from 3:15 pm-3:50 pm on Tuesdays- and Thursdays. Students will be grouped based on math ability and will meet during the ELT period. Instructional activities for all 9th and 10th graders will include America's Choice Navigator and Ramp-up programs. All students in the junior class and seniors who have not passed the GHSGT will participate in Georgia High School Graduation Test and SAT preparation. Seniors at or above grade level will participate in senior project preparation and college preparatory activities. All activities will be differentiated and based on individual student needs. The ELT time periods will be set up like a 3-part lesson in order for students to receive an additional two ninety minute lessons each week. The lesson will open during the morning ELT on Mondays, the work period will begin during the morning ELT on Tuesdays and continue through the afternoon ELT on Tuesday afternoon, and the lesson will close during the morning ELT on Wednesday. The second lesson will open during the morning ELT on Thursday, the work occur during

August 2010 – May 2011
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<p>the afternoon ELT on Thursday, and the lesson will close during the morning ELT on Fridays. . (See Attachment J – Bell Schedules pages 70-72)</p> <ul style="list-style-type: none"> • Saturday school will be held every Saturday. Saturday school will focus repairing math and English deficiencies of students as well as challenging students that are above grade level in math and English. Tutorial and transportation salaries for this effort will be funded through regular Title I funds. <p>Students will be given the opportunity to participate in a school sponsored credit recovery program afterschool offered three times a week. Tutorial salaries and transportation for Credit recovery will be funded through regular Title I funds.</p>	<p>Saturdays October 2011 – April 2012</p> <p>Saturdays October 2012 – April 2013</p> <p>Saturdays October 2011 – April 2013</p> <p>Mondays, Tuesdays, and Thursday 4-6pm October 2011 – April 2012</p> <p>Mondays, Tuesdays, and Thursday 4-6pm October 2012 – April 2013</p> <p>Mondays, Tuesdays, and Thursday 4-6pm October 2011 – April 2013</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>Actions:</p> <p>Research on parental support</p> <p>Many of the America’s Choice schools work in challenging settings with students who have been burdened with low achievement expectations. The research suggests that goals for student success without the authentic engagement and involvement of parents, families, and communities are less likely to be realized. It further suggests schools that have effectively implemented positive change could not have done so without the support of the students’ parents.</p> <p>According to America’s Choice research on parental and family engagement:</p> <ul style="list-style-type: none"> • Students achieve more, irrespective of race ethnicity, background, or the educational level of the parents. • Students have higher grades and perform better on standardized tests, have better attendance, and complete homework consistently. • Students have higher graduation rates and higher enrollment in post-secondary education. • Students in programs designed to involve parents in full, mutually supportive partnerships, the achievement or poor students reaches levels that are typical in schools serving students whose income level is far higher. Further the students who are farthest behind make the greatest gains. <p>The America’s Choice School Design model consists of five design tasks:</p> <ol style="list-style-type: none"> 1. Standards and Assessment 2. Aligned Instructional Systems 3. High-performance Management, Leadership, and Organization 4. Professional Learning Communities 5. Parent or Guardian and Community Involvement <p>America’s Choice recommends having an outreach coordinator to promote success in the area of parent and community involvement.</p> <p>As Design Task Five, parent/community involvement is a core component of the America’s Choice School Design because research has unequivocally demonstrated that schools where parents, family, and community are involved are schools that</p>	<p>Timeline:</p>

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consistently report gains in student engagement, effort, and achievement. Strengthening parental involvement is an essential strategy if schools are to implement the America's Choice School Design effectively.

The key responsibilities of the position require this individual to be:

- An integral member of the Leadership Team.
- A liaison between colleagues, parents, and the community.
- A project manager who plans and supports various events.
- A communications link, creating a cycle of information that connects home, school, and community.

Actions:

To fully implement all 5 design task of America's Choice, we will enhance our current Parent Center in our school by hiring a Parent Liaison. The Parent Liaison will help the school to fully implement all five design tasks of America's Choice and the current school-based Parent Center will be enhanced by hiring a Parent Liaison. This liaison will serve as our parent outreach coordinator. The liaison will work full-time to create parent activities to market the parent center and increase parental involvement. The Parent Liaison will conduct a needs assessment and work in collaboration with the leadership team to create programs to the meet those needs. The Liaison will receive America's Choice training along with the faculty and will receive the America's Choice Parent and Community Handbook to guide their work.

How new partnerships will be developed:

McNair will implement a school-wide Academy Advisory Board led by the academy leaders. Academy leaders will actively market the academy encouraging community support and involvement. McNair's advisory board will be asked to assist students/faculty in the following ways:

- In-kind support (non-monetary) – materials, supplies, goods, products, advice, etc.
- Internships/Externships – Students working during the summer, winter, or spring break in a chosen career field of interest
- Volunteer Hours (Career related)
- Monetary – Grants, scholarships, funding for student activities.

Interview and hire Parent Liaison

July 2010 – August 2010

Employed year round

August 2010 – July 2013 to build capacity and sustainability in the area of parent involvement.

August 2010 – May 2011

August 2011 – May 2012

August 2012 – May 2013

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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 increase high school graduation rates.

Actions:

We are requesting operational flexibility concerning removing teachers from our school and a requesting a change in the district school day schedule.

Request – Based on *Class Keys* and the *McNair Professional Growth Plan* results, teachers may be removed and not allowed to teach at McNair for the 2012-2013 school year. Administration will make this decision based on the *Class Keys* evaluation tool and outcomes from the *McNair Professional Growth Plan*.

McNair is requesting that the *McNair Professional Growth Plan* replace DeKalb’s current Professional Development Plan and Moving Toward Excellence process to remove a teacher form the school.

The current school day for high schools in DeKalb County is from 8:10am – 3:10pm. We are requesting an official time change to begin the school day at 8:00am daily and to extend the school day on Tuesdays and Thursdays until 3:50pm, providing transportation for students through this grant for all extended day opportunities.

Timeline:

August 2010 – May 2011

August 2011 – May 2012

August 2012 – May 2013

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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).

Actions:

We will receive intensive technical assistance from the following:

- The DeKalb County School System (The LEA) will hire a Director of High School Transformation to monitor data analysis, funding/budgets, student progress, and school improvement initiatives. The salary for the Director of High School Transformation will be shared by all DeKalb Schools who receive the SIG grant.

DeKalb County School System (DCSS) Director of High School Transformation will (See Attachment K - Director of High School Transformation page 73):

1. Conduct the School Performance Review and provide support to develop and implement the schools' Short-Term Action Plans.
 2. Provide support and monitor the development and implementation of the schools' Short-Term Action Plans.
 3. Facilitate professional learning for teachers, instructional coaches, and leaders in SIG schools.
 4. Coordinate training on School and Leader Quality tools and resources.
 5. Provide school progress reports to the Interim Superintendent's office and GA DOE when applicable.
 6. Participate directly in decisions regarding the replacement of staff at the SIG schools.
 7. Work with budget analyst to monitor use of funds provided to schools to ensure all resources are maximized.
 8. Serve as liaison between system level administrators and SIG schools.
 9. Assist the schools in selecting, hiring, placing, and empowering appropriate school personnel to enable the school to make progress.
 10. Conduct an analysis of teacher attendance, and if applicable, implement a plan to improve teacher attendance in the schools.
 11. Research, develop, and work with the school leadership teams to establish the structures needed to implement the interventions written and approved in the school improvement plans.
- A full-time America's Choice On-Site Cluster Leader will provide job-embedded professional learning and technical assistance for eight hours a day, four days a week for the first

Timeline:

August, 2010 – July, 2011

August, 2011 – July, 2012

August, 2012 – July, 2013

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two years of the grant (See Attachment G- America's Choice On-Site Cluster Leader Job Description pages 66-67). During the third year of the grant, the school will received thirty days of technical assistance from an America's Choice Cluster Leader.

- Utilize and expand existing America's Choice Monitoring Process. (Quality Review twice a year) America's Choice on site Cluster leader will visit classrooms daily to model lesson delivery, assist teachers with data analysis, coach teachers in differentiating instruction, assist teachers with lesson/unit plan development, on site professional development, and provide technical feedback on the implementation of the America's Choice model. America's Choice on site Cluster leader will work the leadership team to enhance the leadership function, roles, and responsibilities
- Utilize LEA Departmental Resources:

Assessment, support, and monitoring are provided to all DeKalb County School Schools on a tiered continuum based on AYP status. Collaborative Implementation is provided through the Department of Teaching and Learning with the assistance of other departments such as Professional Learning, and support services as needed. McNair High School will benefit from the following district level support as it relates to the implementation of this grant:

Department of High School Teaching and Learning will provide targeted assistance to McNair through specific action steps. End of Course Test (EOCT) data is disaggregated to identify targeted students and content domains that need to be addressed. Rigor and academic achievement are increased in content areas through America's Choice. Focus walks are conducted based on data and teacher needs. Benchmark tests are aligned with GPS curriculum in math and ELA and the resulting data is analyzed to inform and revise support efforts.

Department members assist in monitoring classroom instruction to ensure that effective instructional practices are utilized and that the curriculum taught is aligned with GPS. Content specific professional learning opportunities are provided for both general education and special education teachers. Support is also provided for preferred teaching models.

McNair will be provided training and monitoring of the Project ICE (Instruction, Collaboration, and Environment) Road Map which includes high yield strategies to improve the achievement/performance of students with disabilities. Strategies include scheduling students for maximum impact: least restrictive environment, collaborative instruction, and FTE funding; utilizing

School Improvement Grant 1003(g)

the three preferred models of instruction for students with disabilities; using best practices for proactive and reactive classroom management; enhancing instruction through language/vocabulary acquisition and targeted feedback.

McNair will receive support from a Special Education and Vocation Lead Teacher (SEVLT). The SEVLT works with the school leadership team and the staff to: 1) improve the achievement/performance of students with disabilities (SWD), and 2) ensure compliance with federal and state requirements. It is a goal that all high schools will be assigned a Project ICE coach. Every high school is assigned an additional special education paraprofessional to function as a Project ICE paraprofessional. They provide support to SWDs in general education classes during all segments of the school day in a "supportive instruction" model.

As a Needs Improvement District, the DeKalb County School System has analyzed the data and identified two critical needs at the high school level: mathematics and graduation rate. To that end, the Office of School Improvement has assigned a Coordinator who is an expert in the field of mathematics to address mathematics grades 9-12. This Coordinator collaborates with the Department of Teaching and Learning to interpret and analyze assessment data, plan and support appropriate activities for district-wide initiatives, and support school level administrators and teachers in implementing the high school math curriculum.

Additionally, the DeKalb Graduates program collaborates with Communities in Schools to provide data on attendance, discipline, and academics for ninth graders and meets with schools to assist in strategically targeting the appropriate interventions for high impact students.

Schools that have met AYP and are not currently in NI status receive technical assistance from an Office of School Improvement (OSI) Coordinator. Each Region Team has a designated OSI Coordinator who is responsible for supporting the schools in that Area. The role of the OSI Coordinator is to provide training, technical assistance, and monitoring regarding the Consolidated School Improvement Plan (CSIP), Title I Budgets, the Georgia School Keys, and other areas of need as requested by the school.

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

C. Align additional resources with the interventions.	
<p>Actions</p> <p>Title I Funds (including School Improvement funds) will be used to support the implementation of America’s Choice in the following areas:</p> <ul style="list-style-type: none"> ▪ Title I math coach part time ▪ Title I ELA coach full time ▪ Additional America’s Choice miscellaneous instructional supplies (paper, post-its, books, chart paper, pens pencils) and professional learning ▪ Additional teacher salaries in mathematics and ELA to decrease class size ▪ Substitutes for teachers to participate in job-embedded professional learning or to attend off site conferences for professional learning ▪ Consultants to provide job-embedded professional learning ▪ Professional learning opportunities identified ▪ Student transportation to attend after school and Saturday tutorial sessions 	<p>Timeline:</p> <p>August, 2010 – May, 2011</p> <p>August, 2011 – May, 2012</p> <p>August, 2012 – May, 2013</p>

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LEA Application 2010 Attachment 2d

Transformation Model

D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.	
<p>Action</p> <p>Place Teachers on a Professional Development Plan will not receive a contract for year 2012-2013 based on their performance August 2010 – May 2012. Administration will make this decision based on Class Keys and their McNair Professional Growth Plan.</p> <p>McNair is requesting that it <i>McNair Professional Growth Plan</i> replaces DeKalb’s current Professional Development Plan and Moving Toward Excellence process to remove a teacher from the school.</p> <p>The current school day for high schools is from 8:10am – 3:10pm. We are requesting an official time change to begin the school day at 8:00am daily and to extend the school day on Tuesdays and Thursdays until 3:50pm, providing transportation for students through this grant for all extended day opportunities.</p>	<p>Timeline:</p> <p>August, 2010 – May, 2011 August, 2011 – May, 2012 August, 2012 – May, 2013</p>

E. Sustain the reform after the funding period ends.	
<p>Actions:</p> <p>McNair High School and the DeKalb County School System will sustain the reform by building capacity through a variety of avenues. Coaches hired through this grant will facilitate staff-wide professional growth that will continue to impact school culture and student achievement long after the grant ends. Job-embedded professional learning and smaller learning communities will be utilized to achieve this goal. Individualized professional learning plans will be designed and implemented for each teacher to reflect both career stage and skill level.</p> <p>A full-time America’s Choice On-Site Cluster Leader will provide job-embedded professional learning and technical assistance for eight hours a day, four days a week for the first two years of the grant (See Attachment G- America’s Choice On-Site Cluster Leader Job Description pages 66-67). To build sustainability, during the third year of the grant, the school will received thirty days of technical assistance from an America’s Choice Cluster</p>	<p>Timeline:</p> <p>August, 2010 – May, 2011 August, 2011 – May, 2012 August, 2012 – May, 2013</p>

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Leader.

After three years, the *America's Choice ACT/Rigor and Readiness* model will have become a routine and systematic part of the school culture and operations. At the end of the grant period, all available Title I funds will be used to purchase any necessary America's Choice materials for the purpose of content delivery.

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LEA Application 2010**

**Attachment 2d
Transformation Model**

LEA Name: DeKalb County School District

School Name: McNair High School

(Note – percentages contained in goals is to reach AMO and absolute bar for AYP)

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.
Reading/English Language Arts
2010-2011 School Year McNair High School will increase the number of students in all subgroups meeting and exceeding the standard in Reading/ELA by 10% on the GHSGT.
2011-2012 School Year McNair High School will increase the number of students in all subgroups meeting and exceeding the standard in Reading/ELA by 5% on the GHSGT.
2012-2013 School Year McNair High School will increase the number of students in all subgroups meeting and exceeding the standard in Reading/ELA by 5% on the GHSGT.
Mathematics
2010-2011 School Year McNair High School will increase the number of students in all subgroups meeting and exceeding in Math by 10% on the GHSGT.
2011-2012 School Year McNair High School will increase the number of students in all subgroups meeting and exceeding in Math by 20% on the GHSGT.
2012-2013 School Year McNair High School will increase the number of students in all subgroups meeting and exceeding in Math by 20% on the GHSGT.
Graduation Rate
2010-2011 School Year McNair High School will increase the graduation rate for all students 5%
2011-2012 School Year McNair High School will increase the graduation rate for all students 5%.
2012-2013 School Year McNair High School will increase the graduation rate for all students 5%.

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LEA Application 2010 Attachment 3

Tier III Schools

LEA Name: _____

School Name: _____

Describe the services the school will receive and/or the strategies the Tier III school will implement.

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 III schools. Write the annual goals below.
Reading/English Language Arts
2010-2011 School Year
2011-2012 School Year
2012-2013 School Year
Mathematics
2010-2011 School Year
2011-2012 School Year
2012-2013 School Year

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LEA Application 2010 Attachment 3

Tier III Schools

Graduation Rate
2010-2011 School Year
2011-2012 School Year
2012-2013 School Year

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LEA Application 2010 Attachment 4

LEA Name: DeKalb

School Served: McNair High School

Intervention Model: America's Choice with Career Academies

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 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. Please reference Appendix B.

Object Class	Item Description	Costs	
100 Personal Services (Salaries)	Content Coaches (3 coaches @ \$60,000 per year)	\$180,000	
	Academy Leaders (4 leaders * \$35 per hour * 4 hours per week * 36 weeks in the school year)	\$20,160	
	LEA Director of High School Transformation (\$50,000) – cost shared with other SIG schools in the district (Clarkston High School)	\$50,000	
	Incentives - GHSGT (\$150 * 2- tests Math & ELA* 75 teachers, admin, & coaches), ECOT (50 * 4 tests - two math two ELA* 75 teachers, admin, & coaches*2 fall and spring ECOT), drop out (125 *100 faculty and staff members), and graduation rate (125 *100 faculty and staff members)	\$22,500 \$30,000 \$12,500 \$12,500	
	Parent Center Liaison	\$25,000	
			Object Total
			\$352,660
200 Benefits	Content Coaches (3@ 19,800 – 33% health and medical)	\$59,400	
	Academy Leaders (4@\$385.56) rate .0765	\$1,543	
	LEA Director of High School Transformation (33% health and medical)	\$16,500	
	GHSGT, ECOT, drop out and graduation incentives (\$77,500 rate .0765)	\$5,929	
	Parent Center Liaison (33 % health and medical)	\$8,250	
			Object Total
			\$91,622
300 Purchased Professional & Technical Services	America's Choice Model (salary for Cluster Leader included in contract cost for America's Choice)	\$310,000	
	Gender Training Professional Development	\$15,000	
	Rites of Passage Professional Development	\$7,500	
			Object Total
			\$332,500
500 Other Purchased Services	Rites of Passage Field Trips Transportation	\$2,500	
			Object Total
			\$2,500
600 Supplies	Mobile Laptops (80 * 800) and carts (2 * 800) for the graduation academy	\$65,600	
	America's choice navigator books and instructional materials and supplies (classroom related supplies)	\$11,864	
	Learning styles inventory test (\$7*1000 students)	\$7,000	
			Object Total
			\$89,464
700 Property (Capitalized Equipment)			
			Object Total

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			\$ -
800	Other Objects		
		Object Total	\$ -
900	Other Uses		
		Object Total	\$ -
School Total			\$868,746

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LEA Name: DeKalb

School Served: McNair High School

Intervention Model: America's Choice with Career Academies

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 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. Please reference Appendix B.

Object Class	Item Description	Costs	
100 Personal Services (Salaries)	Content Coaches (3 coaches @ \$60,000 per year) Academy Leaders (4 leaders * \$35 per hour * 4 hours per week * 36 weeks in the school year)	\$180,000 \$20,160	
	LEA Director of High School Transformation (\$50,000) – cost shared with other SIG schools in the district (Clarkston High School)	\$50,000	
	Incentives - GHSGT (\$150 * 2- tests Math & ELA* 75 teachers, admin, & coaches), ECOT (50 * 4 tests - two math two ELA* 75 teachers, admin, & coaches*2 fall and spring ECOT), drop out (125 *100 faculty and staff members), and graduation rate (125 *100 faculty and staff members)	\$22,500 \$30,000 \$12,500 \$12,500	
	Parent Center Liaison	\$25,000	Object Total
			\$352,660
200 Benefits	Content Coaches (3@ 19,800 – 33% health and medical) Academy Leaders (4@\$385.56) rate .0765	\$59,400 \$1,543	
	LEA Director of High School Transformation (33% health and medical)	\$16,500	
	GHSGT, ECOT, drop out and graduation incentives (\$77,500 rate .0765)	\$5,929	Object Total
	Parent Center Liaison (33 % health and medical)	\$8,250	\$91,622
300 Purchased Professional & Technical Services	America's Choice Model (salary for Cluster Leader included in contract cost for America's Choice)	\$310,000	
	Class Keys Professional Development	\$6,500	
	Rites of Passage	\$2,750	
			Object Total
		\$319,250	
500 Other Purchased Services	Rites of Passage Field Trips Transportation	\$1,250	
			Object Total
		\$1,250	
600 Supplies	Mobile Laptops (40*800) and carts (1*800) for the graduation academy	\$32,800	
	Learning Styles Inventory (\$7 * 300 students)	\$2,100	
	Parent Center Liaison Supplies	\$1,304	Object Total
			\$36,204
700 Property (Capitalized Equipment)			
			Object Total
		\$ -	
800 Other Objects			
			Object Total
			\$ -

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900	Other Uses		
			Object Total
			\$ -

School Total \$ 800,986

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LEA Name: DeKalb

School Served: McNair High School

Intervention Model: America's Choice with Career Academies

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 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. Please reference Appendix B.

Object Class	Item Description	Costs	
100 Personal Services (Salaries)	Content Coaches (3 coaches @ \$60,000 per year)	\$180,000	
	Academy Leaders (4 leaders * \$35 per hour * 4 hours per week * 36 weeks in the school year)	\$20,160	
	LEA Director of High School Transformation (\$50,000) – cost shared with other SIG schools in the district (Clarkston High School)	\$50,000	
	Signing Bonus for eligible teachers, administrator, coaches (\$1000 * 75)	\$75,000	
	Parent Center Liaison	\$25,000	Object Total
			\$350,160
200 Benefits	Content Coaches (3@ 19,800 – 33% health and medical)	\$59,400	
	Academy Leaders (4@\$385.56) rate .0765	\$1,543	
	LEA Director of High School Transformation (33% health and medical)	\$16,500	
	Signing Bonus rate .0765	\$5,738	Object Total
	Parent Center Liaison (33 % health and medical)	\$8,250	\$91,431
300 Purchased Professional & Technical Services	America's Choice Model (30 technical assistance visits in place of a full-time cluster leader)	\$190,000	
	Rites of Passage	\$2,750	
			Object Total
			\$192,750
500 Other Purchased Services	Rites of Passage Field Trips – Transportation	\$2,000	
			Object Total
			\$2,000
600 Supplies			
	Mobile Laptops (25*800) and carts (2*500) for the graduation academy	\$21,000	
	Learning Styles Inventory (\$7 * 300)	\$2,100	Object Total
	Parent Liaison Supplies	\$3,847	\$26,947
700 Property (Capitalized Equipment)			
			Object Total
			\$ -
800 Other Objects			
			Object Total
			\$ -
900 Other			

School Improvement Grant 1003 (g)

Uses		Object Total
		\$ -

School Total

\$663,288

**School Improvement Grant 1003 (g)
Attachment A – Community Meeting Flyer**



U. S. Department of Education
School Improvement Grant (SIG)
Community Meeting

Purpose of School Improvement Grant (SIG)

“...provide funds to schools that demonstrate the greatest need for the funds and the strongest commitment to use the funds to significantly raise student achievement in those schools”

Wednesday, March 31, 2010

6:00 p.m.

Ronald E. McNair High School

**1804 Bouldercrest Road, SE
Atlanta, GA 30316**

Please plan to attend the meeting to learn more about the School Improvement Grant (SIG) opportunity. You will have the opportunity to ask questions and share your input as a stakeholder.

**School Improvement Grant 1003 (g)
Attachment B**

Community Meeting Agenda



**U.S. DEPARTMENT OF EDUCATION
SCHOOL IMPROVEMENT GRANT (SIG)
RONALD E. McNAIR HIGH SCHOOL
COMMUNITY MEETING**

AGENDA

Wednesday, March 31, 2010

6:00 p.m.

- I. Welcome and Opening Remarks
- II. Introduction of Grant Writing Team Members
- III. School Improvement Grant (SIG) Overview
- IV. Questions

Purpose of School Improvement Grant (SIG)

"...provide funds to schools that demonstrate the greatest need for the funds and the strongest commitment to use the funds to significantly raise student achievement in those schools"

School Improvement Grant 1003 (g)

Attachment C (p. 54-55)

Community Meeting Minutes

Minutes

SIG Community Meeting	
3.31.2010	6:00 - 6:39 pm McNair HS
Facilitator	Dr. James Jones, Principal
Note taker	Annette Maclin
Attendees	3 parents, local school grant writing team, school administrators, Mr. Moseley, Ms. Stepney, Ms. Maclin
Power point presentation	
	Dr. Jones
Discussion	Read as scripted
Questions	
	Ms. Stepney
Question	Would the class size be less than the state mandate?
Response	We are able to dream big. Maintaining a lower class size is possible within the parameters of the grant. For example, if a Freshmore Graduate Academy is established the school would try to schedule a maximum of 29 in the class to ensure it was fully funded, but there may be some opportunity to have fewer students in the classes.
Question	Can this grant money be used to provide individual instruction for students that need additional academic support? For example, reading help?
Response	Yes, that is an excellent example the grant is designed to support improved student achievement. To address your example, the grant could pay for a literacy coach at each grade level for the 3 years of the grant term. The school will need to sustain the benefit after the three years by planning for continued support.
Question	Will the school system's budget issues impact the grant?
Response	No, any money awarded by the grant is separate from all other budgets that the school system has. They will not overlap. The school system could be awarded between 50k and 2 million each year for three years through this grant. We are shooting for the full \$2 million.
Question	Can the grant money be applied to all areas of the school? For example can it purchase gym or band equipment, or the music or art programs?
Response	No, grant funds must be targeted to support the goals of the grant. If the grant is written to support a Healthcare Academy, for example, then all moneys must be applied to that purpose. If the grant writers design the grant to support a music program then the money would be applied to that program. All grant money must support the grant.
Question	Will we still have the Smaller Learning Community Academies?
Response	That is a possibility. We are looking at the whole school to see how we can streamline the number and type of academies. We have looked at the Carver School model in Atlanta Public School as a way to address student interest and provide a structure for the academies. This grant is an opportunity for us to think big and be very creative as we seek to address the needs of this community. The school and district will work together for the school's success.
Question	When will the grant be awarded?
Response	The application will be submitted in April, recipients will be notified by June 30, 2010. We will go live July 1 st with training and plans for implementation. There will be a need for ongoing training, some phases of the plan will be implemented immediately, but others will roll out on a schedule. We want to make sure that we prepare and train staff properly.
Question	

School Improvement Grant 1003 (g)

Response	
Question	
Response	
Remarks	
	Ms. Stepney
Parent Component	Parent and community support is crucial to the school's success. For example, if the grant focuses on a Healthcare Academy, there could be a clinic that is open beyond the school day to serve the community; it could provide health screenings, etc. This is an opportunity to bring highly trained specialists into the school. Ex - prevention intervention specialists, nurses and clinical staff to train students for the Healthcare field. Parent can submit ideas and suggestions to the school grant writing team. We want you to be a part of the process.
Revisions	This grant once awarded allows us to assess our progress mid stream and adjust as necessary to better accomplish our goals.
Performance Evaluations	Teachers and field specialists could receive a stipend for meeting performance targets.
Question	Who will design the Performance Evaluation?
Response	If the grant writing team chooses to implement a performance evaluation, they will identify the goals and benchmarks within the grant. Then the district will design an instrument to use for evaluation. The goal is to build capacity. Any performance evaluation would most likely be implemented in the 2 nd year of the grant once teachers have received thorough training. Because grant recipients will be notified mid summer, it would be difficult to schedule any training for teachers and notify them after they have left for the summer.
Intercession	In the event that the grant includes a provision for academic support during school breaks (intercession) we will need PTA and parent support telling the community that we have classes set up for the students and we need parents to make sure they take advantage of them. If necessary we can address providing transportation during the intercessions.
Conclusion	
	Ms. Stepney
Question to parents:	What can we do to get parent support?
Parent Response	Somebody needs to check for accurate phone numbers then a calling post system can be used to notify parents of meetings, etc., word of mouth communication and posting signs announcing meetings is also good. (Ms. Stepney stated that the grant could include a data person to assist with parent notification)
Closing Remarks	Thanks to all

Attachment D (p. 56-57)

America’s Choice Rigor and Readiness -Years One, Two and Three

District Level SOW SAMPLE--YEAR ONE, TWO & THREE

Professional Development and Technical Assistance	Year One	Year Two	Year Three
District Level Seminars <ul style="list-style-type: none"> Superintendent and Cabinet 	4 days	3 days	3 days
District Network Meetings <ul style="list-style-type: none"> Superintendent and CAO 	1	1	1

HS SOW SAMPLE: INTENSIVE DESIGN --YEARS ONE, TWO & THREE

Professional Development and Technical Assistance	Year One	Year Two	Year Three
Orientation <ul style="list-style-type: none"> Principal, AP, Coaches, PCOC 	1 day	1 day (new principals, APs, coaches)	1 day (new principals, APs, coaches)
Leadership Academies <ul style="list-style-type: none"> Principal Assistant Principal 	4 days (2-2)	4 days (2-2)	4 days (2-2)
Principals Networks <ul style="list-style-type: none"> Principal plus Assistant Principal(s) or Leadership Team member 	6x	6x	6 x
Team Building <ul style="list-style-type: none"> 9th grade teams Guidance Counselors 	2 days	2 days	2 days
Literacy Institutes: On-Grade (QualityCore or AC) <ul style="list-style-type: none"> English 9 teachers English 10 teachers English 11 teachers 	5 days (9 th grade)	3 days (9 th grade) 5 days (10 th grade)	3 days (10 th grade) 5 days (11 th grade)
Literacy Institutes: Ramp-Up TIER THREE <ul style="list-style-type: none"> Three teachers designated to teach Ramp-Up Literacy 	8 days	8 days (new) 2 days (returning)	2 days (returning)
Literacy Navigator – TIER TWO	1 day*	1 day*	TA on-site
Math Institutes: On-Grade (QualityCore or AC) <ul style="list-style-type: none"> Algebra 1 teachers 	5 days (Alg 1)	3 days (Alg 1)	3 days (Geom)

School Improvement Grant 1003(g)

Professional Development and Technical Assistance	Year One	Year Two	Year Three
<ul style="list-style-type: none"> • Geometry teachers • Algebra 2 teachers 		5 days (Geom)	5 days Alg 2)
Math Institutes: Ramp-Up - TIER THREE (or equivalent IF RU not applicable) <ul style="list-style-type: none"> • Three teachers designated to teach Ramp-Up to Algebra (Stage One) 	8 days	8 days (new) 2 days (returning)	2 days (returning)
Mathematics Navigator - TIER TWO	1 day	1 day	TA on-site
Science Institute: On-Grade (QualityCore or AC) <ul style="list-style-type: none"> • Teachers who teach biology • Teachers who teach chemistry • Teachers who teach physics 	5 days (Biol)	3days (Biol) 5 days (Chem)	3 days (Chem) 5 days (Physics)
Coaching Institute	2 days	2 days	2 days
Technical Assistance Days Delivered onsite by the Cluster Leader and includes facilitating, modeling, demonstrating, coaching, and Quality Reviews.	30	30	30

*May be delivered on-site.

School Improvement Grant 1003(g)

Attachment E (p. 58-59)

McNair High School Rites of Passage Selection Composite Measure Grades 9-12

Student's Name _____ Date _____

Classroom Teacher's Name _____ Grade This School Year _____

Last School _____ Grade Last School Year _____

To Be Completed by Classroom Teacher:

Teacher rating for math	Total Possible Points	Teacher rating for ELA	Total Possible Points
Very low math skills for grade level	5	Very low math skills for grade level	5
Average math skills for grade level	3	Average math skills for grade level	3
Above average skills for grade level	1	Above average skills for grade level	1
Total Points:		Total Points:	
Report Card Grades:			
Report Card Grade for Math	Total Possible Points	Report Card Grade for ELA	Total Possible Points
F	5	F	5
D	4	D	4
C	3	C	3
B	2	B	2
A	1	A	1
Total Points:		Total Points:	
Retention Rating:	Total Possible Points		
The student has been retained in any grade or is repeating the any course in which he/she is enrolled.	5	Total Points:	
Standardized Test Scores: (Enter standardized test scores and points calculated on p. 2)		Total Points:	
Student's Total Score		Total Score	

Rating Key:

First Priority	35 – 26 points	Second Priority	25- 16 points	Third Priority	15 - 6 points
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School Improvement Grant 1003(g)
Attachment E p. 2 - McNair High School
Rites of Passage Selection Composite Measure Grades 9-12

Standardized Scores: Most recent standardized test scores (enter points from appropriate Math & ELA %tile or scale scores)					
9th –CRCT (Math and English - Scale Scores)					
Levels	Math	Possible Points	ELA	Possible Points	Total Points
1		5		5	
2		3		3	
3		1		1	
10th –EOCT (Lit 9 and Math I – Scale Scores)					
Levels	Math	Possible Points	ELA	Possible Points	Total Points
1		5		5	
2		3		3	
3		1		1	
11th –PSAT (Math and ELA %tile scores)					
Levels	Math	Possible Points	ELA	Possible Points	Total Points
1 (20-40)		5		5	
2 (41-60)		3		3	
3 (61-80)		1		1	
12th –GHS GT (Math and ELA Scale Scores)					
Levels	Math	Possible Points	ELA	Possible Points	Total Points
1 (Did Not Meet)		5		5	
2 (Pass)		3		3	
3 (Pass +)		1		1	
				Total Points from all standardized test scores	

School Improvement Grant 1003(g)
Attachment F (p. 60-65)
McNair High School
Rites of Passage Program Rationale and Timeline
Rigor & Readiness Key Outcome 5: Engaged and Responsible Learners

Rationale

The Rites of Passage is an academic system of teaching through scholastic and experiential exercises. The program is designed to facilitate, build and strengthen life skills in youth by building self-pride through ethnic-based education. A growing body of research is emerging in support of the general proposition that knowledge of and respect for African culture may be positively associated with educational success and other healthy outcomes for children of African descent. There is also evidence that positive regard toward one's ethnic group, as measured by scales of ethnic identity, is related to educational success and other healthy outcomes. Studies by Phinney and Tarver (1988) and Phinney (1992) found higher academic performance among students with higher levels of ethnic identity. In an ecological study of ninth grade classroom environments, Sheets (1999) found that programs using cultural knowledge and promoting ethnic identity had higher levels of academic success. A study by Smith, Walker, Fields, Brookins, and Seay (1999) using structural equation modeling found that ethnic identity and self-esteem contribute to children's perceptions of their ability to achieve academically and other pro-social attitudes. Belgrave, Van Oss Marin, and Chambers (2000) found higher ethnic identity to be associated with less risky sexual attitudes among female African American adolescents. Similar research describes positive relationships between racial identity and educational success among children of African descent (e.g. Ford, 1997), racial identity and drug attitudes among African American children (e.g. Townsend & Belgrave, 2000), and racial identity and other competencies among African American adolescents (e.g. Arroyo & Zigler, 1995). At McNair High School, the Rites of Passage Program wants its students to be involved in growth and development opportunities outside of the regular school day. The Rites of Passage Program encourages various levels of leadership and performance and wants the students to take responsibility for and value the importance of active participation in their own growth and development as future leaders and, most importantly, engaged and responsible learners. The program will target, first, ninth grade repeaters, tenth grade repeaters and any tenth through twelfth grade student who wishes to benefit from the culturally intensive program. Students targeted will be identified using a multiple selection criteria focusing on their Math and ELA skill ratings, report card grades, grade retention, and standardized test scores. Thirty-four percent (34%) of students will come from low scoring group, 33% from average scoring group and 33% high scoring group in an effort to create an academically diverse group.

There are a number of things that the students can participate in either as individuals or as groups that will help to foster and develop their leadership skills and abilities. We have actively sought opportunities for the students to participate in service learning and other community activities through partnerships with a number of community groups.

Program Description

Rites of Passage students will participate in a very closely monitored program. All students will be expected to participate in activities during non-meeting times to help them advance in their personal development and leadership skills. All students will maintain a notebook to record their activities and hours. Parents will verify all hours earned. After verification, hours will be recorded at the regular organization meetings. Students are able to earn hours in the following categories:

1. Organization Participation
2. School Involvement/Academic Progress
3. Civic Engagement/Community Involvement
4. Service Opportunities
5. Leadership

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In order to be in good standing with the organization, every month, each student must earn a **minimum** of the following:

Rites of Passage
10 hours per month (80 hours for the year)

Students will record their monthly activity on a Verification sheet. The sheets will be due at the first meeting of the following month. For example, activity for October, 2010 will be due at the first meeting in November, 2010.

“Top hour” earners will be recognized in the organization newsletter and website.

At the end of the year at the recognition banquet special awards will be given to students who achieve the following levels:

Rites of Passage
<i>Bronze:</i> 100 - 119 hours
<i>Silver:</i> 120 – 139 hours
<i>Gold:</i> 140 hours or above

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Examples of ways students can earn hours per category:

Based on assessed student need, decision made by Adult Mentor and Student and will aid student in strengthening academic progress and facilitates their ability to attain their appropriate grade level.

Organization Participation

- *Attendance at a scheduled Rites of Passage meeting is equal to 1 hour*

School Involvement/Academic Progress

- Participation in school clubs
- Participation in school athletics
- Tutoring fellow students
- Assisting teachers and administrators on special projects
- Help the PTA/PTO with special projects
- Competing in an academic contest
- Good grades (an A=1hour and a B=1/2 hour)

Civic Engagement /Community Involvement

- Attending a public meeting
- Participating in a civic organization
- Supporting a civic cause
- Participating in a walk, run or activity to raise money for a cause
- Participation in community organizations, such as youth groups, faith organizations
- Mentoring or Tutoring
- Volunteering
- Singing in a choir/band/orchestra
- Playing an instrument for an organization
- Helping in a neighborhood association
- Participating in community workdays
- Performing for an organization

Service Opportunities

- Volunteer to help at Soup Kitchen
- Help with the DFCS Holiday Program
- Participate in fundraising opportunities for non-profit organizations like Rites of Passage
- Serve as a career intern
- Volunteer at the YMCA Camp
- Help with YMCA service projects such as the play park
- Serve as a peer leader/helper to younger students
- Visit and help at our local nursing homes
- Work on special service project for the needy and troops overseas

Leadership

- Hold an office in a club or organization
- Be a captain or co-captain of a team
- Organize an event
- Coordinate a program or project
- Facilitate a group discussion
- Interview someone in a field of interest
- Write a persuasive argument about an issue important to you
- Participate in a special training opportunity

School Improvement Grant 1003(g)

Year 1

Co-Ed With Gender breakouts	Boys & Girls Together
Professional Learning	<ul style="list-style-type: none"> -Staff Training on how ethnic awareness builds stronger learners -Use of community leaders and Professors and Graduate students from local colleges to teach, train, and mentor teachers and students - Dr. Kunjufu to address a variety of audiences, including students, parents, teachers, and community residents about how Afrocentric-based curriculum teaches self-pride, builds self-esteem and increases student achievement in schools. - Gender/ethnic Expectations and Student Achievement (GESA) - Teacher Expectations/Student Achievement (TESA)
Books/Supplies/Materials	<ul style="list-style-type: none"> -Build professional library for students and teachers (gender-based books, afrocentric books, historical culture books) -Office supplies, Incentives for incremental milestones, ribbons, items for program rituals, digital camera and recorder for archiving
# of Students	50-75
Guest Speakers/Field Trips, Transportation	<ul style="list-style-type: none"> -Program kick-off, Dr. Jawanza Kunjufu -Community Leaders, Entrepreneurs to speak to students -Cultural Events, Conversations with successful African Americans in their setting→ Job site visits

Year 2

Gender-Based	Boys & Girls Separate
Professional Learning	-Gender-based Prof Learning Conferences (NASSPE Conference) (10 Faculty Members) in addition to the professional learning listed in year 1.
Books/Supplies/Materials	Same as above
# of Students	100-150
Guest Speakers/Field Trips, Transportation	Same as above

Year 3

Gender-Based	Boys & Girls Separate
Professional Learning	-Gender-based Prof Learning Conferences (NASSPE Conference) (5 Faculty Members) in addition to the professional learning listed in year 1.
Books/Supplies/Materials	Same as above
# of Students	200-250
Guest Speakers/Field Trips, Transportation	Same as above

School Improvement Grant 1003(g)

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Attachment D (p. 66-67)

Job Description America's Choice On-site Cluster Leader

Job Purpose: The on-site America's Choice Cluster Leader is an experienced and effective educator. The position requires knowledge of standards-based reform and school operations and depends heavily on professional development skills and the ability to deliver technical assistance to school personnel. The Cluster Leader has a specialty area in leadership, and/or literacy and mathematics and will serve Clarkston High School daily. Cluster Leaders are senior associates in ACI and are expected to be experts in providing training and professional development.

General - Essential Duties, Accountabilities, and Responsibilities

Technical Assistance

1. Deliver on-site assistance in the areas of leadership, literacy, and mathematics
2. Conduct on-site Quality Reviews of the school to determine the progress the school is making in implementing the design.
3. Meet with the school principal, the leadership team, and the instructional coaches to discuss implementation issues and to solve problems.
4. Demonstrate strategies, critique model classrooms and participate in leadership meetings.
5. Collaborate with other cluster leaders in delivering assistance in specified areas
6. Remain current on the school's progress and needs
7. Maintain a current knowledge of the secondary design elements and the content pieces
8. Maintain current knowledge of performance and content standards

Professional Development and Training

1. Instruct school principal, community Parent Liaison/outreach coordinator, content coaches, academy leaders, and department chairpersons in the areas of leadership, and/or literacy and mathematics
2. Train school personnel in the content and skills needed to implement the design.
3. Prepare content and materials for use in training and development

Product Development

1. Assist in the development of materials and products that support the training and implementation of the design.
2. Develop training notebooks, manuals or curriculum pieces as necessary to implement the design.

The on-site Cluster Leader participates in ACI's trainings, meets certification requirements in specialty areas, and works as a member of a team to accomplish goals as set by the school and by ACI.

Required Skills and knowledge:

- Knowledge of standards-based reform, curriculum, instruction and assessment
- Ability to plan strategically
- Excellent organizational and communication skills
- Strong human relations skills
- Knowledge of school and district organization
- Excellent ability to present content to large and small groups
- Problem solving skills
- Excellent verbal and written capabilities

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Duties and Responsibilities Specific to McNair High School

- Provide leadership coaching and training to the school Leadership Team as well as its individual members in accordance with the best practices of effective leader duties identified in the AC Diagnostic Assessment Tool (DAT), which is the implementation rubric, in order to build teacher leader and school leader capacity to lead and manage change over the three-year implementation.
- Monitor use of instruction and assessment practices to strengthen classroom teaching and learning aligned to the three tiers of intervention (GA Pyramid of Intervention)
- As a math specialist, work closely with the school math coach and math teachers to ensure that rigorous work for students to increase proficiency in math concepts and math computations - Math I and Math II as a core program and advanced math courses in Geometry, Algebra and Calculus.
- Deliver training and professional development to model quality instruction and assessment practices across content areas to build content literacy (reading comprehension) and numeracy for students struggling.
- Deliver training and professional development in the area of data analysis and how to utilize data to differentiate instruction, provide effective feedback to students, and help student develop personal efficacy
- Be current on the school's progress in the level of implementation of interventions to address the identified needs to track and monitor growth in student achievement and communicate that progress to all stakeholders
- Lead the school through two Quality Review processes a year to target next steps
- Observe in classrooms, look at student work and track classroom formative assessments to determine level of implementation with level of student productivity
- Collaborate with administrators, counselors, coaches, academy leaders, and department chairpersons to track academic progress of all students engage in safety net opportunities (ELT, Graduation Academy, Rites of Passage, Saturday School, Credit Recovery) and report data monthly to the leadership team.

Minimum Education level:
Master's Degree or higher

Pre-Requisite Experience:
Demonstrated success and at least five years of successful experience as a K-12 professional

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Attachment H Content Coach Job Description

Providing Classroom Support

1. Model lessons in classrooms on a daily/weekly basis. Components of modeling include: planning with the teacher or grade-level team prior to teaching the lesson, teaching and/or co-teaching the lesson, debriefing with the teacher and/or grade-level team, and coaching the teacher(s) teaching a follow-up lesson.
2. Coordinate implementation of the literacy, math, science, and social studies program in all classrooms beginning in one classroom then expanding to all classrooms.
3. Work with teachers to create a classroom that incorporates all elements of a comprehensive literacy and math program as established by the Department of Teaching and Learning.
4. Ensure that all classrooms demonstrate an alignment between standards, instruction, and assessment.
5. Teach and/or co-teach a class and open it to other teachers for observation and discussion of all content.
6. Observe classroom teacher as he/she implements instructional strategies.
7. Provide feedback and offer suggestions for interventions.
8. Utilize data to guide research based instruction.
9. Collaborate with teachers and administrators to provide professional learning and assist in analyzing data such as student work, formal and informal assessments.
10. Assist teachers with integrating manipulatives, math and ELA content in social studies and science instruction, technology, and other resources into content instruction.

Facilitating Grade-level Teacher Meetings

11. Unpack the standards for a six-week interval to ensure all instructional lessons taken from the pacing charts are at the appropriate level of rigor.
12. Analyze data and monitor results of benchmarks and other formal/informal assessments with individual teachers and/or grade-levels.
13. Organize the teachers to analyze student performance data against the Georgia Performance Standards in order to focus the school on getting students to meet standards as quickly as possible (must be done in content or grade level meetings. Unless, approved by administrator for school-wide).
14. Analyze student work using the Georgia Performance Standards individually, with teachers, and in grade-level meetings.
15. Provide assistance in blending content knowledge and knowledge of differentiated instruction with the workshop model for instruction.

Monitoring Instructional Implementation

16. Develop and make modifications to the coaching plan, as needed, for teachers not demonstrating student gains.
17. Provide teachers with oral and written feedback and support as they learn to implement the 3-part Lesson Format for Reading, ELA, Math, Social Studies, and Science.
18. Support all initiatives as described in McNair High School's School Improvement Grant (SIG).

School Improvement Grant 1003(g)

Attachment I Parent Liaison Job Description

Parent Liaison for McNair High School

Minimum Requirements: High School Diploma

Responsibilities:

Assist in establishing quantitative goals to increase the level of family/parental involvement.

Establish quantitative goals to increase the level of family/parental involvement.

Research innovative parental involvement programs and make recommendations to the school.

Implement a program that supports the parental involvement goals of McNair High School.

Manage the school based parent involvement center – Some duties include: greeting guests, assist parents in locating materials for checkout, track the number of visitors and their purpose each month.

Collaboratively work on all projects with the Communities and Schools Liaison assigned to McNair High School.

Work closely with the School PTA to increase membership levels, and develop programs to increase parents' attendance at meetings.

Work closely with the School PTA to identify programs and school events where parental involvement is needed.

Ensure that a communication plan is in place that informs parents when specific involvement opportunities are available.

Ensure a school directory and calendar of events is available to all families at the beginning of each school year.

Work with parents to ensure successful completion of their contracts. This may include working with individual families to help them identify ways to participate in their child or children's education given unusual circumstances that may prohibit them from otherwise participating.

Participate in professional learning activities.

Any other additional duties as determined by the Principal.

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**Attachment J (p. 70-
Bell Schedules 2009-2010, 2010-2011, and ELT 2010-2011**

Ronald E. McNair High School

Regular Bell Schedule 2009-2010

8:00 – 8:10	First Warning Bells
8:10 – 9:40	First Block
9:40 – 9:45	Change Class
9:45 – 11:15	Second Block
11:15 – 11:20	Change Class
11:20 – 1:35	Third Block

Lunch Schedule

A WAVE	11:45 – 12:10
B WAVE	12:13 – 12:38
C WAVE	12:41 – 1:06
D WAVE	1:09 - 1:35

1:35 – 1:40	Change Class
1:40 – 3:10	Fourth Block

Total Instructional Time = 380 minutes

Ronald E. McNair High School ♦ 1804 Bouldercrest Rd., SE ♦ Atlanta, Georgia 30316 ♦ (678) 874-4902

School Improvement Grant 1003(g)

Ronald E. McNair High School

2010 – 2011 Regular Bell Schedule

7:50 – 8:00	First Warning Bells
8:00 – 9:30	First Block
9:30– 9:34	Change Class
9:34 – 11:04	Second Block
11:04 – 11:08	Change Class
11:08 – 11:38	Extended Learning Time (ELT) 30 minutes
11:38 – 11:42	Change Class
11:42 – 1:37	Third Block (115 minutes – 25 minutes lunch period = 90 minutes)

Lunch Schedule

A WAVE	11:47– 12:12
B WAVE	12:14- 12:39
C WAVE	12:41– 1:06
D WAVE	1:08- 1:37
1:37– 1:40	Change Class
1:40– 3:10	Fourth Block
3:10 – 3:15	Change Class
3:15 – 3:50	Extended Learning Time (Tues and Thurs only)35 mins

Total Instructional Time = 390 minutes

School Improvement Grant 1003(g)

Ronald E. McNair High School Extended Learning Time (ELT)

Monday – Friday ~ 11:08 – 11:38

Tuesday and Thursday ~ 3:15 – 3:50

2010 – 2011

Monday ~ 11:08-11:38	Opening Period (Explanation Phase)
Tuesday ~ 11:08 – 11:38	Work Period (Application Phase)
Tuesday ~ 3:15 – 3:50	Work Period Continues (Application Phase)
Wednesday ~ 11:08 – 11:38	Closing Period (Synthesis Phase)
Thursday ~ 11:08 – 11:38	Opening Period (Explanation Phase)
Thursday ~ 3:15 – 3:50	Work Period (Application Phase)
Friday ~ 11:08 – 11:38	Closing Period (Synthesis Phase)

School Improvement Grant 1003(g)

Attachment K Director of High School Transformation Job Description

Director of High School Transformation

DeKalb County School System

Funded by School Improvement Grant

Job Description

Duties and Responsibilities

1. Conduct the School Performance Review and provide support to develop and implement the schools' Short-Term Action Plans.
2. Provide support and monitor the development and implementation of the schools' Short-Term Action Plans.
3. Facilitate professional learning for teachers, instructional coaches, and leaders in SIG schools.
4. Coordinate training on School and Leader Quality tools and resources.
5. Provide school progress reports to the Interim Superintendent's office and GA DOE when applicable.
6. Participate directly in decisions regarding the replacement of staff at the SIG schools.
7. Serve as liaison between system level administrators and SIG schools.
8. Assist the schools in selecting, hiring, placing, and empowering appropriate school personnel to enable the school to make progress.
9. Conduct an analysis of teacher attendance, and if applicable, implement a plan to improve teacher attendance in the schools.
10. Research, develop, and work with the school leadership teams to establish the structures needed to implement the interventions written and approved in the school improvement plans.
11. Any other additional duties as determined by the Deputy Superintendent of Teaching and Learning.

Department: Teaching and Learning

Salary Schedule: System-wide

School Improvement Grant 1003(g)

LEA Application 2010

**Attachment 1c
High School Profile**

District Name: DeKalb County

School Name: McNair High School

Grades: 09, 10, 11, 12

School Enrollment Total: 1323

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, Math						
AYP targets the school missed	SI	ELA, Math, SI	ELA, Math, SI				
School improvement status	NI-1	NI-2	NI-3				
Number of days within the school year	190	190	190	189			
Number of minutes within the school day	420	420	420	420			
Number of minutes within the school year	79800	79800	79800	79380			

School Improvement Grant 1003(g)

Math – Mathematics; ELA – English Language Arts; SI – Second Indicator; NI – Needs Improvement; NI_AYP – Needs Improvement Made AYP;
ADEQ – Adequate; ADEQ_DNM – Adequate Did Not meet

**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	50				
Graduation rate (percentage)	59.5	62.7	71.8				
Dropout rate (percentage)	2.5	1.7	3.9				
Student absent over 15 days rate (percentage)	39.2	34.2	24.6				
Number of students completing advanced coursework (AP)	117	120	129	189			
Percentage of students completing advanced coursework (AP)	9	10	12	18			
Number of students completing advanced coursework (IB)	NA	NA	NA	NA			
Percentage of students completing advanced coursework (IB)	NA	NA	NA	NA			

**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
Number of students completing advanced coursework (early-college high schools)	NA	NA	NA	NA			
Percentage of students completing advanced coursework (early-college high schools)	NA	NA	NA	NA			
Number of students completing advanced coursework (dual enrollment classes)	NA	NA	NA	NA			
Percentage of students completing advanced coursework (dual enrollment classes)	NA	NA	NA	NA			
College enrollment rate	6%	5%	6%				
Number of discipline incidents coded as 900 as reported to state	14	22	8				
Number of truants	N/A	N/A	N/A	N/A			
Teacher attendance rate	N/A	N/A	N/A	N/A			

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

**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	88	90	88	80			
Number of teachers evaluated	72	73	70	68			
Certified Staff Evaluated at Each Performance Level							
Percentage rated Satisfactory	100	100	100	97			
Percentage rated Unsatisfactory	0	0	0	3			
Percentage non-renewed	0	0	0	3			

**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	154	191	80.6	151	205	73.7	140	186	75.3												
Percentage White																					
Percentage Hispanic																					
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	3	14	21.4	7	26	26.9	3	14	21.4												
Percentage Economically Disadvantaged	115	147	78.2	111	156	71.2	120	158	75.9												

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)

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

**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	218	222	98.2	231	233	99.1	204	206	99												
Percentage White																					
Percentage Hispanic																					
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	19	20	95	28	28	100	15	16	93.8												
Percentage Economically Disadvantaged	169	172	98.3	169	171	98.8	175	176	99.4												

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

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

**Attachment 1c
High School Profile**

Grade 11 GHS GT 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	74	191	38.7	81	203	39.9	79	184	42.9												
Percentage White																					
Percentage Hispanic																					
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	0	14	0	2	26	7.7	1	14	7.1												
Percentage Economically Disadvantaged	57	147	38.8	56	156	35.9	65	156	41.7												

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

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

**Attachment 1c
High School Profile**

**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	221	226	97.8	230	234	98.3	202	205	98.5												
Percentage White																					
Percentage Hispanic																					
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	18	20	90	28	28	100	15	16	93.8												
Percentage Economically Disadvantaged	172	177	97.2	169	171	98.8	172	175	98.3												

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

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

**Attachment 1c
High School Profile
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	NA	NA	NA	25			
Percentage passed EOCT	NA	NA	NA	6			

Mathematics II: Geometry/Algebra II/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	NA	NA	NA	NA			
Percentage passed EOCT	NA	NA	NA	NA			

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

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

**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.

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	66	66	75	84			
Percentage passed EOCT	37	39	49	54			

English Language Arts: American Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	71	79	87	82			
Percentage passed EOCT	56	60	72	61			