

School Improvement Grants Application

Section 1003(g) of the
Elementary and Secondary Education Act
Fiscal Year 2010
CFDA Number: 84.377A

State Name: Georgia



U.S. Department of Education
Washington, D.C. 20202



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School Improvement Grant 1003(g)
Part II: LEA Application 2010

LEA Name: Atlanta Independent School District	LEA Mailing Address: 130 Trinity Avenue Atlanta, GA 30303
LEA Contact for the School Improvement Grant Name: Mr. Randolph Bynum (Mrs. Abigail N. Crawford) Position and Office: Associate Superintendent - Office of High Schools Contact's Mailing Address: 256 Clifton Street, Atlanta Georgia Telephone: 404-802-5875 Fax: 404- 377-9183 Email Address: rabynum@atlantapublicschools.us ancrawford@atlantapublicschools.us	
Superintendent (Printed Name): Dr. Beverly L. Hall	Telephone: 404-802-2820
Signature of Superintendent: X <i>Beverly L. Hall, Jr.</i>	Date: April 15, 2011
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.	

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LEA Name: Atlanta Independent School District

Section A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the 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 those schools.

School Name	NCES ID#	Tier I	Tier II	Tier III	Intervention (Tier I and Tier II Only)			
					Turnaround	Restart	Closure	Transformation
Therrell – Law, Government & Public Policy		X						X

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LEA Name: **Atlanta Independent School District**

School Name: **Therrell School of Law, Government & Public Policy**

Sections B, B-1, and C must be completed for each Tier I and Tier II school applying for this grant. Section B, number 6, Section B-1, and Section C must be completed for each Tier III school applying for this grant.

Section B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.

1. For each Tier I and Tier II school that the LEA commits to serve, the LEA must analyze the needs of each school and select an intervention model for each school.
 - a) Complete the School Profile (Attachment 1a: Elementary School Profile, Attachment 1b: Middle School Profile, Attachment 1c: High School Profile).
 - b) If available, attach the “Target Areas for Improvement” section from the Georgia Assessment of Performance on School Standards (GAPSS) reviews completed within the last two years. **See Page 30**

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

Daniel McLaughlin Therrell High School of Law, Government and Public Policy (Therrell LGPP) is one of three small schools on the campus of the Therrell Educational Complex. The Atlanta Public Schools System established the school during the 2007-2008 school year. The school is a college preparatory high school that incorporates a pedagogy theme in the areas of law, government, and public policy as a part of the school’s academic structure. The schools current population is 279 students, which consist of 49% female and 51% male with the racial subgroup percentages of 99% African American, 1% Hispanic and Asian ethnicities. Sixteen percent of the students receive services through the Program for Exceptional Children, and currently Therrell LGPP has 87% of the students who qualify for free and reduced meals.

The collection of diagnostic and accountability data from the Therrell LGPP GAPSS Analysis Review indicates multiple curriculum strands that are in the Emergent Phrase of implementation. These *Emergent* areas include: Curriculum alignment, horizontal and vertical alignment, curriculum planning process, school-wide curriculum collaboration, monitor and evaluate curriculum implementation, all of which are the “Logical hub for the work of school improvement” (Jacobs, 2004, p. ix). Though a viable curriculum is in place at LGPP, additional instructional tools are needed to produce a *guaranteed and viable curriculum*. Data, both current and longitudinal, show lack of significant academic gains in math suggest a discrepancy between

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an intended standards based curriculum and the *emergent* implemented curriculum.

Additional data analyzed for Mathematics I EOCT scores indicates a serious discrepancy between the percentage of students who passed the course (99%) and the number of students who passed the EOCT (29%). This course data is in tandem with Mathematics II data, which reflects 100% of successful course completers coupled with 8% of these course participants passing the EOCT suggests the need to fundamentally transform the instructional approach with the integration of pronounced formative and balanced assessments. The data from School Keys indicate the use of formative assessment as *Operational*, however, there are *Emergent* stages of assessment highlighted in the data that include: Overall school teacher collaboration regarding desired results and assessments, instructional alignment of GPS, adjusted to meet students' needs, and minimal delivery of balanced assessments. According to Popham (2008), "Formative assessment exists for exactly one reason: to enhance students' learning" (p.70). Also, the data collected in School Keys serves as a meaningful reminder that balanced assessment is not a pervasive practice in this diverse learning culture. Therefore, professional development to enhance professional practice in this area is needed to provide instructional and assessment guidelines that will lead to increased academic performance for all students. In addition, the need to create sustained practices that fosters the conducting of pre-emptive assessments for early instructional interventions and performance components to assess end-of-course readiness are desired deliverables.

Root cause analysis in the Instructional Strand of the GAPSS Review indicates the need for improvement in teaching and learning in the areas of higher-order thinking skills, differentiated instruction, analysis of student work, flexible grouping of students, data-driven interventions, and the use of technology. Therefore, there is a need to enhance professional development, develop and implement professional growth plans, establish indicators of progress, engage students in their own learning. Collaboration among teachers and internal instructional specialist is essential to building toward professional competency.

College assessments are imperative to students being prepared to advance to post-secondary options. Two assessments that give an insight into students' preparedness for college are the Preliminary Scholastic Aptitude Test (PSAT) and the Scholastic Aptitude Test (SAT), both administered by College Board. In recent years research has indicated a direct correlation between the PSAT and student performance on the SAT. A student that scores 215 on the PSAT should make a comparative score of 2150 on the SAT. This knowledge has led LGPP to require all 10th and 11th graders to sit for the PSAT. On the 11th grade level, Therrell Law (LGPP) has seen a constant increase in the number of test takers from 82% in 2008, 88% in 2009 to 100% participation in 2010. However, on the 10th grade level, there has been a declining percentage of students sitting for the PSAT, from 92% in 2008, to 85% in 2009, and 90% in 2010. To address this decline in sophomore participation Therrell LGPP will avail more opportunities for the 10th graders to have PSAT prep tutorials and provide an opportunity for all 9th graders to sit for the

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PSAT as well.

Other accountability data (AYP) indicators such as the graduation rate (68.7%), the dropout rate (5.1%), and student attendance (15%), magnify the need to embrace instructional and transitional change within the school culture. This highlights the need to employ strategies and research based life skills support via advisement sessions, educational field trips to colleges/universities , career job shadowing and mentorship/internships opportunities so as to empower and promote social, emotional, intellectual and academic student growth for all students. It is our desire to implement the research-based and transformational strategies behind small school initiative (Fine& Somerville, 1998; Wasley, et al., 2000).

Further, LGPP transformational initiative will ramp up the Transformational Model to include the following:

- Assessing the academic needs of incoming feeder school students (Vertical Articulation Team)
- Implementing grade level law firms-advisory (changing culture)
- Increasing rigor-AP and Gifted Teacher Certification
- Implementing and Monitoring Graduation Benchmarks via Panther Trail to Graduation (PTTG)
- Extending instructional learning time
- Enhancing instruction via professional development
- Providing for the social and emotional needs of students to improve attendance and decrease drop-outs (facilitation of services provided by full-time social worker)

d) Provide rationale for the intervention model selected.

Atlanta Public Schools has selected the SIG 1003 (g) Transformation Model as most appropriate for implementation at Therrell High School of Law, Government & Public Policy (LGPP). Based on the student data previously presented, it is clear that a new vision, a more effective instructional delivery model, new support interventions and intense job-embedded professional development are needed to support Therrell LGPP. Staff involvement is essential to the success of any school reform initiative (Marzano, 2003). The Transformation Model focuses on professional development that will ensure teachers have the skills needed for effective pedagogy and the capacity to successfully implement the new strategies that the school will adopt, with the support of ongoing technical assistance. The Transformation Model will allow the school to develop strategies to incorporate additional learning time into the daily schedule and to target failing students through afternoon and Saturday tutorial and academic recovery programs. It further requires the district to implement a program that rewards teachers who consistently promote student achievement and remove teachers who are ineffective and fail to meet performance expectations, using evaluation methods that are designed and developed with the involvement of teachers and school leaders. In addition, the Transformation Model closely

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mirrors the transformation efforts being implemented in the district's high schools. Over the last five years, APS has strategically transformed its comprehensive high schools by creating Small Learning Communities and Small Schools, adding or replacing site administrators, and placing an increased focus on a personalized instructional environment.

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

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

While APS has selected the Transformation Model, it is understood that implementing change, even when the status quo is not working, can be a difficult process. To ensure that the existing teachers are aware of the expectations of the process, each teacher will be asked to sign a *Letter of Commitment* to the Transformation Model. According to Fullan (2001), leaders must "create many mechanisms for people to engage in the new behavior and learn to value it" (p.87). Transforming a school culture equates to stakeholders' adjustment in attitudes toward a collaborative community. Fullan notes, "people will not voluntarily share knowledge unless they feel some moral commitment to do so" (200, pg. 5). In addition, the Teacher Evaluation System will be modified using the CLASS Keys and GAPSS Analysis to identify strong teachers for reward and struggling teachers for support or removal if necessary.

- 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.

APS has recent experience with restructuring schools and developing organizational infrastructure to support the four major goals that drive the High School Transformation efforts:

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

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

The OHS is staffed with highly qualified personnel to ensure that all of the necessary components of the transformation process are effectively managed, supported and sustained. The design of the organizational structure and function further demonstrates the districts' capacity to devote staff and support to the management of the schools participating in the SIG 1003 (g).

The OHS has been strategic in transforming its nine comprehensive high schools into Small Schools and Small Learning Communities. The first phase of this process began with the opening of The New Schools at Carver in August 2005. Prior to the transformation, Carver was under-performing and under-enrolled with a graduation rate of 36%. Within one year of implementation, the enrollment increased by 50% and the graduation rate rose to 64%. In 2009, the average graduation rate of the four Small Schools at Carver was 94 %. Carver is the only campus that has been transformed long enough to have proven results. However, early data from the subsequently transformed schools show some signs of progress. The results of Carver and the progress at the other campuses are a testament to the district's ability and capacity to effect positive change. Another factor effecting change is the flexibility and autonomy granted to the site administrators by the Central Office. Principals are allowed flexibility to select a daily schedule, support programs, secure partnerships for business and higher education, and provide appropriate professional development.

Additionally, to increase the instructional capacity, APS has begun the development of a framework for a comprehensive Human Capital & Teacher Effectiveness System. This

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

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

Atlanta Public Schools has ongoing relationships with a diverse group of nationally recognized leaders to provide organizational support and job-embedded professional development in instructional pedagogy, curriculum development and the change process. APS is committed to continuing this practice in the implementation of the Intervention Model for the School Improvement Grant. To ensure that the most appropriate technical assistance organization has been selected, a comprehensive Request for Proposal (RFP) process is in place. The process includes a Public Notice of Intent, the publishing of a detailed RFP document outlining the scope of work and specific terms and conditions of the ensuing contract; an information conference to review the RFP requirements and clarify issues for potential bidders, a thorough review by internal and external experts of all proposals submitted, a thorough legal review of top proposals (as needed), a review of references, and finally, approval of top proposals by the Board of Education(BOE) prior to executing any educational support contract for services. All contracts are monitored closely by assigned central office staff. Contractors that are unable to perform the requirements of the contract are presented to the BOE for termination.

In summary, the district is committed to providing a 21st Century education to all students it serves. It has the history and experience of restructuring schools, the organizational

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infrastructure and qualified staff to support such a project. Funds from the School Improvement Grant will provide the resources needed for full implementation.

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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.

Not Applicable to APS Proposal

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

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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.), as appropriate, regarding the LEA's application and plans for implementation of school improvement models in its Tier I and Tier II schools.

Stakeholders Response:

Parent Participation is an integral part of a schools success and over the years parent participation has been extremely low. Creative measures were implemented to solicit parental support and participation. Funds from the SIG 1003(g) will be invested strategically to increase parental involvement at Therrell LGPP. The School Improvement Grant Team used the following methods for consulting with the stakeholders regarding the LEA application and plans for implementation of the following School Improvement Plan Model:

- Developed a calling system with the help of the central office parent support staff member.
- Solicited participation from a member of the leadership team to work with the SIG Team
- Provided information that supported the development of the key initiatives outlined in the grant.
- Located supporting data and documents used by the team for research and writing the grant to share with appropriate stakeholders.
- Shared SIG information at faculty meeting with teachers and the leadership team.
- Conducted discussions with grade level student focus groups.
- Administred surveys to students and parents via hard copy and electronically. (The survey covered various topics regarding their beliefs about the school and academic achievement).
- Placed public notice in the school newsletters and website locations.
<http://srt5.atlantapublicschools.us/1768201110123757183/blank/browse.asp?A=383&BMDRN=2000&BCOB=0&C=60333>

Contacted and involved key central office staff in completing research, gathering data and other information to support the SIG, etc. (budget, staffing, and demographics).

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Section B-1. ADDITIONAL EVALUATION CRITERIA: In addition to the evaluation criteria listed in Section B, the SEA must evaluate the following information in an LEA's budget and application:

The LEA must describe preliminary activities that will be carried out during the pre-implementation period to help prepare for full implementation in the following school year, including a proposed budget to support these activities. *(For a description of allowable activities during the pre-implementation period, please refer to Section J of the FY 2010 SIG Guidance.)*

1. The LEA activities and proposed budget should include the following elements:
 - The first year budget includes funds to cover preparatory activities carried out during the pre-implementation period. (See budget templates Attachments 4 and 4a)
 - The funds for the first year cover full and effective implementation through the duration of the 2011-2012 school year, in addition to preparatory activities carried out during the pre-implementation period
 - The pre-implementation activities:
 - Are reasonable and necessary.
 - Are allowable
 - Directly related to the full and effective implementation of the model selected by the LEA.
 - Address the needs identified by the LEA.
 - Advance the overall goal of the SIG program of improving student academic achievement in persistently lowest-achieving schools.
 - Adequately prepare the school and district leaders to effectively and fully implement the selected model.

During the month of July 2011, Therrell staff will be involved in two preparatory activities during the pre-implementation period to help prepare for full implementation in the 2011-2012 school year: (1) Summer Leadership Institution sponsored by the Georgia Department of Education and (2) Therrell Law Summer Planning and Development Retreat (TL-SPDR) for school Leadership Team, teachers and support staff. The TL-SPDR will take place locally prior to the start of the new work year to provide adequate time for the school staff to prepare to effectively implement the requirements in the transformation model. The Therrell staff will be provided an opportunity to:

1. Plan and develop a new organizational structure with specific roles and responsibilities.
2. Provide the teachers and staff with professional learning necessary to successfully implement the instructional model identified in the grant.
3. Make modifications in the master and the bell schedules in order to increase learning time for students.
4. Create PD/instructional calendars that reflect targeted support for staff and students.
5. Work in collaborative teams (PLC) to establish rubrics for quality student work and develop effective instructional plans.
6. Plan and develop guidelines and activities for implementation of 8th grade vertical articulation with high school.

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Because the activities will be carried out before the start of the 2011-2012 school year, stipends will be provided for teachers and support staff that are not annual employees who returned early to participate in the TL-SPDR.

Budget:

GDOE Summer Institute 1750.00 per person @ 6 staff = 10,500.00

Stipends for four days @ 150.00/day x 5 staff = 3,000.00

Therrell Law Summer Leadership Retreat for Principal, 17 teachers, and 7 support staff

Stipends for 24 @ 150.00/day for five days = 18,000.00

One day of PD – consultant \$4500.00

Total – Pre-Implementation cost\$36,000.00

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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 (Attachments 4, Budget Detail, and 4a, Budget Template) –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 schools it commits to serve.
 - b. Conduct LEA-level activities, including pre-implementation activities, designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools.
 - c. Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.

Note: An LEA’s budget should cover three years of full implementation 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. Any funding for activities during the pre-implementation period must be included in the first year of the LEA’s three-year budget plan.

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 or no more than \$6,000,000 over three years.

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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.

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.

- ☐ "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 schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

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Attachment 1c - High School Profile

LEA Name: Atlanta Independent School District

School Name: Daniel M. Therrell School of Law, Government & Public Policy

Grades: 9-12

School Enrollment Total: 279 as of May 1, 2011

NOTES: EDFacts data that is housed at the Georgia Department of Education will be provided in noted areas.
Enter "NA" for any fields for which you do not have data.

SCHOOL DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
AYP status	EDFacts	EDFacts	EDFacts	DNM	DNM		
AYP targets the school met	EDFacts	EDFacts	EDFacts	Participation	ELA, Participation, Graduation		
AYP targets the school missed	EDFacts	EDFacts	EDFacts	Math, ELA, Graduation	Math		
School improvement status	EDFacts	EDFacts	EDFacts	NI1			
Number of days within the school year	NA	180	180	180	180		
Number of minutes within the school day	NA	420	420	420	420		
Number of minutes within the school year	NA	75,600	75,600	75,600	75,600		

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Attachment 1c - High School Profile

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	EDFacts	EDFacts	EDFacts	NA	NA		
Graduation rate (percentage)	EDFacts	EDFacts	EDFacts	68.7%	87.3%		
Dropout rate (percentage)	EDFacts	EDFacts	EDFacts	5.1%			
Student attendance rate (percentage)	EDFacts	EDFacts	EDFacts	15%	27.6%		
Number of students completing advanced coursework (AP)	NA	13	9	25			
Percentage of students completing advanced coursework (AP)	NA	6%	3%	7%			
Number of students completing advanced coursework (IB)	NA	NA	NA	NA	NA		
Percentage of students completing advanced coursework (IB)	NA	NA	NA	NA	NA		
Number of students completing advanced coursework (early-college high schools)	NA	NA	NA	NA	NA		
Percentage of students completing advanced coursework (early-college high schools)	NA	NA	NA	NA	NA		

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Attachment 1c - High School Profile

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 (dual enrollment classes)	NA	NA	NA	NA			
Percentage of students completing advanced coursework (dual enrollment classes)	NA	NA	NA	NA			
College enrollment rate	NA	90%	90%	88%			
Number of discipline incidents coded as 900 as reported to state	EDFacts	EDFacts	1	5			
Number of truants	EDFacts	EDFacts	EDFacts				
Teacher attendance rate	NA						

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Attachment 1c - High School Profile

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		18	22	27	26		
Number of teachers evaluated		16	19	20	19		
Certified Staff Evaluated at Each Performance Level							
Percentage rated Satisfactory		100%	100%	100%	100%		
Percentage rated Unsatisfactory		0%	0%	0%	0%		
Percentage non-renewed		0%	0%	0%	0%		

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Attachment 1c - High School Profile

GHS GT Spring First-time 11th Grade Test-Takers English Language Arts								
Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores			Too Few	87%	78.4%	83%		
Percentage Black			Too Few	86.7%	78.4%	83%		
Percentage White			NA	NA	NA	NA		
Percentage Hispanic			NA	NA	NA	NA		
Percentage Asian			NA	NA	NA	NA		
Percentage American Indian			NA	NA	NA	NA		
Percentage Multiracial			NA	NA	NA	NA		
Percentage Students with Disabilities			Too Few	Too Few	Too Few	Too Few		
Percentage Economically Disadvantaged			Too Few	93.8%	77.3%	85.1%		

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Attachment 1c - High School Profile

GHS GT Spring First-time 11th Grade Test-Takers English Language Arts Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black		Too Few	98.3%	100%	97.1%		
Percentage White		NA	NA	NA	NA		
Percentage Hispanic		NA	NA	NA	NA		
Percentage Asian		NA	NA	NA	NA		
Percentage American Indian		NA	NA	NA	NA		
Percentage Multiracial		NA	NA	NA	NA		
Percentage Students with Disabilities		Too Few	Too Few	Too Few	Too Few		
Percentage Economically Disadvantaged		Too Few	100%	100%	96.8%		

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GHSGT Spring First-time 11 th Grade Test-Takers English Language Arts																												
Average Scale Score																												
	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
Achievement Quartiles	1 st	2 nd	3 ^r _d	4 ^t _h	1 st	2 ⁿ _d	3 ^r _d	4 ^t _h	1 st	2 nd	3 ^r _d	4 ^t _h	1 st	2 nd	3 ^r _d	4 ^t _h	1 st	2 nd	3 ^r _d	4 ^t _h	1 st	2 nd	3 ^r _d	4 ^t _h	1 st	2 nd	3 ^r _d	4 ^t _h
FAY students with test scores					2				2				2															
					2				2				2															
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Attachment 1c - High School Profile

GHS GT Spring First-time 11th Grade Test-Takers Mathematics								
Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011***	2011-2012	2012-2013
FAY Students with Test Scores			Too Few	76% 41.3% (516+)	86% 46.2% (516+)	36.5%		
Percentage Black			Too Few	76% 42.2% (516+)	86% 46.2% (516+)	36%		
Percentage White			NA	NA	NA	NA		
Percentage Hispanic			NA	NA	NA	NA		
Percentage Asian			NA	NA	NA	NA		
Percentage American Indian			NA	NA	NA	NA		
Percentage Multiracial			NA	NA	NA	NA		
Percentage Students with Disabilities			Too Few	Too Few	Too Few	Too Few		
Percentage Economically Disadvantaged			Too Few	88% 50% (516+)	85% 44.4% (516+)	39.1%		

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

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Attachment 1c - High School Profile

GHS GT Spring First-time 11th Grade Test-Takers Mathematics Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black		Too Few	98.2%	100%	97.1%		
Percentage White		NA	NA	NA	NA		
Percentage Hispanic		NA	NA	NA	NA		
Percentage Asian		NA	NA	NA	NA		
Percentage American Indian		NA	NA	NA	NA		
Percentage Multiracial		NA	NA	NA	NA		
Percentage Students with Disabilities		NA	NA	NA	NA		
Percentage Economically Disadvantaged		Too Few	100%	100%	96.8%		

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Attachment 1c - High School Profile

GHSGT Spring First-time 11 th Grade Test-Takers Mathematics																												
Average Scale Score																												
	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011***				2011-2012				2012-2013			
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
FAY students with test scores					5 2 0				5 1 7				5 2 1															
Black					5 2 0				5 1 7				5 2 1															
White					N A	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA												
Hispanic					N A	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA												
Asian					N A	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA												
American Indian					N A	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA												
Multiracial					N A	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA												
Students with Disabilities																												
Economically Disadvantaged																												

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

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Attachment 1c - High School Profile

Mathematics I: Algebra/Geometry/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course		NA	NA	99%			
Percentage passed EOCT		NA	NA	29%			

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	100%			
Percentage passed EOCT		NA	NA	8%			

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

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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	EDFacts	EDFacts	EDFacts	64%			
Percentage passed EOCT	EDFacts	EDFacts	EDFacts	64%			

English Language Arts: American Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	EDFacts	EDFacts	EDFacts	98.5%			
Percentage passed EOCT	EDFacts	EDFacts	EDFacts	88%			

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School Improvement Grant 1003(g) - LEA Application 2011
Target Areas for Improvement
Therrell HS of Law School GAPSS Analysis Review - Feb. 15-17, 2011
Correlated to Georgia School Keys and Implementation Resource Guide

Curriculum	Assessment	Instruction	Professional Learning
<p>Develop and implement a consistent school-wide process for teachers and staff to align curriculum and design units of study and related curriculum products. C-2.1; C-2.2</p> <p>Develop a systematic, ongoing process for monitoring and evaluating curriculum implementation across all contents and grade levels. C-3.1; C-3.2</p> <p>Provide instruction for all students which is rigorous and relevant by: (a) designing assessments which include questions that require higher order thinking (b) developing student assignments which require a depth of knowledge (c) by constructing authentic tasks for students, and (d) consistently using higher order questioning in daily instruction, I-2.2; I-2.4</p> <p>Ensure that co-teachers are accepting equal responsibility for instruction and are supporting all students in the classes to which they are assigned. Provide the professional learning needed to effectively implement co-teaching models. I-2.1; I-3.1; SC-2.3; PL-3.2</p> <p>Develop, implement and monitor a school-specific Response to Intervention plan for instruction that provides structures and strategies for consistently addressing needs of students who are not mastering standards. I-2.6</p> <p>Ensure that all teachers use a range of diagnostic, formative, and summative assessments to evaluate student progress and utilize the results to revise instruction. A-2.4; A-3.1</p>			<p>Provide clear expectations for participation in professional learning collaborative opportunities. PL-1.1</p> <p>Analyze disaggregated student learning, demographic, perception (e.g., needs assessment/teacher survey) and process data to develop and implement a comprehensive, focused, long-range plan for professional learning. Conduct ongoing monitoring and evaluation of the impact of professional learning on teacher practices and student achievement. Provide feedback and coaching to enhance the implementation of targeted practices. PL-1.4; PL-2.1; PL-2.2; PL-2.4; PL-2.5</p> <p>Ensure that all professional learning activities promote the sustained development of teachers' deep understanding of content knowledge and of research-based instructional and assessment strategies, as well as the knowledge and skills to communicate high expectations. Provide professional learning that specifically includes the following areas:</p> <ul style="list-style-type: none"> • Higher order thinking skills/questioning techniques to achieve rigor in all content areas • Using data to differentiate instruction through flexible grouping and adjusting classroom activities based on student performance data • Using a variety of instructional strategies • Integrating modern electronic technology into instruction <p>PL-3.1; PL-3.2; PL-3.3; PL-3.4</p>

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Planning and Organization	Leadership
<p>Utilize the leadership team to reexamine the school improvement process/plan with emphasis on:</p> <ul style="list-style-type: none"> • Seeking input from all-stake-holders; • Including data driven goals that are specific, measurable, attainable, realistic, and timely (SMART); • Addressing high priority initiatives focusing on the achievement gaps; • Including research-based and or evidence based strategies/interventions that include baseline data and measurable evaluation data; and • Monitoring, evaluating and sharing the results of implementation with all stakeholders. PO-2.2; PO-2.3 <p>Ensure effective selection and use of human, material, and technological resources to</p> <ul style="list-style-type: none"> • Define responsibilities for special education teachers and support staff for the special education department; • Develop protocols for teacher collaboration; • Increase teacher and student use of instructional and assistive technology; • Incorporate mathematical manipulatives to increase students' conceptual understanding of the content; and • Provide teachers with additional resources to support the instructional program and to increase student engagement. PO-3.2 <p>Ensure collaboration among the graduation coach, behavior specialist, CIS representative, and counselor to better support at-risk students. PO-3.2</p>	<p>Involve the School Leadership Team more actively in collecting, disaggregating, analyzing, and using a variety of diagnostic, formative, and summative assessment data to monitor progress of the School Improvement Plan on a regular basis. Consider disseminating minutes of Leadership Team meetings to all teachers and staff via e-mail. Use the "High Impact Practice Rubric: Leadership Team (<i>Implementation Resource</i>) to clearly define and articulate the roles and responsibilities of the School Leadership Team and to evaluate and refine practices, protocols, and processes of the team. L-4.1; L-4.2; L-4.3</p> <p>Provide additional opportunities for staff members to develop and use their leadership skills and competencies. L-3.2; PL-1.3</p> <p>Articulate, communicate, and implement rules, policies, and procedures consistently and effectively in all facets of school operations. L-2.1; PO-4.1; PO-4.2; SC-2.1</p>
School Culture	Student, Family, and Community Involvement and Support
<p>Identify additional ways to acknowledge and celebrate student and staff achievements and accomplishments on a regular, school-wide basis. SC-2.2</p>	<p>Place greater emphasis on fostering parent two-way communication, particularly emphasizing ways the parents can support achievement of student performance targets. SFC-1.1</p> <p>Consider establishing a parent outreach program to allow parents a greater voice in school governance, decision-making and problem-solving. SFC-2.1</p>

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**Therrell High School of Law, Government & Public Policy
School Keys**

Strand	Standard. Component	Description	Not Addressed	Emergent	Operational	Fully Operational
Curriculum	1.1	Written & aligned curriculum documents (5)			x	
	1.2	Horizontal & vertical alignment (5)			x	
	1.3	Curriculum planning process (6)		x		
	2.1	School-wide curriculum collaboration (7)		x		
	2.2	Systematic & consistent approach to collaborative planning (7)		x		
	3.1	Monitor & evaluate curriculum implementation (9)		x		
	3.2	Curriculum monitoring system (9)		x		
7			0	5	2	0
Assessment	1.1	Cohesive, comprehensive system for assessing student progress (11)			x	
	1.2	Teacher articulation of standards & assessments (12)			x	
	1.3	Teacher collaboration regarding desired results & assessments (12)		x		
	1.4	Instruction aligned to GPS & adjusted to meet student needs (13)		x		
	2.1	Diagnostic assessment (14)			x	
	2.2	Formative assessment (14)			x	
	2.3	Summative assessment (15)			x	
	2.4	Balanced assessment (15)		x		
	3.1	Comprehensive feedback-adjustment process (17)			x	
9			0	3	6	0
Instruction	1.1	Shared Framework for Instruction (19)			x	
	1.2	Consensus Driven Framework for instruction (19)			x	
	1.3	Learning Goals Aligned with GPS (20)			x	
	2.1	Research-based learning strategies & processes (21)			x	

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	2.2	High-order thinking skills, processes & habits (21)		X		
	2.3	Differentiated instruction (22)		X		
	2.4	Student Work Products (22)		X		
	2.5	Flexible Grouping of students (23)		X		
	2.6	Timely, Systematic, Data-Driven Interventions (23)		X		
	2.7	Use of technology (24)		X		
	3.1	High & clear expectations (26)			X	
	3.2	Clear, challenging, aligned learning goals (26)			X	
	3.3	Student Personal efficacy/responsibility (27)		X		
13			0	7	6	0
Planning & Organization	1.1	Written school vision & mission reflective of system vision & mission (29)			X	
	2.1	Process for continuous improvement (31)		X		
	2.2	Appropriate, research–based strategies (32)		X		
	2.3	School improvement plan implementation monitored (32)		X		
	3.1	Collaborative planning for fiscal management & resource distribution (32)			X	
	3.2	Effective Selection & use of resources (34)			X	
	4.1	Rules, policies, & procedures articulated (36)		X		
	4.2	Instructional time maximized (37)			X	
	4.3	Physical plant maintained & up-to-date (38)				X
9			0	4	4	1
School, Family, & Community Support	1.1	Communication between school, parents & community (41)		X		
	1.2	School promotes parenting skills (42)		X		
	1.3	Parent outreach & training programs (42)		X		
	1.4	Parents & community members feel welcomed in the school (43)			X	
	2.1	Organizational structures & processes encourage student, family, community involvement (44)			X	
	3.1	Seamless connection between school & community agencies (46)			X	
	3.2	Cross-institutional partnerships (46)				X

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			7	0	3	3	1
Professional Learning	1.1	Learning teams (49)				x	
	1.2	Learning community (50)				x	
	1.3	Instructional leadership development & service (51)		x			
	1.4	School culture for team learning & continuous improvement (51)				x	
	1.5	Job-embedded learning & collaboration (52)				x	
	1.6	Resources support job-imbedded, professional learning (53)				x	
	2.1	Collaborative analysis of data (54)		x			
	2.2	Evaluating impact of professional learning (55)		x			
	2.3	Interpreting & using research results (56)				x	
	2.4	Long-term, in-depth professional learning (57)		x			
	2.5	Alignment of professional learning with expected outcomes (58)		x			
	2.6	Building capacity to use research results (59)		x			
	2.7	Knowledge about effective group processes (70)				x	
	3.1	Classroom practices reflect an emotionally & physically safe learning environment (62)				x	
	3.2	Deep understanding of subject matter & instructional strategies (63)		x			
	3.3	Sustained development of deep understanding of content & strategies (64)		x			
	3.4	Partnerships to support student learning (65)		x			
			17	0	9	8	0
Leadership	1.1	School leadership understanding of curriculum, assessment & instruction (67)				x	
	1.2	School leadership demonstrates the role of lead learners (68)				x	
	1.3	Impact of school leadership as lead learners (69)		x			
	1.4	School leadership coaches, supervises & monitors curriculum, assessment & instruction (70)				x	
	2.1	Development & implementation of policies, practices & procedures (72)				x	
	2.2	Availability & distribution of instructional resources (73)				x	
	2.3	Visibility of school leaders (73)				x	
	3.1	Distributed leadership & governance (75)				x	
	3.2	Development & use of staff leadership skills (75)				x	
	3.3	Use of central office, regional, & state resources (76)					x

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	4.1	School leadership team operational & representative (78)			X		
	4.2	Protocols for school leadership team operation (78)		X			
	4.3	School leadership team data-driven (79)		X			
			13	0	3	9	1
School Culture	1.1	School culture supports academic achievement of learners (81)			X		
	1.2	School culture supports social growth & development of learners (82)			X		
	1.3	School culture supports emotional growth & development of learners (82)			X		
	1.4	School culture supports relational growth & development of learners (83)			X		
	1.5	School culture supports professional growth of adults (84)			X		
	2.1	Rules, practices, & procedures support positive relationships & interactions (86)			X		
	2.2	School celebrates & acknowledges achievements & accomplishments (86)			X		
	2.3	School fosters inclusion & celebrates diversity (87)			X		
	2.4	School reinforces self-governance & self-improvement of students & staff (87)			X		
84	Components	9	0	0	9	0	
			84	Not Addressed	Emergent	Operational	Fully Operational
			Totals	0	34	47	3
				0%	40%	56%	4%

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Therrell - Law	
Observation Summary Additional Information	Percent of times observed
Instructor's Delivery Mode	
Whole Group	57%
Small Group	23%
Paired	3%
Independent	17%
Other	0%
Instructor's Role	
Facilitator	34%
Lecturer	14%
Monitoring for student progress	37%
Modeling or demonstrating	14%
Other	0%
Student Engagement	
Recall activities	3%
Textbook activities	11%
Worksheet activities	9%
Listening	23%
Discussions	6%
Higher order responses	6%
Performance tasks	43%
Other	0%

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Attachment 2d - Transformation Model

LEA Name: Atlanta Independent School District

School Name: Daniel M. Therrell School of Law, Government & Public Policy

The LEA must:

A1. Replace the principal who led the school prior to commencement of the transformation model.

Actions:

Therrell's School of Law, Government & Public Policy was created in 2007 as a part of APS's high school transformation initiative. Present principal will remain in place throughout the process.

Timeline:

2011-14

Budget:

No Budget Implications

A2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that

(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and

(2) Are designed and developed with teacher and principal involvement.

Actions:

APS launched an initiative to support the hiring, development, and retention of teachers, **Effective Teachers in Every Classroom** (ETEC) in 2010-2011. In addition to the direct focus on teachers, the ETEC initiative focuses on strengthening the capacity of principals to successfully monitor teacher effectiveness. The latest efforts under the ETEC Initiative include the development of a performance compensation system for teachers that incorporates the CLASS Keys and aspects of the Georgia Assessment of Performance of School Standards (GAPSS) and will be connected to student academic achievement/growth and classroom practice. For the evaluation of principals and leaders, the district will be utilizing the

Timeline:

SY 2010-2011

Hold harmless (pilot) year for Therrell that included Pre-Evaluation Conference, 2 mini-informal observations within the eWalk Application, and a teacher self-assessment for all teachers.

Develop communication strategies and training required for employees; principal and teacher

Budget:

District will provide training for ClassKeys.
No budget is required.

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<p>Leader Keys protocols. A feature of the ETEC Initiative is the development of the Teacher Effectiveness Dashboard (TED), a human capital management tool designed to maximize teacher effectiveness in the classroom. Data generated from the CLASS Keys evaluations and GAPSS will be stored within the TED, along with student achievement data and other value added metrics. Principals will be able to generate reports that will enable them to make clear and consistent human capital decisions.</p> <p>The evaluation system will be implemented over the next two years. Regular classroom observations, and formative, interim, and summative assessment data will be used to monitor teacher effectiveness, provide appropriate professional development, and when necessary remove those who are not effective in their positions.</p> <p>Actions:</p> <ol style="list-style-type: none"> 1) Develop and implement a communication strategy to include principal and teacher feedback. Develop and implement a district-wide training plan and timeline, including monthly meetings via Elluminate; build awareness of strands and processes being adopted; build support teams of local school level and central office staff. 2) Analyze teacher performance data (specifically student growth) and identify hot spots, facilitation of CLASS Keys formal evaluation tool training, roll-out and embedding of ETEC Initiative. 3) Full implementation of the CLASS Keys Evaluation Tool; refine and 	<p>feedback gathered; and build support teams of local school level and Central Office staff.</p> <p>Analyze teacher performance data (specifically student growth) and identify hot spots; facilitation of CLASS Keys formal evaluation tool training; roll-out and embedding of ETEC.</p> <p>SY 2011 – 2012</p> <p>Full implementation of the CLASS Keys evaluation tool.</p> <p>SY 2012-2014</p> <p>Full implementation of the evaluation process for school leaders, teachers and other staff will take place. (ATEP/GLEI) and components of the CLASS Keys process.</p> <p>SY 2011-2012</p> <p>Full implementation of CLASS Keys will begin. GLEI will continue to be used for school leaders.</p> <p>SY 2012-2014</p> <p>Full implementation of the evaluation process for</p>	
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<p>sustain ETEC strategies.</p> <p>4) Therrell LGPP staff will sign a Commitment Letter at the start of the school year to document clear understanding of the requirements of the School Improvement Grant</p> <p>5) Under the existing evaluation system, use multiple informal instruments to substantiate formal observation's evaluation ratings to include, but not limited to, 26 Best Teaching Practices – GAPSS, site-based observation tool, portfolios, and results of EOCT, GHSGT, and AP course work, if applicable.</p> <p>6) Conduct annual evaluations and conferences for principal and teachers. Identify and meet with those who have received a Professional Development Plan.</p> <p>7) Recommend non-renewal of teachers and other staff who fail to meet performance standards based on multiple forms of evidence of student learning, classroom practice, and leadership.</p> <p><u>Ongoing Monitoring:</u> The evaluation system will be monitored by the Learning Excellence, Human Resources Department, and staff from the Office of High Schools.</p> <p><u>Sustainability Plan:</u> The district will provide rewards for meeting school targets and promote partnership awards such as Families in Schools starting 2013-2014.</p>	<p>school leaders, teachers and other staff will take place.</p>	
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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.

Actions:	Timeline:	Budget:
<p>Actions:</p> <p>Therrell LGPP will utilize the Effective Teachers in Every Classroom (ETEC) Framework to identify and reward teachers and staff whose class data results reflect an increase in student achievement on the GHSGT, EOCT and Advanced Placement Exams. On the other end of the continuum, non-renewal recommendations for principals and teachers will be determined based on Atlanta Public Schools' district-wide policies and procedures.</p> <p>The ETEC initiative focuses on developing a framework and plan for a performance based pay system for teachers that are not based exclusively on longevity and education level. The ETEC plan is to build upon the school based targets/incentives currently used in the district today.</p> <p>The ETEC Framework is comprised of 4 key components.</p> <p><i>Comprehensive Teacher Evaluation System:</i> This is a system for teachers focused on student achievement, growth and classroom practices. Using the newly developed Georgia CLASS Keys Evaluation Instrument as well as GAPSS, the district will measure teacher performance.</p> <p><i>Teacher Effectiveness Dashboard:</i> To maximize teacher effectiveness, APS has invested in building a living teacher profile</p>	<p>SY 2011-12 To measure teacher effectiveness, a team of stakeholders will convene to discuss major core domains to be used to examine teacher effectiveness, as well as the proposed weights for each domain, and artifacts and evidence for each proposed domain.</p> <p>Full roll-out of TED fall-2011.</p> <p>SY 2012-13: Research, planning and development by core team from the district will continue.</p> <p>The Development of a Pay for Performance Compensation structure scheduled roll-out.</p> <p>SY 2013-14: Roll out incentive plan for academic performance.</p> <p>Recommendations for non-renewals will be made in January of each</p>	

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<p>called the Teacher Effectiveness Dashboard (TED). This groundbreaking concept will help district and school leaders make strategic, data driven decisions regarding teacher hiring, assignment, support, retention, as well as dismissal.</p> <p><i>Principals as Human Capital Managers:</i> Principals are key to our effectiveness plans. They will use new tools such as our Dashboard, and a new evaluation instrument to make clear, fair, evidence-based human capital decisions.</p> <p><i>Pay for Performance Compensation System:</i> APS plans to develop a Pay for Performance Compensation System that is built on student achievement and growth. Compensation models will be focused on performance rather than tenure and certification.</p> <p>The school achievement data for Therrell LGPP indicates a decrease over the years on the academic indicators (math and ELA) and the second indicator (graduation rate) for the Adequate Yearly Progress (AYP). The School Improvement Grant will be implemented school wide at the highest level of fidelity to bring about significant gains in student achievements starting year one. Monetary rewards will be provided to faculty and staff annually for documented exponential growth achieved on the AYP.</p> <p><u>Ongoing Monitoring:</u></p> <p>The School Improvement Specialist and the school administrators will monitor progress to ensure that appropriate rewards and dismissals are fair and consistent.</p> <p><u>Sustainability Plan:</u></p> <p>This plan will be sustained through district funds beginning year three of the SIG 1003 (g) implementation.</p>	<p>school year. This is the district's timeline.</p> <p>Reward for increased student achievement</p> <p>SY 2012 – The faculty and staff will receive a monetary reward (Certified@\$500 & Classified @\$250) for meeting /exceeding the identified annual goals for Math, ELA and the graduation rate.</p> <p>SY 2013 - The faculty and staff will receive a monetary reward (Certified@\$500& Classified @\$250) for meeting /exceeding identified annual goals in Math, ELA and the graduation rate.</p> <p>SY 2014- The district will roll out Pay for Performance by year three to sustain the reward initiative. Evaluations will be made to determine the effectiveness of the compensations provided to the staff for student achievement and growth.</p>	<p>SY 2011-2012</p> <p>(\$500 per certificated FTE x 25 = \$12,500 \$250 per classified FTE x 6 = \$1500) \$ 14,000 total for staff incentives</p> <p>SY 2012 -2013</p> <p>(\$500 per certificated FTE x 25 = \$12,500 \$250 per classified FTE x 6 = \$1500) \$ 14,000 total for staff incentives</p> <p>SY 2013-2014</p> <p>No funds needed</p>
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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.

Actions:	Timeline:	Budget:
<p>Therrell LGPP's new school improvement efforts will be directly tied to strategic professional development (PD) activities resulting from the analysis of the school's Annual Yearly Performance (AYP) data, GAPPS Analysis, teacher observations, stakeholders' dialogue, and teacher developmental needs. The professional development will be intense and strategically aligned as stated:</p> <p>Year 1: Increasing rigor through effective curriculum design utilizing the Backward Design model and inquiry-based instruction; increasing student engagement via technology integration; improving collaboration and creating a culture of learning among staff via Professional Learning Communities (PLCs).</p> <p>Year 2: Increasing personalization through differentiated instruction, formative assessments, and analyzing student work; and increasing rigor via utilization of Thinking Maps.</p> <p>Year 3: Increasing rigor, relevance, and engagement with project and problem-based learning.</p> <p>Professional development sessions will be conducted during planning periods, after school, on Saturdays, and during the summer. When PD is conducted during the</p>	<p>SY-2011-2012 Intensive PD for all staff to include: Backward Design, inquiry based instruction, PLC training, iPad Training/ iPad purchase</p> <p>SY 2012-2013-Targeted PD Differentiated instruction, Formative assessment, Thinking maps and PLC continued.</p> <p>SY 2013-2014-Targeted PD Ongoing implementation and monitoring of standards based instruction and using assessment data and differentiate instruction.</p> <p>Intense training on rigor, and relevance using Project Based Instruction.</p>	<p>SY 2011-2012: PD for Backward Design \$40,000 PD for PLC Development \$15,000 District will use internal staff for Inquiry-based instruction and technology integration.</p> <p>SY 2012-2013: Formative Assessment \$20,000 Thinking Maps \$20,000 Follow- up training for Backward Design \$20,000 Differentiated Instruction \$10,000 Other training that began in year 1 will be continued utilizing a "train the trainer" model at no cost to the grant.</p> <p>SY 2013-2014</p>

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<p>regular school day, substitute teachers will be utilized to continue instruction.</p> <p>The PD will be coordinated by a newly established cross-functional Professional Development Team which will identify the most appropriate training sources, develop an annual PD calendar, and monitor the effectiveness of the sessions in order to address student learning and meet the expected goals regarding student achievement. This cross-functional team will consist of teachers, instructional coaches, school level administrators, and district content area specialists. A full-time School Improvement Specialist (SIS) will be hired to facilitate the planning process for professional development, and ensure that the grant requirements are implemented with high fidelity. Two Instructional Coaches will be hired that are highly qualified in Reading/ELA and Mathematics to model best practices, and work collaboratively with core teachers to design effective strategies that will increase student engagement and rigor in the classroom. (Appendix C and E).</p> <p>In addition, to further transform and develop high performing instructional leaders, teachers and other support staff, Summer Professional Development Institutes for administrators, counselors, instructional coaches, teachers, and paraprofessionals will be offered. To broaden the professional development aspect of the transformational process, internal experts from the Office of High Schools and Department of Learning Excellence, along with local and national consultants will serve as facilitators for the growth activities and professional development applicable.</p> <p>Therrell LGPP professional learning will afford teachers the opportunities to</p>	<p>SY 2011-2012 Hire School Improvement Specialist (SIS)</p> <p>Hire two Instructional Coaches (Math/ELA)</p> <p>2012-2013 Evaluate performance and re-hire if necessary for year 2 and year 3</p> <p>Specific training outlined for Year 1, Year 2, Year 3</p> <p>2013-2014 Continue to evaluate the effectiveness of the SIS.</p>	<p>PD for Project and Problem-based Learning \$ 50,000</p> <p>Other training that began in years 1 and 2 will be continued utilizing a “train the trainer” model at no cost to the grant.</p> <p>2011-2014</p> <p>The following staff salaries, benefits, and stipends would be funded in all three years of the grant at the following rate:</p> <p>\$118,620 (salary/benefits for School Improvement Specialist)</p> <p>\$197,700 (salary/benefits for two instructional coaches: ELA and Math)</p> <p>2011-2014</p> <p>\$30,180 (stipends w/benefits for Saturday (2 Saturdays/semester); and Summer staff PD to include Summer institute and early return)</p> <p>2011-2014</p>
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<p>effectively implement research-based instructional strategies. Modeling, peer and self-assessment, instructional videos, assigned readings, etc...will all be aspects of this program.</p> <p><u>Professional Learning for Advisory:</u> The support for advisory is currently provided by the district's Office of High Schools' department is limited to quarterly visits by the coordinator due to the large number of programs that exist across the district. To provide a more tailored program that has been customized to meet the specialized needs of Therrell LGPP's student population, in year one, the SIG grant will allow for targeted professional development for teacher advisors conducted by expert consultants. In years 2 and 3, internal capacity will be built utilizing a "train the trainer" model by lead teachers from the LGPP staff.</p> <p><u>Ongoing Monitoring:</u> MTLs will be assigned to monitor the execution of PD in the classroom and report effectiveness to the principal and Associate Superintendent.</p> <p><u>Sustainability Plan:</u> It is anticipated that after three years of targeted professional development, Therrell LGPP will have developed on-site experts who can provide professional development to the staff as needed. In addition, the district provides ongoing embedded professional development through its Instructional Coaches, MTLs, and consultants.</p>	<p>2011-12 Targeted PD</p> <p>Intense and strategic Advisory PD would begin in the summer of 2011 and continue on a monthly basis through the end of the school year. Follow-up PD for new teachers would be conducted as needed.</p>	<p>\$4500 (pay w/benefits for substitute teachers = 45 days @ \$100/day.(17 teachers equals 2.6 days per teacher)</p> <p>2011-12 Intense professional development training for advisory. \$15,000</p>
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A5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

<p>Actions:</p> <p>To initiate these proactive measures, a team of teachers (one from each discipline) will convene to identify and confirm the factors that influence job satisfaction and teacher retention. Then, teachers will collaborate to seek out the types of incentives, promotional and career growth, and work conditions that are effective in attracting and retaining good teachers. In addition, the administration will maintain the school/district website with a list of opportunities and criteria for career growth, advancement, and pathways for teacher leaders. This website will be constantly updated.</p> <p>To further expand the scope of financial incentives, Therrell LGPP will implement a strategic plan that outlines incentives to include extra financial provisions for resources and materials, and incentives for accepting additional assignments. Additional transformational teacher incentives will include stipends for teachers who return to work prior to regular school calendar to plan and receive professional development.</p> <p>Monitoring: The Leadership Team will review the plan annually to ensure that teachers with marginal performance are not receiving incentives and to verify that high performing teachers are being rewarded appropriately.</p> <p>Sustainability: This plan will be sustained through district funds beyond the SIG 1003 (g) implementation.</p>	<p>Timeline:</p> <p>Year 1: 2011-2012 Implement Opportunities for:</p> <p>Financial incentives - Extended Work Day Opportunities on Saturdays and during the summer.</p> <p>Promotion and Career Growth to include Lead Teachers, Coordinators of programs, Lead PLC, PD Presenters, Advanced Curriculum Planning, and Summer Institute.</p> <p>Flexible Working Conditions to include Time off to attend PD/Conferences, Co- Teaching/Team Teaching, Half Day PD, Planning Periods each day, and common planning- PLC</p> <p>Year 2 and Year 3 (July 2012 –July 2014)</p> <p>Continue with full implementation of the plan. Evaluate the plan each year to determine effectiveness and make modifications as needed.</p>	<p>Budget:</p> <p>2011-2014</p> <p>See A8 for budget details</p>
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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.

Actions:	Timeline:	Budget:
<p>Creating a school-wide focus on varied assessment that intentionally drives instruction for all students will be an essential component of the SIG. A myriad of research-based assessments will be used as interventions and strategies in all content areas. A review of student achievement data clearly indicates weaknesses in all domain areas of Mathematics. The School Improvement Grant will support instructional improvement through hiring a math coach to work with math teachers on content and pedagogy, as well as provide content area teachers standards-based instructional pedagogy.</p> <p>The GAPSS report indicated a need for increased professional learning and improved collaboration among teachers. According to DuFour (2004), when teachers work together to develop a curriculum, create frequent common assessments, collectively analyze results from assessments, and help each other to develop and implement strategies to improve student learning, these stakeholders are engaged in the kind of professional development that builds teacher capacity and sustains school improvement.</p> <p>The Math / ELA Instructional Coaches will address this need by providing both job-embedded professional development and weekly PLC meetings respectively. Also, the data from mathematics content areas, in particular, suggest the need to mitigate and prevent mathematics difficulties. The action plan will address this specific need via articulation, both</p>	<p>SY 2011-2012 Planning and development of the school's instructional model began spring SY 2011. Orientation and delivery to staff will be completed summer of SY 2011. Full implementation of the instructional model will occur in fall SY 2011.</p> <p>Revisions and modifications will be completed as needed (This work will continue throughout the school year with some modifications as needed)</p> <p>Review standards / rubrics for the instructional framework, and increase monitoring and feedback for all staff.</p> <p>Review the Inquiry Based Instructional Model</p> <p>Hire Math / ELA instructional coaches to support staff on content/pedagogy and support the instructional framework.</p>	<p>2011 – 2014: \$197,700 (salary/benefits for two instructional coaches: Math and ELA)</p>

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<p>vertical and horizontal.</p> <p>Therrell LGPP's staff has been trained in the Instructional Framework, three part lesson, as well as inquiry-based instruction, as outlined by district initiatives for small schools. As identified on the recent GAPSS analysis report, Therrell LGPP is inconsistent in its implementation of rigorous, standards-based instruction in all classrooms, engaged in effective grouping techniques and shows a need for differentiation strategies to meet the needs of all students. Therrell LGPP is expected to continue to implement and monitor classroom instruction more intensely and consistently to enhance teacher efficacy and increase student performance.</p> <p>To strengthen the instructional program, in year one, all teachers will receive professional learning on effective curriculum design via the "Backward Design" model, intense training on inquiry-based instruction, technology integration, collaborative planning, curriculum development, and analyzing student work through the establishment of Professional Learning Communities. In year 2, the focus will be on differentiating instruction, formative assessment, and Thinking Maps. In year one, the focus will be on increasing engagement and rigor via project and problem-based learning.</p> <p>In addition, the school will institute vertical planning sessions across grade levels to ensure vertical alignment of the curriculum. The feeder school data showed weakness in Math. Recognizing that middle school is a critical link to future academic success, Therrell LGPP will lead the development of a vertical articulation team, which will guide efforts to insure vertical alignment of</p>	<p>Half of the staff will receive AP/gifted endorsements training.</p> <p>Hire on-site trainer for gifted</p> <p>AP summer institute</p>	
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<p>the curriculum in the Middle and High School instructional programs. This team effort will be coordinated by the School Implementation Specialist, who will plan, provide the structures of planning sessions and monitor/evaluate the performance of this initiative. The vertical articulation team will consist of counselors, Instructional Coaches, teacher leaders and advisors from each school. This team will also utilize the support of Model Teacher Leaders from the High School and Middle School levels. The principal will use data and recommendations from this team to help guide instructional decisions. Teachers from the feeder middle schools will be invited to work with the high school PLC grade team along with the Math / Instructional Coach on specific content – related professional development opportunities and vertical team planning.</p> <p>In the content PLC, English and Math teachers will review curriculum mapping, instructional strategies and activities. The discussion will focus on giving and receiving feedback on the specific standards that students have not mastered based on student achievement data. They will share what works and identify factors that impeded student progress.</p> <p>Through the review of the data, the School Improvement Grant Team identified a need to increase rigor, student engagement, and relationships. In addition to district support from Model Teacher Leaders, and in-school support from Instructional Coaches, Therrell LGPP will have one half of the staff trained in Advanced Placement or gifted instruction, in years one and two. A Gifted consultant will be hired to provide on-site training for teachers to obtain gifted endorsements. AP teachers will be offered the opportunity to attend AP training during the summer of years one and two. The</p>	<p>Purchase additional technologies for all classrooms (computers, iPads, etc.)</p> <p>SY 2012-2013 Continue to implement the Instructional Model. Evaluate effectiveness and modify as needed.</p> <p>Math/ ELA coaches will continue to work with staff, supporting instruction in all content areas</p> <p>The remainder of the staff will receive AP/Gifted endorsement training.</p> <p>Continue professional learning and support use of technology integration in instruction by using district TLS</p>	<p>2011 – 2014: Gifted training for 8 teachers per year, each year \$6800</p> <p>AP training for 5 teachers per year, each year \$2500</p>
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<p>purpose of the professional development is to increase rigor in all content areas, improve student interaction and higher order thinking skills, and increase the use of differentiation and inquiry-based strategies. To ensure that the goals are effectively accomplished, additional resources will be needed in all classrooms to make the learning experience more engaging.</p> <p>Response to Intervention (Appendix D)</p> <p>To fully implement RTI as a tool to assess, guide, and monitor research based strategies and interventions, it is important to recognize the roles of various stakeholders. LGPP will follow the design by the GADOE as a model to follow for implementation and fidelity. Instructional Coaches, Model Teacher Leaders, Counselors, Teachers, and SST Stakeholders will:</p> <ul style="list-style-type: none"> • Ensure Tier 1 standards based instruction occurs in all classrooms (Instructional Coaches/Model Teacher Leaders/Teachers) • Establish standard protocols of support for students needing Tier 2 support • Implement the Tier interventions (as planned, as appropriate) • Use Formative and Summative assessments to guide classroom instruction • Differentiated Instruction is the heart of teaching and learning • Communicate with the intervention and instructional specialists • Collaborate with Intervention and Instructional Specialists (SST chair, REP/EIP, Special Education, etc.) • Implement the Tier interventions (as planned, as appropriate) • Communicate with general classroom teachers 	<p>SY 2013-2014 Continue to implement the Instructional Model. Evaluate effectiveness and modify as needed.</p> <p>Refresher for AP Teachers</p> <p>SY 2011-12, SY 2012-13, SY 2013-14</p> <p>PLC will meet weekly during common planning, after school and Saturdays. Participation and levels of effectiveness will be monitored.</p> <p>Monitoring: The principal will monitor the implementation of the PLC and determine effectiveness after each semester beginning SY 2011-12. Ongoing monitoring will occur in SY 2013 and SY 2014.</p> <p>Sustainability: By year three, the school will engage in targeted PD and will use trained staff to redeliver professional learning. PLC will remain in full implementation and become an integral part of improving the instructional program.</p>	<p>2011-2014</p> <p>Continuous Professional Development for RTI and development of a Human Resource Alignment with regards to Tiers (Duties and Responsibilities)</p>
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<ul style="list-style-type: none"> • Coach and model differentiated instruction, progress monitoring, and research based interventions • Adherence to fidelity of implementation of the intervention • Participate in informal and formal consultations with teaching teams (rather than an evaluative role) at all Tiers with a focus on standards-based instruction • Provide training, direction, and support for progress monitoring and intervention selection • Support foundational understanding of school wide RTI (GADOE.org) <p>Technology - Innovative 21st century technology will be purchased and included in all core classrooms at Therrell LGPP. This will not only increase engagement, but allow teachers to integrate technology into their instructional practices. In addition, the district's Technology Learning Specialists (TLS) will work with teachers to ensure that the technology is embedded as an instructional support strategy.</p> <p>Advisory Program – In order to support the instructional program at LGPP, a Teachers-as-Advisors (Advisory) program has been implemented. The Advisory program is the hub of personalization where advisees receive support for their academic, inter-personal, and intra-personal development. Every teacher at LGPP has an advisory of no more than 20 students. These students stay with the same advisors for all four years of high school. Advisory helps ensure that students succeed in high school, are college ready, and career focused. Advisors also serve as the key point of contact for their advisees' with their academic teachers and parents.</p> <p>Under the SIG grant, the advisory program</p>	<p>Math and ELA coaches will remain at the school under a new funding source.</p> <p>TLS – district support for school will continue</p>	<p>SY 2011-2012:</p> <p>\$101,572 (instructional technology including iPad2 Learning Labs for ELA, Math, Social Studies, and Science classes) No technology purchases in years 2 & 3.</p> <p><i>See budget for detail line items</i></p> <p>2011 – 2014:</p> <p>Most Advisory program materials are on the district's website. All other materials are funded by the district at no cost to the grant.</p>
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will be expanded to provide more focus on helping students build academic skills specifically in mathematics and English language skills development, along with support skills such as study skills and note taking). Advisory currently meets three (3) times per week. Under the new SIG grant it will be expanded to 5 days per week. The extra two days will be dedicated to academic enrichment and remediation based on student's individual needs. To increase student engagement, each Advisory class will adopt the name of a law firm and participate in activities that not only build critical thinking skills, but are engaging such as debates, forensic case studies, chess tournaments, etc. In addition, all students will be provided the opportunity to participate in educational field trips to local/state colleges and universities that have strong law, government and public policy programs.	<p>SY 2011-14</p> <p>A restructuring of the Advisory program will take place in the summer of 2011 including a change in the master schedule to allow for a transition from 3 to 5 days per week.</p> <p>SY 2012-2014</p> <p>Four college/university field trips each year for students in grades 9-12 to schools e.g. Valdosta State, UGA, Georgia Southern, etc.,</p>	<p>SY2012- 2014</p> <p>Colleges/Universities Educational trips</p> <p>\$18,000.00 /year</p>
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A7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

<p>Actions:</p> <p>Defining desired learning results for students is critical to the Transformational Process. Teachers will use diagnostic tests as well as formative, interim, and summative assessments to determine readiness, learning style and ability in order to plan instruction that effectively meets the needs of all students.</p> <p>Pre-tests and diagnostic assessments will be used to determine baseline performance levels. Various methods of diagnosis will be utilized to assess student academic levels.</p>	<p>Timeline:</p> <p>Weekly – Beginning SY 2012 – 2014</p> <p>Partial implementation of grade level / interdisciplinary data teams, data analysis training for all staff, instructional strategies using differentiation, weekly PLC meetings to discuss student work and analyze data, frequent classroom observations</p>	<p>Budget:</p>
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<p>This data will be used to design differentiated instruction, use of flexible grouping and other differentiation techniques, and increase the identification and placement of students in Gifted classes via the AP Placement Exam.</p> <p>Formative assessments will be used for on-going monitoring and student mastery and to determine students' needs for continued instructional support. Results from these assessments will be used to modify teaching strategies and to differentiate instruction. Formative Assessment strategies such as, observations, projects, simulations, questioning, discussion, conferences, and reviews will be an integral part of our ongoing assessment of student progress.</p> <p>Benchmark Assessments will be used to monitor progress towards mastery of the Georgia Performance Standards and will drive acceleration and scaffolding techniques. Benchmark assessments will be aligned to instructional units and adopted to scope and sequence.</p> <p>Summative Assessments (GHSGT, EOCT, AP) will be used to measure annual mastery of Georgia Performance Standards as well as drive the remapping of the curriculum to meet the alignment of Essential, Important, and Compact Standards.</p> <p>To promote the continuous use of student data, to inform and differentiate instruction, the following will occur:</p> <p>(1)The school will establish a data team per grade/content area and one for the entire school to receive professional learning and</p>	<p>with feedback, and diagnostic, formative, interim and summative assessments to determine readiness and monitor student progress.</p> <p>SY 2012- 2013 Full implementation of grade level / interdisciplinary data teams, data analysis training for all staff, instructional strategies using differentiation, weekly PLC meetings to discuss student work and analyze data, frequent classroom observations with feedback, and diagnostic, formative, interim and summative assessments to determine readiness and monitor student progress.</p> <p>SY 2013-2014 Full implementation of grade level / interdisciplinary data teams, data analysis training for all staff, instructional strategies using differentiation, weekly PLC meetings to discuss student work and analyze data, frequent classroom observations with feedback, and diagnostic, formative, interim and summative assessments to determine</p>	<p>2012-2013: Assessment Consultant \$20,000 <i>Referenced in A4</i></p>
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become the on-site experts on using data to formulate informed and focused decisions on how to increase student achievement.

(2) Instructional Coaches, in conjunction with the ISA Coach, will begin training all teachers and site administrators on in-depth analysis of student work, in-class assessment strategies, analysis of standardized test data, and developing research-based instructional strategies.

(3) Coaches and administrators will conduct observations of instruction (with feedback sessions) to support the use of best practices and data-driven instruction. Every teacher will be observed at least once every three to four weeks.

(4) The school will utilize weekly PLCs (interdisciplinary and grade-level) to analyze student work and plan effective instruction. Teachers will be required to keep up-to-date data notebooks for each class and use this data to inform their instructional practices.

(5) Conduct monthly meetings facilitated by instructional coaches and/or consultants to discuss observation findings, review data analysis from content area meetings, to chart progress and to use this information in academic program decision making.

(6) Each student will be issued a *Panther-Trail-To-Graduate (PTTG)* portfolio to monitor his/her matriculation of Therrell LGPP's instructional program. This portfolio will include the student's personal profile and resume, standardized test data, transcript, and evidence of student growth through a variety of assessments and artifacts. Additionally, this portfolio, which

readiness and monitor student progress.

2011-2012
PTTG will be
implemented for all
students.

2012-2014
Continue Implementation

\$4000 (portfolio binders and materials)
Grades 9-12

2012-2013

Portfolios/materials for incoming 9 th graders only \$1000.00

2013-2014

Portfolios/materials for incoming 9th

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<p>will be maintained during advisory, will keep track of students' post – secondary options. Finally, the PTTG will contain the student's learning profile, letters of recommendation, and college acceptance letters. This comprehensive profile of student performance data will be maintained as an academic, as well as, personal portfolio to improve student learning. This data collection system will establish a proactive warning system for teachers, parents, the counselor, and administrators. PTTG will help monitor and support students who are both at risk, and excelling.</p> <p>(7) Therrell LGPP will administer the PSAT to all incoming 9th grade students and utilize the results to identify strengths and weaknesses and develop appropriate instructional interventions. The results of this test will be used to help evaluate the level of academic rigor in the curriculum.</p> <p><u>Ongoing Monitoring:</u></p> <p>To ensure that instructional decisions and practices are data driven, the full-time School Implementation/Improvement Specialist, in conjunction with the Instructional Coaches and Model Teacher Leaders (MTLs), will perform regular observations of instruction to support the use of effective instructional practices. Each teacher will be observed at least once every four weeks.</p> <p><u>Sustainability Plan:</u> Throughout the three years of funding from the SIG 1003 (g) grant, the Therrell LGPP staff will increase in their instructional proficiency. Therefore, the need for continued funds to support</p>	<p>PSAT administration occurs yearly in October for all students in grades 9th grade. SY 2011 SY 2012 SY 2013</p> <p>The data from the initial exam will be used as baseline for student performance that will be compared to exam performance in years 2 and 3. This strategy will also be used as a monitoring strategy for academic growth as a tool to develop S.M.A.R.T Goals that will become part of the students' PTTG plan. Longitudinal data will serve as a tool to measure the impact of this transformational strategy.</p> <p>Sustainability: Funds to support the 9th grade administration of the</p>	<p>graders only. \$1000.00</p> <p>\$2250 (PSAT testing fees and preparation materials)</p>
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these activities will be minimal. Where professional development support is needed, the district's Model Teacher Leaders will be available to provide assistance to the Therrell LGPP administration and staff beyond the grant funding period.	PSAT will come from other district funds beyond Year 3.	
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A8. Establish schedules and strategies that provide increased learning time (as defined in this notice).

Actions:	Timeline:	Budget:
<p>Therrell LGPP is one of three schools opened as part of the transformation of a comprehensive high school to small schools. Each school is led by their assigned principal with an enrollment of no more than four hundred students. The newly formed small schools are designed to foster a more personal environment for students and to establish a more collaborative working environment for teachers/staff to meet the individual needs of all students. After a complete review of the existing practices and procedures, the School Improvement Grant Team identified a need to modify and develop supporting strategies to increase learning time for students and teachers/staff. The school will implement the following strategies:</p> <p>Many LGPP students are significantly behind grade level in math as evidenced by standardized test scores and on-site formative assessments. Identifying students to participate in increased learning time activities will be a joint effort of the subject teachers, the counselor, and the school's Graduation Coach. Teachers will be responsible to submit a list of students who are in need of assistance or enrichment to the counselor. The counselor will be responsible to review transcripts to identify</p>	<p>SY 2011-12 Semester 1 Plan Saturday School and Summer ELA/Math and Law Camp for all students. Planning and development will take place during the fall semester. In order to promote critical/strategic thinking, we will implement Chess on Saturdays, as well as during lunch, and Mock Trial on Saturdays.</p> <p>Programs will be evaluated after year one for effectiveness and student participation to determine continuation.</p>	<p>2011 – 2014: \$20,265 (Salary/benefit for teaching Saturday School and Summer Math Camp)</p> <p>\$6000 (Marta passes-public transportation for students involved in Saturday School and the Summer Math Camp)</p>

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<p>additional students, and the Graduation Coach will be asked to review case files to identify students as well. Enrichment activities and programs will also be developed and available to all students. To ensure that students participate, announcements will be made in Advisory, information will be posted on the school's website, and information flyers will be distributed to all students. Information will also be made available to parents on the school's website, at parent meetings, and by letters home. The school will implement the following strategies for increased-learning time:</p> <p>Establish a Saturday School Program that has multiple purposes: (1) Academic Recovery using a teacher-assisted online learning system (e.g. PLATO, Nova Net) that provides additional instructional assistance for students who have fallen behind in course work or who are deficient in Math and other core subjects. (2) Academic Tutorials for all core subjects, (3) opportunities for students to earn credit for new courses via Georgia Virtual School, and (4) Student Enrichment to include SAT/ACT prep classes and Advanced Placement support for grades 9-12. Students will be identified by PSAT data and teacher recommendations. The Saturday School Program will take place two Saturdays each month from 9:00 a.m. – 1:00 p.m. All students needing transportation will be provided with bus passes.</p> <p>Establish a Summer Math, Literacy and Law (SML²) Camp Program for all students. The major instructional components will include a math enrichment camp, work sessions on Test Strategies and Overcoming Test Anxieties (GHS/GT/EOCT/SAT/ACT), a forensic</p>	<p>SY 2012-13 Full implementation of Saturday Panther School, and Summer ELA/Math, Law Camp.</p>	<p>\$25,000 Online learning system for academic credit recovery and new courses.</p> <p>\$30,180 (salary/benefits for teacher stipends)</p> <p>\$4500 (materials for summer PD: books, printing)</p>
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<p>program open to all students that will strengthen reading, critical thinking and analytical skills and an online learning program for academic recovery. The Summer Math, ELA and Law Camp will take place for two weeks during the month of June from 9:00 am – 1:00 p.m. All students needing transportation will be provided with bus passes.</p> <p>Advisory Program – LGPP is expanding its Teachers-as-Advisors program from 3 times per week for 30 minutes, to 5 times per week for 40 minutes. Three of the days the activities will focus on psycho-social developmental and coping skills (e.g. conflict resolution, drug and alcohol use prevention) and academic support skills (e.g. study skill and college/career planning). The other two days will be dedicated to increasing academic learning time. At the beginning of each semester, each student, along with his/her counselor and advisory teacher will identify areas for academic enrichment and/or academic remediation in the areas of math and ELA. Students will be assigned to the appropriate activities during the academic support days of the advisory program.</p> <p>Extended Learning Time for Teachers includes:</p> <p>Professional Learning Communities. Teachers will meet at least two days per week in common/interdisciplinary planning sessions to discuss student work, assessment strategies and ways to differentiate instruction. Teachers will use this time to review best practices and analyze data; conduct book reviews, hold workshops and training facilitated by the School Implementation/Improvement Specialists, Model Teacher Leaders, Instructional Coaches, ISA Coach and school leadership.</p>	<p>SY 2011 – 14 The advisory program will be restructured during the summer of 2011. The new academic support activities designed for increased learning time will also be identified during the summer.</p> <p>SY 2012, SY 2013, SY 2014 Structure will be fully operational in year one with working PLC.</p> <p>Half day PD will continue each year and is supported by the district.</p> <p>Summer PD will occur in year 1-3 using the SIG 1003 (g) grant and will be satisfied by funds from the district in subsequent years.</p>	
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<p>Half-days have been approved by the Board for PD to occur each semester. Students are released at 12:00 pm on these PD days, affording teachers/staff additional time to participate in PD sessions designed by the school and district. Teachers will participate in common planning and interdisciplinary team sessions, content specific learning, data analysis, and other learning relative to the goals and targets of the district.</p> <p>Summer PD. Targeted PD will take place during the summer of each year. Teachers will report one week prior to the beginning of their contract period to work on developing effective plans and assessments for the school year. Conferences whose themes involve drop-out prevention and at risk students will be attended by staff throughout the year. Teachers will develop strategies and interventions that will support the diagnosed needs of the students. Teachers will work collaboratively to unpack the standards, analyze formative and interim assessments and address the needs of all students (SWD, ESOL, Bubble students, etc.) as identified by the Pyramid of Intervention.</p> <p>Conferences, Workshops, Seminars – LGPP teachers, staff, and administrators will be assigned to attend designated off-campus conferences, workshops and seminars based on individual needs and interests.</p>	<p>Summer 2012</p>	<p>Conferences, workshops 2011 -2014</p> <p>\$27,000 (\$9,000.00 per year)</p> <p>Registration fees, lodging, travel, and meals/per year for three years.</p>
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Attachment 2d - Transformation Model

A9. Provide ongoing mechanisms for family and community engagement.		
<p>Actions:</p> <p>Student achievement improves when parents and the community play an active role in student learning and good schools become even better schools when all stakeholders are involved. It is imperative that we sustain this valuable partnership with business partners and community while aligning their efforts with the school's vision to improve student achievement.</p> <p>Activities implemented will reflect the PTA's National Standards for Parents and Family Involvement Programs along with Dr. Joyce L. Epstein's Family and Community Partnership Six Types of Involvement Framework. Therrell LGPP will create a Panther Parent Network. The Panther Parent Network objectives are the following:</p> <ul style="list-style-type: none"> • Provide opportunities for all parents to become involved in decision making about how the parent/family involvement programs will be designed, implemented, assessed, and strengthened. • Provide outreach to encourage participation of parents who might have low-level literacy skills. • Inform parents regularly about the objectives of educational programs and their child's participation and progress in these programs. • Provide professional development for teachers and staff to enhance their effectiveness with parents. • Form links with special service agencies and community groups to 	<p>Timeline:</p> <p>SY 2011 (Summer) Research best practices for parent involvement.</p> <p>Develop a Parent Involvement Plan based on research that would support the uniqueness of Therrell LGPP's parents and community.</p> <p>Adopt the six principals from the Epstein' Framework of Parent Involvement.</p> <p>SY 2012-13 Continue implementing the Parent Involvement Plan.</p> <p>SY 2013-14 Full implementation of the Parent Involvement Plan using best practices.</p> <p>Begin implementing parent forums.</p>	<p>Budget:</p> <p>2011 – 2014:</p> <p>\$3000 (attendance at John Hopkins national conference)</p>

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address key family and community issues.

- Provide opportunities for parents to share in decision making regarding school policies and procedure affecting their children.

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

- **Orientation “Fall Institute”**–
Transformation Overview
- **Curriculum Night Exposition** –
Semester sessions: School-wide student display of academic work and community vendors displaying academic focus activity.
- Morning Café talks with Principal (each semester)
- **College Preparation Partnership with College and Universities** – Semester

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

SY 2011-12

The school will establish partnerships with the Campbellton Rd and

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<p>sessions: virtual tours, speakers, fieldtrips (local universities and colleges), guest speakers, panel discussions</p> <ul style="list-style-type: none"> • Parent Empowerment Session – Guest speakers (lectures and hands-on presentations) Literacy Education, Nutrition/Health and Wellness, Supporting single parent homes, and grandparents (legal guardian), Economically Challenged • Transformation summer institute – (Saturday) Panther Family Conference – location on-site. The program helps parents gain the skills and knowledge they need to play an active role in supporting the child’s academic, social and emotional behavior. <p>To further increase parental involvement, Therrell LGPP will:</p> <ol style="list-style-type: none"> 1) Establish a Parent Reading Program (Book Club) that is connected to the neighborhood Library. Parents will “Get Caught Reading” as a motivation to their students. Books and materials will also be housed in the Parent Center. This effort is designed to encourage parents and students to read more and to share novels and course materials to improve academic performance. Parents will have the opportunity to share in book reviews, recommend books to other parents and students, as well as model reading at home. 2) Revitalize the Parent Center to become a vibrant 21st Century learning lab in the school, serving as a hub for training and providing resources designed to involve and empower parents. Parents will participate in a Breakfast Talk and Learn, Mid-day Brunch and Learn, and 	<p>Cascade Road branches of the Fulton County Library and Barnes & Noble to help sustain the Parent Reading Program. Evaluated after year one for effectiveness.</p> <p>Parent Center will become the Parent University</p> <p>Establish guidelines for communications through newsletters, website, parent portal, meetings etc.,</p> <p>Conduct parent involvement survey</p> <p>SY 2012-13 - SY 2013-14</p> <p>Full Implementation of the parent involvement activities.</p>	
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<p>Book Club discussions.</p> <p>3) School will also increase the level of communication with parents and the community through the use of newsletters, parent letters, monthly meetings, parent portal, parent website, school website, parent bulletin board, and parent chats.</p> <p>4) Create a parent survey and use the results to develop an action plan for increasing community and parental involvement. Based on parent input and feedback, programs and activities for Year 2 and Year 3 will be established.</p> <p><u>Ongoing Monitoring:</u> On a daily basis, the parent involvement activities will be executed by the School Implementation Specialist. The SIS will report directly to the principal. The district's Parent Involvement Coordinator will support and monitor school's activities and report findings to the Associate Superintendent or his designee.</p> <p><u>Sustainability Plan:</u> The new position will be absorbed by Title I at the end of the grant.</p>		
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A10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.

Actions:	Timeline:	Budget:
<p>1. Establish selection procedures to support the core subject areas of Math and ELA to eliminate vacancies and to ensure hiring of highly qualified staff.</p> <p>2. Establish a yearly calendar that has been strategically designed to include embedded professional learning, extended day activities, and teacher planning/collaboration without interfering with time allotted for instruction.</p> <p>3. Establish a school cross-functional team to work as needed to identify and modify local practices that pose a challenge to operational decisions promoting improved student outcomes.</p> <p>4. Provide opportunities for principal and members of the leadership team to observe schools (with similar demographics) that utilize innovative operational strategies related to scheduling, staffing and budgeting in ways that advance student performance outcomes.</p>	<p>SY 2011-2014 HR/OHS meet w/ Principal to review staff allocation spring of each year.</p> <p>SY 2011-2014 Principal and Leadership Team develop calendar for all staff prior to the start of the year. (May-July)</p> <p>SY 2011- 2014 School leadership team will meet weekly to discuss and modify procedures as needed.</p> <p>SY 2011-2012 Establish norms for modifying practices. Revisit each year to make modifications.</p> <p>SY 2011 -2012 Identify two high performing schools for site visits in fall and spring.</p> <p>SY 2012-2013 Research and analyze any innovative strategies identified at sites with possible implementation year two and three.</p>	

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A11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

Actions:	Timeline:	Budget:
<ol style="list-style-type: none"> 1) With the assistance of the SEA, the LEA will develop a monitoring tool/protocol for ongoing evaluation of the school improvement process, and include school level personnel and external partners in this process. 2) The Office of High Schools will provide assistance to Therrell LGPP on using research-based strategies and protocols for operational flexibility in school scheduling, staffing, and budgeting. This will help Therrell LGPP meet district goals related to student achievement and high school graduate rates. 3) Assign a full-time School Improvement/Implementation Specialist to Therrell LGPP to support the Transformation Model process. The School Improvement Specialist will: <ul style="list-style-type: none"> • Monitor Corrective Action and School Improvement Plan • Coordinate professional development activities • Support Leadership Team in data-based decision making • Provide support for standards-based instruction • Analyze data for differentiation and ongoing assessment • Provide support for graduation plans • Conduct Mini GAPSS Review • Provide training and support for CLASS Keys Assist in Data Team development 	<p>SY 2011- 2014 - The OHS will create a School Improvement Team that will ensure that the school receives ongoing intensive technical assistance and related support. This monitoring team will consist of Executive Director, Project Administrators, District SAM, Counseling Coordinator, SLC Implementation Specialists, and Model Teacher Leaders. This monitoring team will provide ongoing support beyond the SIG 1003 (g).</p> <p>SY2011-2012 Hire School Implementation/Improvement Specialist in August 2011 to support grant implementation.</p> <p>SY 2011-2012 – SY 2012-2013 Evaluate the effectiveness of the Implementation/Improvement position and make determination for continuation.</p>	

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

B-1. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.		
Actions: During the month of July 2011, Therrell staff will be involved in two preparatory activities during the pre-implementation period to help prepare for full implementation in the 2011-2012 school year: (1) Summer Leadership Institution sponsored by the Georgia Department of Education and (2) Therrell Law Summer Planning and Development Retreat (TL-SPDR) for school Leadership Team, teachers and support staff. The TL-SPDR will take place locally prior to the start of the new work year to provide adequate time for the school staff to prepare to effectively implement the requirements in the transformation model. The Therrell staff will be provided an opportunity to: <ol style="list-style-type: none"> 1. Plan and develop a new organizational structure with specific roles and responsibilities. 2. Provide the teachers and staff with professional learning necessary to successfully implement the instructional model identified in the grant. 3. Make modifications in the master and the bell schedules in order to increase learning time for students. 4. Create PD/instructional calendars that reflect targeted support for staff and students. 5. Work in collaborative teams (PLC) to establish rubrics for quality student 	Timeline: July 2011	Budget: GDOE Summer Institute 1750.00 per person @ 6 staff = 10,500.00 Stipends for four days @ 150.00/day x 5 staff = 3,000.00 Therrell Law Summer Leadership Retreat for Principal, 17 teachers, and 7 support staff Stipends for 24 @ 150.00/day for five days = \$18,000.00 One day of PD – consultant \$4500.00

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work and develop effective instructional plans. 6. Plan and develop guidelines and activities for implementation of 8 th grade vertical articulation with high school.		
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C. Align additional resources with the interventions.

<p>Actions:</p> <p>The Associate Superintendent, who drives all decisions related to High School Transformation and the Office of High Schools, will identify all of the resources available to the school improvement process.</p> <p>Hold planning sessions to ensure that additional resources are aligned with the interventions and share this alignment with all parties involved in the school improvement process. Maintain monthly updates to monitor the additional resources used for interventions.</p> <ul style="list-style-type: none"> • School Improvement funds Title I Part A \$14,000 for Professional Development – 2010 • Title I ARRA Funds \$17, 815 allocated for instructional materials - 2010-2011 • Title I Part A funds for SY 2010-2011 \$128,575.00 • Title I Part A funds projected for SY 2011-12 \$96, 431.25 <p>ISA Budget \$87,187</p>	<p>Timeline:</p> <p>Therrell LGPP is a Title I school. Funds are allocated yearly to support the instructional program.</p> <p>No ARRA Funds for 2011-2012</p> <p>ISA Funds will continue for 2011-2012. Amount has not been provided.</p>	<p>Budget:</p>
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Attachment 2d - Transformation Model

D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.		
<p>Actions:</p> <p>Secure support from Office of High Schools and Superintendent to modify any practices or policies that impede the school from implementing the interventions fully and effectively as needed for transformation. Grant “defined autonomy” to schools in the process of transformation. Allow the principal to make decisions that support transformation with some flexibility. The following practices will require modifications to enable Therrell LGPP to implement the interventions fully and effectively:</p> <ul style="list-style-type: none"> • The Board approved a half- day schedule for the district to implement professional development. This will require some modifications to allow the school flexibility in conducting specific professional development that has been aligned to the Transformation Model. • Custodial staff work schedule must be modified to accommodate Saturday School and Summer Academy. Funding must be provided and budget adjustments must be made in order to implement this aspect of the transformational model. • Develop a LEA support team to manage and support SIG implementation. <p>In collaboration with the district policy office, research local district practices or policies (if any) that may impede school</p>	<p>Timeline:</p> <p>SY 2011-13:</p> <ol style="list-style-type: none"> 1) Establish guidelines for PD delivery for Half-day calendar 2) Develop work schedule for custodial staff for Saturday School and Summer Academy 3) Staff Handbook updated and reviewed with faculty yearly <p>Monitoring:</p> <p>Administration will monitor the effectiveness of the new programs and make determination on continuation.</p> <p>OHS staff will monitor the practices and policies identified by Therrell LGPP as needing modification in order to implement the grant with high fidelity.</p>	<p>Budget:</p>

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from implementing the interventions fully and effectively as needed for transformation.		
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E. Sustain the reform after the funding period ends.		
Actions: <ul style="list-style-type: none"> • The district/OHS will implement a strategic plan to sustain the Transformation Intervention efforts beyond the three year period. • Identify existing resources that extend beyond the three-year funding period and engage in long-range, ongoing planning to identify additional resources that can sustain interventions both individually and collectively after funds from SIG 1003 (g) are received. • The district will assess and modify, if necessary, current polices (staffing ratios, scheduling, budgeting, etc.) to ensure the intervention model is supported and sustained. • Work to maintain and strengthen its relationships with community organizations, corporations, and colleges/universities that are essential to supporting and sustaining instructional and student programs at Therrell LGPP. • Develop a plan to solicit the support of new community partners that includes showing data that demonstrates the district's capacity to implement programs that positively impact student achievement. • Realign budget and timeline each year to maximize the support of school needs 	Timeline: <p>SY 2011 –SY 2014 Work to implement grant initiatives.</p> <p>SY 2014- beyond</p> <p>Title I funds</p> <p>Realign staff positions</p> <p>Realign roles and responsibilities</p> <p>Teachers/staff will provide in-house PD</p> <p>Secure viable partnerships</p> <p>Secure support from OHS</p> <p>Train staff to redeliver professional learning</p> <p>All staff employed with the School Improvement Grant will be hired with a clear understanding that the positions are grant funded and will terminate at the end of grant funding.</p>	Budget:

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<p>so that maximum progress is made before SIG 1003 (g) funding ends.</p> <ul style="list-style-type: none"> • School will use the train-the-trainer model to support the duties performed by the consultants and other experts. PD will be conducted by the instructional coaches, Model Teacher leaders, OHS staff, ISA coaches and trained teachers. • The summer professional development will be reduced to two days during preplanning; new teacher support from Learning Excellence; weekly and monthly PD will occur with support from instructional coaches, trained teachers, central office staff, and funding from Title I and SIP. • The Office of High Schools staff (SLC implementation Specialists, MTLs, SST) will work with the school to develop and monitor the yearly calendar to ensure PD is embedded and targeted to the staff needs. • Rewards for increased student achievement will be sustained by the district through the Pay for Performance System. <p>The District School Administrator Manager (SAM) will work with school to monitor all financial and operational practices that may create barriers for implementing a strong instructional program.</p>		
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Attachment 2d - Transformation Model

LEA Name: Atlanta Independent School District

School Name: Daniel M. Therrell School of Law, Government & Public Policy

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

2011-2012 School Year

All first-time 11th grade test-takers will increase their achievement in English Language Arts on the Georgia High School Graduation Tests from 82% meeting and exceeding standards at the end of the SY 2009-2010 to **89%** meeting and exceeding standards at the end of the SY 2011-2012.

2012-2013 School Year

All first-time 11th grade test-takers will increase their achievement in English Language Arts on the Georgia High School Graduation Tests to **95%** meeting and exceeding standards at the end of the SY 2012-2013.

2013-2014 School Year

95% of all 11th grade students will have passed an EOCT in at least one English Language Arts course.

Mathematics

2011-2012 School Year

All first-time 11th grade test-takers will increase their achievement in Mathematics on the Georgia High School Graduation Tests from **46.2%** meeting and exceeding standards at the end of the SY 2009-2010 to **50%** meeting and exceeding standards at the end of the SY 2011-2012.

2012-2013 School Year

All first-time 11th grade test-takers will increase their achievement in Mathematics on the Georgia High School Graduation Tests to **60%** meeting and exceeding standards at the end of the SY 2012-2013.

2013-2014 School Year

85% of all 11th grade students will have passed an EOCT in at least one Math course.

Graduation Rate

2011-2012 School Year

Therrell LGPP will increase the percentage of ninth graders graduating from high school in four years from **68.7%** in 2009 - 10 to projected **82%** in 2011-12.

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2012-2013 School Year

Therrell LGPP will increase the percentage of ninth graders graduating from high school in four years to **92%** in 2012-13.

2013-2014 School Year

Therrell LGPP will increase the percentage of ninth graders graduating from high school in four years to **96%** in 2013-14.

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Attachment 4 - Budget Detail

LEA Name: **Atlanta Independent School District**

School Served: **Daniel M. Therrell School of Law, Government & Public Policy**

Intervention Model: **Transformation**

Tier Level: **I**

Fiscal Year: **July 1, 2011 through June 30, 2012**

Instructions: Please provide a comprehensive three-year budget for each school to be served with SIG 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.

		School Total	\$2,004,319
		Year Total	\$748,810
Object Class	Item Description	Costs	
100 Personal Services Salaries	School Implementation/Improvement Specialists	\$ 90,000.00	
	Instructional Coaches Math	\$ 75,000.00	
	Instructional Coaches ELA	\$ 75,000.00	
	Social Worker	\$ 75,000.00	
	Substitute Teachers for Regular Teachers during PD (\$90 per person, per day (15 subs x 3 days)	\$ 4,050.00	
	Stipends for staff Professional Development (Saturday and summer)	\$ 28,050.00	
	Stipends for Summer Math Camp	11,700.00	
	Saturday School (teachers and coordinator)	\$ 20,160.00	
	Staff Reward/Incentive for Improved Student Achievement	\$ 14,000.00	
			Object Total
			\$ 381,260.00
200 Benefits	Fringe Benefits rate: 31.8% (SIS)	\$ 28,620.00	
	Fringe Benefits rate: 31.8% (Inst Coach)	\$ 23,850.00	
	Fringe Benefits rate: 31.8% (Inst Coach)	\$ 23,850.00	
	Fringe Benefits rate: 31.8% (Soc. Worker)	\$ 23,850.00	
	Fringe Benefits rate: 3% (Substitute Teachers)	\$ 405.00	
	Fringe Benefits rate: 3% (PD)	\$ 2,130.00	
	Fringe Benefits rate: 3% (Summer Math Camp)	\$ 351.00	
	Fringe Benefits rate: 3% (Saturday School)	\$ 605.00	
			Object Total
			\$ 103,661.00
300 Purchased Technical	Professional Development/Consulting Services (BD)	\$ 40,000.00	
	John Hopkins University National Network School(membership, conference for Parent team)	\$ 3,000.00	

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& Professional Services	Consulting Services (PLC, DI)	\$ 30,000.00	Object Total
	Leadership development – Site visits and conferences to build capacity (Principal, AP, Leadership team)	\$ 4,367	
	Gifted and AP certifications	\$ 9,300.00	
	Therrell Law Summer Leadership Academy	\$ 22,500.00	
			\$ 109,167
500 Other Purchased Services	MARTA passes for Summer Math Camp and Saturday School	\$ 6,000.00	Object Total
	Conference Registration and Travel	\$ 9,000.00	
			\$ 15,000.00
600 Purchased Supplies	Online Learning Credit Recovery Program	\$ 25,000.00	Object Total
	Start up and updates to Parent Library/Reading Club/Equipment/Supplies/Technology, iBooks and Instructional Apps	\$ 10,000.00	
	Cost of PSAT for Freshmen	\$ 2,250.00	
	Materials for the PTTG for students	\$ 4,000.00	
	Materials for Summer PD	\$ 4,500.00	
	SAT prep materials	\$ 2,400.00	
			\$ 48,150.00
700 Property (Capitalized Equipment)	iPad2 Learning Lab (30 iPads) – Math classes	\$ 20,018.00	Object Total
	iPad2 Learning Lab (30 iPads) - ELA classes	\$ 20,018.00	
	iPad2 Learning Lab (30 iPads) – Social Science classes	\$ 20,018.00	
	iPad2 Learning Lab (30 iPads) - Science classes	\$ 20,018.00	
	13” MacBook Pro for teachers to sync Math Cart	\$ 1,700.00	
	13” MacBook Pro for teachers to sync ELA Cart	\$ 1,700.00	
	13” MacBook Pro for teachers to sync Social Science	\$ 1,700.00	
	13” MacBook Pro for teachers to sync Science	\$ 1,700.00	
	ActivClassroom - Activslates	\$ 6,500.00	
	ActivClassroom - Activslates Hub	\$ 8,200.00	
			\$ 101,572.00
800 Other Objects			Object Total
			\$ -
			Object Total
			\$ -

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Attachment 4 - Budget Detail

School Served: **Daniel M. Therrell School of Law, Government & Public Policy**

Intervention Model: **Transformation**

Tier Level: **I**

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

Instructions: Please provide a comprehensive three-year budget for each school to be served with SIG 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.

School Total \$2,004,319

Year Total \$ 630,438

Object Class	Item Description	Costs	
100 Personal Services Salaries	School Implementation/Improvement Specialists	\$ 90,000.00	
	Instructional Coaches Math	\$ 75,000.00	
	Instructional Coaches ELA	\$ 75,000.00	
	Social Worker	\$ 75,000.00	
	Substitute Teachers for Regular Teachers during PD (\$90 per person, per day (15 subs x 3 days)	\$ 4,050.00	
	Stipends for staff Professional Development (Saturday and summer)	\$ 28,050.00	
	Stipends for Summer Math Camp	11,700.00	
	Saturday School (teachers and coordinator)	\$ 20,160.00	
	Staff Reward/Incentive for Improved Student Achievement	\$ 14,000.00	
			Object Total
			\$ 404,260.00
200 Benefits	Fringe Benefits rate: 31.8% (SIS)	\$ 28,620.00	
	Fringe Benefits rate: 31.8% (Inst Coach)	\$ 23,850.00	
	Fringe Benefits rate: 31.8% (Inst Coach)	\$ 23,850.00	
	Fringe Benefits rate: 31.8% (Soc. Worker)	\$ 23,850.00	
	Fringe Benefits rate: 3% (Substitute Teachers)	\$ 405.00	
	Fringe Benefits rate: 3% (PD)	\$ 2,130.00	
	Fringe Benefits rate: 3% (Summer Math Camp)	\$ 351.00	
	Fringe Benefits rate: 3% (Saturday School)	\$ 605.00	
			Object Total
			\$ 110,975.00

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300 Purchased Technical & Profession al Services	Professional Development/Consulting Services	\$ 40,000.00	
	John Hopkins University National Network School(membership, conference for Parent team)	\$ 3,000.00	
	Consulting Services (Thinking Maps, Differentiated Instruction)	\$ 30,000.00	
	Leadership development – Site visits and conferences to build capacity (Principal, AP, Leadership team)	\$ 4,367	Object Total
			\$ 77,367
500 Other Purchased Services	MARTA passes for Summer Math Camp and Saturday School	\$ 6,000.00	
	College Tours for 9-12 grades (focus on law)	\$ 18,000.00	
	Conference Registration and Travel	\$ 9,000.00	Object Total
			\$ 70,000.00
600 Purchased Supplies	Online Learning Credit Recovery Program	\$ 25,000.00	
	Cost of PSAT for Freshmen	\$ 2,250.00	
	Updates to Parent Library/Reading Club/Equipment/Supplies/Technology, iBooks and Instructional Apps	\$ 2,000.00	
	Materials for the PTTG for students	\$ 1,000.00	
	Materials for Summer PD	\$ 2,500.00	
	SAT prep materials	\$ 2,400.00	Object Total
			\$ 35,150.00
700 Property (Capitalized Equipment)			
			Object Total
			\$ -
800 Other Objects			
			Object Total
			\$ -
900 Other Uses			
			Object Total
			\$ -

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School Served: **Daniel M. Therrell School of Law, Government & Public Policy**

Intervention Model: **Transformation**

Tier Level: **I**

Fiscal Year: **July 1, 2013 through June 30, 2014**

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.

School Total \$2,004,319

Year Total \$ 625,071.00

Object Class	Item Description	Costs	
100 Personal Services Salaries	School Implementation/Improvement Specialists	\$ 90,000.00	
	Instructional Coaches Math	\$ 75,000.00	
	Instructional Coaches ELA	\$ 75,000.00	
	Social Worker	\$ 75,000.00	
	Substitute Teachers for Regular Teachers during PD (\$90 per person, per day (15 subs x 3 days)	\$ 4,050.00	
	Stipends for staff Professional Development (Saturday and summer)	\$ 28,050.00	
	Stipends for Summer Math Camp	11,700.00	
	Saturday School (teachers and coordinator)	\$ 20,160.00	
	Staff Reward/Incentive for Improved Student Achievement	\$ 14,000.00	
			Object Total
			\$ 404,260.00
200 Benefits	Fringe Benefits rate: 31.8% (SIS)	\$ 28,620.00	
	Fringe Benefits rate: 31.8% (Inst Coach)	\$ 23,850.00	
	Fringe Benefits rate: 31.8% (Inst Coach)	\$ 23,850.00	
	Fringe Benefits rate: 31.8% (Soc. Worker)	\$ 23,850.00	
	Fringe Benefits rate: 3% (Substitute Teachers)	\$ 405.00	
	Fringe Benefits rate: 3% (PD)	\$ 2,130.00	
	Fringe Benefits rate: 3% (Summer Math Camp)	\$ 351.00	
	Fringe Benefits rate: 3% (Saturday School)	\$ 605.00	
			Object Total
			\$ 110,975.00
300 Purchased Technical & Profession al Services	Professional Development/Consulting Services	\$ 40,000.00	
	John Hopkins University National Network School(membership, conference for Parent team)	\$ 3,000.00	
	Consulting Services (Thinking Maps, Leadership Development)	\$ 30,000.00	

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			Object Total
			\$ 73,000.00
500 Other Purchased Services	MARTA passes for Summer Math Camp and Saturday School	\$ 6,000.00	
	College Tours	\$ 18,000.00	
	Conference Registration and Travel	\$ 9,000.00	Object Total
			\$ 70,000.00
600 Purchased Supplies	Online Learning Credit Recovery Program	\$ 25,000.00	
	Cost of PSAT for Freshmen	\$ 2,250.00	
	Updates to Parent Library/Reading Club/Equipment/Supplies/Technology, iBooks and Instructional Apps	\$ 1,000.00	
	Materials for the PTTG for students	\$ 1,000.00	
	Materials for Summer PD	\$ 2,500.00	
	SAT prep materials	\$ 2,400.00	Object Total
			\$ 34,150.00
700 Property (Capitalized Equipment)			
			Object Total
			\$ -
800 Other Objects			
			Object Total
			\$ -
900 Other Uses			
			Object Total
			\$ -

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D. M. Therrell - Law, Government & Public Policy

Attachment 4a - Budget Template

SUMMARY OF BUDGETARY ITEMS

Object Code	Section	Description	3 Year Total		
			\$2,004,319		
			Year 1	Year2	Year 3
100	A4	School Implementation/Improvement Specialists	\$ 90,000.00	\$ 90,000.00	\$ 90,000.00
100	A4	Instructional Coaches Math	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00
100	A4	Instructional Coaches ELA	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00
100	A4	Social Worker	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00
100	A4	Substitute Teachers for Regular Teachers during PD (\$90 per person, per day (15 subs x 3 days)	\$ 4,050.00	\$ 4,050.00	\$ 4,050.00
100	A4	Stipends for staff Professional Development (Saturday and summer)	\$ 28,050.00	\$ 28,050.00	\$ 28,050.00
100	A4	Stipends for Summer Math, Literacy & Law Camp	11,700.00	11,700.00	11,700.00
100	A4	Saturday School (teachers and coordinator)	\$ 20,160.00	\$ 20,160.00	\$ 20,160.00
100	A4	Staff Reward/Incentive for Improved Student Achievement	\$ 14,000.00	\$ 14,000.00	\$ 14,000.00
200	A4	Fringe Benefits rate: 31.8% (SIS)	\$ 28,620.00	\$ 28,620.00	\$ 28,620.00
200	A4	Fringe Benefits rate: 31.8% (Inst Coach)	\$ 23,850.00	\$ 23,850.00	\$ 23,850.00
200	A4	Fringe Benefits rate: 31.8% (Inst Coach)	\$ 23,850.00	\$ 23,850.00	\$ 23,850.00
200	A4	Fringe Benefits rate: 31.8% (Soc. Worker)	\$ 23,850.00	\$ 23,850.00	\$ 23,850.00
200	A4	Fringe Benefits rate: 3% (Substitute Teachers)	\$ 405.00	\$ 405.00	\$ 405.00
200	A4	Fringe Benefits rate: 3% (PD)	\$ 2,130.00	\$ 2,130.00	\$ 2,130.00
200	A4	Fringe Benefits rate: 3% (Summer Math Camp)	\$ 351.00	\$ 351.00	\$ 351.00
200	A4	Fringe Benefits rate: 3% (Saturday School)	\$ 605.00	\$ 605.00	\$ 605.00
300	A6	Gifted and AP certification	\$ 9,300	-----	-----
300	A5	Professional Development/Consulting Services (BD, etc.,)	\$ 40,000.00	\$ 40,000.00	\$ 40,000.00
300	A7	John Hopkins University National Network School(membership, conference for Parent team)	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
300	A7	Conference Registration and Travel	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00
300	A5	Consulting Services (DI Thinking Maps, etc.)	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00

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500	A10	Leadership development – Site visits and conferences to build capacity (Principal, AP, Leadership team)	\$ 4,367	\$ 4,367	\$ -
500	A8	MARTA passes for Summer Boot Camp & Saturday School	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00
600	A4	Materials for Saturday/Summer /PD	\$ 4,500.00	\$ 2,500.00	\$ 2,500.00
600	A9	Start up and updates to Parent Library/Reading Club/Equipment/Supplies/Technology, iBooks and Instructional Apps	\$ 10,000.00	\$ 2,000.00	\$ 1,000.00
600	A7	Cost each year for the PSAT testing	\$ 2,250.00	\$ 2,250.00	\$ 2,250.00
600	A8	Saturday School – Online Learning System License with two computer labs (60 licenses)	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00
600	A8	College Tours starting 2012-2013 (3 per year with 50 students per tour)	\$ -----	\$ 18,000.00	\$ 18,000.00
600	A7	Materials for the PTTG for students	\$ 4,000.00	\$ 1,000.00	\$ 1,000.00
600	A8	SAT prep materials	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00
700	A6	iPad2 Learning Lab (30 iPads) – Math classes	\$ 20,018.00	\$ -	\$ -
700	A6	iPad2 Learning Lab (30 iPads) - ELA classes	\$ 20,018.00	\$ -	\$ -
700	A6	iPad2 Learning Lab (30 iPads) – Social Science classes	\$ 20,018.00	\$ -	\$ -
700	A6	iPad2 Learning Lab (30 iPads) - Science classes	\$ 20,018.00	\$ -	\$ -
700	A6	13” MacBook Pro for teachers to sync Math Cart	\$ 1,700.00	\$ -	\$ -
700	A6	13” MacBook Pro for teachers to sync ELA Cart	\$ 1,700.00	\$ -	\$ -
700	A6	13” MacBook Pro for teachers to sync Social Science	\$ 1,700.00	\$ -	\$ -
700	A6	13” MacBook Pro for teachers to sync Science	\$ 1,700.00	\$ -	\$ -
700	A6	ActivClassroom - Activslates	\$ 6,500.00	\$ -	\$ -
700	A6	ActivClassroom - Activslates Hub	\$ 8,200.00	\$ -	\$ -
Pre-Implementation		Therrell Law Summer Leadership Retreat	\$ 22,500	-	-
			\$748,810	\$ 630,438	\$625,071.00

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Attachment 5 - Checklist

Section A. SCHOOLS TO BE SERVED

The chart is complete:

- ✓ All Tier I, II, and III schools are identified.
- ✓ Intervention models are selected for each Tier I and Tier II school.
- ✓ If more than nine schools will be served, only 50 percent or less have selected the transformation model.
- ✓ An explanation for the Tier I schools that the LEA is not applying to serve has been provided.

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Section B. DESCRIPTIVE INFORMATION

1. Data Sources and Narrative

- ✓ All sections of the School Profile are complete (Attachment 1a: Elementary School Profile, Attachment 1b: Middle School Profile, Attachment 1c: High School Profile). Minimum requirement
- ✓ The narrative reflects the analysis of multiple sources of data to determine school needs. If the narrative reflects the analysis of additional sources of data, such as process, demographic and/or perception data, summary reports for the data must be attached to the application.
- ✓ A rationale for selection of intervention model is provided.

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2. Capacity

- ✓ Description identifies multiple resources (e.g., human, material, technical, etc.) and related support (e.g., commitment of school board to remove barriers, credentials of staff, recruitment process, area technical colleges and universities, job-embedded professional learning, etc.).
- ✓ Complete all parts of Section B. 2.
- ✓ Attachment 7a: Capacity Factor Chart, Attachment 7b: Restructuring Team Checklist, and Attachment 7c: Selecting Turnaround Leaders are tools that you may use to assist in determining the LEA's capacity to provide adequate resources and related support.
- ✓ To ensure the quality of an external provider chosen by the LEA, the SEA will look for specific examples of the following actions for:
 - Demonstrating capacity to devote staff, facilities, funding, services, and other resources exclusively to the management contracting function.
 - Demonstrating flexibility in removing barriers for the contract schools.
 - Ensuring that the LEA's central office staff will support successful implementation of the contract.

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Attachment 5 – Checklist

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Attachment 5 - Checklist

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Attachment 5 - Checklist

6.	Tier III Schools ✓ The services the school will receive and/or the activities the school will implement are clearly described in Attachment 3.	<input type="checkbox"/>
7.	Stakeholder Representation ✓ Relevant stakeholders have been consulted regarding the LEA's application and plans for implementation of school improvement models selected for its Tier I and Tier II schools. ✓ Evidence is provided addressing stakeholder notification and involvement (e.g., agendas and minutes from school council meetings, web postings, newsletters, etc.).	<input type="checkbox"/> <input type="checkbox"/>

B-1. Pre-Implementation Activities and Budget

✓	Pre-implementation activities are described.	<input type="checkbox"/>
✓	A proposed budget is included.	<input type="checkbox"/>

Section C. DEVELOP A BUDGET

✓	The LEA has completed a budget on Attachments 4 and 4a for each Tier I, Tier II, and Tier III school.	<input type="checkbox"/>
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Section D. ASSURANCES

✓	The superintendent agrees to the assurances for the School Improvement Grant.	<input type="checkbox"/>
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Section E. WAIVERS

✓	The superintendent agrees to the waivers included in the School Improvement Grant.	<input type="checkbox"/>
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Attachment 6 - Rubric

CONCEPT	NOT EVIDENT	NEEDS REVISION	MEETS
Rationale	There is no evidence to support that data was analyzed to determine school needs and select the most appropriate intervention model.	Data has been collected; however, there is limited evidence that the data collected has been sufficiently analyzed to determine school needs resulting in the selection of an appropriate intervention model.	Sufficient data, including student achievement, process, demographic, and perception data, has been collected and analyzed to support the selection of the intervention model. The rationale clearly justifies the selection of the intervention model based on data analysis and school needs.
Capacity	There is no evidence in the application that indicates the LEA has the capacity to provide adequate resources and support to fully and effectively implement the intervention model selected.	Actions described in the application lack the detail necessary to ensure the LEA is prepared and committed to fully and effectively implement the selected intervention model. More specific information regarding resources, support, and commitment is needed.	<p>Actions described in the application indicate that the LEA is prepared and committed to provide the necessary resources and support to implement the selected intervention model fully and effectively. In addition, the application indicates the LEA is prepared and committed to provide the school sufficient operational flexibility to fully implement a comprehensive approach to substantially improve student achievement outcomes.</p> <p>To ensure the quality of an external provider chosen by the LEA, the SEA will look for specific examples of the following actions for:</p> <ul style="list-style-type: none"> • Demonstrating capacity to devote staff, facilities, funding, services, and other resources exclusively to the management contracting function. • Demonstrating flexibility in removing barriers for the contract schools. • Ensuring that the LEA's central office staff will support successful implementation of the contract.

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CONCEPT	NOT EVIDENT	NEEDS REVISION	MEETS
Capacity			<p>To ensure that the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively, the SEA will look for specific examples of the following actions for:</p> <ul style="list-style-type: none"> • Reviewing local board policies which would restrict a school's ability to implement requirements of the intervention models for Tier I and Tier II schools. • Ensuring that the LEA's central office staff will support successful implementation of the interventions and school improvement strategies. • Demonstrating flexibility in removing barriers that will interfere with the intervention models selected.

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CONCEPT	NOT EVIDENT	NEEDS REVISION	MEETS
Implementation	There is no evidence in the application that indicates implementation of the intervention model has been thoroughly planned.	Actions described in the application are not fully aligned with the final requirements of the intervention model selected. Actions lack innovation and do not reflect a strong focus on improving student achievement.	<p>Actions described in the application reflect comprehensive and strategic planning to ensure implementation of the intervention model. The actions described include specific processes and strategies that are aligned with the final requirements of the intervention model selected. The actions are innovative, comprehensive, and focus on improving student achievement.</p> <p>To ensure the quality of an external provider chosen by the LEA, the SEA will look for specific examples of the following actions for:</p> <ul style="list-style-type: none"> • Developing a written policy and procedure for selecting external providers and utilizing the process. • Demonstrating that it has used a rigorous selection process to choose contract school providers, which will include: <ul style="list-style-type: none"> ○ A Public Notice of Intent process. ○ An assessment of the applicant provider's knowledge of, skill with, and success rate related to the intervention model selected. ○ A thorough review of each applicant's administrative, organizational structure, legal, and financial perspectives. ○ Documentation that references have been contacted to verify prior successful implementation of the selected intervention model.

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CONCEPT	NOT EVIDENT	NEEDS REVISION	MEETS
Implementation			<ul style="list-style-type: none"> • Ensuring that the providers know how to choose and manage school leaders who have the competencies to work effectively in a reform environment. • Clarifying the roles for the school provider and LEA that will be a part of the contract. • Defining a process for cancelling the contract and restructuring when a contract provider is not successful. • Including stakeholders such as parents and community groups throughout the entire process. • Establishing clear goals and closely monitoring school performance. • Establishing a clear timeframe for measuring gains in student achievement. <p>To ensure alignment of other resources with the interventions, the SEA will look for specific examples of actions the LEA has taken or will take for:</p> <ul style="list-style-type: none"> • Developing a plan complete with strategies that focus on the individual school's student achievement needs. • Ensuring Title I schoolwide schools are consolidating ESEA funds to upgrade the entire educational system of the school. • Providing job-embedded professional learning for teachers. • Ensuring that each school has developed the intervention model that aligns all funding available to the school to implement specific strategies.

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CONCEPT	NOT EVIDENT	NEEDS REVISION	MEETS
Allocation of Funds	There is no evidence that sufficient funds are allocated to support implementation of the intervention model, and the actions and strategies funded do not align with the final requirements of the intervention model selected.	Funds are allocated to support the implementation of the intervention model; however, the actions and strategies funded are not consistently aligned to improving student achievement and/or the final requirements of the intervention model.	The actions and strategies funded directly support improving student achievement and are aligned to the final requirements of the intervention model. Funds allocated are sufficient to support implementation of the intervention model selected.
Sustainability	There is no evidence in the application that indicates actions will be taken to maintain implementation of the processes and strategies that positively impact student achievement.	An initial plan describes actions the LEA will take to maintain implementation of the processes and strategies required for the intervention model selected; however, the plan does not describe the specific actions the LEA will take after the funding period ends.	<p>An initial plan describes actions the LEA will take to maintain implementation of the processes and strategies that positively impact student achievement. The plan identifies preliminary steps that will be taken to retain human, material, and financial resources after the funding period ends. In addition, the plan addresses LEA support (e.g., policies, professional learning opportunities, protected time, etc.) for the actions and strategies that positively impact student achievement.</p> <p>To ensure that reforms are sustained after the funding period ends, the SEA will review the LEA process for:</p> <ul style="list-style-type: none"> • Developing a plan with a timeline for continued implementation of the intervention strategies. • Measuring progress and adjusting strategies that have not proven to be effective. • Aligning funds to continue supporting successful intervention efforts and progress. • Providing continued professional learning opportunities that link to the intervention strategies and annual goals for student achievement.

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Attachment 7a - Capacity Factor Chart

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

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

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Attachment 7b - Restructuring Team Checklist

Team Members: Who should be on your team to organize restructuring throughout the LEA? Readiness and willingness to drive major change are important, but credibility and LEA knowledge are also important.

Lead Organizer: In a smaller LEA, the superintendent may lead the team. In a larger LEA, this might be a deputy or assistant superintendent or other senior person who is ready and able to organize a major change process. In some cases, a credible outsider who is familiar with the LEA schools may be best. Strong team leadership skills are essential to keep the team motivated, informed, and productive through a challenging change process.

Qualifications to consider for your total working team include people with:

- **A Drive for Results**

A record of implementing change despite political and practical barriers.
An unyielding belief that all children-no matter how disadvantaged-can learn.
Organizing and planning skills to keep the decision process and implementation for each failing school on track.

- **Relationship and Influence Skills**

Good relationships with a wide range of district staff, parents, and community organizations.
Willingness and ability to disagree with others politely; a “thick skin.”
Teamwork skills to complete tasks responsibly and support team members.
Strong influence skills.

- **Readiness for Change**

An open mind about ways to improve student learning.
Willingness to learn about what kinds of big changes work under differing circumstances.
Willingness to try new restructuring strategies.
No political agenda that may interfere with student learning-centered decisions.

- **Knowledge to do What Works** (or willingness to acquire it quickly)

Knowledge of the formal and informal decision-making processes in your district.
Knowledge of past efforts to change and improve schools in your LEA.
Knowledge of education management, effective schools research with a focus on what has been proven to produce student learning results with disadvantaged children.

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

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School Improvement Grant 1003(g)

<i>School</i>	Therrell – Law, Government & Public Policy	<i>Model</i>	Transformation Intervention
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The team members listed below are experienced in the transformation process. All persons listed are a part of APS Office of High Schools' central office leadership created in 2008 to complete and sustain the transformation of all APS comprehensive High Schools into small learning communities and small schools. Their job description cover all aspects needed to successfully support Therrell LGPP in the implement and monitor the SIG 1003 (g) Transformation Intervention Model.

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

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Attachment 7c - Selecting Turnaround Leaders

Instructions: Assess leaders available to this school. Does the school's current principal or other available leader in the LEA have these competencies? Have they demonstrated these behaviors? Can you recruit for these competencies and behaviors?

Summarize your findings here:

We ☒ do ☐ do not have a turnaround leader available to this school.

We ☒ can ☐ cannot recruit additional turnaround leaders.

Possible turnaround candidates within the LEA:

Competencies	Current Principal	Other Available District Principals	Can Recruit for This	Do not Have and Cannot Recruit for This
Driving for results: setting high goals, taking initiative, being relentlessly persistent to succeed.	X			
Solving problems: using performance data to identify and solve immediate problems.	X			
Showing confidence: exhibiting confidence, using failure to initiate problem solving, not excusing failure.	X			
Influence: influencing immediate action toward the school's goals.	X			
Teamwork and cooperation: getting input and keeping others informed.	X			
Conceptual thinking: connecting the mission, learning standards, and curriculum to clarify for all.	X			
Team leadership: assuming the role as leader and motivating staff to perform despite challenges.	X			
Organizational commitment: making personal sacrifices needed for school success.	X			
Communicating a compelling vision: rousing staff to commit energy to the change.	X			

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

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Appendix

Appendix A – Superintendents Letter

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Appendix C - Proposed Professional Learning support for Therrell LGPP

Appendix D – Response to Intervention Information

Appendix E – iPad Utilization

Appendix F – School Improvement Questionnaire

Appendix G – Georgia High School Graduation Test Data – Four Year Trend

Appendix H – Three Year Attendance Trend

Appendix I – Primary Feeder Middle School CRCT Pass Rate – Six Year Trend

Appendix J – Georgia High School Graduation Test Data – SY 2009-2010

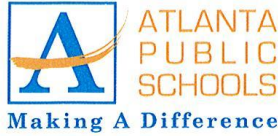
Appendix K – Letter of Commitment

Appendix L – Leadership Team Minutes

Appendix M – Faculty Meeting Agenda

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Appendix A



Office of the Superintendent
Beverly L. Hall Ed.D.
Superintendent
Phone: 404-802-2820
Fax: 404-802-1803

March 10, 2011

Dr. Sylvia Hooker
shooker@doe.k12.ga.us

Dear Dr. Hooker:

Below is the response to your email of February 9, 2011. The three schools for APS are requesting that they follow Intervention Model 2 - Transformation.

Harper-Archer has chosen the reform model – “Failure Is Not an Option,” as their Intervention Model. This model is considered a Transformation Model. This was discussed as a part of the RTTT conference with you and the school/district leadership team. Research states that under this model schools bring about success for students, and sustain this success through a powerful approach to collaboration that is reported to shift school cultures and build leadership capacity at all levels. There is a new principal at the school.

The Therrell campus was transformed into small schools in the 2007/2008 academic year. All of the principals for these schools are new to the schools. We have chosen Model 2 – Transformation for these schools, but do not wish to change the current principals of these schools. Data is available to show steady improvement for each school in comparison to the previous performance of the comprehensive high school in the 2006/2007 academic year.

Currently, all three (3) schools are supported by School Improvement Facilitators. Both Harper-Archer (Gregory Hunt, Joel Standifer) and Therrell School of Health Science (Melba Fugitt, Joann Hooper) are supported by GADOE. Therrell School of Law, Government & Public Policy (Mary McArthur, Barbara Leutz) is supported by MRESA.

The APS “point of contact” for the Race To The Top Grant (RT3) is Ms. Joi Thrash. Her email address is jthrash@atlantapublicschools.us and her telephone number is (404) 802-2758. The APS “point of contact” for the Needs Improvement Schools is Dr. Susan R. Dyer. Her email address is sdyer@atlantapublicschools.us and here telephone number is (404) 802-2720.

Sincerely,

Beverly L. Hall, Ed.D.
Superintendent

Atlanta Public Schools • 130 Trinity Avenue, S.W. • Atlanta, GA 30303 • 404-802-3500
www.atlantapublicschools.us
01-08-020

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Appendix B – Extended Learning Time Line

Therrell School of Law & Public Policy High School

Present Schedule	Increased Learning Time for Students
<ul style="list-style-type: none"> • 4 x8 Block Schedule • Start/end time - 8:15 - 3:15 	<ul style="list-style-type: none"> • 4 x 8 Schedule • Start/End time - 7:15 am – 3:15 pm
<ul style="list-style-type: none"> • Afternoon tutorial held as needed by teachers • GHSGT Packets provided for students 	<ul style="list-style-type: none"> • Will institute morning study hall for students that may need additional support and/or want to accelerate learning in math and reading held before the start of the regular school day from 7:15 – 8:15am. • Fall semester 2011-Implementation • Program will be evaluated after year one for effectiveness and student participation
<ul style="list-style-type: none"> • GHSGT Prep sessions held two Saturdays before the scheduled test • Pull-out sessions 	<p>Two Saturdays each month all students may enroll in Saturday School. Students will be identified for participation by teacher recommendation, student/parent request and/or by performance on class work and assessments. The school will notify students/parents through website, flyers, parent meetings, calling post and subject teachers of the Saturday School program. The focus will include:</p> <ul style="list-style-type: none"> • Credit recovery using an Online Learning System (teacher assisted program) – grade recovery for all core subjects and foreign language. (e.g. NOVANET/PLATO) • Additional opportunities will be made available for students to earn credit for new courses through Virtual school and the Online Learning System. • Academic tutorials for all core subjects conducted by teachers and tutors. • Student enrichment to include SAT/ACT prep classes and Advanced Placement support for grades 9-12. Students will be identified by PSAT data and teacher recommendation. However, any student with interest may participate. • 9:000 – 1:00 pm • Light Refreshments • Program will be evaluated after year one for effectiveness and student participation • All students needing transportation will be provided bus passes.

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<ul style="list-style-type: none"> • Summer Program 	<p>A Summer program – Summer Math, Literacy and Law Camp (SML2)</p> <p>Two major Components:</p> <ul style="list-style-type: none"> • One hour math focus will be required of all student participants. (Math I, II and problem solving) • Work sessions implemented to help prepare all students for standardized tests (GHS/GT/EOCT/SAT/ACT). • Forensic Program to include speech forensics, science forensics, debate and Law Jeopardy to strengthen critical thinking and analytical skills that will enhance learning and support a more challenging curriculum. • Two week program in June • 9:00 – 1:00pm • Light Refreshments • Program will be evaluated after year one for effectiveness and student participation • All students needing transportation will be provided with bus passes.
<p style="text-align: center;">Advisory:</p> <ul style="list-style-type: none"> • Students meet 3 days each week for 30 minutes. • District-wide advisement curriculum is being presently used during each Advisory session. 	<p style="text-align: center;">Advisory:</p> <ul style="list-style-type: none"> • LGPP is expanding its Teachers-as-Advisors program from 3 times per week for 30 minutes, to 5 times per week for 40 minutes. Three of the days the activities will focus on psycho-social developmental and coping skills (e.g. conflict resolution, drug and alcohol use prevention) and academic support skills (e.g. study skill and college/career planning). The other two days will be dedicated to increasing academic learning time. At the beginning of each semester, each student, along with his/her counselor and advisory teacher will identify areas for academic enrichment and/or academic remediation in the areas of math and ELA. Students will be assigned to the appropriate activities during the academic support days of the advisory program. Intense focus on math and ELA/Reading enrichment using technology/software and teacher directed assistance will be provided for all students. • Students will be assigned a teacher/ advisor that will remain the same until graduation. • Students will identify their advisory by Houses (Law Firms) designations to increase law awareness and create a family/nurturing environment.

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Appendix C

Proposed Professional Learning support for Therrell LGPP

Type of Support	Description of service	Alignment with Transformation Model	Timeline			Totals
			Year 1	Year 2	Year 3	
Personnel						
Two Full time Instructional Coaches (Math and ELA)	<ul style="list-style-type: none"> Aligning work to school improvement plan. 	Student achievement	Salary \$150,000	Salary \$150,000	Salary \$150,000	Salary \$450,000
	<ul style="list-style-type: none"> Supporting standards-based instruction 	Use data to inform instruction	Benefits –	Benefits –	Benefits –	Total Benefits
	<ul style="list-style-type: none"> Conducting data analysis for differentiation and ongoing assessment. 	Work quality of student work	\$47,700	\$47,700	\$47,700	\$143,100
	<ul style="list-style-type: none"> Conducting classroom observations. 	Increase graduation rate				
	<ul style="list-style-type: none"> Facilitating PD 	Conduct professional learning sessions				
	<ul style="list-style-type: none"> Monitoring instruction 					
	<ul style="list-style-type: none"> Conducting professional learning sessions. 					

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Full – time school implementatio n/improvement specialist		Use of data to inform instruction	Salary & benefits	Salary & benefits	Salary & benefits	Totals
	<ul style="list-style-type: none"> Providing leadership support and training to a data team for the development of data-based decision making, support of graduation plans, Mini GAPPS reviews, and CLASS Keys Support. Providing various reports to include the alignment of work to school improvement plans and other necessary documentation relating to school improvement to the School Principal. Overseeing and monitors the implementation process and any corrective action plans district wide while making follow-ups to professional development throughout the district. Provides data analysis for differentiation and ongoing assessment. Monitoring overall school improvement plan to ensuring that the best-practices are followed. 	Implement and monitor research-based programs	\$90,000	\$90,000	\$90,000	\$270,000
		Monitoring short term and full corrective action plan	\$30,210	\$30,210	\$30,210	\$90,630
		Work quality of student work				
		Increase learning time				
		Increase high school graduation rates				
		Student achievement				

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	<ul style="list-style-type: none"> • Facilitating and providing professional development for school staff. • Administering and/or supporting the state and local standardized testing processes and policies. • Conducting other duties assigned by the School Principal and the School Improvement Grant (SIG) Lead. • Coordinating Middle-High school articulation • Coordinating Jumpstart transition program for incoming freshmen. • Coordinating development and ongoing participation of an advisory board that is industry and community based. • Soliciting and support school-community/business partnerships. • Planning, coordinating, conducting and/or facilitating parent workshops. • Planning, facilitating and monitoring parental 					
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	<p>involvement activities with Parent Liaison.</p> <ul style="list-style-type: none"> • Serve as a liaison between middle and high schools (vertical articulation activities) • Conduct mini workshop for student and parents • Market the school • Facilitate PD for staff • College readiness and tours • Community /business liaison 					
Social Worker	<p>In addition to normal APS social worker duties, the social worker duties include:</p> <p>Maintaining student attendance reports</p> <p>Performing daily attendance checks in classroom.</p> <p>Following up with students on absences via telephone, home visits, student and parent conferences and in writing.</p> <p>Monitoring average daily attendance as reported in the student information system for</p>	<p>Increase high school graduation rates</p> <p>Increase learning time</p>	<p>Salary</p> <p>\$75,000</p> <p>Fringe</p> <p>\$23,850</p>	<p>Salary</p> <p>\$75,000</p> <p>Fringe</p> <p>\$23,850</p>	<p>Salary</p> <p>\$75,000</p> <p>Fringe</p> <p>\$23,850</p>	<p>Salary</p> <p>\$225,000</p> <p>Fringe</p> <p>\$71,550</p>

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	<p>the purpose of evaluating intervention attempts for chronic absences and tardiness.</p> <p>Preparing weekly attendance reports for review by the school leadership team.</p> <p>Communicating regularly with school staff for the purpose of establishing cooperative and innovative .approaches to solve truancy and other attendance related issues.</p> <p>Fostering communication for the purpose of establishing positive relationships between parents, students, staff and others.</p> <p>Manage Student Support Team</p>					
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Appendix D

Therrell LGPP – Response to Interventions

Tier 1

The foundation of the school's instructional program is a highly qualified teacher in a standards based (GPS/QCC) classroom that is well managed, where the instructional environment lends itself to a variety of learning experiences that are differentiated through grouping, project-based, and hands-on activities, etc. designed to meet the needs of diverse learners. This classroom leads all students toward successful performance-based learning as well as proficiency results on benchmark and summative assessments.

Tier 2

If a student is not performing satisfactorily or is not being challenged in tier 1 then the appropriate data team, which includes classroom teachers, instructional leaders and possibly advisers, will pinpoint weaknesses/areas to be strengthened based on informal/formal assessments (diagnostics, formative measures, standardized tests scores, 5-week benchmarks, insight, etc.), enlist parental involvement and differentiate instruction through a strategic written plan that identifies *who, what, when, where* of plan. This will include extra help in the form of tutorials during school, after school, Saturday school, and summer boot camp. Supplementary services may be available as needed. Progress will be monitored through formative assessments, performance assessments, benchmarks, and summative assessments.

Tier 3

If the student continues to perform below the expected level of achievement, relevant staff (e.g. SST) and parent(s) will meet regularly to develop and monitor specific intensive intervention for the student. Targeted students will participate in specialized programs (Gifted, PEC, ELL etc) with specific modifications to instructions. Progress will be monitored through testing/benchmarks/performance assessments based on an individual instructional plan.

To ensure that Intervention is being utilized and followed up effectively – the SST coordinator, teacher(s), counselor, social worker and graduation coach will meet and provide documentation regarding The Response to Intervention Plan.

LGPP is participating in the State initiative --Behavior Education Program (BEP) for “At-Risk” Students. The behavior of targeted students will be tracked on a daily basis and in a positive manner, students will be encouraged to meet the identified goals in areas that challenge them the most. This data will drive the student's placement in the Response to Intervention process as well as the development of his/her individual instruction plan. The academic portion of the BEP program will assist students who are deficient in their classes.

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Training on Working with Difficult Students: The LEA will provide workshops such as CMCD for classroom management. Also the Special Education and ESOL Departments will offer external and internal workshops for staff relevant to adaptation and inclusion of non-regular education program students.

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Appendix E

Use of Computer Technology –iPads, MacBook Pro for Teachers Sync, and ActivClassroom-Activslates

A rigorous and relevant education is a product of effective learning, which takes place when standards, curriculum, instruction, and assessment come together and integrate to reinforce each other. (Daggart 2005) We intend to use the iPads in our Language Arts, Mathematics, Science and Social Science classrooms to help provide review, remediation, skill building, and instructional support through a medium that is not only engaging to students because of its real-world applications, but is one that brings together all of the elements (indicated by Daggart) that bring rigor and relevance to the learning process. Language, Mathematics, Social Science and Science Apps available for the iPad are uniquely designed to provide dynamic, interactive learning experiences that enhance our instructional efforts and address the diverse learning needs of our students.

Rationale:

The iPads will be used in lieu of laptop computers for their mobility, and prolonged battery life. The challenge that laptops present is that after about an hour of use, the battery dies. iPads will help alleviate this problem, thereby providing students and teachers greater, more prolonged utilization of these devices. Additionally, the variety of Apps (software) available for the iPads makes them versatile. Adding the MacBook Pro also gives teachers the flexibility to interact with students as they actively engage in technology- based learning, and ActivClassroom-Activslates and Hub can allow every student to participate in white board activities/demonstrations while the whole class can look on. Teachers will have the ability to participate more fully with students as they engage in rigorous and complex problem-solving activities.

A review of our Language Arts GHSGT and EOCT scores by domain suggests that we need to begin our focus in the areas of Reading Comprehension and Literary Analysis.

Uses for the iPad in the English/Language Arts classroom:

1. Improve reading fluency by recording student voice and playing back to improve pronunciation, comprehension, and retention (ELAALRC1) The student reads a minimum of 25 grade-level appropriate books per year from a variety of disciplines (ELAALRC3) The student acquires new vocabulary in each content areas and uses it correctly. (I Talk Recorder, Kindle, Guardian Eyewitness, Exam Vocabulary Builder)
2. Respond to a variety of texts in multiple modes of discourse by using E-Reader (ELAALRC2) The student participates in discussions related to curricular learning in all subject areas. (iBooks, Stanza, E-Books)
3. Support writing instructional programs (ELA11W3) The student uses research and technology to support writing. (SmartNote, Model Mouse)

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4. Design, publish and present multimedia presentations (ELA11LSV2)

The student designs and publishes documents, using advanced publishing software and graphic programs. (Keynote, i-Prompt)

5. Write or record class notes and send to web 5 for pick-up at home. (ELA11LSV2.2) The student uses effective and interesting language, including informal expression for effect, Standard American English for clarity, technical language for specificity) (Evernote, Idea Sketch)

A review of our Math I student performance, by domain suggests that we need to begin our instructional focus in the area of Geometry. While there is certainly room for improvement in Math 1 Algebra and Data Analysis domains, our 9th grade students exhibit 50% competency in these areas. However, 9th graders only exhibit 40% proficiency in Geometry, which is the difference between students passing and failing the Math I EOCT. The list of iPad apps we intend to use in the classroom include *Pi Cubed*, *PolySolve*, *Fraction Basics*, Math Ref, *Space Time*, *Proportion Solver*, *Algebra Touch* and *Trigger*.

Descriptions of some of the apps we are proposing for Mathematics:

1. ***Polar Sweep*** reinforces relationships between rectangular coordinates, polar coordinates, and basic trigonometry with a dynamic educational interface. Users can sweep through the circle to see changing values and helpful diagrams of right triangles for common angles. As an introduction to radians this app shows decimal values, common PI fractions, and degree equivalents, and for a solid understanding of Cartesian plane quadrants and polar coordinates, students spend time interacting with this app. Version 1.1 with a keypad for direct entry of (x, y) or (r, angle) coordinates becomes one of the best rectangular-to-polar converters available.
2. ***Pi Cubed*** is a visual math application designed from the ground up for a touch-based interface. Unlike traditional calculators, Pi Cubed will allow students to construct, typeset, and instantly evaluate mathematical expressions using an interactive menu system. The use of the entire screen, combined with the capability to lay out equations as they would be written on a piece of paper, makes even complex calculations easy to follow. Common touch gestures, like pinch-zooming and touch-based panning, enhance the entry and editing process. A diverse range of mathematical operations are supported, including logarithms, trigonometric functions, arbitrary roots, exponents, and factorials.

Calculations can be stored within the internal database for later reference or editing. Also present within this database are over 150 built-in equations, representing fields that range from finances to fluid mechanics. Students can use these equations (with fully annotated variables) for a quick reminder, or they can enter numerical values and directly evaluate the equations. Equations can be sent via email in LaTeX format for inclusion in papers or other publications.

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3. ***PolySolve*** is a handy application designed to solve polynomial equations. It is capable of solving all kinds of polynomial equations, not just quadratic or cubic, using the Newton method.

4. ***Algebra Touch*** is an app for either supplementing a traditional pre-algebra or Algebra I course. It will help improve fluency in solving equations which is a fundamental skill. It is also a great resource for ELD students.

Uses for the iPad in the Social Science classroom:

1. **Declaration for iPad** provides a digital a copy of the Declaration of Independence for student study.
2. **Constitution for iPad** provides a digital copy of the Constitution of the United States.
3. **MyCongress** is a portal that leads to detailed information about elected congressional officials.

Uses for the iPad in the Science classroom:

1. **3D Cell Simulation and Stain Tool** is an app that allows students to learn about the cell and its structures in a 3D tool.
2. **The Elements: A Visual Exploration** provides an opportunity for students to manipulate an interactive elemental chart.
3. **Frog Dissection** is a virtual frog dissection app.

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Appendix F – School Improvement Questionnaire

THERRELL - LAW, GOVERNMENT & PUBLIC POLICY
School Improvement Grant
STUDENT SURVEY:

1) What academic changes would you like to see occur in your school?

- 1) Latin classes
- 2) More thematic (law classes)
- 3) More “real life electives such as Culinary Arts, Robotics, and Auto Mechanic.

2) Would you attend classes in the summer for two weeks for advanced or remediation classes?

- 1) YES
- 2) NO

3) If we had SAT prep in the morning 30 minutes before school started would you attend?

- 1) YES
- 2) NO

4) Would you participate in student and parental involvement activities, such as computer classes?

- 1) YES
- 2) NO

5) If we had early morning and afternoon classes, as well as Saturday classes, would transportation be issues?

- 1) YES
- 2) NO

6) Provide your suggestions:

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THERRELL-LAW HIGH SCHOOL
SCHOOL IMPROVEMENT QUESTIONNAIRE

As a requirement of the School Improvement Grant, the District must receive input from parents and the community regarding the application and plans for implementing the school improvement plan model. Your input is a valuable component of this process. Please complete the questionnaire below. If you have any questions about this questionnaire, please contact the Office of High Schools at (404) 802-2696. Thank you for your assistance.

1. To what extent are the current programs and initiatives at Therrell-Law High School positively impacting student achievement?
- a. Not at all
 - b. To some extent
 - c. To a great extent
 - d. Not sure

2. Which of the following do you think will have the greatest barrier on school's reforming efforts?
- a. School Leadership
 - b. Inadequate funds and time for planning
 - c. Lack of staff support
 - d. Lack of parent and community support

Other _____

3. Do you agree that there is a high degree of staff input encouraged at your school in student achievement matters? (I.e. goal setting, target setting, School Improvement Plan Development process). Please rate on a scale from 1 to 5 with 1 being low degree and 5 being high degree.

Rate 1 2 3 4 5

4. Is there a high degree of staff and community cohesiveness at your school in regards to continuous school improvement efforts? Please rate on a scale from 1 to 5 with 1 being low degree and 5 being high degree.

Rate 1 2 3 4 5

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5. Please circle all that you would be interested in seeing your school implementing:

After School Tutoring

Saturday Academy

Summer Enrichment Academy

Project-Based Learning

6. How would you rate your level of involvement in the planning of a school's reform efforts? Please rate on a scale from 1 to 5 with 1 being low degree and 5 being high degree.

Rate 1 2 3 4 5

7. Please indicate if you are one of the following:

☐ PARENT

☐ COMMUNITY

☐ STUDENT

☐ PTA OFFICER(S)

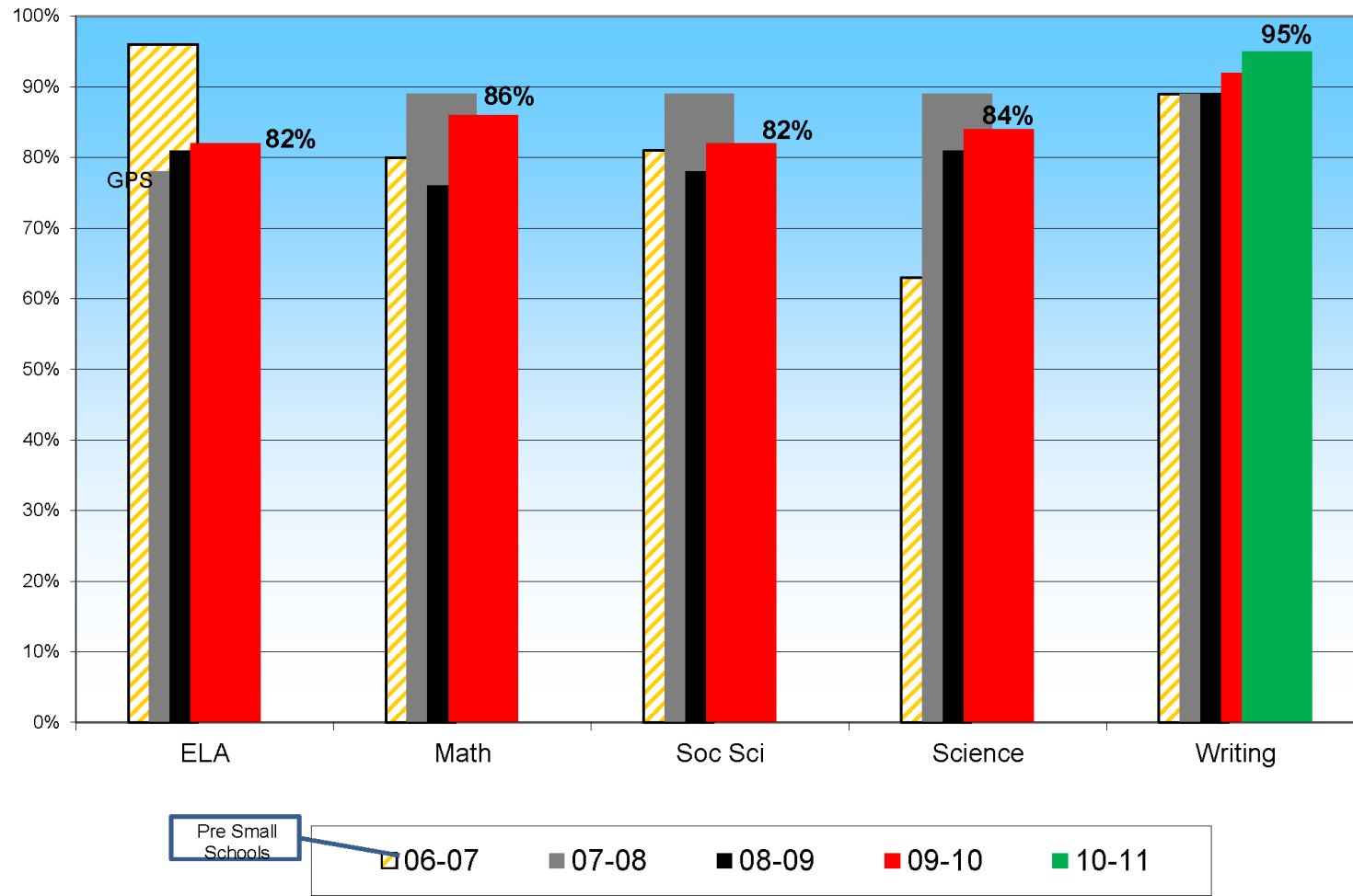
☐ LOCAL SCHOOL COUNCIL

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Appendix G – Georgia High School Graduation Test Data – Four Year Trend

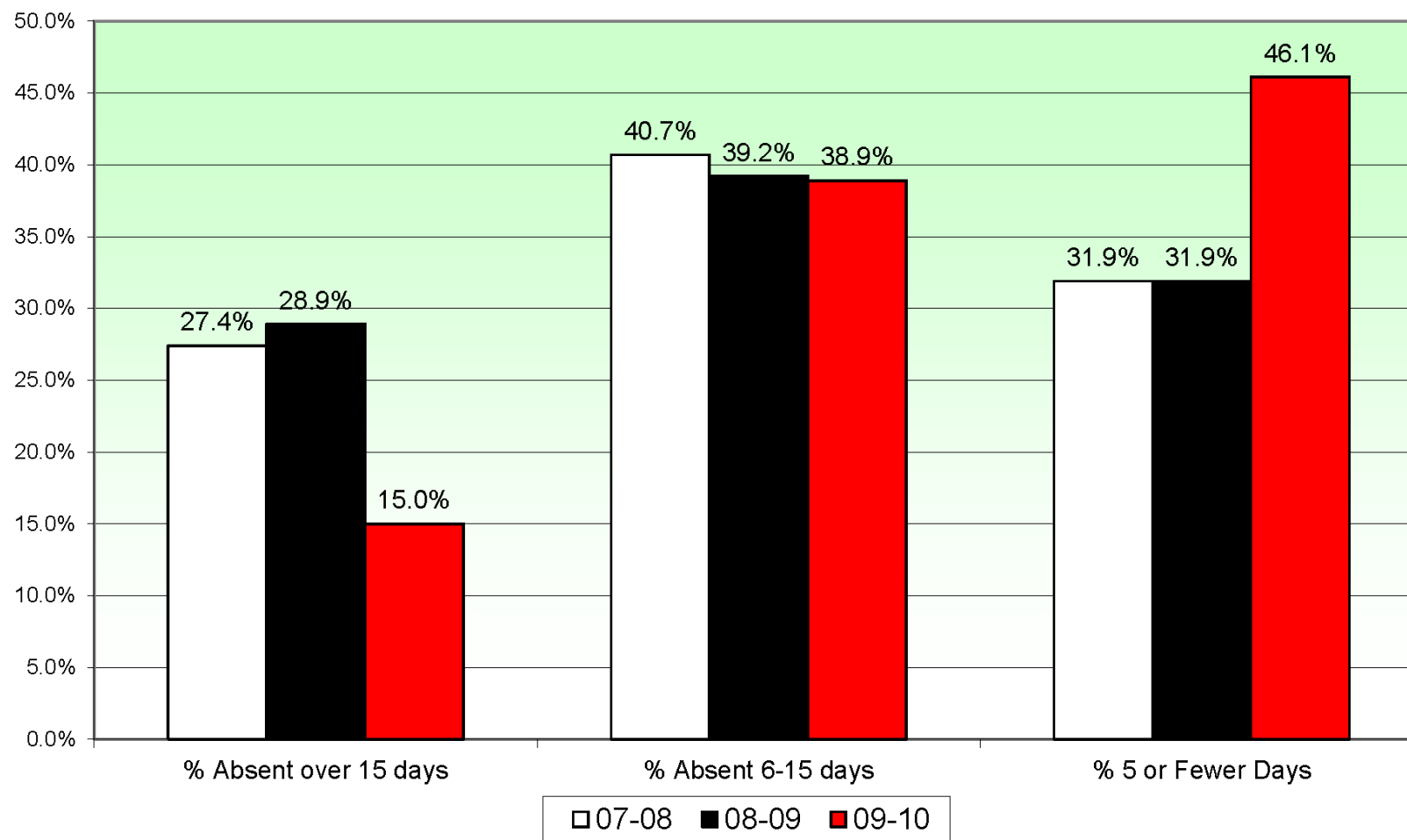


Therrell - Law, Government & Public Policy
2010-2011: GHSGT - Four Year Trend



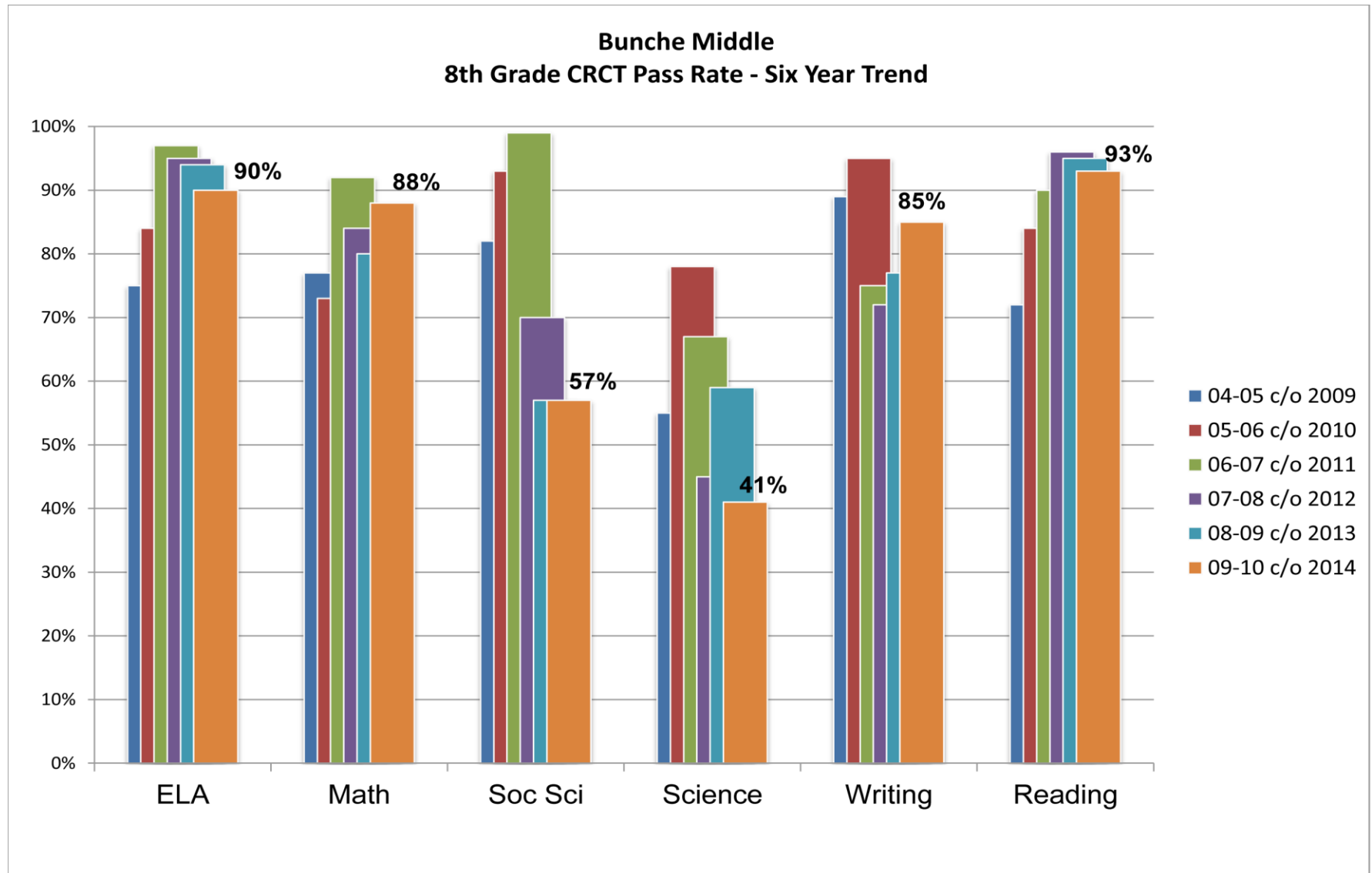
Appendix H – Three Year Attendance Trend

Therrell - Law, Government & Public Policy
Three Year Attendance Trend
2009-2010



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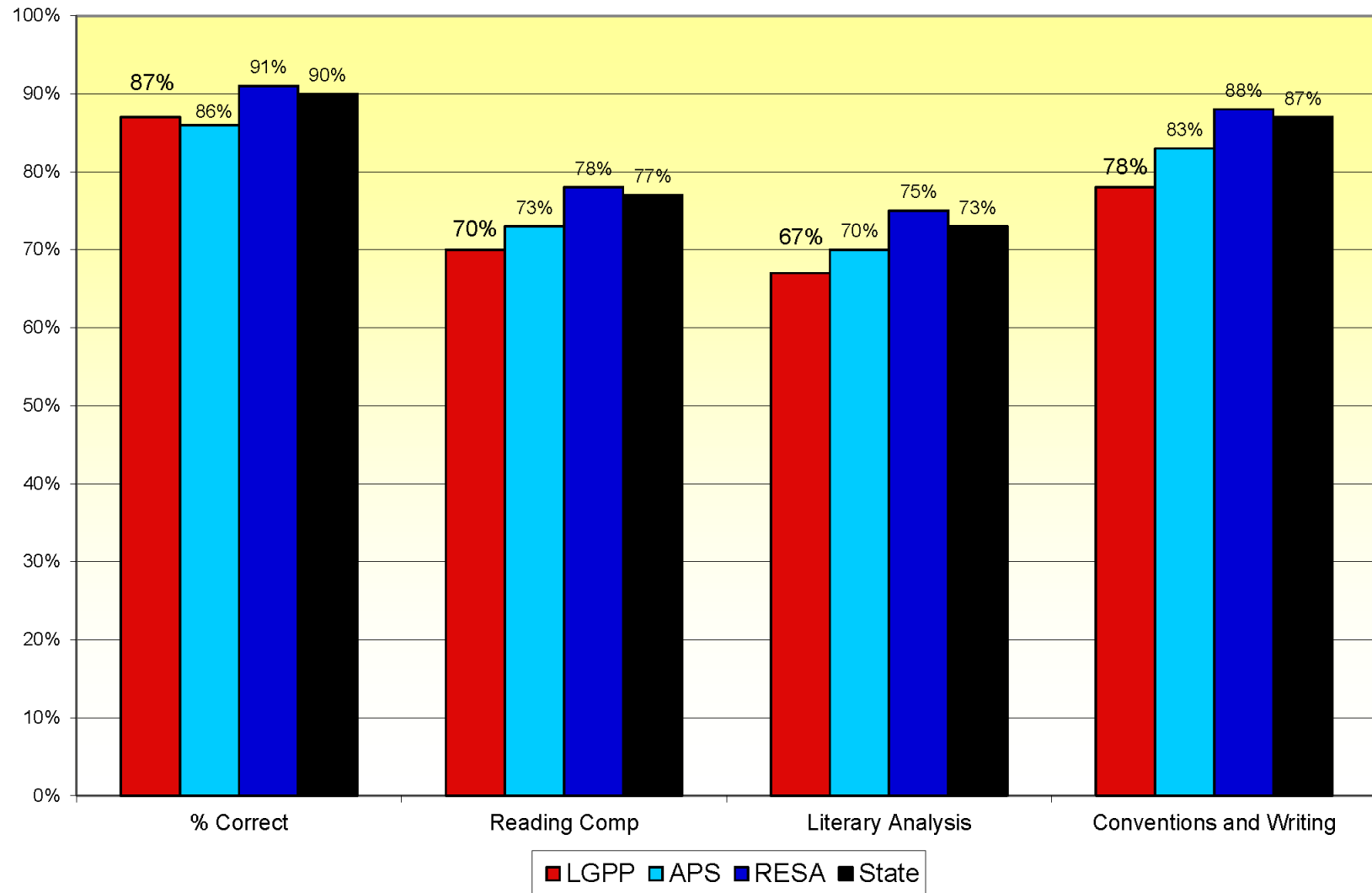
Appendix I – Primary Feeder Middle School CRCT Pass Rate – Six Year Trend



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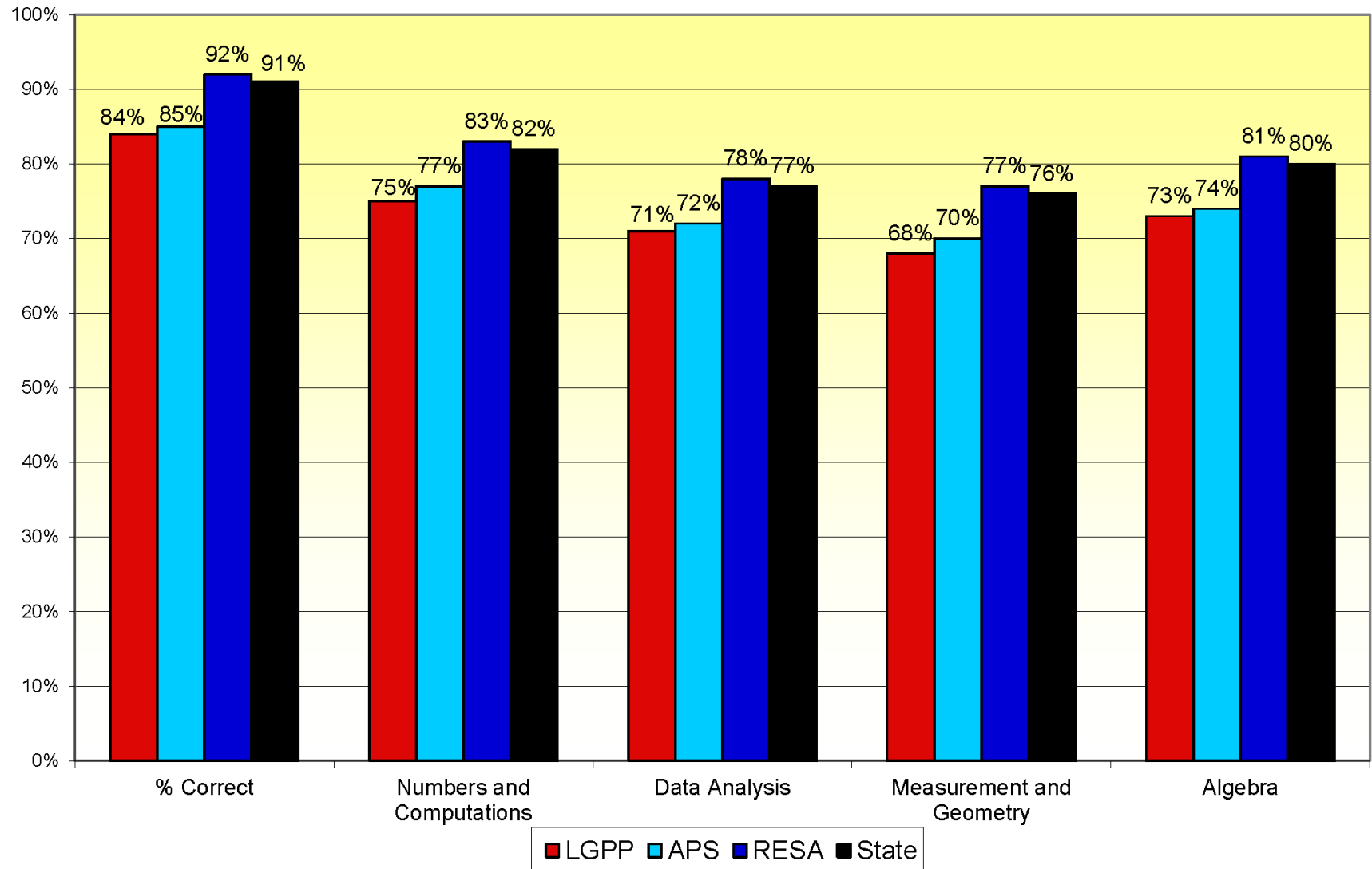
Appendix J – Georgia High School Graduation Test Data – SY 2009-2010

**Therrell - Law, Government & Public Policy
GHS GT - ELA
2009-2010**



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Therrell - Law, Government & Public Policy
GHSgt - Math
2009-2010



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Appendix K

D. M. Therrell School of Law, Government & Public Policy

Statement of Commitment

In May 2011, **D. M. Therrell School of Law, Government & Public Policy (LGPP)** received at School Improvement Grant (SIG) from the state of Georgia Department of Education. The grant was to enable the school to improve student performance by enhancing the school's academic program and providing intensive professional development for teachers and administrative staff. Through the SIG grant LGPP will embark on an effort to improve instruction by increasing the rigor of the curriculum, along with making it more relevant and engaging for students. The key to the success of the transformation will be job-embedded professional development focused on improving instruction through research-based strategies and conducting an effective Advisory Program to support the academic and developmental needs of LGPP students.

Essential to the success of the transformation process is the support and involvement of administrators, faculty, and paraprofessional staff. The employees of LGPP are expected to participate in the transformation process by attending planning meetings, and by providing input and constructive feedback in a collaborative manner. LGPP staff is expected to notify administrators of any concerns that might impede the progress of the transformation process. Staff is expected to not only attend professional development, but to implement the strategies learned in their respective areas. Staff is also expected to be ambassadors for LGPP with students, parents, and the community. In summary, the staff is expected to be committed to the goals of the School Improvement Grant and the new vision for the **D. M. Therrell School of Law, Government & Public Policy**.

I have received an orientation as to the key features of the School Improvement Grant and have read the above statement. I am committed to the goals as outlined and will make every reasonable effort to support this very important initiative.

_____ Title _____

Print Name

_____ Date _____

Signature

ARTIFACTS

Appendix L

LEADERSHIP TEAM

MEETING MINUTES

Meeting Date: April 11, 2011

Principal: Byron Barnes

Assistant Principal: Gary Cantrell

Minutes Recorded by: T. Rhyne

Team Members Present

Mr. Barnes - Principal

Mr. Cantrell – Assistant Principal

Ms. Green – Social Studies Instructor

Ms. Talluri – Science Instructor

Ms. Wells – Language Arts Instructor

Ms. Rhyne – Lead Teacher for Program for Exceptional Children

Ms. Reese – Instructional Coach

Mrs. Ranganathan – Mathematics Instructor

Ms. Reed – School Counselor

Ms. Hughes – Institute for Student Achievement

Ms. McArthur - GAPSS

Ms. Royster – CTAE Vocational Instruction

SIG Grant Discussion

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Mr. Barnes opened with the discussion of the SIG grant. June 12 through 15 we are to send a team to Calloway Gardens to participate in a workshop for student improvement. There is a stipend for participation. The expectation is that there will be three slots available for this team including Mr. Barnes and Mr. Cantrell. Individuals chosen include, Ms. Green, Ms. Harrison, and Mr. Reese.

There is a need to continue to tailor the grant to the more intricate needs of the school of Law and Government.

What is most important is that most of the grant funding will go towards hiring other school personnel. The following positions were discussed for placement within LGPP:

School Implementation/Improvement Specialist – a position which is typically given to former principals. Placement of this position will be a challenge.

LGPP Dedicated Instructional Coaches-one for Math and one for ELA

RTI Specialist

Community Outreach Liaison

There is a need to determine whether or not there are any other positions needed and we must be prepared to give documentation and justification as to why we need these positions.

There was discussion of hiring two Attendance Aids Positions in lieu of the fact that there is a need to improve student attendance. Saturday school can be offered to make up days missed. A question was posed as to whether or not we want to consider or commit to Saturday School to improve the school attendance as well as assist students in making up missed instruction. There would be a need for every content area teacher to teach for four hours. These instructors must be highly qualified. Consideration of also holding instruction after school took place. There is a great need to give students opportunity to catch up. It could be part of the RTI pyramid of intervention. Saturday could be used as a recovery for

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attendance. We must show a means by which we are building interventions to service students' special needs. Within the grant there is a need for extended learning time.

Another consideration is whether or not we need an Additional Counselor or someone to assist the existing counselor.

In terms of increasing technology, what is ordered or requested should not be isolated from what we are currently utilizing. Interactive Slates were discussed as an addition to be used in conjunction with the Promethean Board. There was discussion of considering acquiring an IPAD cart. We must address how it will be unique to our plan as well as monitor its usage. The IPADS would be utilized as a Math/ELA manipulative. Consideration was given to the idea of having a Summer Bridge program that is strictly online for incoming freshman and possibly extending the program from 1 week to 2 to 3 weeks. The increase of technology should also be conducive to the theme of our small school.

There was discussion of increasing the LAW Curriculum Courses currently offered.

There was discussion of an Intervention/Prevention Specialist to assist students with emotional and behavioral issues. There is a need to monitor and show how effective the extra positions have been to the improvement of the school. Consideration was given to the implementation of a SAT 1000 Group in the 9th grade to enhance participation and motivation.

The Team gave dialogue to employing a Reading Specialist for the 9th grade population. Consideration was given to purchasing diagnostic software such as STAR Math and STAR Reader to test the current standing of the incoming 9th graders. This could be utilized as a tool to determine intervention for those struggling academically. The STAR diagnostic could also be used for progress monitoring of students with disabilities.

There is a need for building-in accelerated course work to attract the higher achieving students in the district as well as elevate the already existing student population.

There is a need to improve the image of the school in the community.

Build into the grant a means by which we can better collaborate with the feeder schools.

MEETING ADJOURNED

**Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application 2011**

Appendix M

Daniel M. Therrell

LAW, GOVERNMENT & PUBLIC POLICY

April 12, 2011

AGENDA

- Accolades
- College Tour
- Grades updated in Infinite Campus/Parent Portal – Mid- Semester
- Renovations
- GAPSS Follow up
- School Improvement Grant
- Q & A