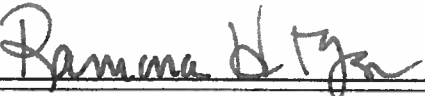


**Part II: LEA Application 2011**  
**Cover Page**

LEA Name: DeKalb County School System	LEA Mailing Address: 1701 Mountain Industrial Blvd. Stone Mountain, Georgia 30083
<p>LEA Contact for the School Improvement Grant</p> <p>Name: Ramona Tyson</p> <p>Position and Office: Interim Superintendent</p> <p>Contact's Mailing Address: 1701 Mountain Industrial Blvd. Stone Mountain, Georgia 30083</p> <p>Telephone: 678.676.7090</p> <p>Fax: 678.676.0709</p> <p>Email Address: Ramona_Tyson@fc.dekalb.k12.ga.us</p>	
Superintendent (Printed Name): Ramona Tyson (Interim)	Telephone: 678.676.0790
Signature of Superintendent:  X 	Date: April 15, 2011
<p>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.</p>	

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LEA Name: DeKalb County School System

**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
Clarkston HS		X						x
McNair HS		X						x
Towers HS		X						x

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LEA Name: DeKalb County School System

School Name: Towers High School

**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.

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

A comprehensive needs assessment of Towers High School shows that the school would benefit from strategies, programs, and organizational initiatives that would benefit a majority African American student population living in a high poverty area. Achievement gaps in all content areas must be addressed. Student achievement, attendance and graduation rates, and parental involvement must improve in order to meet state and federal goals as evidenced by our 2011 GAPSS analysis report. To improve achievement we will expand the implementation of the Pearson America’s Choice Design and Smaller Learning Communities initiative.

The Towers High School 2010 – 2011 GAPSS Review indicated a need to improve instruction in the areas of rigor, flexible grouping, and differentiation. Target Areas for Improvement are included in an attachment with this document. Key issues include the following:

- 65% of the classrooms were utilizing whole group instruction.
- Instruction was primarily being delivered on levels one and two according to the Depth of Knowledge framework.

Towers High School’s student achievement data clearly indicate a need to target all subject areas for the following reasons:

- Consistent low achievement in the area of Math on the 2010 GHSGT (43.9% AYP passing rate) and EOCT (Fall 2010: Math I 39%, Math II 37%)
- Low achievement on the Social Studies portion of the GHSGT (an 18% drop from 69%)

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in 2009 to 51% passing rate in 2010) which has a direct impact on Tower's graduation rate.

- Towers High School's GHS GT scores in Science were below the system and state percentages. In 2010, our passing rate on the Science GHS GT was at 76% in comparison to the system at 86% and state at 90%. Fall 2010, Science EOCT scores were low as well with a 45% passing rate in Physical Science and a 34% passing rate in Biology.

In addition, Towers High School is facing the challenge of an increasing dropout rate and a decreasing graduation rate.

- Graduation rate has fluctuated over the last three years.

2008: 65.6%

2009: 72.9%

2010: 69.5%

- Dropout rate has risen over the last three years.

2008: 1.2%

2009: 5.9%

2010: 6.2%

Intervention plans for school improvement are included in this document and outlined below are the strategic initiatives that Towers High School considers to be the framework for an extreme instructional makeover:

**Enrichment Period**

Extended Learning Time will be implemented for all students between 9:30 am and 10:15 am daily. During the 45 minute extended learning time, students will report to class for a targeted intervention or a safety net plan which will address their specific area of weakness as identified by assessment data. Instruction for 9<sup>th</sup> and 10<sup>th</sup> graders in need of a Tier II intervention as evidenced by diagnostic assessment data will be provided through Pearson America's Choice Math and Literacy Navigator modules. Literacy Navigator is a modular supplementary intervention program that helps students build the reading comprehension skills necessary to navigate texts found in content-area courses and measured by high stakes reading assessments. The Mathematics Navigator intervention program supplements the on-grade level mathematics program for students who struggle with mathematics and need additional time and focused instruction to strengthen their performance in their on-grade level math classroom. The intervention is intended to augment and enhance the math curriculum and helps students' master key concepts that will help them to be successful in their on-grade level math classroom. All students in the junior class and seniors who have not passed the GHS GT will participate in targeted Georgia High School Graduation Test enrichment activities and SAT/ACT activities based on diagnostic assessment results. Seniors at or above grade level will participate in college preparatory activities, SAT/ACT activities, and their senior academic yearbook. All activities will include differentiated instruction based on individual student needs.

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**Common Planning**

Towers High School will create a master schedule that ensures common planning for content teachers in which vertical and horizontal content and skills articulation are developed based on assessed student needs. Common planning will be utilized to analyze student assessment data and respond through differentiation of instruction depending upon student needs. Daily common planning will include analysis of student work, development of unit/lesson plans, and professional learning opportunities.

**Master Schedule & Common Planning**

- Plan for and monitor student academic success based upon Pearson America's Choice Tier 2 interventions for students during the school day.
- Identify student needs based upon assessment data (learning styles inventory, CRCT 8<sup>th</sup> grade reading Lexile scores, Diagnostic Reading Assessment, DRA, reading levels, or 9<sup>th</sup> grade End of Course Test, ACT)

Weekly Schedule is as follows:

Mondays: Collaboratively analyze student work

Tuesdays: Revisit lesson plans based on student needs as evidenced by Monday's analysis of student work

Wednesdays: Collaboratively develop next week's lesson plan

Thursdays: Content relevant professional learning delivered by Instructional Coaches

Fridays: Independent planning or individual professional learning as needed

**21<sup>st</sup> Century Classroom**

Increase use of 21<sup>st</sup> Century technology through expanding classroom technology used to engage learners and increase instructional rigor. Technology enhancement will include Activ Expressions, Promethean Boards, laptop computers, and a Mac Computer lab.

The 21<sup>st</sup> Century Classroom provides 21<sup>st</sup> Century instructional technology, tools, and equipment in order to ensure standards based teaching with engaged learners in a technology enabled classroom. This classroom focuses on intensive student instruction in electronic resources such as GALILEO and digital era tools of podcasting, blogging, and multimedia production. The 21<sup>st</sup> Century Classroom recognizes that our students live in a global society; therefore, one way to expand their world is to collaborate outside of the boundaries of their buildings.

Towers High School's 21st Century classrooms will each be equipped with a projector, Promethean board, student and teacher laptop computers, and student response systems (Activ Expressions). This will allow the teachers to provide more focus showing students new ways to evaluate their understanding of concepts. Students will be actively engaged and use the technical tools and resources to strengthen their skills. Students will have opportunities to work independently or in groups. In addition, students will work at their own pace for content mastery. Students will be given choices and will have the opportunity to use their creativity to express their knowledge. Instruction and assessments will be differentiated based on the ability level of the student. By giving more ownership to the students for their learning, there will be a

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heightened interest level where students are motivated.

**Ninth Grade Academy & Career Academies**

To achieve the Strategic Leadership and Organization outcome needed to impact student achievement Towers will continue to implement Smaller Learning Communities in the form of Career Academies and a Ninth Grade Academy and implement Academy Leaders. Establishing Smaller Learning Communities will provide a structure that is responsive to each student's academic and developmental needs and will draw on the strengths of teachers by assigning them to teaching and learning teams. Implementing Academy Leaders will increase shared leadership and decision making opportunities in order to improve student achievement.

Towers High School began implementing Smaller Learning Communities in 2005. The Career Academy SLC design will allow teachers to increase rigor through planning and implementation of interdisciplinary units. Teachers are teamed and utilize data to plan for students' academic and behavioral needs. Academy students will be provided with on the job training that will assist them in applying and extending what is learned in class. Pathway completers will be allowed to take industry certifications for each career pathway. Available academies will include Ninth Grade Academy; Business, Marketing, & Computer Science Academy; Health Science & Human Service Academy; and Science, Technology, Engineering & Math Academy.

**Academy Leaders**

Academy Leaders will assist with the implementation of Pearson America's Choice Design, collection and analysis of student achievement data, organization of advisory councils, and organization of supplemental programs to impact student achievement and ensure completion of prescribed pathways for students. These teacher leaders will receive a stipend for fulfilling their duties to include analyzing student data, providing job-embedded professional learning, and supporting Response to Intervention (RTI) activities with academy students. Academy Leaders will be paid \$35 an hour to work four additional hours per week for 36 weeks between 4 pm and 6 pm in order to meet the requirements aligned within their job description.

- Collect and analyze student data to support Response to Intervention (RTI) activities
- Provide professional development in the areas of technology and data analysis
- Assist academy teachers with development, coordination, and implementation of interdisciplinary projects relating to the specific academy
- Organize and coordinate academy specific activities for students and teachers
- Organize mentoring experiences with industry leaders
- Coordinate monthly team meetings for academy teachers and administrators
- Organize tutorial services based upon academy student data
- Organize advisory council with representation from the community, parents, businesses, and students

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**Fast Track Scholars**

The Fast Track Scholars program will be designed as an intervention to support our goal of improving graduation rate and decreasing the drop out rate. This program will be offered to students who are off track for graduation. Fast Track Scholars will serve as an alternative for students to accelerate their process of getting back on track to meet the goal of graduating in four years. These students will be enrolled by a counselor in DeKalb On-line Academy (DOLA). Students' schedules will reflect their enrollment and they will attend sessions daily during the school day. Towers will purchase 30 desktop computers to facilitate this on line instruction. Students' progress will be monitored by DOLA teachers and the Graduation Coach. Students will be taught the Georgia Performance Standards via the DeKalb On-line Academy and their progress will be monitored through individual conferences with counselors and the Graduation Coach. In addition, a Fast Track Scholars instructor will monitor the daily academic progress of the students enrolled in the program. Upon completion, students will return to their designated grade level and be assigned a career academy or be eligible to graduate.

**The Fast Track Scholars instructor will monitor** Fast Track Scholar students through daily conferencing and progress monitoring using a status check sheet for each student. During each conference with the student, the instructor will utilize the student's pacing guide to assess his/her progress. The DOLA teacher will also review the grades on completed assignments and recommend additional support as needed. Parents will be contacted every 4.5 weeks to communicate their child's academic progress. Fast Track Scholars will be monitored by the instructor to ensure that students follow the course pacing guide and complete all DeKalb Online Academy requirements in a timely and efficient manner. Students who fail to make adequate progress will be referred to the graduation coach or grade level guidance counselor, parents will be contacted, and students will be provided tutorial support after school and on Saturdays. The Fast Track Scholars Instructor will be supported by administrators and the graduation coach who will receive copies of weekly progress reports to assist in the process of monitoring student progress.

The effectiveness of the Fast Track Scholars program will be monitored by comparing the current school year's graduation, dropout, and retention rate data with that of the previous school year. At the end of each semester, the Fast Track Scholars instructor, guidance counselors, and graduation coach will record the number of students in the Fast Track Scholars program who receive credit for a DeKalb Online Academy course and the number of students who fail to meet the requirements. This data along with the graduation, dropout, and retention rates will be analyzed to establish next steps and develop action plans.

**Parent Outreach Coordinator**

This professional will serve as a liaison between staff, parents, and the community. The Parent Outreach Coordinator will be a member of our school's leadership team and will work collaboratively with our parents and community to improve parental involvement to impact student achievement. This individual will also serve as a project manager who plans and supports various school based events and coordinates vertical parent and community activities with our feeder middle school. Establishing and maintaining open communication between the school,

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home, and community will be an integral component of this position.

The Parent Outreach Coordinator will work part time to:

- Establish and maintain the parent resource center
- Increase parental involvement
- Conduct needs assessments
- Work in collaboration with the counseling department
- Organize quarterly community events
- Develop and distribute parent newsletter
- Coordinate parent volunteers

The Parent Outreach Coordinator will create a parent resource center that will service parents and the community in meeting their needs. Services will include resume and literacy assistance, job search support, access to parent portal for student grade reporting, scholarship information, FAFSA assistance, and information concerning school and community events.

d) Provide rationale for the intervention model selected.

The issues identified through careful examination of the GAPSS review, student achievement data, attendance rates, graduation rate, and demographics provided substantial information that led to the decision of utilizing the Transformation Model. Instruction in all areas, parental involvement, and attendance require immediate change in order to improve student achievement.

A comprehensive evaluation system, CLASS Keys, and Leader Keys, will provide guidance and support for measuring leader, teacher, and staff effectiveness. The data analysis revealed the need for changing practices in the school that have not brought about improvement in overall performance, and perhaps have contributed to continued declines.

Based on analysis of student achievement, demographic, and perception data collected, the Transformation Model was selected to aggressively address our needs in instruction, engagement, improved best practices, graduation rate, drop-out rate, student attendance, and parent involvement. The Transformation Model will serve to continue to improve overall performance through comprehensive instructional reform, job-embedded professional learning, extended learning time, and flexible support. Pearson America's Choice was selected as a reform model to increase rigor in instruction and to provide an instructional design that would bring about systemic change in the school and ultimately increase student achievement.

The transformation model allows us to implement radical change without replacing the principal or dramatically replacing instructional staff. The principal and a majority of the staff have shown a commitment to moving the school forward. Although some staff may need to eventually be replaced, job-embedded professional learning opportunities along with the implementation of a comprehensive instructional reform model such as Pearson America's Choice will facilitate increased staff effectiveness and student achievement.

The transformation model will also allow the school to place more of an emphasis on the



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

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

DeKalb County School System and Towers High School have experienced and demonstrated success in managing grant funds and supporting staff in the implementation of new strategies. The framework is in place for grant implementation to begin once funds are disbursed. The district has employed a Director of High School Transformation with previous (SIG) School Improvement Grant funds to facilitate all corresponding programmatic and fiscal grant activities. The principal will work closely with the Director of High School Transformation to ensure that funds are spent solely in support of the transformation plan. This position is funded by other DCSS schools that have received the School Improvement Grant, and the role is designed to facilitate all programmatic and fiscal activities that involve the implementation of the grant.

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.

The LEA is applying to serve Towers High School which has been identified as a Tier 1

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<p>school. Avondale High School was also identified as a Tier 1 school; however, this school's closure is part of the 2011 redistricting plan that has been approved by the DeKalb County School Board.</p>
<p>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:</p> <ul style="list-style-type: none"><li>a. Design and implement the interventions consistent with the final requirements of the model selected for each school.</li><li>b. Recruit, screen, and select external providers, if applicable, to ensure their quality.</li><li>c. Align other resources with the interventions.</li><li>d. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.</li><li>e. Sustain the reforms after the funding period ends.</li></ul>
<p>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.</p>
<p>5. Complete the appropriate portion of Attachment 2 that pertains to annual goals. The annual goals will be used to monitor the Tier I and Tier II schools that receive school improvement funds. The LEA must report each school's annual goals for student achievement on the State's assessment in Reading/English Language Arts and Mathematics, as well as graduation rate for high schools. This does not apply to the school closure model.</p>
<p>6/7. Complete Attachment 3 for each Tier III school the LEA commits to serve. The LEA must describe the services the school will receive and/or the activities the school will implement as well as the annual goals that the LEA will use to monitor progress.</p>
<p>8. The LEA must describe and provide evidence of how it has consulted with relevant stakeholders (e.g., parents, community representatives, business and industry leaders, school staff, school council members, students, higher education leaders, etc.), as appropriate, regarding the LEA's application and plans for implementation of school improvement models in its Tier I and Tier II schools.</p> <p>Upon notification of eligibility for School Improvement Grants, the DCSS Interim Superintendent, Deputy Chief Superintendent for School Operations, Interim Deputy Superintendent for Teaching and Learning, Area Assistant Superintendents, Executive Director of the Office of School Improvement, Director of High School Teaching and Learning, Director of Research and Evaluation, Director of High School Transformation and the principals involved met to discuss the opportunity. The group met several times to explore the various</p>

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implementation models and to create a communications plan. The Interim Superintendent notified the Board of Education, shared information, and solicited feedback. Principals held staff meetings to inform the staff of the opportunity and then worked with school teams and the Director of High School Transformation to develop a plan. The Director of High School Transformation and the principal met with the Towers School Council as well. The principal and school team attended a writing team meeting to gather information and input from district staff from the Division of Teaching and Learning relative to the development of the Towers' intervention plan. District senior staff, along with Area Assistant Superintendents and the Director of High School Transformation attended community meetings held by the principal to announce to the public the opportunity and solicit their input. The agenda and minutes from the Towers High School faculty and School Council meetings are attached to this application.

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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 school 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.

**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.

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- (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 school wide 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 2d - Transformation Model**

LEA Name: DeKalb County School System

School Name: Towers High School

The LEA must:

A1. Replace the principal who led the school prior to commencement of the transformation model.		
<p>The Principal, Mr. Kenn Baker, became principal of Towers High School in July, 2009. For the following reasons Mr. Baker will continue as Principal of Towers High School:</p> <p>As an instructional leader, he has been the catalyst within Towers High School who has positively impacted the quality of individual teacher instruction.</p> <p>Under his leadership, Towers High School experienced the highest achievement gains within the district on the 2010 Georgia High School Graduation Writing Test. The passing rate increased from 76% in 2009 to 92% in 2010, a 16% increase. In addition, EOCT success was evidenced by growth in the passing rate on the Economics EOCT from 37% in 2009 to 43% in 2010, 9<sup>th</sup> grade literature EOCT passing rate increased as well from 51% in 2009 to 69% in 2010.</p> <p>Mr. Baker is both a visionary leader and goal setter. He works diligently to transform vision into action. His strength is team building and emphasizing school wide goals and expectations. His leadership style has transformed the culture at Towers High School and provided consistency to its leadership.</p> <p>Mr. Kenn Baker is an effective instructional leader who is both technical and interpersonal. He is well versed in goal setting, assessment and planning,</p>	<p>Timeline:</p> <p>Not Applicable</p>	<p>Budget:</p>

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<p>instructional observation, and research and evaluation. In addition, he continues to exhibit a strong balance of motivating staff members, strong decision making, problem solving, and conflict resolution.</p>		
<p>Mr. Baker's leadership combined with the tools and resources that will be made available to Towers High School through this grant will accelerate student success, improve instruction, and ensure students are college and/or career ready.</p>		

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.

<p>Towers High School was at NI-5 status this past year and as a result was given the opportunity to receive training from the Ga DOE on Class Keys. The Class Keys- <b>C</b>lassroom <b>A</b>nalysis of <b>S</b>tate <b>S</b>tandards system is a performance appraisal system based on teacher standards designed to evaluate teacher performance, promote professional growth, and positively impact student learning. In the same manner that the Georgia Performance Standards guide student learning, the Class Keys guides the instructional practices of teachers.</p>	<p>Timeline:</p>	<p>Budget:</p>
<p>The Towers High School principal and the instructional coaches attended training designed to introduce the Class Keys system as an evaluation instrument for teachers. Beginning Fall 2011, the district and the Georgia Department of Education will provide training to all site based leaders</p>	<p>Beginning Fall 2011 District and State training on CLASS and Leader Keys</p>	

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<p>and teachers on the CLASS and Leader Keys system. DeKalb County School System will pilot the revised CLASS and Leader Keys from January 2012 through May 2012.</p> <p>Towers High School will be piloting the Classroom Analysis of State Standards system and the CLASS Keys Professional Growth Plan for teachers beginning January 2012 and implementing the Pearson America’s Choice Quality Review Process to monitor student achievement, teacher effectiveness, and leadership quality in fall 2011.</p> <p>During the first year of the grant Towers will continue to utilize GLEI-Georgia Leadership Evaluation Instrument for administrators. Training on the revised Leader Keys for Race to the Top and School Improvement Grant schools will begin fall 2011.</p> <p>Towers will utilize the Pearson America’s Choice design of embedded assessment at the classroom and school-wide level. This includes the collection and analysis of formative, summative, observational, and perception data on an on-going basis that provides systematic feedback and follow-up through the Data Analysis Tool (DAT) Quality Review process and the Spotlight reporting process(See Attached Pearson America’s Choice <i>Spotlight</i> and <i>DAT</i> template)</p>	<p>Year 1 January 2012 -May 2012 Pilot CLASS and Leader Keys</p> <p>CLASS and Leader Keys implementation August 2012-May 2013 August 2013-May 2014</p> <p>Year 1 August 2011- May 2012</p> <p>Year 2 August 2012 – May 2013</p> <p>Year 3 August 2013 – May 2014</p>	
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<p><b>ACTIONS</b></p> <p><b>Action 1:</b> <i>CLASS Keys Implementation</i></p> <p>Towers will utilize the Georgia CLASS Keys system to assess teachers' levels of performance in the areas of Curriculum and Planning, Standards-Based Instruction, Assessment of Student Learning, Professionalism, and Student Achievement.</p> <p>Towers will utilize the GaDOE Class Keys system to evaluate teachers to eventually include student growth data as a means of evaluation.</p> <p><i>CLASS Keys-Professional Growth Plans</i></p> <p>Towers administrators and teachers will develop and monitor CLASS Keys Professional Growth Plans (PGP). Teachers will meet with an assigned administrator monthly to monitor checkpoint progress and assess growth within their individual growth plans beginning in the pilot phase of implementation. Teachers will be evaluated on their PGP performance and their implementation of the CLASS Keys Standards.</p> <p>Instructional Coaches will provide support to aid teachers in their accomplishments of the goals on their PGP and their implementation of the CLASS Keys standards.</p> <p><b>Action 2:</b> <i>Leader Keys Implementation</i></p> <p>Towers will pilot Leader Keys in January 2012 and will fully implement the evaluation system for school administrators</p>	<p>Year 1 January 2012 -May 2012 Pilot CLASS Keys</p> <p>CLASS Keys implementation August 2012-May 2013 August 2013-May 2014</p> <p>Year 1 January 2012 -May 2012 Pilot CLASS Keys</p> <p>Year 2 August 2012 – May 2013</p> <p>Year 3 August 2013 – May 2014</p> <p>January 2012 -May 2012 Pilot CLASS and Leader Keys</p> <p>CLASS and Leader Keys implementation August 2012-May 2013 August 2013-May 2014</p>	
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<p>beginning August 2012.</p> <p><b>Action 3:</b> <i>Georgia Leadership Evaluation Instrument (GLEI)</i></p> <p>The DeKalb County School System currently utilizes the Georgia Leadership Evaluation Instrument (GLEI) to evaluate administrators. Student growth is not currently a component of that instrument. Therefore, Towers will utilize the Pearson America’s Choice Spotlight and Data Analysis Tool (DAT) Quality Review Process to provide support to principals in addition to the Georgia Leadership Evaluation Instrument (GLEI) to address overall principal’s performance as well as performance relative to implementation of the America’s Choice design which is linked to student growth. (See Attached Pearson America’s Choice <i>Spotlight</i> and <i>DAT</i> template)</p> <p><b>Action 4:</b> <i>Observations and Focus Walks</i></p> <p>Teacher performance will continuously be assessed through observation and common content assessments. This will occur through the use of instructional focus walks, classroom observations, and data team meetings. Teachers are provided feedback on instructional practice from administrators, site-based Pearson America’s Choice Cluster Leaders who are instructional specialists in math and literacy, as well as site-based content area instructional coaches and Academy Leaders.</p>	<p>Year 1 August 2011 – May 2012</p> <p>Year 1 August 2011- May 2012</p> <p>Year 2 August 2012 – May 2013</p> <p>Year 3 August 2013 – May 2014</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.

<p><b>Class Keys School Culture Standard 1</b></p> <p>School culture reflects norms, values, standards, and practices that reinforce the academic, social, emotional, and relational growth of each student and commitment to the professional growth of all educators.</p> <p><b>Leader Keys Organizational Culture Standard 3</b></p> <p>Develop and implement processes and structures that support a pervasively academic climate within a culture of high expectations for all students and adults.</p> <p><b>School Keys School Culture Standard 2</b></p> <p>School rules, practices, and procedures foster a sense of community and belonging to ensure that the staff and students maximize their capacity for teaching and learning.</p> <p>Administrators, teachers, instructional coaches, counselors, and support staff will be rewarded for implementation of the transformational model under the following conditions:</p> <p><b>ACTIONS</b></p> <p><b>Action 1:</b></p> <p><i>Removal of Teachers</i></p>	<p><b>Timeline:</b></p> <p>Year 1 August 2011- May 2012</p> <p>Year 2 August 2012 – May 2013</p> <p>Year 3 August 2013 – May 2014</p>	<p><b>Budget:</b></p>
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<p>each member of the corresponding department. School specific targets are established with a minimum expectation of a 70% passing rate. For those schools scoring above 70% passing on an EOCT, a 3% increase from the previous year's performance is the minimum expectation.</p> <p>Achievement of district target as determined by the Interim Deputy Superintendent of Teaching and Learning in <u>two</u> EOCT's will result in a reward of \$750 for each member of the corresponding department. School specific targets are established with a minimum expectation of a 70% passing rate. For those schools scoring above 70% passing on an EOCT, a 3% increase from the previous year's performance is the minimum expectation.</p> <p>The rewards will be awarded as follows:</p> <p>\$31,500 (\$15,750 per semester): Math Department for Math I and Math II EOCT</p> <ul style="list-style-type: none"> <li>• *18 math teachers, 2 instructional coaches, 1 content administrator</li> </ul> <p>\$22,500 (\$11,250 per semester): ELA Department for American Literature and 9<sup>th</sup> Grade Literature and Composition EOCT</p> <ul style="list-style-type: none"> <li>• *13 ELA teachers, 1 instructional coach, and 1 content administrator</li> </ul> <p>\$16, 500 (\$8,250 per semester): Social Studies Department for Economics and US History EOCT</p> <ul style="list-style-type: none"> <li>• *9 social studies teachers, 1 instructional coach, and 1 content administrator</li> </ul> <p>\$15,000 (\$7,500 per semester): Science Department for Biology and Physical Science EOCT</p> <ul style="list-style-type: none"> <li>• *8 science teachers, 1 instructional</li> </ul>	<p>Fall, 2013 Spring, 2014</p>	
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<p style="text-align: center;">coach, and 1 content administrator</p> <p><b>*Includes general education and exceptional education teachers</b></p> <p><b>Action 4:</b></p> <p><i>Graduation Rate</i></p> <p>Towers High School's graduation rate has fluctuated over the last three years.</p> <p>2008: 65.5%</p> <p>2009: 72.9%</p> <p>2010: 69.5%</p> <p>To encourage the continued efforts of faculty and staff, 85 staff will receive a reward of \$500 when Graduation Rate improves by 5% yearly over the course of the grant as follows:</p> <p>2012: Graduation rate increases to 74.5%</p> <p>2013: Graduation rate increases to 79.5%</p> <p>2014: Graduation rate increases to 84.5%</p> <p>30 classified staff members will receive an award of \$250.00.</p> <p><b>Action 5:</b></p> <p><i>Dropout Rate</i></p> <p>2008: 1.2%</p> <p>2009: 5.9%</p> <p>2010: 6.2%</p> <p>The dropout rate has increased over the last three years. To combat this issue, the Graduation Coach, Communities In Schools Specialist, Prevention Intervention Specialist, Social Worker, Special Education and Vocational Lead Teacher, guidance counselors, teachers, administrators, and classified staff will</p>	<p>Year 1 Fall 2012</p> <p>Year 2 Fall 2013</p> <p>Year 3 Fall 2014</p>	<p style="text-align: center;">\$ 50,000 each year</p>
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<p>provide interventions.</p> <p>Communities in Schools Specialist will continue to implement programs in conjunction with our Parent Outreach Coordinator that increase parental involvement, improve student attendance, support academic enrichment activities, support college and career enrichment programs, and provides sustainable services to a targeted population of at-risk students. This staff member also communicates with the feeder middle school, Bethune Middle School, to plan and strengthen vertical alignment activities.</p> <p>The Graduation Coach works towards identifying students who are at risk of dropping out of school or are otherwise not earning a high school diploma and identifies options and alternative pathways to completing a high school program to support their academic completion.</p> <p>The Special Education and Vocational Lead Teacher (SEVLT) works with the school leadership team and the staff to improve the achievement and performance of students with disabilities (SWD) and ensures compliance with federal and state mandates.</p> <p>The Prevention Intervention Specialist identifies students at risk for dropping out of school and provides support, counseling, and alternative pathways to completing a high school program.</p> <p>Smaller Learning Communities (SLC) research supports the concept that schools that have academies have students who understand the school-to-work connection and the relevancy of their academic classes to the real world. When students are connected to what they are learning they want to attend school regularly and stay in school until graduation which ultimately</p>		
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<p>impacts dropout rate.</p> <p>According to a SREB report developed by Gene Bottoms, SREB senior vice president; Marna Young, director of research for school improvement; and Lingling Han, director of data analysis and management for school improvement, “if we truly want to: reduce the high school dropout rate, secure a well-prepared 21st-century work force, help schools have more students meet rigorous standards, and put more high school students on a path to success, then we first need to challenge our traditional thinking about the distinctions between college-bound and career-oriented studies. We need to build multiple pathways through high school and into the future — pathways that guarantee <i>every</i> student will have an educational experience that is challenging, engaging and responsive to his or her needs. <i>We need to stop labeling students at the high school starting line so we can maximize their choices at the finish line.</i>”</p> <p>“Many people see no problem in preparing some students for college and others for work,” says education researcher Jeannie Oakes, director of education and scholarship at the Ford Foundation. “But hands-on, real-world education is not just for students who others believe are incapable of handling text-based, literacy-based college-prep courses.”</p> <p>Oakes contends that a <i>multiple-pathways approach</i> recognizes that more students can master complex academic and technical concepts if they are taught in the right learning environment. There will always be a place in high school for the college-preparatory academic curriculum that teaches pure math, pure science and other classical content. <b>What schools now must</b></p>		
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<p><b>create are other pathways of <i>equal status</i></b>, where high-level academics and high-quality career/technical (CT) studies are blended — where more students who need and desire something other than pure academics can achieve the essence of college-preparatory standards while applying rigorous content to authentic, real-world problems.</p> <p>Additionally here are some results of one such school in New York City:</p> <p><u>Evidence of Improvement</u></p> <p>Bringing Small Learning Communities (SLC) to culturally rich New York City schools was a bold move in 2004-2005; but in the case of Queens Vocational and Technical High School (QVTHS), it has led to remarkable improvements. QVTHS has improved substantially over the past four years, increasing both achievement and graduation rates. The school's graduation rate has increased by 15 percentage points — from 58 percent in 2007 to 73 percent in 2010. QVTHS had the highest four-year graduation rate of schools in the New York City SLC network.</p> <p><i>Source: New York City Department of Education Progress Report, 2007-2010</i></p> <p>To achieve the Strategic Leadership and Organization outcome needed to impact student achievement Towers will continue to implement Smaller Learning Communities in the form of Career Academies and a Ninth Grade Academy. Establishing Smaller Learning Communities will provide a structure that is responsive to each student's academic and developmental needs and will draw on the strengths of teachers by assigning them to teaching and learning teams. Towers High</p>		
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<p>School began implementing Smaller Learning Communities in 2005. The Career Academy SLC design will allow teachers to increase rigor through planning and implementation of interdisciplinary units. Teachers are teamed and utilize data to plan for students' academic and behavioral needs. Academy students will be provided with on the job training that will assist them in applying and extending what is learned in class. Pathway completers will be allowed to take industry certifications for each career pathway. Available academies will include Ninth Grade Academy; Business, Marketing, &amp; Computer Science Academy; Health Science &amp; Human Service Academy; and Science, Technology, Engineering &amp; Math Academy.</p> <p>Academy Leaders will monitor the progress of the Career Academies and support teachers in their efforts to decrease the dropout rate and increase student achievement. Academy Leaders will also be required to meet the objectives outlined below:</p> <ul style="list-style-type: none"><li>• Collect and analyze student data</li><li>• Provide professional development in the areas of technology and data analysis</li><li>• Assist academy teachers with development, coordination, and implementation of interdisciplinary projects relating to the specific academy</li><li>• Organize and coordinate academy specific activities for students and teachers</li><li>• Organize mentoring experiences with industry leaders</li><li>• Coordinate monthly team meetings</li></ul>		
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<p>for academy teachers and administrators</p> <ul style="list-style-type: none"> <li>• Organize tutorial services based upon academy student data</li> <li>• Organize advisory council with representation from the community, parents, businesses, and students</li> </ul> <p>Currently, Towers High School has 276 students who are enrolled in one of its two existing career academies, Business, Marketing, &amp; Computer Science Academy and Health Science &amp; Human Services Academy and 255 students are enrolled in the Ninth Grade Academy. Beginning in the 2011-2012 academic year, all 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> students will be assigned to a career academy. All 9<sup>th</sup> grade students will continue to be enrolled in the Ninth Grade Academy.</p> <p>These efforts will ultimately yield a positive impact on Towers High School's dropout rate.</p> <p>All certified staff members will receive a reward of \$500 and classified staff will receive a reward of \$125, if the dropout rate decreases to the following:</p> <p>2012: 4% 2013: 2.5% 2014: 1%</p>	<p>Year 1 Fall 2012</p> <p>Year 2 Fall 2013</p> <p>Year 3 Fall 2014</p>	<p>\$ 46,250 each year</p>
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**Attachment 2d - Transformation Model**

<p>A4. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p>		
<p><b>School Keys Professional Learning Standards 2 and 3:</b> The process of professional learning is aligned with articulated goals and purposes, data-driven, research-based, evaluated to determine its impact, aligned with adult learning theory, and collaborative in design and implementation. The content of professional learning reinforces educators’ understanding and use of strategies for promoting equity and high expectations for all students, application of research-based strategies and assessment processes, and involvement of families and other stakeholders in promoting student learning.</p> <p>Comprehensive improvement is founded on a deeply held belief in the critical role of teachers, administrators, and instructional coaches who support them in the improvement of educational outcomes for students.</p> <p>Towers High School will implement the three-year design of Pearson America’s Choice professional learning based on the results from our 2011 GAPSS Review Report. Towers High School will also expand the professional learning opportunities provided through the Pearson America’s Choice reform model.</p> <p>Professional Learning will provide on-going, research-based professional development which is linked to the school</p>	<p>Timeline:</p>	<p>Budget:</p>

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<p>improvement plan.</p> <ul style="list-style-type: none"> <li>• On-site and web-based content area training</li> <li>• Peer shadowing and peer observation protocols</li> <li>• Teacher industry externships</li> <li>• Interdisciplinary collaboration between content area teachers</li> <li>• Training in the areas of cultural diversity and advanced placement/gifted instruction</li> <li>• State training/ redelivery</li> </ul> <p>Professional Learning Communities (PLC) will be implemented as a monitoring structure to enhance content relevant professional learning. Professional Learning Communities will facilitate follow-up monitoring and feedback with job-embedded support to analyze student work and plan effectively.</p> <p><u>Connection between needs, data, and professional learning programs</u></p> <p>Professional learning outlined in this plan is a direct outcome of the feedback from the GAPSS Review Report and Short Term Action Plan Meetings. In addition, data analysis of summative assessments, such as the Georgia High School Graduation Tests and End of Course Tests, revealed the need for content specific professional learning for teachers to implement a variety of researched based strategies to emphasize higher order thinking, differentiated instruction, technology integration, and flexible grouping so that these become pervasive practices in all classrooms. As a result of these data sources, the plan includes hiring instructional coaches, purchasing Pearson America's Choice Achievement Services, and implementing a school-based technology plan that focuses on increasing teachers' integration of</p>		
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<p>technology as an effective instructional tool to reinforce higher order thinking skills and increase opportunities for differentiation of instruction.</p> <p>Instructional coaches and the Instructional Technology Specialist will provide professional learning for teachers to support the integration of technology into daily lessons to increase rigor and differentiate instruction.</p>		
<p>Teachers will receive stipends in the amount of \$35 per hour for after school professional learning based on identified needs as outlined in the 2011 GAPSS review report. Professional learning will occur twice each semester from 4-6 p.m. during the fall and spring of Years 1-3 of the grant.</p>	<p>Year 1 August 2011- May 2012</p> <p>Year 2 August 2012 – May 2013</p> <p>Year 3 August 2013 – May 2014</p>	<p>\$23,800 each year for teacher stipends</p>
<p>In addition, teachers will receive job embedded professional practice during common planning time relative to these identified areas of need. This job-embedded professional learning will be provided by PL consultants.</p> <p>The fee for the <b>consultant</b> is \$2000 per day.</p>	<p>Year 1 August 2011- May 2012</p> <p>Year 2 August 2012 – May 2013</p> <p>Year 3 August 2013 – May 2014</p>	<p>\$12,000 per year for PL consultant fee</p>
<p><b>ACTIONS</b></p> <p><b>Action 1:</b></p> <p><b>Towers Professional Learning Plan</b></p> <p><i>Pearson America’s Choice Design-Professional Learning to Support Implementation</i></p> <p>Ongoing, job-embedded professional</p>	<p>Year 1 August 2011- May 2012</p> <p>Year 2 August 2012 – May 2013</p> <p>Year 3</p>	

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<p>learning by Pearson America’s Choice Cluster Leaders will</p> <ul style="list-style-type: none"> <li>• Focus on instructional practices critical to improving the quality of students’ learning such as the development of differentiated work periods as the need has been evidenced by Towers 2011 GAPSS data.</li> <li>• Emphasize using assessment data to focus teaching.</li> <li>• Scaffold participants’ learning, with hands-on instructional practice.</li> <li>• Provide leadership academies and retreats for the leadership team and teachers.</li> <li>• Facilitate institutes and workshops for content-area and grade-level teachers.</li> <li>• Provide onsite technical assistance for demonstrating, modeling, and coaching.</li> <li>• Support the development of teacher collaboration by means of study groups that provide a continuing focus for analysis of information about students’ progress including the study of student work, shared lesson planning, and development of teaching strategies.</li> <li>• Utilize the online Community of Learning Network, which provides classroom videos and materials.</li> </ul>	<p>August 2013 – May 2014</p>	
<p><i>Thinking Maps</i></p> <p>Implement the use of Thinking Maps as an instructional strategy to improve student engagement and student achievement. Training will occur during Summer, 2011 provided by the GaDOE and during the school year with follow-up job-embedded</p>	<p>Summer 2011 Professional Learning</p>	





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<p><i>Rigor/Depth of Knowledge (DOK)</i></p> <p>These professional learning sessions will provide development on how to design lessons that support the levels of Depth of Knowledge needed for improved student achievement. Professional learning will be provided as whole faculty study groups and job-embedded professional learning opportunities.</p>	<p>Year 1 August 2011- May 2012</p> <p>Year 2 August 2012 – May 2013</p> <p>Year 3 August 2013 – May 2014</p>	
<p><i>Data Driven Instructional Decision Making</i></p> <p>Teachers will receive professional learning to facilitate their participation in on-going gathering and analysis of data to define goals and develop strategies.</p> <p>Teachers will work during common collaborative planning time to develop units, performance tasks w/ rubrics, models, and assessments. They will analyze student work to determine rigor and find exemplars. They will develop differentiated strategies and use best practices to meet the needs of all students. They will analyze and disaggregate data collected from formative and summative assessments in order to establish differentiated instructional strategies (flexible grouping, cooperative learning, jigsaw, etc.).</p>	<p>Year 1 August 2011- May 2012</p> <p>Year 2 August 2012 – May 2013</p> <p>Year 3 August 2013 – May 2014</p>	
<p><i>Interdisciplinary Unit Planning</i></p> <p>Academy teachers work across content areas to develop at least one interdisciplinary unit per semester enabling students to make connections across the curriculum.</p>	<p>Year 1 August 2011- May 2012</p> <p>Year 2 August 2012 – May 2013</p> <p>Year 3 August 2013 – May 2014</p>	

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<p><i>Technology</i> Teachers will be trained to effectively use and integrate technology into instruction to provide real-world, relevant application, to enhance students' research skills and to differentiate instruction to maximize student learning. Technology will be used to enhance student learning of the grade/content standards. Students will learn how to use technology to research, create documents and/or projects, and to demonstrate a greater understanding of the learning goals. Technology Professional Development is offered by DeKalb County School System. Each school has an assigned Instructional Technology Specialists (ITS). The ITS assigned to the school will train the staff on how to use technology purchased through the grant and integrate technology into daily instruction.</p> <p>The mission of the Instructional Technology Department is to assist DeKalb County School System personnel with technology integration strategies and curriculum implementation, to improve student achievement with new designs for learning, and to support resources essential to advance the success of each student.</p> <p>The objective of instructional technology is to support the school in effectively utilizing technology resources available in the school system. Year round instructional technology training classes are taught in order to offer every teacher the opportunity for hands-on experience in the use of instructional software for curriculum integration.</p> <p>The Instructional Technology Department assists with technology integration strategies and curriculum implementation and supports resources essential to advance</p>	<p>Year 1 August 2011- May 2012</p> <p>Year 2 August 2012 – May 2013</p> <p>Year 3 August 2013 – May 2014</p>	
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<p>the success of each student. Specific technology integration courses are offered to provide teachers the tools to integrate technology and engage students using the software available in their schools. Instructional Technology's Professional Learning budget provides the funds for these training courses. Site-based training in schools and/or centers by Instructional Technology staff is available as requested. Towers will utilize this support to provide training to faculty to ensure appropriate utilization and application of technology purchased with SIG funds.</p> <p><u>21<sup>st</sup> Century Classrooms</u></p> <p>The professional learning for 21<sup>st</sup> Century Classrooms will be specifically tailored to ensure successful implementation of technology integration at Towers High School based on the assessed needs of school staff; the professional learning will include the use of modern technologies, curriculum integration, new pedagogy and new designs for teaching and learning. Professional learning instructors in conjunction with Instructional Technology Specialists will provide examples of effective technology- based strategies that support and enhance curriculum and can serve as a catalyst for fundamental change in the overall teaching and learning process.</p> <p>The instructional coaches (math, ELA, science, social studies, and SLC) along with Academy Leaders (Business, Marketing, &amp; Computer Science Academy, Ninth Grade Academy, Health Science &amp; Human Services) will also provide onsite technology support for teachers.</p> <p><b>Action 2:</b></p> <p><i>Monitoring of Professional Learning</i></p>		
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<ul style="list-style-type: none"> <li>• The administrative team and leadership team will monitor the impact of professional learning utilizing rubrics to review lesson plans, conduct instructional focus walks, and complete formal/informal observations. The analyzed data will be used to conference with teachers to impact the instructional program within each classroom.</li> <li>• Instructional Coaches will monitor the impact of professional learning related to their specific areas of content expertise. Instructional coaches will provide job-embedded support for a prescribed amount of time subsequent to the professional learning to include modeling, feedback, and observation. Teachers will ultimately be supported to implement the concept with fidelity, while coaches will continue to re-visit concepts throughout the coaching cycle to ensure that all instructional goals are addressed by teachers for improved student achievement. (See the attached job description for instructional coaches)</li> <li>• Instructional Coaches will provide model teaching, feedback, and monitoring of instructional delivery for student success for all three years of grant implementation.</li> <li>• The Pearson America’s Choice Cluster Leaders will facilitate professional learning opportunities, monitor implementation of the Pearson America’s Choice design, support data analysis, and provide</li> </ul>	<p>Year 1 August 2011- May 2012</p> <p>Year 2 August 2012 – May 2013</p> <p>Year 3 August 2013 – May 2014</p>	
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<p>feedback, modeling, and follow-up to teachers.</p> <ul style="list-style-type: none"> <li>• Weekly focus walks will be conducted to monitor professional learning, implementation of best practices; standards based classrooms, and implementation of the Pearson America’s Choice Design.</li> <li>• Utilize the weekly common planning schedule to support teachers in implementation of strategies learned through professional learning.</li> </ul> <p><u>Weekly Schedule is as follows:</u>  <u>Mondays:</u> Collaboratively analyze student work  <u>Tuesdays:</u> Revisit lesson plans based on student needs as evidenced by Monday’s analysis of student work  <u>Wednesdays:</u> Collaboratively develop next week's lesson plan  <u>Thursdays:</u> Content relevant professional learning delivered by Instructional Coaches  <u>Fridays:</u> Independent planning or individual professional learning as needed</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><b>School Keys Leadership Standard 3:</b> School governance and leadership are distributed and school improvement is seen as a collective responsibility.</p> <p><b>Leader Keys Organizational Culture Standard 5</b> Develop and implement distributed leadership as a part of the process of shared governance</p>	<p>Timeline:</p>	<p>Budget:</p>
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<p><b>Leader Keys Organizational Culture Standard 3</b></p> <p>Develop and implement processes and structures that support a pervasively academic climate within a culture of high expectations for all students and adults</p> <p><b>Leader Key Organizational Culture Standard 6</b></p> <p>Lead teachers to accept collective responsibility for school improvement and the learning and achievement of all students.</p> <p><b>Class Keys School Culture Standard 1</b></p> <p>School culture reflects norms, values, standards, and practices that reinforce the academic, social, emotional, and relational growth of each student and commitment to the professional growth of all educators.</p> <p>Towers High School will continue its efforts to recruit, place, train, and retain highly qualified and highly effective instructional staff by providing a supportive school climate that promotes professional growth and builds capacity for future success. Towers High School has decided to implement the following action steps to meet these goals.</p> <p><b>ACTIONS</b></p> <p><b>Action 1</b></p> <p><i>Instructional Coaches</i></p> <p>Hire 4 instructional coaches in the areas of science, math, social studies, and exceptional education. Teachers will have the opportunity to apply for these positions.</p> <p><b>Math Achievement</b> to support the need- 2010 GHS GT 43.9% meets and exceeds Fall 2010 EOCT</p>	<p>Interview &amp; Hire: July 2011 – August 2011</p> <p>Employed: Year 1 August 2011- May 2012 Year 2</p>	<p>4 salaries @ \$65,000 \$260,000 per year</p> <p>4 benefits @ \$21,450 \$85,800 per year (33% health and medical)</p>
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<p>Math I 39% passing rate          Math II 37% passing rate  <b>Social Studies Achievement</b> to support the need-          2010 GHSGT          51% meets and exceeds  <b>Science Achievement</b> to support the need-          2010 GHSGT          76% meets and exceeds in comparison to the system at 86% and state at 90%.          Fall 2010 EOCT          45% passing rate in Physical Science          34% passing rate in Biology.          In addition, a transition to Common Core in 2012 indicates a need for added support for teachers in providing science instruction.</p> <p><u>Exceptional Education Instructional Coach</u>          The 2011 GAPSS review report indicated that 65% of classrooms were utilizing whole group instruction with no evidence to support the use of the 3 preferred co-teaching models of instruction. Currently Tower's has a part time Project ICE (Instruction, Collaboration, and Environments) instructional coach; however, this position will no longer be funded by the district.          The Exceptional Education Instructional Coach provides support and guidance to teachers, paraprofessionals, other instructional coaches, and administrators regarding activities that will improve the academic achievement of students with disabilities.          The Exceptional Education Instructional Coach provides professional learning in the</p>	<p>August 2012 – May 2013          Year 3          August 2013 – May 2014</p>	
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<p>areas of flexible grouping, the 3 preferred models of co-teaching (alternative, parallel, and station), and instructional support for the Exceptional Education Department.</p> <p>All instructional coaches will be required to perform the duties detailed in the job description provided as an attachment.</p> <p><b>Action 2</b></p> <p><i>Academy Leaders</i></p> <p>Promote teachers to serve in the roles as academy leaders in the Business, Marketing, &amp; Computer Science Academy (BMCS), Health Science &amp; Human Services Academy (HSHS), Science, Technology, Engineering &amp; Math Academy (STEM), and Ninth Grade Academy (NGA).</p> <p>Academy leaders will be paid \$35 an hour to work four additional hours twice per week from 4 - 6 pm for 36 weeks (18 weeks per semester). Towers will implement 3 academies in Year 1 of the grant; Business, Marketing, and Computer Science, Health Science and Human Services, and Ninth Grade Academy. The Science, Technology, Engineering and Math Academy will be implemented in Year 2 of the grant.</p> <p>Academy leaders will be required to meet the objectives outlined below:</p> <ul style="list-style-type: none"> <li>• Collect and analyze student data</li> <li>• Provide professional development in the areas of technology and data analysis</li> <li>• Assist academy teachers with development, coordination, and implementation of interdisciplinary projects relating to the specific academy</li> </ul>	<p>Year 1 August 2011- May 2012</p> <p>Year 2 August 2012 – May 2013</p> <p>Year 3 August 2013 – May 2014</p>	<p>\$15,120 Year 1</p> <p>\$20,160 Year 2-3</p>
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<ul style="list-style-type: none"> <li>• Organize and coordinate academy specific activities for students and teachers</li> <li>• Organize mentoring experiences with industry leaders</li> <li>• Coordinate monthly team meetings for academy teachers and administrators</li> <li>• Organize tutorial services based upon academy student data</li> <li>• Organize advisory council with representation from the community, parents, businesses, and students</li> </ul> <p><b>Action 3:</b> <i>Leadership Academy</i></p> <p>Aspiring leaders have the opportunity to work one on one with administrators and develop meaningful experiences in the field of school administration. Candidates must apply and interview with the principal and leadership team and possess the following qualities to be considered for this professional career growth opportunity:</p> <ul style="list-style-type: none"> <li>• Possess leadership qualities</li> <li>• Function as current teacher leaders</li> <li>• Master exemplary instructional practices</li> <li>• Demonstrate a positive impact on student achievement</li> <li>• Embrace school and community needs</li> </ul> <p>Teachers will function on a rotating schedule for one semester to ensure that all areas of administration are experienced including discipline, attendance, testing, and instruction. Members of the academy</p>	<p>August 2011 – June 2012</p> <p>August 2012 – June 2013</p> <p>August 2013 – June 2014</p>	<p>\$25,000 per year</p>
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<p>will be required to fulfill the following duties:</p> <ul style="list-style-type: none"> <li>• Conduct a minimum of four hours weekly towards administrative duties working with an administrator</li> <li>• Facilitate three (3) professional learning activities per year</li> <li>• Conduct weekly instructional focused walks</li> <li>• Facilitate weekly Data Team meetings</li> <li>• Assist with parent and community activities</li> </ul> <p>5 teachers will participate each semester and receive a stipend of \$2,500 for 18 weeks.</p> <p><b>Action 4:</b> <i>Teacher Support Specialists</i></p> <p><b>Class Keys Curriculum and Planning</b> <b>Teacher Standard 2:</b> Veteran teachers use appropriate tools and strategies to assist new teachers in developing a mastery of Georgia Performance Standards and meeting district expectations for learning.</p> <p>All new teachers, both first year and new to Towers High School, will attend orientation during pre-planning week of each school year.</p> <p>New teachers will be paired with veteran teachers based upon select criteria of proven performance in exemplary instructional practice.</p> <p>Teacher mentors and teacher mentees will meet for guidance, support, and feedback weekly.</p>	<p>Year 1 August 2011- May 2012</p> <p>Year 2 August 2012 – May 2013</p> <p>Year 3 August 2013 – May 2014</p>	<p>Teacher Support Specialists will be funded by the district.</p>
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<p>research and experience in implementing its school design and leverages the Pearson’s range of education programs and services to complement the proven school design and expand its capacity to meet schools’ needs for improvement. These programs include, among others, Learning Teams, Sheltered Instruction Observation Protocol (SIOP), and the Assessment Training Institute, which are also based on a firm foundation of research. The result is a robust improvement model for schools facing the challenge of turnaround—resources to reverse the spiral of declining performance, achieve realistic growth goals within two years, and set course for sustained improvement with a strategy built on the foundations of a high performing school.</p> <p>Building blocks of the Model include:</p> <ul style="list-style-type: none"> <li>▪ A rigorous core curriculum framework (Tier 1) aligned to state standards</li> <li>▪ Instructional approaches and materials aligned to the curriculum framework</li> <li>▪ Supplementary instruction and accelerated learning aligned to the curriculum framework and state standards (Tier 2 and Tier 3)</li> <li>▪ Supports for students’ social and emotional development and age appropriate career interventions that address student motivation and discipline</li> <li>▪ Professional development for teachers tailored to the standards, curriculum, and assessments and incorporating research-based practices in professional learning and teacher collaboration</li> <li>▪ Institutional supports to establish and sustain the system and coaching and technical assistance for school leaders,</li> </ul>		
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<p>teachers, and counseling staff</p> <ul style="list-style-type: none"> <li>▪ Supports focused on alignment and effectiveness of critical system components, including recruitment and performance management, management of resources, and provision of operational flexibility</li> <li>▪ Parent engagement and community outreach that builds understanding and commitment to the system</li> </ul> <p>The foundation of the approach is their commitment to standards-based reform and the belief that all students can meet high expectations. The essential elements of the approach are as follows:</p> <ul style="list-style-type: none"> <li>▪ Effective school transformation requires a comprehensive vision of a standards-based, aligned, and coherent instructional system.</li> <li>▪ Effective leadership is essential for transformation, but no one individual can develop the vision, communicate it, eliminate obstacles, and produce successful people who lead, manage, and secure the change as an integral part of the school’s culture. Leadership must be distributed.</li> <li>▪ Substantive change requires development of an institutional belief that all students can meet high expectations. Their approach is designed to help people at all levels of school systems clarify and change their expectations of students.</li> <li>▪ Improvements to system alignment and coherence must proceed on all fronts simultaneously. But implementation needs to be managed by steps (30-, 60-, and 90-day plans) within an articulated vision of the goal and regular evidence-based reviews and plan adjustments.</li> </ul>		
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<ul style="list-style-type: none"> <li>▪ The classroom is the locus of improvement in outcomes; the teacher and student engagement really matter. Professional development must build instructional practices that match the belief that all students can meet high expectations and focus explicitly on building student engagement so that students are able and willing to share responsibility for their achievement.</li> <li>▪ Students’ progress towards college and career readiness involves both their academic progress and development of college-ready behaviors. Students’ progress in both areas must be monitored regularly and linked to tiered systems of support to help students get on track and stay there.</li> <li>▪ Building capacity for sustainability must be a focus from the beginning. Scaffolding learning applies to the students and adults in the system alike; thus, instructional coaches use modeling and coaching to provide scaffolded support to school leaders and teachers as they develop their roles.</li> </ul> <p>These elements of transformation are consistent with Mass Insight’s formulation of Readiness to Learn, Readiness to Teach, and Readiness to Act. The approach sets the transformation process firmly within an integrated standards-based system focused on college and career readiness for all students.</p> <p>The model is built upon a standards-based, comprehensive, and balanced approach to teaching and learning, grounded in research. Its roots lie in the standards development efforts of the various national subject organizations, together with national bodies such as Achieve and the New Standards project which was one of the antecedents of America’s Choice. Programmatic elements</p>		
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<p>are clearly connected to the Common Core State Standards. Their goal is to help schools achieve success for their students in meeting the expectations of the standards and assessments for which they are accountable.</p> <p>For the core instructional program, the model focuses on enhancing the rigor of the curriculum in preparing students for college and careers and increasing the effectiveness of instruction. To support students' effective access to the core instructional program, the model includes supplementary instructional and replacement acceleration interventions. These interventions are comprehensive, research-based instructional programs that are vertically aligned from one grade to the next.</p> <p><b>Literacy/English Language Arts</b></p> <ul style="list-style-type: none"><li>• A comprehensive approach to reading and writing within a workshop structure. The literacy program incorporates author and genre studies designed for grades K through 10 and an approach that embeds assessment and test preparation into daily instruction.</li><li>• An intervention program for targeted students focused on comprehension of informational text.</li><li>• An acceleration program for striving readers in high school.</li></ul> <p>The academic reading and writing program for high school has as its goal high levels of student performance in reading, writing, and speaking. It follows a workshop approach that blends reading and writing</p>		
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<p>within the workshop structure. The workshop approach is designed to provide a balance of whole–group, small–group, and individual instruction and to scaffold the development of students’ academic behaviors to allow them to act as independent and responsible learners. The professional development guides teachers in establishing the workshop and its associated routines, rituals, and instructional practices.</p> <p><b><i>An intervention program: Literacy Navigator</i></b> is a modular supplementary intervention program that helps students build the reading comprehension skills necessary to navigate texts found in content-area courses and measured by high stakes reading assessments. As a supplemental program, it helps students master the key comprehension concepts they need in order to succeed as they move to higher grade levels. Literacy Navigator is based on the results of thirty years of reading and cognitive science research. Moreover, it is highly consistent with the Common Core State Reading Standards.</p> <p>Many students struggle to maintain their reading at grade level. As students move from the early grade to secondary school “reading” becomes “reading to learn,” and students encounter increasingly complex informational text. Research tells us that the fourth grade reader who struggles to comprehend will become the eighth grader who reads one or two years below grade level; an eighth grader who struggles to comprehend has a high likelihood of becoming a tenth grader who drops out of school. Literacy Navigator is designed to help these students before their reading problems defeat them. Literacy Navigator teaches comprehension simultaneously with content knowledge.</p>		<p>Literacy</p> <p>\$ 35,000 Teacher and Student instructional guides- Year 1</p> <p>\$ 25,000 Student instructional guides- Year 2-3</p>
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<p>Literacy Navigator modules include: Comprehension Strategies, Word Study, Main Idea, Inference, Patterns and Details. The content is drawn from Science and Social Studies topics. Towers High School will implement this intervention during their Enrichment period.</p> <p><b><i>An acceleration program:</i></b> The <b>Ramp-Up Literacy</b> program is designed for students who enter high school two or more years behind in reading. It is a comprehensive replacement course that accelerates reading and writing performance. Ramp-Up Literacy moves striving readers from phonics to fluency. Ramp-Up Literacy teachers learn to teach comprehension explicitly by modeling important comprehension skills for students and providing direct guidance in the application of reading strategies. Towers will incorporate these courses into their master schedule beginning Fall, 2011. Students will be identified according to their CRCT Lexile score range for placement.</p> <p><b>Mathematics</b></p> <ul style="list-style-type: none"><li>▪ Support for implementation of adopted mathematics curricula that include an emphasis on conceptual learning to balance the common emphasis on skills and problem solving.</li><li>▪ Professional development around core mathematics concepts as well as implementation of a workshop structure for learning.</li><li>▪ An intervention program focused on addressing mathematics misconceptions of targeted students.</li><li>▪ Acceleration programs for secondary students who are two or</li></ul>		
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<p>more years behind.</p> <p>Support for strengthening the core instructional program in mathematics is designed around our district's adopted mathematics texts and the Common Core State Standards. The findings of the Trends in International Mathematics and Science Studies (TIMSS) and their own in-depth international benchmarking have focused attention on the need to balance skills, problem solving, and conceptual understanding and the importance of establishing a coherent sequence of mathematical study to move students toward higher mathematical proficiency.</p> <p>Professional development, support materials, and technical assistance are designed to support teachers in working to achieve greater balance and coherence in their programs. Their professional development places an emphasis on conceptual learning to balance the common emphasis on skills and problem solving. The approach is aimed first and foremost at strengthening teachers' content and curricular knowledge. In particular, the focus is on building teachers' understanding of core mathematics concepts that are critical to laying the pathway to students' achievement in advanced mathematics.</p> <p>A further focus of the model is on the instructional environment in mathematics and strategies for providing differentiated instruction and establishing a climate of disciplined inquiry through the use of effective instructional strategies and evidenced by accountable talk. Special attention is paid to the establishment of the Standards for Mathematical Practice included in the Common Core State Standards. They adopt a workshop approach with a balance of whole-class, small group,</p>		
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<p>and individual instruction and independent work. The workshop is framed by routines and rituals that are consistent with those used in other content areas but designed specifically to establish effective environments for learning mathematics. Building a common approach to instruction on the part of the math department at the secondary level allows teachers to develop independent learners and thinkers among their students.</p> <p><b>An intervention program:</b> The <b>Mathematics Navigator</b> intervention program supplements the regular mathematics program for students who struggle with mathematics and need additional time and focused instruction to strengthen their performance in their regular classroom. Secondary modules target decimals, percents, rational numbers, functions and graphs, and expressions and equations.</p> <p>The intervention is intended to augment and enhance, <i>not replace</i> our math curriculum or series. These short-term modules help students' master key concepts that will help them be successful in their regular math classroom. Towers High School will implement this intervention during the Enrichment period.</p> <p><b>An intensive support program:</b> The Pearson America's Choice <b>Georgia Math Support Courses</b> helps students succeed in Georgia Math by addressing the prerequisites as well as the concepts and skills essential to mastering the Math 1 Georgia Performance Standards (GPS) in the 9<sup>th</sup> grade. Math 1 and Math 2 GPS courses are implemented at Towers at grades 9 and 10. Each of the units aligns directly to the Georgia Performance Standards math curriculum maps, with</p>		<p>Math</p> <p>\$ 35,000 Teacher and Student instructional guides- Year 1</p> <p>\$ 25,000 Student instructional guides- Year 2-3</p>
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<p>lessons designed to build conceptual understanding across the scope and sequence. These courses build prerequisite skills and focuses on resolving common misconceptions that might hinder student progress, while also promoting fluency and problem solving.</p> <p>The Pearson America’s Choice Georgia Math Support programs include a variety of assessments to help teachers determine what concepts to emphasize throughout the course. Many of the support units contain several more lessons than the allotted time specified in the Georgia Curriculum Map. This is to allow the teacher to select the standards that are most needed to support the regular course. Pearson America’s Choice Cluster Leaders will assist our math teachers with the selection of appropriate support units.</p> <p><b>Science</b></p> <p>Their approach to science embraces a philosophy of “science as inquiry.” Inquiry is the overarching theme of their instructional strategies and teaching approach. The approach is informed by the psychological underpinnings of constructivism and supported by evidence that “hands-on” science fits well with the way people learn and construct knowledge. This approach emphasizes data collection and interpretation rather than memorization of the scientific method. In conjunction with this, they use a learning cycle called the “5E model”—Engage, Explore, Explain, Extend, and Evaluate. Both constructivism and the use of the 5E learning cycle are endorsed strongly by a range of professional science education groups and are reflected in the widely accepted National Science</p>		
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<p>Education Standards (NSES) developed in 1996 under the aegis of the National Research Council. These standards address science teaching, science content, professional development, and science assessment. The NSES identify “Changing Emphases” for each of these areas and stress the importance of helping students understand scientific concepts <i>and</i> develop inquiry skills. According to the NSES, students should “work more like scientists,” and teachers should “use inquiry as an instructional strategy.”</p> <p><b><i>An intervention program: Science Navigator</i></b> provides supplementary instruction on key scientific concepts with complex content in which students may lack the background knowledge and/or reasoning development required to access the core instructional program in science. Towers High School will implement this intervention during the Enrichment period.</p> <p>Science Navigator focuses on students’ naïve conceptions and misconceptions in science. The overarching theme of the program is energy. The modules use this theme within the content of earth science, life science, and physical science. The modules provide strategies and lessons for identifying and helping students to revise their mental models for the targeted concepts. The development of reasoning skills is organized around the major categories of: interpretation of data; scientific investigation; and the evaluation of models, inferences, and experimental results.</p>		<p>Science</p> <p>\$ 35,000 Teacher and Student instructional guides- Year 1</p> <p>\$ 25,000 Student instructional guides- Year 2-3</p>
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<p><b>Action 2:</b> <i>21<sup>st</sup> Century Classroom</i></p> <p>The 21<sup>st</sup> Century Classroom provides 21<sup>st</sup> Century instructional technology, tools, and equipment in order to ensure standards based teaching with engaged learners in a technology enabled classroom. This classroom focuses on intensive student instruction in electronic resources such as GALILEO and digital era tools of podcasting, blogging, and multimedia production. The 21<sup>st</sup> Century Classroom recognizes that our students live in a global society and one way to expand their world is to collaborate outside of the boundaries of their buildings.</p> <p>Towers High School's 21st Century classrooms will be each be equipped with a projector, Promethean boards, student and teacher laptop computers, and Activ Expression student response systems. This will allow the teachers to provide more focus showing students new ways to evaluate their understanding of concepts. The teachers and students will be able to ask challenging higher order thinking questions. Students will be actively engaged and use the technical tools and resources to strengthen their skills. Students will have opportunities to work independently or in groups. In addition, students will work at their own pace for content mastery. Students will be given choices and will have the opportunity to use their creativity to express their knowledge. Instruction and assessments will be differentiated, based on the ability level of the student. By giving more ownership to the students for their learning, there will be a heightened interest level where students are motivated.</p> <p>Technology Plan: During Year 1 of the</p>	<p>Year 1 August 2011- May 2012</p> <p>Year 2 August 2012 – May 2013</p> <p>Year 3 August 2013 – May 2014</p>	<p>\$42,000 for Promethean Boards and Activ Expressions (7 sets each year)</p> <p>\$67,200 for 4 Mobile laptop labs (Year 1 only)</p>
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<p>grant 4 Mobile Labs will be purchased to be utilized in each core content department.</p> <p>Promethean Boards will be phased in to all classrooms over the three years of the grant. 7 Promethean boards will be purchased and installed each year. The purchase will include student response devices (Activ Expressions) and all other applicable accessories.</p> <p><b>Action 3:</b> <i>Ninth Grade Academy &amp; Career Academies</i></p> <p>To achieve the Strategic Leadership and Organization outcome we will continue to implement Smaller Learning Communities in the form of Career Academies and a Ninth Grade Academy as well as implement Academy Leaders. Establishing smaller learning communities will provide a structure that is responsive to each student's academic and development needs and draw on the strengths of teachers by assigning them to teaching and learning teams. Implementing academy leaders will increase shared leadership and decision making opportunities to impact student achievement.</p> <p>Towers High School began implementing Smaller Learning Communities (SLC) in 2005. The Career Academy SLC design will allow teachers to increase rigor through planning and implementation of interdisciplinary units. Teachers are teamed and utilize data to plan for students' academic and behavioral needs. Academy students will be provided with on the job training that will assist them in applying and extending what is learned in class. Pathway completers will be allowed to take industry certifications for each career pathway.</p>	<p>Year 1 August 2011- May 2012</p> <p>Year 2 August 2012 – May 2013</p> <p>Year 3 August 2013 – May 2014</p>	<p>No Cost</p>
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<p>To continue these efforts, the following academies will be maintained:</p> <p><u>Ninth Grade Academy</u></p> <p>The Ninth Grade Academy has been developed as a part of the Smaller Learning Communities initiative and Pearson America’s Choice Design to help students transition from middle to high school. The mission of the Towers High School Ninth Grade Academy is to provide an environment conducive to developing lifelong learners, promoting higher order thinking skills, accountable, responsible behavior, and self-disciplined social skills, so that they are capable of meeting the challenges of a rapidly changing and increasingly complex society. Corresponding programs include First Class Email Training, Teachers As Advisors, EOCT Enrichment, Credit Recovery Classes, Read 180 courses, Pearson America’s Choice Ramp-Up Courses, Pearson America’s Choice Navigator interventions, academic field trips, and Pledge to Excellence Ceremony.</p> <p><u>Business, Marketing, &amp; Computer Science Academy</u></p> <p>The Business, Marketing, &amp; Computer Science Academy mission is to provide our students with the skills necessary for success in the business industry by implementing the curriculum in a meaningful way and promoting and modeling mutual respect for students and staff. Students will be able to take career technology courses in the pathways of Small Business Development and Interactive Media. Career Technology Student Organizations include Future Business Leaders of America (FBLA).</p> <p><u>Health Science &amp; Human Service Academy</u></p> <p>The mission of the Health Science &amp;</p>		
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<p>Human Services is to enhance students' lifelong potential by preparing them to transition into health science and human services careers via theory-based instruction and modeling leadership skills. Students will be able to take career technology courses in the pathways of JROTC, Culinary Arts, and Therapeutic Services-Nursing. Affiliated Career Technology Student Organizations Family, Career, and Community Leaders of America (FCCLA), Health Occupational Students of America (HOSA), and Junior Reserve Officer Training Corps (JROTC).</p> <p><u>Science, Technology, Engineering &amp; Math Academy</u></p> <p>The mission of the Science, Technology, Engineering, and Math Academy is to provide students with industry related instruction that prepare students for a competitive global market in the areas of Science, Technology, Engineering and Math. Students will be able to take career technology courses in the areas Engineering and Video Production. Affiliated Career Technology Student Organizations (CTSO) includes Technology Student Association (TSA). Pathways will be available in the fall of 2011; the academy will be developed in the fall of 2012.</p> <p><u>Academy Leaders</u></p> <p>These teacher leaders will assist with the implementation of Pearson America's Choice Design, collection of data, organization of advisory councils, and organize supplemental programs. Duties and responsibilities are detailed in section A5.</p>	<p>Year 1 August 2011- May 2012</p> <p>Year 2 August 2012 – May 2013</p> <p>Year 3 August 2013 – May 2014</p>	
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<p><b>Action 4:</b> <i>Fast Track Scholars</i></p> <p>Towers High School's graduation rate has fluctuated over the last three years.</p> <p>2008: 65.6%</p> <p>2009: 72.9%</p> <p>2010: 69.5%</p> <p>The Fast Track Scholars program will be designed as an intervention to support our goal of improved Graduation Rate and decreasing our drop out rate. This program will be offered to students who are off track for graduation. Fast Track Scholars will serve as an alternative for students to accelerate the process of getting back on track to meet the goal of graduating in four years. These students will be enrolled by a counselor in DeKalb On-line Academy (DOLA). Students' schedules will reflect their enrollment and they are to attend sessions daily during the school day. Towers will purchase <b>30 desktop computers</b> to facilitate this on line instruction. Students' progress will be monitored by DOLA teachers and the Graduation Coach. Students will be taught the Georgia Performance Standards via the DeKalb On-line Academy and their progress monitored through individual conferences with counselors and the Graduation coach.</p> <p>In addition, a <b>Fast Track Scholars instructor</b> will monitor the daily academic progress of the students enrolled in the program. Upon completion, students will be required to return to their designated grade level and assigned a career academy or be eligible to graduate.</p> <p><b>The Fast Track Scholars instructor will monitor</b> Fast Track Scholar students through daily conferencing and progress</p>	<p>Year 1 August 2011- May 2012</p> <p>Year 2 August 2012 – May 2013</p> <p>Year 3 August 2013 – May 2014</p>	<p>\$70,000 for Fully Equipped Computer Lab including 30 Apple Computers, laser printer, installation and network setup (year 1)</p> <p>\$60,000 for teacher salary each year</p> <p>\$19,800 for benefits at 33% health and medical each year</p>
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<p>monitoring using a status check sheet for each student. During each conference with the student, the instructor will utilize the student's pacing guide to assess his/her progress. The teacher will also review the grades on completed assignments and recommend additional support as needed. Parents will be contacted every 4.5 weeks to communicate their child's academic progress. Fast Track Scholars will be monitored by the instructor to ensure that students follow the course pacing guide and complete all DeKalb Online Academy requirements in a timely and efficient manner. Students who fail to make adequate progress will be referred to the graduation coach or grade level guidance counselor, parents will be contacted, and students will be provided tutorial support after school and on Saturdays. The Fast Track Scholars Instructor will be supported by administrators and the graduation coach who will receive copies of weekly progress reports to assist in the process of monitoring student progress.</p> <p><b>Phase-in plan for students-</b></p> <p>August 2011 – December 2011 Students who have not completed 12<sup>th</sup> grade requirements for graduation</p> <p>January 2012 – May 2012 Students who have not completed 11<sup>th</sup> and 12<sup>th</sup> grade requirements for graduation</p> <p>August 2012 – May 2013 Students who have not completed 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade requirements for graduation</p> <p>August 2013 – May 2014</p>		
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<p>Students who have not completed 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade requirements for graduation</p> <p>The <b>effectiveness of the Fast Track Scholars</b> program will be monitored by comparing the current school year's <b>graduation, dropout, and retention rate data</b> with that of the previous school year. At the end of each semester, the Fast Track Scholars instructor, guidance counselors, and graduation coach will record the number of students in the Fast Track Scholars program who receive credit for a DeKalb Online Academy course and the number of students who fail to meet the requirements. This data along with the graduation, dropout, and retention rates will be analyzed to establish next steps and develop action plans.</p> <p><b>Action 5:</b></p> <p><i>Response to Intervention(RTI)</i></p> <p>The Georgia Student Achievement Pyramid of Interventions is the process of aligning appropriate assessment with purposeful instruction for all students. At Towers High School, Response to Intervention (RTI) is based in the general education classroom where teachers routinely implement a strong and rigorous standards-based learning environment. The tiered approach to providing layers of intervention for students needing support requires a school wide common understanding of the Georgia Performance Standards, assessment practices, and instructional pedagogy.</p> <p>Towers RTI process includes several key components:</p> <ul style="list-style-type: none"> <li>• A 4-Tier delivery model designed to provide support matched to student</li> </ul>		
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<p>need through the implementation of standards-based classrooms.</p> <ul style="list-style-type: none"> <li>• Evidence-based instruction as the core of classroom pedagogy</li> <li>• Evidence-based interventions utilized with increasing levels of intensity based on progress monitoring</li> <li>• The use of a variety of ongoing assessment data to determine which students are not meeting success academically and /or behaviorally</li> <li>• Purposeful allocation of instructional resources based on student assessment data.</li> </ul> <p><b>RTI: 4 TIER MODEL</b></p> <p><u>Tier 1: Standards Based Classroom Learning:</u></p> <p>All students participate in general education learning that include implementation of the Georgia Performance Standards through research based practices to include the use of flexible groups for differentiation of instruction and frequent progress monitoring.</p> <p>Tier 1 Support</p> <ul style="list-style-type: none"> <li>• Instructional Coaches</li> <li>• Academy Leaders</li> <li>• Pearson America’s Choice Cluster Leaders</li> <li>• Thinking Maps</li> <li>• Professional Learning</li> <li>• Math I and Math II Support Classes</li> </ul> <p><u>Tier 2: Needs Based Learning:</u></p>		
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<p>Targeted students participate in learning that is in addition to Tier 1 and different by including formalized processes of intervention and greater frequency of progress monitoring</p> <p>Tier 2 Support</p> <ul style="list-style-type: none"> <li>• Instructional Coaches</li> <li>• Academy Leaders</li> <li>• Pearson America's Choice Cluster Leaders</li> <li>• Thinking Maps</li> <li>• Professional Learning</li> <li>• Enrichment Period</li> <li>• Pearson America's Choice Literacy and Math Navigator</li> </ul> <p><u>Tier 3: Student Support Team Driven Learning:</u></p> <p>Targeted students participate in learning that is in addition to Tier 1 and Tier 2 and different by including individualized assessments, interventions tailored to individual needs, and referral for specially designed instruction if needed.</p> <p>Tier 3 Support:</p> <ul style="list-style-type: none"> <li>• Instructional Coaches</li> <li>• Academy Leaders</li> <li>• Pearson America's Choice Cluster Leaders</li> <li>• Thinking Maps</li> <li>• Professional Learning</li> </ul>		
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<ul style="list-style-type: none"> <li>• Enrichment Period</li> <li>• Pearson America’s Choice Ramp-Up to Literacy and Ramp-Up to Math Modules</li> <li>• Student Support Team Chairperson</li> </ul> <p><u>Tier 4: Specially Designed Learning:</u></p> <p>Targeted students participate in learning that includes specialized programs, adapted content, methodology, or instructional delivery and Georgia Performance Standards access/ extension.</p> <p>Tier 4 Support:</p> <ul style="list-style-type: none"> <li>• Instructional Coaches</li> <li>• Academy Leaders</li> <li>• Pearson America’s Choice Cluster Leaders</li> <li>• Thinking Maps</li> <li>• Professional Learning</li> <li>• Enrichment Period</li> <li>• Read 180</li> <li>• Exceptional Educational Instructional Coach</li> <li>• Co-teaching</li> </ul>		
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<ul style="list-style-type: none"> <li>Identify student needs based upon assessment data (learning styles inventory, CRCT 8<sup>th</sup> grade reading Lexile scores, Diagnostic Reading Assessment, DRA, reading levels, or 9<sup>th</sup> grade End of Course Test, ACT data)</li> </ul> <p>Weekly Schedule is as follows:  <u>Mondays</u>: Collaboratively analyze student work  <u>Tuesdays</u>: Revisit lesson plans based on student needs as evidenced by Monday’s analysis of student work  <u>Wednesdays</u>: Collaboratively develop next week's lesson plan  <u>Thursdays</u>: Content relevant professional learning delivered by Instructional Coaches  <u>Fridays</u>: Independent planning or individual professional learning as needed</p> <p><b>Action 2:</b>  <i>Data Driven Instructional Decision Making</i></p> <p>Teachers participate in on-going gathering and analysis of data to define goals and develop strategies. Professional Learning will provide training and job-embedded follow up with teachers relative to this instructional strategy.</p> <p>Teachers work during common collaborative planning time to develop units, performance tasks w/ rubrics, models, and assessments. They analyze student work to determine rigor and find exemplars. They develop differentiated strategies and use best practices to meet the needs of all students. They analyze and disaggregate data collected from formative and summative assessments in order to establish differentiated instructional strategies (flexible grouping, cooperative learning</p>	<p>Year 1 August 2011- May 2012</p> <p>Year 2 August 2012 – May 2013</p> <p>Year 3 August 2013 – May 2014</p>	<p>(See section A4 for professional learning consultant cost)</p>
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<p>groups, jigsaw, etc.).</p> <p><b>Action 3:</b> <i>Summer Leadership Retreat</i></p> <p>Faculty will participate in summer retreats where they will plan for successful results in key domain areas of the End-of-Course Tests and Georgia High School Graduation Test. Teachers will develop action plans and identify resources to implement the action plans for the Consolidated School Improvement Plan (CSIP) to improve student achievement. In addition, Pearson America's Choice training will take place to ensure the leadership team is knowledgeable of the design expectation. Pearson America's Choice Standards Based Instruction will be infused in grades 9<sup>th</sup> – 12<sup>th</sup> along with Math, Literacy, and Science Navigator in grades 9-11. Data analysis will be an objective for the planning process for the retreats. The leadership team will rely on DCSS Professional Learning Department to train the team on how to identify trends in strengths and weaknesses for specific subgroups, differentiate instruction, provide feedback to students, and help students learn how to use data to demonstrate varying degrees of personal efficacy and responsibility.</p> <p><b>Action 4:</b> <i>Data Teams</i></p> <p>The leadership team will implement bi-monthly data team meetings to analyze, review, and establish next steps relative to analyzed students work samples. In addition, the principal will conduct bi-monthly data team meetings with the administrative team, GaDOE School</p>	<p>Year 1 Summer 2012</p> <p>Year 2 Summer 2013</p> <p>Year 3 Summer 2014</p>	<p>Title 1 funds</p>
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<p>program supplements the regular mathematics program for students who struggle with mathematics and need additional time and focused instruction to strengthen their performance in their regular math classroom. The intervention is intended to augment and enhance the math curriculum and helps student's master key concepts that will help them to be successful in their regular math classroom. All students in the junior class and seniors who have not passed the GHSGT will participate in targeted Georgia High School Graduation Test enrichment activities and SAT/ACT activities based on diagnostic assessment results. Seniors at or above grade level will participate in college preparatory activities, SAT/ACT activities, and their senior academic yearbook. All activities will include differentiated instruction based on individual student needs. Students will receive grades, elective credits, and attendance will be recorded through the DeKalb student information system.</p>		
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**Attachment 2d - Transformation Model**

A9. Provide ongoing mechanisms for family and community engagement.		
<p><b>School Keys Students, Family, and Community Standard 1</b></p> <p>The school reinforces the continuous improvement process through active and sustained involvement of student, family, and community.</p> <p><b>School Keys Students, Family, and Community Standard 2</b></p> <p>The school has organizational structures and processes to ensure that students, families, and community members play an active and sustained role in school governance, decision making, and problem solving.</p> <p><b>School Keys Students, Family, and Community Standard 3</b></p> <p>The school addresses student, family, and</p>	<p>Timeline:</p>	<p>Budget:</p>

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<p>community needs through appropriate services and cross institutional partnerships.</p> <p><b>Pearson America’s Choice</b></p> <p>Their approach to helping schools build parent and community support focuses on the principal and the leadership team. Parents and the community need to see that the effort to build involvement and engagement is sponsored and led from the “top” of the school. The principal and leadership team will learn about the importance of building parent and community support and strategies for establishing and sustaining this support. The leadership team will learn how schools in other communities have forged strong family and community relationships. The need to draw on the resources of the community as we undertake this process to design and implement a parent and community outreach plan will be linked to our comprehensive plan for improving student performance, molded to the characteristics and needs of our community, and capitalized on the unique opportunities our community offers for forging relationships and engagement. All of these areas are included in the support we will receive from Pearson America’s Choice.</p> <p>According to our GAPSS review report Towers High School must:</p> <ul style="list-style-type: none"> <li>• Encourage parents to play a more integral and sustained role in assisting student learning;</li> <li>• Increase parent training programs to assist with student motivation and achievement.</li> </ul> <p><b>ACTIONS:</b></p> <p><b>Action 1:</b></p> <p><i>Parent Outreach Coordinator</i></p> <p>This professional will serve as a liaison</p>	<p style="text-align: center;">Year 1</p>	<p style="text-align: center;">\$25,000 Salary each</p>
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<p>between staff, parents, and the community. The Parent Outreach Coordinator will be a member of our school's leadership team and will work collaboratively with our parents and community to improve parental involvement to impact student achievement. This individual will also serve as a project manager who plans and supports various school based events and coordinates vertical parent and community activities with our feeder middle school. Establishing and maintaining open communication between the school, home, and community will be an integral component of this position.</p> <p>The Parent Outreach Coordinator will work part time to:</p> <ul style="list-style-type: none"> <li>• Establish and maintain parent center</li> <li>• Increase parental involvement</li> <li>• Conduct needs assessments</li> <li>• Work in collaboration with the counseling department</li> <li>• Organize quarterly community events</li> <li>• Coordinate parent volunteers</li> <li>• Develop and distribute parent newsletter</li> </ul> <p><i>Establish Parent Resource Center</i></p> <p>Create a resource center that will service parents and the community in meeting their needs. Services will include resume and literacy assistance, job search support, access to parent portal for student grade reporting, scholarship information, FAFSA assistance, and information concerning school and community events.</p> <p><b>Action 3</b></p> <p><i>Advisory Councils</i></p> <p>Towers will implement a school-wide</p>	<p>August 2011- May 2012 Year 2 August 2012 – May 2013 Year 3 August 2013 – May 2014</p>	<p>year \$8,250 for benefits at 33% health and medical each year  \$ 2,500 supplies each year</p>
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<p>Academy Advisory Board led by the academy leaders that meets a minimum of once per semester. Academy leaders will actively market the academy encouraging community support and involvement. Towers' advisory board will be asked to assist students/faculty in the following ways:</p> <ul style="list-style-type: none"> <li>• In-kind support (non-monetary) – materials, supplies, goods, products, advice, etc.</li> <li>• Internships/Externships – Students working during the summer, winter, or spring break in a chosen career field of interest</li> <li>• Industry Based Mentoring Experiences</li> <li>• Volunteer Opportunities</li> <li>• Monetary – Grants, scholarships, funding for student activities.</li> </ul>	<p>Year 1 August 2011-May 2012</p> <p>Year 2 August 2012-May 2013</p> <p>Year 3 August 2013-May 2014</p>	
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<p>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.</p>		
<p><b>School Keys Leadership Standard 2:</b> The principal and school administrators facilitate the development, implementation, and maintenance of a supportive learning environment for teachers and students through strong management and organization skills.</p> <p><b>Planning and Organization Standard 3:</b> Collaborative planning involving the district and the school is present in all aspects of fiscal management and resource distribution. This process reinforces the ability of the school to achieve its articulated continuous improvement goals, including ensuring the academic success of all learners.</p>	<p>Timeline:</p>	<p>Budget:</p>



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<p>According to the Center for American Progress, extended learning time brings extraordinary opportunities for students who have the most to gain. “The approach has established a foundation for more strategic, intense collaboration than a traditional public school schedule, and its successes inspire many conventional schools to redesign.”</p> <p>Center for American Progress (2010). Expanded learning time leads to expanded learning. Retrieved from <a href="http://www.americanprogress.org/issues/2010/02/elt_learning.html">http://www.americanprogress.org/issues/2010/02/elt_learning.html</a></p> <p><b>ACTIONS</b></p> <p><b>Action 1:</b></p> <p><i>Enrichment Period</i></p> <p>The current school day for high schools in DeKalb County Schools is from 8:10 am – 3:10 pm. We are requesting an official time change to begin the school day at 8:00 am daily and to extend the school day until 3:20 pm daily.</p> <p>Transportation schedules will need to be adjusted as Towers High School shares buses with the local middle school that has a later release time. Arrangements must be made to support the extended learning time for our enrichment period.</p>	<p>Year 1 August 2011-May 2012</p> <p>Year 2 August 2012-May 2013</p> <p>Year 3 August 2013-May 2014</p>	
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<p>A11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>		
<p><b>Planning and Organization Standard 3:</b> Collaborative planning involving the district and the school is present in all aspects of fiscal management and resource distribution. This process reinforces the ability of the school to achieve its articulated continuous improvement goals, including ensuring the academic success of all learners.</p>	<p>Timeline:</p>	<p>Budget:</p>

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<p><b>ACTIONS</b></p> <p><b>Action 1:</b></p> <p><i>Director of High School Transformation</i></p> <p>The DeKalb County School System (the LEA) has established a Director of High School Transformation to monitor data analysis, funding/budgets, student progress, and school improvement initiatives. The DeKalb County School System's (DCSS) Director of High School Transformation serves in the following capacities:</p> <ul style="list-style-type: none"> <li>• Conduct the School Performance Review and provide support to develop and implement the schools' Short-Term Action Plans.</li> <li>• Provide support and monitor the development and implementation of the schools' Short-Term Action Plans.</li> <li>• Facilitate professional learning for teachers, instructional coaches, and leaders in SIG schools.</li> <li>• Coordinate training on School and Leader Quality tools and resources.</li> <li>• Provide school progress reports to the Interim Superintendent's office and GA DOE when applicable.</li> <li>• Participate directly in decisions regarding the replacement of staff at the SIG schools.</li> <li>• Monitor use of funds provided to schools to ensure all resources are maximized.</li> <li>• Serve as liaison between system level administrators and SIG schools.</li> <li>• Assist the schools in selecting, hiring, placing, and empowering appropriate school personnel to enable the school to make progress.</li> <li>• Conduct an analysis of teacher attendance, and if applicable,</li> </ul>	<p>Year 1 August 2011-May 2012</p> <p>Year 2 August 2012-May 2013</p> <p>Year 3 August 2013-May 2014</p>	<p>No Cost</p>
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<p>implement a plan to improve teacher attendance in the schools.</p> <ul style="list-style-type: none"> <li>• Research, develop, and work with the school leadership teams to establish the structures needed to implement the interventions written and approved in the school improvement plans.</li> </ul> <p><b>Action 2:</b> <i>Pearson America's Choice Cluster Leader</i></p> <p>Utilize and expand existing Pearson America's Choice Monitoring Process. Pearson America's Choice on-site Cluster leader and Instructional Specialists will visit classrooms to model lesson delivery; assist teachers with data analysis; coach teachers in differentiating instruction; assist teachers with lesson/unit plan development; provide on site professional development, and provide technical feedback on the implementation of the Pearson America's Choice Design. Pearson America's Choice on site Cluster leader will work the leadership team to enhance the leadership function, roles, and responsibilities.</p>	<p>Year 1 August 2011-May 2012</p> <p>Year 2 August 2012-May 2013</p> <p>Year 3 August 2013-May 2014</p>	
<p><b>Action 3:</b> <i>LEA Departmental Resources</i></p> <p>Utilize LEA Departmental Resources in the following manner:</p> <p>As a Needs Improvement District, the DeKalb County School System has analyzed the data and identified two critical needs at the high school level: mathematics and graduation rate. To that end, a Graduation Coach is assigned to Towers High School to assist with impacting and monitoring Graduation rata. In addition, the Department of Teaching and Learning has assigned a coordinator who is an expert in the field of mathematics to address</p>	<p>Year 1 August 2011-May 2012</p> <p>Year 2 August 2012-May 2013</p> <p>Year 3 August 2013-May 2014</p>	<p>Graduation Coach and Coordinator (Funded by the district)</p>

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<p>mathematics grades 9-12. This coordinator is responsible for interpreting and analyzing summative assessment data, planning and supporting math academies for district-wide training, and supporting school level administrators and teachers in implementing the high school math curriculum.</p> <p>Monitoring of implementation of the instructional framework is provided through the Department of Teaching and Learning with the assistance of other departments such as Professional Learning and the Office of School Improvement.</p> <p>Towers High School will benefit from the following district level support related to the implementation of this grant:</p> <p>The Department of Teaching and Learning will provide targeted assistance to Towers High School through specific action steps with the support of content coordinators.</p> <p>Rigor and academic achievement will be enhanced through the support of Pearson America’s Choice Common Core Standards Intensive Design training.</p> <p><b>Action 4:</b> <i>Exceptional Education Support</i></p> <p>Towers will be provided training and monitoring of the Project ICE (Instruction, Collaboration, and Environment) Road Map which includes high yield strategies to improve the achievement/performance of students with disabilities. Strategies include scheduling students for maximum impact, i.e. least restrictive environment, FTE funding, and collaborative instruction; utilizing the three preferred co-teaching models of instruction for students with disabilities; using best practices for proactive and reactive classroom management; enhancing instruction through</p>	<p>Year 1 August 2011-May 2012</p> <p>Year 2 August 2012-May 2013</p> <p>Year 3 August 2013-May 2014</p>	<p>SEVLT (Funded by district)</p>
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<p>language/vocabulary acquisition and targeted feedback.</p> <p>The Towers Exceptional Education Instructional Coach will provide support for implementing the preferred co-teaching models which include alternative, parallel and station teaching.</p> <p>Towers will receive support from a <u>Special Education and Vocational Lead Teacher</u> (SEVLT). The SEVLT works with the school leadership team, Exceptional Education Instructional Coach, and the staff to 1) improve the achievement/performance of students with disabilities (SWD), and 2) ensure compliance with federal and state mandates.</p> <p><b>Action 5:</b> <i>DeKalb Graduates Program</i></p> <p>The DeKalb Graduates program collaborates with Communities in Schools to provide data on attendance, discipline, and academics for ninth graders and meets with schools to assist in strategically targeting the appropriate interventions for at risk students.</p> <p><b>Action 6:</b> <i>Office of School Improvement</i></p> <p>Schools that have not met AYP and are currently in NI status receive technical assistance from an Office of School Improvement (OSI) coordinator. Each Region has a designated OSI Coordinator who is responsible for supporting the schools in that region. The role of the OSI coordinator is to provide training, technical assistance, and monitoring regarding the</p>	<p>Year 1 August 2011-May 2012</p> <p>Year 2 August 2012-May 2013</p> <p>Year 3 August 2013-May 2014</p> <p>Year 1 August 2011-May 2012</p> <p>Year 2 August 2012-May 2013</p> <p>Year 3 August 2013-May 2014</p>	<p>Funded by district</p> <p>Funded by district</p>
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Consolidated School Improvement Plan (CSIP), Title I Budgets, the <i>Georgia School Keys</i> , and other areas of need as requested by the school.		
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B. Conduct a rigorous review process to recruit, screen, and select an external provider to ensure quality.		
<b>Actions:</b> Do not complete this section. This item does not apply to the transformation model.	<b>Timeline:</b>	<b>Budget:</b>

B-1. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget. <b>None</b>		
<b>Actions:</b>	<b>Timeline:</b>	<b>Budget:</b>

C. Align additional resources with the interventions.		
<b>School Keys Planning and Organization Standard 3:</b> Collaborative planning involving the district and the school is present in all aspects of fiscal management and resource distribution. This process reinforces the ability of the school to achieve its articulated continuous improvement goals, including ensuring the academic success of all learners.  <b>ACTIONS:</b> <b>Action 1:</b> <i>Enrichment Period- School Improvement funds(SIG), Title 1 funds</i> <b>Action 2:</b> <i>Common Planning-Smaller</i>	<b>Timeline:</b>  Year 1 August 2011-May 2012  Year 2 August 2012-May 2013  Year 3	<b>Budget:</b>

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<p><i>Learning Communities Grant (SLC), Title 1 funds</i></p> <p><b>Action 3:</b> <i>Ninth Grade Academy, Career Academies- Academy Leaders-Smaller Learning Communities Grant (SLC), School Improvement funds (SIG), Title 1 funds</i></p> <p><b>Action 4:</b> <i>21<sup>st</sup> Century Classrooms-School Improvement Grant (SIG), Title 1 funds</i></p> <p><b>Action 5:</b> <i>Fast Track Scholars-School Improvement Grant (SIG), Title 1 funds, DeKalb County School System for DOLA</i></p>	<p>August 2013-May 2014</p>	
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**Attachment 2d - Transformation Model**

<p>D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.</p>		
<p><b>School Keys Planning and Organization Standard 3:</b> Collaborative planning involving the district and the school is present in all aspects of fiscal management and resource distribution. This process reinforces the ability of the school to achieve its articulated continuous improvement goals, including ensuring the academic success of all learners.</p> <p><b>Action 1:</b> <i>Enrichment Period</i></p> <p>The current school day for high schools in DeKalb County Schools is from 8:10 am – 3:10 pm. We are requesting an official time change to begin the school day at 8:00 am daily and to extend the school day until 3:20 pm daily.</p> <p>Transportation schedules will need to be adjusted as Towers High School shares buses with the local middle school that has a later release time. Arrangements must be made to support the extended learning time for our enrichment period.</p> <p><b>Action 2:</b></p>	<p>Timeline:</p> <p>Year 1 August 2011-May 2012</p> <p>Year 2 August 2012-May 2013</p> <p>Year 3 August 2013-May 2014</p>	<p>Budget:</p>

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<p><i>Common Planning</i></p> <p>Create a master schedule that ensures common planning for content teachers in which vertical and horizontal content and skill articulation and planning is developed based on assessed student needs. Common planning will be utilized to analyze student assessment data and respond through differentiation of instruction depending upon student needs. Daily common planning will include: Analysis of student work, development of unit/lesson plans, and professional learning opportunities.</p> <p><u>Master Schedule &amp; Common Planning</u></p> <ul style="list-style-type: none"> <li>• Plan for and monitor student academic success based upon Pearson America’s Choice Tier 2 interventions for students during the school day.</li> <li>• Identify student needs based upon assessment data (learning styles inventory, CRCT 8<sup>th</sup> grade reading Lexile scores, Diagnostic Reading Assessment, DRA, reading levels, or 9<sup>th</sup> grade End of Course Test, ACT)</li> </ul> <p>Weekly Schedule is as follows:  <u>Mondays</u>: Collaboratively analyze student work  <u>Tuesdays</u>: Revisit lesson plans based on student needs as evidenced by Monday’s analysis of student work  <u>Wednesdays</u>: Collaboratively develop next week's lesson plan  <u>Thursdays</u>: Content relevant professional learning delivered by Instructional Coaches  <u>Fridays</u>: Independent planning or individual professional learning as needed</p>	<p>Year 1 August 2011-May 2012</p> <p>Year 2 August 2012-May 2013</p> <p>Year 3 August 2013-May 2014</p>	
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E. Sustain the reform after the funding period ends.		
<p><b>School Keys Planning and Organization Standard 3:</b> Collaborative planning involving the district and the school is present in all aspects of fiscal management and resource distribution. This process reinforces the ability of the school to achieve its articulated continuous improvement goals, including ensuring the academic success of all learners.</p> <p>Towers High School and the DeKalb County School System will sustain the reform by strengthening the instructional program with consistent and long range reforms that will build capacity within the school. The goal of the interventions outlined throughout the grant application is to build capacity to sustain the reform after funding ends.</p> <p><u>Action 1: Instructional Coaches</u></p> <p>The instructional coaches will build capacity within the faculty to enable a continued impact on teacher efficacy and student achievement. Job-embedded professional learning will be utilized to achieve this goal. Individualized professional learning plans and professional growth plans will be developed and implemented for teachers through the CLASS Keys system to strengthen teacher effectiveness and increase student achievement. Professional Growth Plans will be reviewed at check points throughout the year by teachers with the support of administrators to monitor best practices and implementation of standards based</p>	<p>Timeline:</p>	<p>Budget:</p> <p>Utilize Title I and Professional Development funds</p>

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<p>instructional strategies.</p> <p>The instructional coaches will work with teachers to sustain the instructional framework through the coaching cycle which includes the processes of practice, explicitly teaching, modeling, facilitating learning and planning, observing and providing feedback, and monitoring impact on student learning. Instructional coaches will be encouraged to apply for teaching position at the end of grant funding.</p> <p><u>Action 2: Academy Leaders &amp; Leadership Academy</u></p> <p>Academy Leaders and Leadership Academy participants will build capacity within the faculty to enable a continued impact on teacher efficacy and student achievement. These teacher leaders will provide job-embedded professional learning, guidance, and support to sustain the reform after funding ends. They will continue to sustain the instructional framework of the coaching cycle which includes the processes of practice, explicitly teaching, modeling, facilitating learning and planning, observing and providing feedback, and monitoring impact on student learning.</p> <p><u>Action 3: Thinking Maps</u></p> <p>Thinking Maps, a common visual language for thinking, implicitly and explicitly places the value of thinking, feeling, and surfacing multiple frames of reference at the heart of</p>		
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<p>the identity and purpose of a school. Through the communication and collective construction of ideas, a landscape for learning develops, one that is continually nurtured by the involvement of all members and strengthened by the bond of a shared language. Thinking Maps, then, can be viewed as a language for the 21<sup>st</sup> Century. They are the vehicle for opening the space between and among people, where ideas can be communicated, mediated, and reflected upon. With Thinking Maps, complexity can be embraced with the confidence that problems may be discussed and understood and solutions can be planned for and attained.</p> <p>Thinking Maps provides leaders, teachers, and students with a common visual language for learning within and across disciplines that supports eight cognitive thinking processes.</p> <ul style="list-style-type: none"><li>• Defining</li><li>• Classifying</li><li>• Describing</li><li>• Comparing/Contrasting</li><li>• Sequencing</li><li>• Analyzing cause and effect</li><li>• Identifying part to whole relationships</li><li>• Seeing analogies</li></ul> <p>Towers High School will require teachers to implement Thinking Maps in their classrooms to support best practices and the implementation of standards based instructional strategies. Thinking Maps training will occur in the summer of 2011 which will build capacity within the faculty to sustain the instructional interventions</p>		
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<p>detailed throughout the plan.</p> <p><u>Action 4: Pearson America's Choice Design</u></p> <p>After three years, Pearson's America's Choice Design will have become a routine and systematic part of school culture and operations at Towers High School. Pearson America's Choice will provide training for teachers and instructional coaches related to Common Core State Standards that will be implemented in Georgia in 2012. As the Pearson America's Choice Cluster Leaders build capacity in teachers, they will continue to provide support through professional learning to ensure the use of best practices and the implementation of standards based instructional strategies.</p> <p>In addition, to sustain the reform Cluster Leaders will perform the following duties:</p> <p><i>Technical Assistance</i></p> <ol style="list-style-type: none"><li>1. Deliver on-site assistance in the areas of leadership, literacy, and mathematics</li><li>2. Conduct on-site Quality Reviews of the school to determine the progress the school is making in implementing the design.</li><li>3. Meet with the school principal, the leadership team, and the instructional coaches to discuss implementation issues and to solve problems.</li><li>4. Demonstrate strategies, critique</li></ol>		
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<p>model classrooms and participate in leadership meetings.</p> <ol style="list-style-type: none"> <li>5. Collaborate with other cluster leaders in delivering assistance in specified areas</li> <li>6. Remain current on the school's progress and needs</li> <li>7. Maintain a current knowledge of the secondary design elements and the content pieces</li> <li>8. Maintain current knowledge of performance and content standards</li> </ol> <p><i>Professional Development and Training</i></p> <ol style="list-style-type: none"> <li>1. Instruct school principal, community Parent Liaison/outreach coordinator, content coaches, academy leaders, and department chairpersons in the areas of leadership, and/or literacy and mathematics</li> <li>2. Train school personnel in the content and skills needed to implement the design.</li> <li>3. Prepare content and materials for use in training and development</li> </ol> <p>At the conclusion of the grant, Title I funds will be used to purchase Pearson America's Choice intervention materials for a targeted</p>		
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<p>group of students, if needed.</p> <p>Because of the extensive support provided through the School Improvement Grant, Towers High School will be able to sustain instructional practices through monitoring, evaluation, and reflection. We will continue to raise student achievement when the grant ends.</p>		
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**Attachment 2d - Transformation Model**

LEA Name: DeKalb County School System

School Name: Towers High School

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.
<b>Reading/English Language Arts</b>
<b>2010-2011 School Year</b> Decrease percentage of students not meeting standards in ELA GHSGT by 10% for first time test takers.
<b>2011-2012 School Year</b> Decrease percentage of students not meeting standards in ELA GHSGT by 10% for first time test takers.
<b>2012-2013 School Year</b> Decrease percentage of students not meeting standards in ELA GHSGT by 10% for first time test takers.
<b>Mathematics</b>
<b>2010-2011 School Year</b> Decrease percentage of students not meeting standards in Math GHSGT by 10% for first time test takers.
<b>2011-2012 School Year</b> Decrease percentage of students not meeting standards in Math GHSGT by 10% for first time test takers.
<b>2012-2013 School Year</b> Decrease percentage of students not meeting standards in Math GHSGT by 10% for first time test takers.
<b>Graduation Rate</b>
<b>2011-2012 School Year</b> Increase the number of students who graduate in four years by 5% to 74.5% in SY 2012
<b>2012-2013 School Year</b> Increase the number of students who graduate in four years by 5% to 79.5% in SY 2013
<b>2013-2014 School Year</b> Increase the number of students who graduate in four years by 5% to 84.5% in SY 2014

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**Attachment 4 - Budget Detail**

LEA Name: DeKalb County School System

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School Served: Towers High School

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Intervention Model: Transformation

Tier Level: I

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

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**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 A.

<b>Object Class</b>	<b>Item Description</b>	<b>Costs</b>	
<b>100 Personal Services (Salaries)</b>	Exceptional Education Instructional Coach	65,000	
	Social Studies Instructional Coach	65,000	
	Math Instructional Coach	65,000	
	Science Instructional Coach	65,000	
	Fast Track Scholars Teacher	60,000	
	Parent Outreach Coordinator	25,000	
	Professional Learning Stipends (85 teachers @ 35/hr. x 8 hrs. /yr.)	23,800	
	Faculty & Staff Incentives (AYP, EOCT, Graduation Rate, Drop Out Rate)	228,000	
	Academy Leaders (Business, Marketing & Computer Science Academy; Health Science & Human Services Academy, and Ninth Grade Academy)	15,120	
	Leadership Academy Stipends (10 teachers @ \$2,500)	25,000	
			\$ 636,920
<b>200 Benefits</b>	Exceptional Education Instructional Coach Benefits (33%)	21,450	
	Social Studies Instructional Coach Benefits (33%)	21,450	
	Math Instructional Coach Benefits (33%)	21,450	
	Science Instructional Coach Benefits (33%)	21,450	
	Fast Track Scholars Teacher Benefits (33%)	19,800	
	Parent Outreach Coordinator Benefits (33%)	8,250	
	Professional Learning Stipends Benefits (7.65%)	1,821	
	Faculty & Staff Incentive Benefits (7.65%)	17,442	
	Academy Leaders Benefits (7.65%)	1,157	
	Leadership Academy Benefits (7.65%)	1,913	
			\$ 136,183



**Georgia Department of Education  
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<b>300</b>	<b>Purchased Professional &amp; Technical Services</b>	Pearson America's Choice Intensive Design	310,000	<b>Object Total</b>
		Depth of Knowledge – Rigor Professional Learning	10,000	
		Data Driven Instructional Decision Making Professional Learning	2,000	
				\$ 322,000
<b>500</b>	<b>Other Purchased Services</b>			<b>Object Total</b>
				\$ -
<b>600</b>	<b>Supplies</b>	Pearson America's Choice Instructional Materials	105,000	<b>Object Total</b>
		Parent Outreach Coordinator Supplies	2,500	
				\$ 107,500
<b>700</b>	<b>Property (Capitalized Equipment)</b>	Mobile Labs: Laptop Computers (80*800) and carts (4*800)	67,200	<b>Object Total</b>
		7 Sets of Promethean Boards and Activ Expressions (Student Response Systems) (Promethean Bds.7*4,000) (Activ Exp. 7*2,000)	42,000	
		Fast Track Scholars Computer Lab (Set Up for Data Lab * 10,000) (2000* 30 Computers)	70,000	
				\$ 179,200
<b>800</b>	<b>Other Objects</b>			<b>Object Total</b>
				\$ -
<b>900</b>	<b>Other Uses</b>			<b>Object Total</b>
				\$ -
<b>School Total</b>				<u>\$ 1,381,803</u>

**Georgia Department of Education  
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**Attachment 4 - Budget Detail**

LEA Name: DeKalb County School System

School Served: Towers High School

Intervention Model: Transformation

Tier Level: I

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

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

Object Class	Item Description	Costs	
<b>100 Personal Services (Salaries)</b>	Exceptional Education Instructional Coach	65,000	
	Social Studies Instructional Coach	65,000	
	Math Instructional Coach	65,000	
	Science Instructional Coach	65,000	
	Fast Track Scholars Teacher	60,000	
	Parent Outreach Coordinator	25,000	
	Professional Learning Teacher Stipends (85 teachers @ 35/hr. x 8 hrs. /yr.)	23,800	
	Faculty & Staff Incentives (AYP, EOCT, Graduation Rate, Drop Out Rate)	228,000	
	Academy Leaders (Business, Marketing & Computer Science Academy; Health Science & Human Services Academy; Ninth Grade Academy; & Science, Technology Engineering & Math Academy)	20,160	
	Leadership Academy Stipends (10 teachers @ \$2,500)	25,000	
			<b>Object Total</b>
			\$ 641,960
<b>200 Benefits</b>	Exceptional Education Instructional Coach Benefits (33%)	21,450	
	Social Studies Instructional Coach Benefits (33%)	21,450	
	Math Instructional Coach Benefits (33%)	21,450	
	Science Instructional Coach Benefits (33%)	21,450	
	Fast Track Scholars Teacher Benefits (33%)	19,800	
	Parent Outreach Coordinator Benefits (33%)	8,250	
	Professional Learning Teacher Stipend Benefits (7.65%)	1,821	
	Faculty & Staff Incentive Benefits (7.65%)	17,442	
	Academy Leaders Benefits (7.65%)	1,542	
	Leadership Academy Stipend Benefits (7.65%)	1,913	
			<b>Object Total</b>
			\$ 127,610

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<b>300</b>	<b>Purchased Professional &amp; Technical Services</b>	Pearson America's Choice Intensive Design	310,000	<b>Object Total</b>
		Depth of Knowledge – Rigor Professional Learning	10,000	
		Data Driven Instructional Decision Making Professional Learning	2,000	
				<b>\$ 322,000</b>
<b>500</b>	<b>Other Purchased Services</b>			<b>Object Total</b>
				<b>\$ -</b>
<b>600</b>	<b>Supplies</b>	Pearson America's Choice Instructional Materials	70,000	<b>Object Total</b>
		Parent Resource Center Supplies	2,500	
				<b>\$ 72,500</b>
<b>700</b>	<b>Property (Capitalized Equipment)</b>	7 Sets of Promethean Boards and Activ Expressions (Student Response Systems) (Promethean Bds.7*4,000) (Activ Exp. 7*2,000)	42,000	<b>Object Total</b>
				<b>\$ 42,000</b>
<b>800</b>	<b>Other Objects</b>			<b>Object Total</b>
				<b>\$ -</b>
<b>900</b>	<b>Other Uses</b>			<b>Object Total</b>
				<b>\$ -</b>

**School Total** **\$ 1,206,070**

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

**Attachment 4 - Budget Detail**

LEA Name: DeKalb County School System

School Served: Towers High School

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 A.

<b>Object Class</b>		<b>Item Description</b>	<b>Costs</b>	
<b>100</b>	<b>Personal Services (Salaries)</b>	Exceptional Education Instructional Coach	65,000	
		Social Studies Instructional Coach	65,000	
		Math Instructional Coach	65,000	
		Science Instructional Coach	65,000	
		Fast Track Scholars Teacher	60,000	
		Parent Outreach Coordinator	25,000	
		Professional Learning Teacher Stipends (85 teachers @ 35/hr. x 8 hrs. /yr.)	23,800	
		Faculty & Staff Incentives (AYP, EOCT, Graduation Rate, Drop Out Rate)	228,000	
		Academy Leaders (Business, Marketing & Computer Science Academy; Health Science & Human Services Academy, Ninth Grade Academy, & Science, Technology Engineering & Math Academy)	20,160	
		Leadership Academy Stipends (10 teachers @ \$2,500)	25,000	
			<b>Object Total</b>	
			\$ 641,960	
<b>200</b>	<b>Benefits</b>	Exceptional Education Instructional Coach Benefits (33%)	21,450	
		Social Studies Instructional Coach Benefits (33%)	21,450	
		Math Instructional Coach Benefits (33%)	21,450	
		Science Instructional Coach Benefits (33%)	21,450	
		Fast Track Scholars Teacher Benefits (33%)	19,800	
		Parent Outreach Coordinator Benefits (33%)	8,250	
		Professional Learning Teacher Stipend Benefits (7.65%)	1,821	
		Faculty & Staff Incentive Benefits (7.65%)	17,442	
		Academy Leaders Benefits (7.65%)	1,542	
		Leadership Academy Stipend Benefits (7.65%)	1,913	
			<b>Object Total</b>	
			\$ 136,568	

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

<b>300</b>	<b>Purchased Professional &amp; Technical Services</b>	Pearson America's Choice Intensive Design	190,000	<b>Object Total</b>
		Depth of Knowledge – Rigor Professional Learning	10,000	
		Data Driven Instructional Decision Making Professional Learning	2,000	
			\$	202,000
<b>500</b>	<b>Other Purchased Services</b>			<b>Object Total</b>
			\$	-
<b>600</b>	<b>Supplies</b>	Pearson America's Choice Instructional Materials	77,500	<b>Object Total</b>
		Parent Resource Center Supplies	2,500	
			\$	80,000
<b>700</b>	<b>Property (Capitalized Equipment)</b>	7 sets of Promethean Boards and Activ Expression (Student Response Systems) (Promethean Bds.7*4,000) (Activ Exp. 7*2,000)	42,000	<b>Object Total</b>
			\$	42,000
<b>800</b>	<b>Other Objects</b>			<b>Object Total</b>
			\$	-
<b>900</b>	<b>Other Uses</b>			<b>Object Total</b>
			\$	-

<b>School Total</b>	\$ 1,102,528
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**Georgia Department of Education  
School Improvement Grant 1003(g) - LEA Application 2011**

**Attachment 4a - Budget Template**

<b>LEA BUDGET</b>					
	<b>Year 1 Budget</b>		<b>Year 2 Budget</b>	<b>Year 3 Budget</b>	<b>Three-Year Total</b>
	<b>Pre-Implementation</b>	<b>Year 1 – Full Implementation</b>			
<b>Towers High School</b>	NA	\$ 1,381,803	\$ 1,206,070	\$ 1,102,528	\$ 3,690,401
<b>School Name</b>					
<b>School Name</b>					
<b>LEA-level Activities</b>	NA		NA	NA	NA
<b>Total Budget</b>	\$1,381,803		\$ 1,206,070	\$ 1,102,528	\$ 3,690,401

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

**Georgia Department of Education**  
**School Improvement Grant 1003(g) - LEA Application 2011**  
**Attachment 8 - School Improvement Services**

**Division of School Improvement - Services**

The Division of School Improvement provides a range of services to districts and schools in Georgia. The goal of the services is to assist district and school staff with the continuous improvement process so that teaching and learning positively impacts students in Georgia.

**GAPSS Analysis** – The GAPSS Analysis: *Closing the Gap* process provides detailed information for a school on the progress towards full implementation of the School Keys: *Unlocking Excellence through the Georgia School Standards*. Any school in Georgia can request a school review from the Division of School Improvement of the Georgia Department of Education. The review consists of classroom observations, staff surveys, interviews, and document reviews. The review process involves the following steps.

- Team members introduce themselves at a faculty meeting prior to the beginning of Day 1. They will ease concerns of the staff and convey an understanding of the team’s agenda.
- The principal should plan to do a 15-20 minute presentation of the data to the review team using Guiding Questions as provided by the team leader.
- Interviews of various school stakeholders are conducted during the review process.
- Classroom observations using the observation instrument are completed in all classrooms, with all teachers.
- The review team meets to compile, discuss, chart and share the collected data from the review sorted by the eight strands of the School Keys.
- Using the shared data, the team determines the school’s implementation level for each element/row in the GAPSS Summary Report.
- The team may include clarifying comments relative to elements as needed.
- The team identifies next steps for identified areas of need to support the school leadership in the school improvement effort.
- The team leader and designated members of the review team meet with the principal and school leadership team, and, if applicable, the system contact person, to discuss the summary.

**Instructional Coach Training** – This training is offered to school-based instructional coaches. The training is designed to provide participants with tools and resources to enhance the impact school-based instructional coaches have on teacher practice and student achievement. The training helps to clarify and explicitly define expectations of instructional coaches and ensures that coaches have the knowledge and skills to facilitate high quality; job-embedded professional learning that improves teacher practice and student achievement. Instructional coaches learn to engage teachers in the following job-embedded learning strategies.

- Explicit instruction
- Modeling
- Facilitation of collaborative learning and planning
- Observations with feedback
- Analysis of student work



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**Summer Leadership Academy** – Each summer, the Division of School Improvement provides an intensive, weeklong professional learning opportunity for school-based leadership teams. Schools may send a team of ten to participate in the academy. Schools may send additional staff members as space permits. The purpose of the academy is to strengthen the school improvement planning process. School teams are engaged in the school improvement planning process throughout the academy. Sessions provide support to school teams with the following actions.

- Engaging leadership teams in the right work
- Collecting and analyzing the four types of data (student achievement data, process data, demographic data, and perception data)
- Developing SMART goals
- Selecting appropriate strategies, actions, and interventions to meet school improvement goals
- Identifying artifacts and evidence of implementation
- Creating a professional learning plan to support implementation
- Designing a plan for monitoring implementation of the school improvement plan

Leadership teams complete the academy with a product, a systematically and deliberately developed school improvement plan that is ready to be refined, implemented, and monitored immediately.

**Data Teams Training** – The Division of School Improvement provides a one-day training to teams of teachers that focuses on building the capacity of teacher teams to engage in a cycle of data analysis to improve teaching and learning. The data team process engages collaborative teacher teams in results-driven, job-embedded professional learning. Teams of teachers learn the following steps in the data team cycle.

- Collect and chart data
- Analyze strengths and obstacles
- Establish goals
- Select instructional strategies to help them meet the goals
- Determine what is expected when the strategy is implemented

**Formative Assessment Training** – The Division of School Improvement offers a series of three formative assessment professional learning opportunities. The first session provides an overview of effective formative assessment strategies and practices. The second session addresses the development of common assessments and actions educators may take to analyze the results from common assessments. The third and final session is focus on the development of effective test items that serve as a foundation for lessons.

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**School Improvement Specialists** – The Division of School Improvement employs field-based school improvement specialists who provide on-site support and guidance to school staff as they engage in the continuous improvement process. School improvement specialists provide support by engaging in the following actions.

- Guiding leaders in developing and sustaining a leadership team that is focus on continuous improvement in order to increase student achievement
- Guiding leaders, the leadership team, and collaborative learning teams with the development of structures and processes that support standards-based, job-embedded, results-driven professional learning and brokering professional learning resources as needed with emphasis on Thinking Maps®, Data Teams, formative assessment, and Active Literacy
- Assisting the leadership team in maximizing the use of Title I School Improvement Grant funds, if applicable
- Guiding school leaders in creating and sustaining a culture of data-driven decision making
- Guiding the leadership team and collaborative learning teams in creating school improvement plans that are action plans with measurable goals
- Guiding the leadership team and collaborative learning teams with:
  - Implementing the GPS within standards-based classrooms
  - Monitoring the implementation of the GPS within standards-based classrooms
- Facilitating the leadership team and collaborative learning teams' development, implementation, and continuous monitoring of a formalized system of data-driven intervention(s)
- Assisting the leadership team in continuously assessing progress toward fully-operational high impact practices
- Guiding leaders in sustaining the school improvement process through all strands of the School Keys: Unlocking Excellence through the Georgia School Standards in order to increase student achievement
- Guiding the leadership team, collaborative learning teams, and individual teachers (through observation, modeling, and feedback) in best practices that will directly lead to increased academic achievement for individual students and subgroups in relation to AYP targets
- Guiding the leadership team in interventions to monitor and improve student and teacher attendance
- Guiding the leadership team in the development of action plans

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**School Improvement Grant 1003(g) - LEA Application 2011**

**Thinking Maps® Training** – This training is organized by the Division of School Improvement in an effort to reduce costs for schools that are interested in implementing Thinking Maps® as an instructional strategy to improve student engagement and student achievement. The Division of School Improvement staff members are trained in Thinking Maps® and can facilitate and support implementation of the instructional strategy. Thinking Maps® provides leaders, teachers, and students with a common visual language for learning within and across disciplines that supports eight cognitive thinking processes.

- Defining
- Classifying
- Describing
- Comparing/Contrasting
- Sequencing
- Analyzing cause and effect
- Identifying part to whole relationships
- Seeing analogies

**Active Literacy Training** – This training is offered to teachers and leaders. The training shows teachers – at every grade level and in every subject area – how to integrate the teaching of literacy skills into their daily curriculum. With an emphasis on schoolwide collaborative planning, the training shows how curriculum mapping sustains literacy between grade levels and subjects. The training offers teaching strategies to help students in primary through high school do the following.

- Learn, retain, and use vocabulary
- Take better notes in class
- Edit and revise their writing
- Speak and listen more effectively

**Graduation Coach Support** – The Division of School Improvement offers support to districts and schools with the implementation of Graduation Coach Programs and other best practices and strategies to support increasing the graduation rate in Georgia. The Graduation Coach Work Management System (WMS) was designed not only to improve the quality of data available to the state program office, but also to serve as a tool to enable graduation coaches to make data-driven decisions about which services to deliver and to whom. The Graduation Coach Work Management System assists in the identification of students at risk of dropping out of school or otherwise not earning a high school diploma.

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**School Improvement Grant 1003(g) - LEA Application 2011**

Target Areas for Improvement

Towers High School GAPSS Analysis Review – February 9-11, 2011

Correlated to Georgia School Keys and Implementation Resource Guide

Curriculum	Assessment	Instruction	Professional Learning
<p>Ensure that teachers' collaborative content planning sessions address</p> <ul style="list-style-type: none"> <li>• horizontal/vertical alignment of the curriculum;</li> <li>• instructional resources among all core content teachers in order to maximize student achievement;</li> <li>• unpacking standards using the 5-step protocol to ensure the intent of the standard(s) and elements;</li> <li>• what students should know, understand, and be able to do to master GPS course standards;</li> <li>• common performance tasks and assessments for all content areas; and</li> <li>• depth of understanding, rigor (explanation, interpretation, application, and analysis), and relevance in all course offerings.</li> </ul> <p align="center">C-1.2; C-1.3; C- 2.1; C-2.2</p> <p>Monitor the implementation of the curriculum and instruction through an ongoing and systematic process and provide feedback to teachers. Ensure all learning goals are aligned with GPS and communicated by the instructor. All teaching, learning, and assessment tasks must be designed to ensure student mastery of GPS; use performance data and the review of student work to revise curriculum implementation and alignment of instruction and resources to meet student needs and maximize student achievement.</p> <p align="center">C-3.1;</p> <p align="center">I-1.3; A-2.1; A-1.4</p> <p>Use a variety of research based strategies to emphasize higher order thinking, differentiated instruction, and flexible grouping so that these become pervasive practices in all classrooms. Promote a high degree of rigor and students' active engagement in creating meaningful work products. Ensure that collaborative teacher meetings include discussions of formative assessment data, including student work, and how these data can guide flexible, differentiated instructional grouping to meet student needs. I-2.1; I-2.2; I-2.3; I-2.4; I-2.5; A-1.4</p> <p>Develop and implement a school-based technology plan that focuses on increasing teachers' classroom use of technology as an effective</p>			<p>Support a school culture that reflects ongoing teacher and student learning and continuous improvement focused on professional research of student and adult learners, organizational change processes, and technology (e.g., unpack the Georgia Performance Standards, write curriculum units/maps, develop lesson plans, examine student work, and monitor student progress).</p> <p align="center">PL-1.2; PL-2.3; PL-2.6; PL-2.7</p> <p>Develop and implement a comprehensive long-range plan for professional learning. Conduct ongoing evaluation of the impact of professional learning on teacher practices and student achievement. Communicate intended results and expectations for implementation and expected changes in classroom practices. Provide feedback and coaching to teachers through awareness walks, collaborative meetings to discuss implementation, and analysis of student work and other achievement indicators. PL-1.4; PL-2.2; PL-2.4</p> <p>Analyze and use student data (learning, behavioral, etc.) to develop and implement a comprehensive, long-term (two to three years) plan for job-embedded professional learning. Ensure professional learning is aligned with goals and strategies in the school improvement plan. Conduct ongoing monitoring of the impact of professional learning on teacher practices and student learning; provide timely feedback and coaching to teachers. PL-2.1; PL-2.2; PL-2.4; PL-2.5; SC-1.5</p>

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<p>instructional tool to reinforce higher order thinking skills and increase opportunities for differentiation of instruction. I-2.7</p> <p>Ensure high expectations for all students by teaching <i>all</i> elements of the GPS at a rigorous level and ensuring that all students have access to grade level GPS; ensure that students are engaged in authentic work that is standards driven. I-3.1</p> <p>Expand in all classrooms the posting of authentic student work with teacher commentary that is meaningful and purposeful by providing specific feedback using the language of the standards. A-2.2</p>	<p>Systematically ensure that collaborative teacher meetings focus on strategies that will impact student performance. Examples of high impact meeting topics include</p> <ul style="list-style-type: none"> <li>• identifying grade-level and/or content-based performance tasks that reflect rigor;</li> <li>• analyzing student work;</li> <li>• ensuring effective teacher commentary using the language of the standards/elements;</li> <li>• prioritizing student learning needs based on data; and</li> <li>• effectively integrating instructional technology PL-3.2; PL-3.3</li> </ul>
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Planning and Organization	Leadership
<p>Ensure effective selection and use of human, material, and technological resources to</p> <ul style="list-style-type: none"> <li>• define responsibilities for special education teachers and support staff for the special education department;</li> <li>• develop protocols for teacher collaboration;</li> <li>• increase teacher and student use of instructional and assistive technology</li> <li>• incorporate mathematical manipulatives to increase students' conceptual understanding of the content;</li> <li>• provide teachers with additional technological resources (i.e. computers, interactive whiteboards, and student response systems) to support the instructional program and to increase student engagement; and</li> <li>• ensure collaboration among the graduation coach, prevention and intervention specialist, CIS representative, and counselors to better support at-risk students. PO-3.2; L-3.3</li> </ul>	<p>A greater sense of urgency must be created among staff to address student achievement issues and targets. Greater emphasis must be placed on analysis and utilization of data to drive instructional decisions. Monitoring of instruction and assessment must occur regularly. L-1.2; L 1.4</p> <p>The school leadership team must become more data-driven, acquiring, analyzing and displaying useful and current data in order to reinforce a sustained process of continuous improvement.</p> <p>Utilize the team to reexamine the school improvement process/plan seeking input from all stake-holders; include data driven goals that are specific, measurable, attainable, realistic, and timely (SMART); address high priority initiatives focusing on the achievement gaps; include research-based and or evidence-based strategies/interventions; and monitor, evaluate and share the results of implementation with all stakeholders. L-4.3; PO-2.2; PO-2.3</p>

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<p align="center">School Culture</p>	<p align="center">Student, Family, and Community Involvement and Support</p>
<p>Ensure that the staff is committed to addressing achievement and behavioral needs of all students. All students must receive appropriate standards-based instruction and therapeutic (counseling, guidance, and student support) services. Analyze out-of-school suspensions data for frequency and possible overuse. Utilize the Response to Intervention (RTI) process to address behavior and academic interventions for all students.</p> <p align="center">SC 1.1; SC-1.2; SC-1.3; SC-1.4</p>	<p>Encourage parents to play a more integral and sustained role in assisting student learning; increase parent training programs to assist with student motivation and achievement.</p> <p align="center">SC-1.2</p>

**Georgia Department of Education**  
**School Improvement Grant 1003(g) - LEA Application 2011**  
**Director of High School Transformation Job Description**

**Director of High School Transformation**  
**DeKalb County School System**  
**Funded by School Improvement Grant**

**Job Description**

**Duties and Responsibilities**

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

**Department:** Teaching and Learning

**Salary Schedule:** System-wide

**Georgia Department of Education**  
**School Improvement Grant 1003(g) - LEA Application 2011**  
**Content Area Instructional Coach Job Description**

*Providing Classroom Support*

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

*Facilitating Grade-level Teacher Meetings*

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

*Monitoring Instructional Implementation*

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



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**Exceptional Education Instructional Coach Job Description**

**Purpose:** To bring about changes in adult teaching practices that will increase academic achievement for students with disabilities.

### **Job Description**

Provide support and guidance to teachers, paraprofessionals, Lead Teachers for Special Education, content area instructional coaches, and administrators regarding activities that will improve academic achievement of students with disabilities

Participate in leadership meetings at school level to plan and assess efforts to impact instructional practices throughout the school for students being served in the inclusive environments

Provide coaching, brainstorming, and modeling of effective researched based practices that have a positive impact on the achievement of students with disabilities

Assist in building capacity of school personnel in leading and implementing effective instructional practices for students with disabilities

Lead and facilitate school-wide efforts to improve the achievement of students with disabilities including increasing inclusive practices and improving classroom instruction

Provide professional learning training on effective researched based practices to increase academic achievement for students in the inclusive environments

Implement a Professional Learning Community

Conduct monthly informal observations including monthly focus walks to monitor the implementation of the preferred co-teaching models and instructional strategies.

Monitor and keep accurate data on the implementations of the strategies in the classroom

Provide support to teachers on the 3 preferred co-teaching models: Parallel Teaching, Alternative Teaching, and Station teaching

Work with teachers in the collaborative setting to increase achievement scores in all content areas

Increase research-based instructional strategies in all classes

Implement effective proactive and reactive strategies to promote responsible behavior

Provide explicit instruction to promote language/vocabulary development

Drastically increase the number of “practice turns” and targeted feedback

Provide “fill-the gap fluency instructions as appropriate in: Reading Fluency, Reading

Comprehension, Written Expression, and Math Calculation

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**Pearson America's Choice On-site Cluster Leader Job Description**

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

General - Essential Duties, Accountabilities, and Responsibilities

Technical Assistance

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

Professional Development and Training

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

Product Development

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

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

Required Skills and knowledge:

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

Duties and Responsibilities Specific to Towers High School

- Provide leadership coaching and training to the school Leadership Team as well as its individual members in accordance with the best practices of effective leader duties identified in

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the AC Diagnostic Assessment Tool (DAT), which is the implementation rubric, in order to build teacher leader and school leader capacity to lead and manage change over the three-year implementation.

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

Minimum Education level:  
Master's Degree or higher

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