

Georgia Department of Education
School Improvement Grant 1003(g)

Part II: LEA Application FY 2013-Cohort 4
Cover Page

LEA Name: Atlanta Public Schools	LEA Mailing Address: 130 Trinity Ave. SW Atlanta, GA 30303
School Name: Frederick Douglass High School	
LEA Contact and Coordinator (person responsible) for the School Improvement Grant: Name: Alain Davis Position and Office: Coordinator, Office of Federal Grants and Program Compliance Contact's Mailing Address: 130 Trinity Avenue, S.W., Atlanta, GA 30303 Telephone: 404-802-2776 Fax: 404-802-1722 Email Address: addavis@atlanta.k12.ga.us	
Board Chairman (Print Name): Courtney English	Telephone: 404-802-3500
Signature of Board Chairman: 	Date: 04/17/14
Superintendent (Printed Name): Erroll Davis, Jr.	Telephone: 404-802-3500
Signature of Superintendent:  X _____	Date: 04/17/14
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.	

LEA Name: Atlanta Public Schools

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 Priority school the LEA commits to serve and identify the model that the LEA will use in each Priority school.

SCHOOL NAME	NCES ID #	PRIORITY	INTERVENTION			
			turnaround	restart	closure	transformation
Frederick Douglass High School	130012000089	X				X

Note: An LEA that has nine or more priority schools may not implement the transformation model in more than 50 percent of those schools.

Funding Priority and Schools to be Served

The Georgia Department of Education utilizes School Improvement Grant (SIG) 1003(g) grant funding to incentivize districts in implementing comprehensive and sustainable reforms to transform the lowest achieving schools in the state.

Eligible Applicants: Local education agencies (LEAs) with designated Priority Schools during the 2013-2014 academic year. Priority schools that were previously identified and received an FY2010 (Cohort 2) School Improvement Grant to implement a reform model are not eligible to apply for the Cohort 4 grant. Priority schools that previously received FY 2009 (Cohort 1) SIG 1003(g) grant funding and are still reflected on the Priority school list are eligible to apply for the Cohort 4 grant.

A list of all Priority schools is provided in Attachment A. The list includes those eligible for Cohort 4 funds as well as those ineligible to apply. LEAs should notify the Georgia Department of Education of its intent no later than January 31, 2014.

Funding: Successful LEA applicants are awarded a minimum of \$50,000 and up to \$2,000,000 annually per school for the term of the grant. The Georgia Department of Education reserves the right to fund applications at a lesser amount if the grant application does not fully justify the budget expenditures.

With the exception of the schools implementing the closure model, grants are renewable for the two subsequent years contingent upon federal SIG funding and progress in implementing and meeting student achievement goals established by the LEA and approved by the Georgia Department of Education and progress on SIG leading indicators. Each LEA/school will be required to submit an annual report via the Indistar system in order to receive the grant renewal.

Reporting and Evaluation Requirements

Applicants awarded SIG funds must satisfy periodic reporting and accountability requirements throughout the term of the grant. These requirements address (a) fiscal accountability, (b) program accountability, (c) fiscal and program reporting, (d) site visits, and (e) internal evaluation.

Fiscal Accountability

SIG grant funds awarded under Section 1003(g) funds must be used to supplement not supplant state and local funds that the school would receive in the absence of Title I funds. SIG funds cannot be used to supplant non-federal funds or to replace existing services. Additionally, SIG grant recipients must comply with all appropriate federal statutes and regulations pertaining to federal funds.

Program Accountability

Each LEA and school SIG 1003(g) grant recipient is responsible for the quality of implementation of the school improvement efforts described in its approved grant application and action plan.

Fiscal and Program Reporting Requirements

SIG grantees must submit monthly implementation progress action steps through Indistar. Additionally, LEA staff must ensure the timely drawdown of SIG 1003(g) grant funding. Each LEA must agree to respond to data requests from the GaDOE and the United States Department of Education including EdFACTS data. All data for both leading and lagging indicators as listed in the SIG 1003(g) Final Requirements must be collected and submitted as required.

The LEA must monitor each SIG 1003(g) school to ensure that:

1. The school is led by a principal capable of leading the reform efforts
2. The school is meeting ambitious annual goals, established by the LEA and school, for student academic achievement on Georgia assessments in both mathematics and reading/language arts. Additionally, if the school serves a high school population, the LEA and school must set annual goals for graduation rate and student attendance.
3. The school is making progress on the leading indicators described in the SIG 1003(g) Final Requirements. These include:
 - Number of minutes within the school year;
 - Student participation rate on State assessments in reading/language arts
 - Dropout rate (if applicable)
 - Student attendance
 - Teacher attendance
 - Number and percentage of students completing advanced coursework
 - Discipline incidents
 - Truants
 - Distribution of teachers by performance level on the Georgia Teacher Keys Evaluation

System

- Teacher attendance rate
4. The school is implementing the selected reform model with fidelity.
 5. The school is utilizing formative and summative assessments to provide continuous feedback to stakeholders and to identify those practices that are most promising in raising student achievement.

Application Instructions and Application Review

The LEA must complete a separate application for each of the eligible schools for which the LEA is applying.

The original and two copies of the completed application(s) must be mailed or delivered to **Dr. Patty Rooks** at the address listed below:

Georgia Department of Education
1566 Twin Towers East
205 Jesse Hill Jr. Drive, SE
Atlanta, Georgia 30334

Please submit one (1) electronic copy to prooks@doe.k12.ga.us and Yordonez@doe.k12.ga.us.

Application Review

A team of GaDOE reviewers will rate each application according to the rubric. Only those applications with an acceptable rubric score will be invited to interview with a panel of evaluators. The panel will assess LEA capacity during the interview to ensure that the LEA application accurately captures the district's commitment to comprehensive and sustainable school improvement.

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B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant. A LEA may not exceed sixty (60) pages for this entire section.

LEA Capacity

- i. For each Priority school that the LEA commits to serve, the LEA must complete a comprehensive needs assessment and analysis (Appendix A), resulting in the selection of an appropriate intervention for each school. Utilizing the summary and conclusion of the analysis of each of the areas detailed in Appendix A, provide a narrative that discusses how the needs assessment aligns with the selection of the specific SIG 1003(g) intervention model selected by the LEA for each Priority school.
- ii. How does the process for support and response to the SIG school(s) differ from the support and response to other, higher-achieving, schools? (e.g.: Principals' direct access on a regular basis to the Superintendent; District organizational structure reorganized to provide direct and differentiated support including district SIG staff and areas of curriculum to SIG school(s),etc.) Describe the LEA School Improvement Grant team that will support and oversee the implementation of selected models and strategies in the SIG school(s). Include descriptions of competencies and responsibilities of any new or existing district staff who will serve SIG schools. Two members of the team must be the district's Director of Federal Programs and the Director of Human Resources.
- iii. What methods did the LEA use to consult with relevant stakeholders including principals, teachers, staff, parents, school board members and students on the LEA's application and selection of intervention models in its Priority school(s) prior to submitting an application to the Georgia Department of Education?
- iv. What is the LEA's strategy for recruitment and selection of effective Turnaround school leaders, teachers, and staff to work in its lowest performing schools? How does the LEA anticipate utilizing the Turnaround Leader competencies to staff the SIG school(s)?
- v. How will the LEA monitor and evaluate progress toward annual goals for student achievement, SIG leading indicators and implementation of interventions?
- vi. How will the LEA sustain the reforms in its SIG 1003(g) schools after the funding period has concluded?
- vii. How will the LEA ensure that the SIG 1003(g) School has sufficient flexibility from barriers that may inhibit the reform efforts? How has the LEA assessed what possible barriers may arise? How will the LEA work with the Local Board of Education to address potential barriers?
- viii.** How will the LEA select School Improvement vendors (external partners/provider) to work with the SIG school(s)? The LEA must demonstrate how they will recruit, screen, and select any vendor that may receive \$75,000 or more, throughout the term of the grant.

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The LEA must demonstrate a rigorous recruiting, screening, and selection process that includes the following:

- A process for identification of potential providers;
 - A protocol for analysis of the connection between the provider's experience and the district and each school's comprehensive needs assessment;
 - A description of the provider's responsibilities and alignment with each school's needs, as well as the LEA and provider's shared accountability for the full and effective implementation of the intervention model and student achievement in the selected school
- ix. How will the LEA gather and share effective practices from the schools receiving SIG funds with other schools within the LEA?
- x. If the LEA has chosen not to apply for SIG 1003(g) funding for all of its eligible Priority Schools, the LEA must include a narrative discussing why the LEA does not have the capacity to serve all of its eligible schools with SIG 1003(g) funding and support.

Frederick Douglass High School serves 801 students grades 9 through 12 for the 2013-2014 school year. Although initial enrollment in 2011-12, 2012-13, and 2013-14 reached 1,000, student mobility continues to be an issue. Due to the high mobility rate, enrollment fluctuated between 700-900 students for the past three years. While the enrollment of general education students fluctuates, the number of Students With Disabilities continues to remain consistent or increase. Currently, 19% of the student population is comprised of students with disabilities. As such, we continue to forge a relationship with Georgia Learning Resource System (GLRS) and MetroRESA. Both organizations have worked with our Lead Teacher for Special Education to provide intensive support and training to teachers to utilize preferred models for co-teaching and to provide instructional best practices with sound interventions for our students.

Student profile data was collected from 2011-2012 and 2012-2013 school years. The data reveals the following:

1. An increase in student attendance by 4.11%
2. A decrease in disciplinary incidents for the 2012-2013 school year.
3. An increase in student enrolled in Advanced Placement and Dual enrollment courses.
4. An increase in graduation rate by 9.11%

Dr. Eldrick Horton has been principal of Frederick Douglass High School since July 2012. During his tenure, there has been a positive change with respect to culture, climate and student achievement.

Fifty-seven faculty members serve the students at Frederick Douglass High School. Of the 57

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teachers, seven teachers have 1-3 years of experience, 16 teachers have 4-10 years of experience, 19 teachers have 11-20 years of experience, and 15 teachers have 21 or more years overall of experience in education.

Of the current faculty, 44% have 1-3 years' experience at Douglass High School, 28% have 4-10 years' experience, 23% have 11-20 years' experience, and 5% have 21 or more years' experience at Frederick Douglass High School.

Teacher attendance is a critical factor that contributes to student achievement. Teacher absence can impact student achievement "through the creation of discontinuities of instruction, the disruption of the regular routines and procedures of the classroom" (Rundall, 1986; Turbeville, 1987). According to the data, teacher attendance is above 90% and continues to improve. As of March 2014, the current attendance rate is 92.89%. While the rate is above 90%, the impact on instruction is detrimental to students whose teachers are often not present. The data from the monthly attendance report requires identification, by number, of teachers who are chronically absent. There are three teachers who fall into this category. As such, student performance in these classrooms may be impacted.

Georgia introduced the Teacher Keys Effectiveness System (TKES), a common evaluation system that will allow the state to ensure consistency and comparability across districts, based on a common definition of teacher effectiveness. The Teacher Keys Effectiveness System consists of multiple components which contribute to an overall Teacher Effectiveness Measure (TEM). These components include Teacher Assessment on Performance Standards (TAPS), Surveys of Instructional Practice, and Student Growth and Academic Achievement. The distribution of teachers rated by performance level using TKES for the 2012-2013 school year reveals a disproportionate amount of proficient teachers compared to ineffective or needs development. The discrepancy is even more telling when compared to achievement data. As such, team members of Frederick Douglass High School will take part in calibration and rubric analysis opportunities to ensure all evaluators view instructional quality from the same lens and to further ensure that teachers continue to reach proficiency as defined through the Teacher Keys Effectiveness System.

Student Achievement Data

Through an analysis of our data respective to our Core Content areas, we recognized the deficiency in each area through the End of Course Data. We immediately worked to devise a plan based on the school improvement process. Our data points included EOCT results over the last three years, student growth measures (School results), Student Longitudinal Data System Reports relative to student performance measures, input from teachers, and a wealth of other resources. We determined there was growth in all areas on the EOCT with the exception of Coordinate Algebra. Although there was growth in all areas, we still fell below the state and

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district average. In reviewing our strengths and weaknesses, we determined an intervention strategy to target and support our students in the area of math. The strategy consists of students being enrolled in math and science trailer courses. Utilizing this strategy, students are enrolled in math for the entire school year. The first semester is dedicated to building fundamental skills necessary in tackling the new curriculum of our coordinate algebra and analytic geometry courses. We will be able to assess the impact of this work through the students' performance on the EOCT.

The CCRPI reveals a total increase of 1.5% from 2012 to 2013. Although GHS GT scores in English/Language Arts declined by 14% from the 2012 to 2013 years, there was an increase in the EOCT scores for 9th grade literature by 14%. Further, there was an increase in the EOCT scores of 16% in American Literature from the 2012 to 2013 years.

Through an analysis of the End Of Course data, we have determined our areas of emphasis. The EOCT for 9th Grade Literature reveals the subgroups, Economically Disadvantaged, Students with Disabilities, Hispanic, and Blacks scores increased from the previous year; however they are still below the state target. The data also reveals that the Hispanic subgroup had an increase from the 2011-2012 to the 2012-2013 school year by 25%. The White subgroup sustained 100 percent subgroup pass rate from the 2011-2012 to the 2012-2013 school year.

The data reveals a decline in the GHS GT Math scores from the 2012 to 2013 years. It also reveals a telling picture of the need for math intervention as the Math I, Coordinate Algebra, Math II scores are significantly low though there was an increase of 11% from 2012-2013 in the Math II courses. Results from the Analytic Geometry EOCT are pending.

The graduation rate has improved by 9.11% from 2012 to 2013 from 40.49 to 49.6. While an increase has occurred, there is still significant room for improvement. To target the areas for improvement we will solicit assistance and support from district personnel and restructure refine the work of the Graduation coach. The high mobility rate (more than 70%) of Douglass Students greatly impacts graduation and dropout rate. As students enroll, we find that several are not on track to graduate which creates a double jeopardy as they enter as members of a cohort but are not on target to complete coursework with that cohort thus impacting the graduate cohort data. In working to improve our graduation rate, we will incorporate the graduation coach into the enrollment and withdrawals process. The graduation coach will collaborate with counselors to determine student placement and to track their matriculation. The graduation coach will also be heavily involved in the withdrawals process by conducting exit interviews with those withdrawing to determine their next steps and to provide suggestions and assistance regarding alternative programs should they need them. In house portfolios will be kept for each student. Additionally, Academic Recovery Specialists will work with social workers, the graduation coach, counselors, and teachers, to support students with significant academic credit deficiencies to move them toward credit recovery.

Attendance is an important component of student achievement. Student attendance has been a

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critical issue at Frederick Douglass High School. The data illustrates an attendance rate of 84.19% in 2012-2013 and 85.34% in 2013-2014. Though this rate has increased, student attendance is still an area of concern because there is a direct connection to the school's cohort graduation rate which is currently 49.6%. This rate has seen a more drastic decline over time as it has fallen from 64% in 2010-11 to 49.6% in the current term.

To promote family and community engagement at Frederick Douglass High School, we work collaboratively with parents to ensure student success. Parent involvement opportunities are provided both during and after school hours. Parents are encouraged to visit the school regularly and are made to feel welcome. Parent conferences are offered at convenient times before, during and after school. There is a Parent Center onsite that provides resources to parents, computer access and career building opportunities.

Frederick Douglass High School offers a wealth of enrichment opportunities for students through extracurricular activities-both sports and academic. There are a number of clubs and organizations available to increase student involvement and participation. Students also have the opportunity to participate in college tours and attend workshops sponsored through our community partners.

In addition, there are academic interventions for students. These interventions include the use of Response to Intervention (RTI), data analysis to inform instructional decisions, Credit Recovery, On-Demand Academic Support, After-School tutorials, and Academic Advisement.

During the 2012-2013 school year, three students participated in the dual-enrollment program through Frederick Douglass High School. Currently, there are eight students participating in the dual-enrollment program. While there is an increase in enrollment this year, we would like to see this number increase significantly. Providing multiple opportunities for advancement through our Dual Enrollment and Advanced Placement Programs will aid in attracting more students to our academic program. Frederick Douglass High School provides opportunities for students to be exposed to the rigor of college-level course work through the Advanced Placement (AP) program. They offer the following courses: AP Biology, AP Chemistry, AP Calculus, AP Language and Composition, and AP Literature and Composition, AP Microeconomics, AP Macroeconomics, AP World History and AP US History. While the courses are offered, a review of the student performance data indicates low percentages of students that are successful on the exams.

Many structures are in place to guide the instructional program of the school. Though the structure and expectation is in place, the fidelity of implementation and practice is an area for growth. The GAPSS conducted November, 7, 2012, indicated a need to incorporate a plan for monitoring the curriculum. Additionally, the GAPSS reveals a deficit in the use of instructional technology, data analysis, differentiation, instructional strategies, and rigor as each of the areas below received Emergent Ratings:

1.1 Shared Framework for Instruction (19)

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- 1.2 Consensus Driven Framework for instruction (19)
- 1.3 Learning Goals Aligned with GPS (20)
- 2.1 Research-based learning strategies & processes (21)
- 2.2 High-order thinking skills, processes & habits (21)
- 2.3 Differentiated instruction (22)
- 2.4 Student Work Products (22)
- 2.5 Flexible Grouping of students (23)
- 2.6 Timely, Systematic, Data-Driven Interventions (23)
- 2.7 Use of technology (24)
- 3.1 High & clear expectations (26)
- 3.2 Clear, challenging, aligned learning goals (26)
- 3.3 Student Personal efficacy/responsibility (27)

There are several areas of improvement in instruction. As such, there is an emphasis on Teacher Keys through the focus on Instructional Planning, Assessment Uses and Strategies, Differentiation, and Instructional Strategies. Each aspect of the TKES embodies the expectation of the work of the teachers at Frederick Douglass High School. In order to impact this work, the school has begun to focus on this work through the emphasis on the instructional framework which embeds differentiation, formative assessment and instructional strategies within the lesson. The local school observation data reveals a necessity to delve into the quality of implementation of these expectations. The school will adopt and implement Standards-Based Instruction as the research-based instructional program that is aligned to the Common Core Georgia Performance Standards.

The GAPSS data indicates the necessity of making the professional learning meaningful and impacting as indicated through the following emergent-rated items:

- Resources support job-imbedded, professional learning (53)
- Collaborative analysis of data (54)
- Evaluating impact of professional learning (55)
- Long-term, in-depth professional learning (57)
- Alignment of professional learning with expected outcomes (58)
- Building capacity to use research results (59)

Research indicates the use of technology increases the level of student engagement. During the GAPSS (November 7, 2012), it was recommended that Frederick Douglass High School (FDHS) “increase teacher and student use of modern technology...” Within classrooms at FDHS, teachers have access to Promethean Boards, Document Cameras, Laptops, and a wealth of other technological tools. Through Alignment of Support Teams (see Appendices), GAPSS Data, and focus walks, it was determined that the use of these tools by both teacher and student is minimal. To increase the integration of technology, FDHS will:

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Participate in training on more effective uses for the promethean/smart boards.

Determine ways to ensure that all have access to and are able to effectively utilize technology.

Provide more access to technology and utilization of current tools through software that embeds Promethean use in the lessons.

Collaborate with the Education Technology Specialist to ensure that optimal opportunities for technology integration are shared, presented, and implemented.

One of the areas for growth at Frederick Douglass High School is the utilization of data to make informed instructional decisions. The school has worked to embed data-driven instructional practices into their instructional program. Teachers meet weekly as a professional learning community to analyze student work, analyze common assessment data and discuss strategies to modify instructional practices. Teachers are required to utilize formative assessment data to determine next steps in the instructional process. Teachers use the formative assessment data results from the use of formative assessment to plan for differentiation. The structures to make major shifts in student achievement are available. The fidelity of implementation is a major area of growth for FDHS. Data analysis and use will be a major focus of the instructional program through the professional learning and professional learning communities' platform.

Frederick Douglass High School's instructional focus is centered on the use of data to make instructional decisions. The current instructional framework is structured in a way that embeds formative assessment throughout the lesson. Formative assessment professional development has also been provided to teachers and is a part of our ongoing monitoring process to ensure that it is effectively implemented. While teachers are utilizing formative assessment strategies, there needs to be a deliberate plan for the implementation of certain formative assessment strategies. FDHS will continue to focus on formative assessment to ensure fidelity in implementation, intentional planning, and adjustment to instruction as a result of the data. The ultimate goal is to continuously and consistently capture the data to implement interventions in order to achieve student standards mastery and have that reflected in the summative assessment.

The needs assessment is aligned to the Transformation Model of the School Improvement Grant for Frederick Douglass High School as it addresses each identified need revealed through the data analysis. The Transformation Model requires the selection and implementation of components tied to teachers and leaders, instructional and support strategies, time and support, and governance. The data analysis reveals a need to implement this model by the illustration of the disparity between teacher evaluation and student achievement, the need to increase learning expectations, low graduation rate, and deficiencies in ELA and math. In effort to address each deficiency identified in the needs assessment, Frederick Douglass High School requested the utilization and implementation of the Instructional Framework which embeds the critical elements of a lesson: Differentiation, Student Engagement, Depth of Knowledge and Formative

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Assessment. The Instructional Framework is directly linked to Standards Based Instruction which ultimately aids in increasing student achievement if implemented with fidelity.

2. The process for support and response to SIG school(s) differs from the support and response to other higher-achieving schools by the principal(s) receiving additional opportunities to collaborate with colleagues, departments and serve as a member of the Principals' Advisory Group. The Principals' Advisory Group meets with the Superintendent monthly to express concerns and make recommendations for support and success. The district's School Improvement team that will support and oversee the implementation of selected models and strategies in the SIG school are the district's SIG contact which is the Coordinator of Federal Programs, the Executive Directors assigned to the individual SIG school, the Director of Federal Programs, Director of Grants Accounting, Director of Procurement and Executive Director of Human Resources. The Coordinator will assist the SIG schools with monitoring the budget, spending of funds, assist with expediting contracts, professional development request, assist with intensive professional development delivery, and monitoring the implementation of the program. The Coordinator of Federal Programs will also attend Quarterly meetings set by the GaDOE. The SIG Coordinator and the Regional Executive Director assigned to the SIG school will meet with the principal and SIG School Improvement Specialist monthly regarding the program and its implementation of the program. The other team members will attend the meetings as needed. This commitment of support will continue under the new leadership.

3. Atlanta Public Schools consulted with stakeholders regarding the SIG application through staff meetings, Local School Council meetings, PTSA meetings, and student meetings. The principal presented the intention to apply during a faculty meeting in which 55 members were present. Further, the SIG was discussed during both the PTSA and Local School Advisory Council meetings. This team is comprised of parents, students, and community and business partners. Additionally, the leadership team (teachers, administrators, GADOE School improvement specialists, counselors, and media specialist) discussed and provided input regarding grant components during leadership team meetings. The school's Alignment and Support Team, comprised of instructional coaches, administrators, Teach for America personnel, district office representatives (instructional mentors, Coordinators for teacher quality, Georgia Department of Education team members, Metro RESA team members, and professional learning specialists, also discussed the intent to apply for the grant and its possible impact on FDHS. The principal had the opportunity to meet with a team of approximately fifteen district-level personnel to share the prospective goals for implementation and desired outcomes of the grant. The Deputy Superintendent met with Senior Cabinet members and discussed the SIG funds with emphasis on the district's role, non-negotiables and prevention of barriers. In addition, the Associate Superintendent met with board members to discuss the application process, commitment expectations and

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informed them of SIG funds. In addition, the board members received an overview of the Grant via email.

4. The strategy for recruitment and selection of effective Turnaround school leaders involves advertising the positions regionally and nationally. The advertisements include information that will identify the potential candidates as those principals who in addition to having excellent organizational & instructional leadership competencies also have entrepreneur competencies that drive or may influence results; are great problem solvers, and show confidence to lead. In addition to regional and national advertisements, representatives from HR also plan recruitment trips in areas where possible turnaround leaders may be found. Finally, during the selection process, candidates will participate in a rigorous process to ensure they possess “turn around” competencies. There are several performance tasks and interview questions during the selection process that are designed to yield turn around candidates for hire. Also, a state representative for lowest achieving schools is invited to participate in the interviewing process to bring additional expertise to selecting the most qualified candidate.

Sample Advertisement:

The Turnaround Principal will provide the transformational leadership necessary to plan, launch, and manage the turnaround process in a chronically underperforming school.

This includes:

- Designing and implementing strategies to dramatically improve student achievement.
- Building a positive school culture and climate that supports the whole student.
- Leveraging research and data to drive initiatives and instruction.
- Building a high-performing staff and leadership team to achieve and sustain results.

The Turnaround Principal will collaborate with parents, community members, school staff, district administrators, as well as other internal and external stakeholders to implement innovative strategies to accelerate student achievement.

Atlanta Public Schools’ Human Resources department will use the Turnaround Leader competencies to help predict how talent and past performance can improve selection, evaluation, and development of staff. Turnaround Leaders must be given tools to help them examine candidates’ competencies which will uncover differences likely to affect performance and helping to choose between candidates who may have similar backgrounds. Focusing on competencies and qualifications will yield effective staff in SIG schools. The instructional staff of SIG schools will be offered a signing bonus and incentive pay. Non-instructional staff will

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receive incentive pay to work at a SIG school. Providing a retention/commitment incentive is aligned with researched-based best practices for staffing transformation and turnaround schools.

Retention/Commitment incentives will be provided to staff who will begin the 14-15 school-year and who subsequently join the staff within any year of the grant tenure. Moreover, these persons will be required to sign a Memorandum of Understanding (See Appendices), developed through the Division of Human Resources, acknowledging the level and intensity of work and its focus. The commitment incentive will be provided year one of the grant as follows:

- Year One: Principal, \$7,500; Administrators, \$4000; Instructional Staff, \$3000; Paraprofessionals,\$1500.
- Years Two and Three: The staff and the commitment is expected to be solidified as such an incentive will not be offered during this year.

For teachers arriving after the start of the first day of school, the figures will be prorated accordingly via the Division of Human Resources.

5. Atlanta Public Schools will monitor and evaluate progress toward annual goals for student achievement, SIG leading indicators and implementation of interventions by conducting ongoing monitoring of the program through Indistar and monthly meetings. The district's SIG Coordinator and the Regional Executive Director will meet with school's SIG School Improvement Specialist and the principal monthly to monitor the implementation of the program. In addition, the Director of Federal Programs, Director of Human Resources and Director of Grants Accounting and Director of Procurement will attend these meetings as needed.
6. Atlanta Public Schools will sustain the reforms in SIG schools after the funding ends by conducting ongoing assessments throughout the school year through monthly meetings, Quarterly meetings and review of the school's data. During the ongoing assessment it will be determined what is working and what is not working to determine what items need to be abandoned and what items should remain. Based on this assessment, the sustainability to what is working in the program will be sustained through general funds and other federal funds or grants, (i.e. Title I and School Improvement funds). The school will also plan for sustainability by providing professional development to teachers in a way that they are equipped to continue implementing the program.
7. Atlanta Public Schools will ensure that the SIG 1003 (g) schools has sufficient flexibility from barriers that may inhibit the reform efforts by informing Department heads about the SIG grant and it's expectations. The Deputy Superintendent met with cabinet members to discuss the SIG funds, expectation, the district's role and the non-negotiables. Procedures are being put in place to eliminate foreseen barriers. The district will work with the local school board

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regarding potential barriers through continuous communication and bi-monthly presentations to senior cabinet.

8. Atlanta Public Schools will select School Improvement vendors to work with the SIG schools by using the current procurement procedures.

The Atlanta Public Schools (APS) must buy supplies, services, and construction from the business community to operate. The Atlanta Board of Education shall appropriate funds that will be used, pursuant to administrative regulations set forth by the Superintendent, to procure the required goods and/or services, in accordance with the following stipulations:

- The authority to purchase, i.e. the authority to obligate district funds to an agency outside of the APS, is vested in the Superintendent, with the authority to purchase or contract to purchase materials, supplies, equipment, and services; to lease equipment and facilities necessary for educational programs and district operations; and to contract for renovations and construction. All such purchases and/or contracts shall be awarded contingent upon the availability of unrestricted funds in the approved operating or capital budget. All contracts must be signed by the Superintendent or his/her designee.
- All district employees shall encourage and promote, on an inclusionary basis, contracting opportunities for all businesses, without regard to race, color, sex, religion, national origin, marital status, sexual orientation, age, gender identity or expression, genetic information, ancestry, or any legally protected status.
- All contractors and vendors desiring to do business with the APS and/or to participate on APS contracts shall be required to comply with Board policy GAG, Staff Conflict of Interest. All vendors and contractors doing business with the APS shall provide all persons with equal opportunity without regard to race, color, sex, citizenship, ethnic or national origin, age, disability, medical status, military status, veteran status, marital status, sexual orientation, gender identity or expression, genetic information, ancestry, or any legally protected status.
- All purchases and contracts for goods and services shall be made through the APS competitive process except for the following:
- Purchases made through existing contracts or bids that have been established through a competitive selection process by another local, state or federal governmental agency.

Purchases of items and services that are only available from one source (excludable), such as:

- a. Regulated utilities
- b. MARTA passes

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- c. Postage
- d. Organizational/professional memberships
- e. Conference registration fees
- f. Certain periodical subscriptions available only from the publisher
- g. Notices required by law to be published in specific newspapers
- h. Testing materials from the test publisher or licensed agent
- i. Maintenance agreements from the original vendor or authorized agent when the same cannot be competitively bid
- j. Specific items mandated by state or federal agencies
- k. Comprehensive school reform models approved by the United States Department of Education and selected by the Superintendent and materials and support services provided by these vendors on an on-going basis
 - Sole Source Purchases – Sole source purchases are defined as those purchases of goods and/or services that can only be obtained from one source in the marketplace. Such goods and/or services will usually be of a unique nature and have performance characteristic and/or other attributes that can only be obtained from that source.
 - Single Source Purchases – Single source purchases are defined as those purchases of goods and/or services that, for a justifiable reason such as compatibility or standardization, are obtained from one source among others in a competitive marketplace.
 - Transactions valued under \$2,000 for any item or group of items.
 - Emergency purchases, as described in section 7 of this policy.
 - All purchases and contracts for goods and services, except those excluded in section 4 of this policy, shall be subject to the following competitive procedures:
 - Purchases of any item or group of items with a value of \$2,001 to \$25,000 require at least four (4) quotes.
 - Purchases exceeding \$25,000 require a formal solicitation conducted by Procurement Services.

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- The district reserves the right to reject all bids when such action is in the best interest of the district.
- Capital project contracts with a total annual value of \$200,000 or greater, consultant contracts with a total annual value of \$50,000 or greater, and all other contracts with a total annual value of \$100,000 or greater must be approved by the Board.
- Emergency purchases of supplies or contracted services may be made when the Superintendent or her/his designee determines that an emergency exists that threatens the health, welfare or safety of students, staff members, the district or the public. Such emergency procurements shall be made with as much competition as is practicable under the circumstances. At the regular legislative meeting the next month following an emergency purchase, the Board shall receive a written report of all emergency procurements including the basis for the emergency, the selection process for the provider, the name of the provider, the amount and type of the contract or purchase, and a listing of the goods and/or services procured under the contract or purchase.
- Except as otherwise provided by general law, no elected official, appointed officer, or employee of the APS or any office, department, or agency thereof shall knowingly: violate the ethics requirements described in Board policies BH, Board Ethics; CB, Administrative Personnel Ethics; GAG, Staff Conflict of Interest; and GAGB, Gifts to Staff.

An agreement that is made by any APS employee who lacks the authority to enter into the agreement on behalf of APS shall not be binding upon APS. Any contract entered into by an APS employee outside the provisions of this policy shall be of no effect and void. Any APS employee who purchases or causes to be purchased goods or services outside the provisions of this policy and its implementing regulations may be deemed personally liable for the cost thereof and may be subject to appropriate disciplinary action up to and including termination.

Exceptions

Nothing in this policy shall be construed to contradict any other Board policy.

Conformance with other Laws

No provision of the purchasing, contracting, and leasing policy shall be deemed to permit any expenditure of public education revenues outside the parameters of applicable state or federal laws.

Consultants, In-Service Education Instructors, and Other Personnel Performing Special and/or Technical Services

The Board authorizes the Superintendent to execute contracts with consultants, in-service education instructors, and other outside personnel in order to obtain knowledgeable and reliable

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experts in performing professional and/or technical services of a specialized nature that are critical to the needs of the Atlanta Public Schools, subject to the availability of adequate funds for such contracts within the approved budget from which the contract is to be paid.

Any such consultant (person or firm) may not be paid more than \$50,000 under a single contract or more than a total of \$50,000 cumulatively in separate contracts in any fiscal year without prior approval by the Board.

Each month, the Superintendent shall provide the Board with a list of all such contracts entered that month. At the end of each fiscal year, the Superintendent shall also provide the Board with a list of all such contracts on a cumulative annual basis.

All consultant contracts must comply with the bid requirements of Board policy DJEA. In addition, consultant contracts for an amount in excess of \$50,000 shall be awarded through a competitive request for proposal (RFP) process, where the best value shall be selected. The RFP process may be conducted on an annual basis to include the variety of consultant contracts that may reasonably be needed in the course of each year by APS departments.

9. Atlanta Public Schools School Improvement Team will gather and share effective practices from the individual schools receiving SIG funds within the district by reviewing the school's data and sharing at monthly Principals' meetings and during the online weekly principals' meeting.

10. Atlanta Public Schools has chosen not to apply for SIG 1003 (g) funding for all its eligible schools due to some of the requirements of the various models and the district's ability to provide effective support for numerous schools. In order for schools to implement with success, it is critical that a high level of support be provided to the schools to ensure that adequate monitoring and consultation is delivered with fidelity.

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C. BUDGET: An LEA must complete a proposed budget that indicates the amount of school improvement funds the LEA will use each year in each Priority school it commits to serve.

1. The LEA must provide a three (3) year proposed budget narrative and fill out the corresponding budget templates that are provided in this application. The budget narrative and templates must reflect the amount of school improvement funds the LEA will use each year to:
 - a. Implement the selected model in each SIG school it commits to serve.
 - b. Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Priority school(s).

Note: An LEA's proposed budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Priority school the LEA commits to serve through SIG 1003(g). A LEA's proposed budget must include reasonable and necessary expenditures that are in compliance with federal funding requirements. Any funding for activities during the pre-implementation period must be included in the first year of the LEA's three-year proposed budget plan.

An LEA's proposed budget for each year may not exceed the number of Priority schools it commits to serve multiplied by \$2,000,000 or no more than \$6,000,000, per school, over three years.

SY2014-2015, SY2015-2016, SY 2016-2017

Frederick Douglass High School will utilize funds to support tutorials, professional development, transportation, parental involvement, incentives and staffing. Three tutorial programs will be implemented to support increasing student achievement. The programs are Summer Academy, Summer Transition Academy, and Boot camp. Also, funds will be used to create data rooms.

The following positions will be funded through the grant, two Academic Recovery Specialists, one Instructional Data Coach, one Program Administrator, three Instructional Coaches, and four Academic Intervention Specialists.

Frederick Douglass High School is organized as "schools within the school" (9th Grade Academy, 10th Grade Academy, 11th Grade Academy, and 12th Grade Academy) providing services that would be germane to that grade level in terms of the level of engagement. Frederick Douglass High School

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proposes the hiring of ~~six~~ four Academic Intervention Specialists. There will be four Academic Intervention Specialists. Three will support the grade-levels: 1-ninth grade; 1-tenth grade; 1-eleventh/twelfth grades. The remaining Academic Intervention Specialist will serve by monitoring alternative attendance opportunities for students with minor infractions (level one) and allowing the students to continue instruction from a highly qualified teacher. This Academic Intervention Specialist will be in an instructional lab with students.

In a traditional In-school Suspension environment, there are limited numbers of students who can participate. This greatly impacts the discipline data by increasing the number of Out-of-School Suspension events. The Academic Intervention Specialist provides an opportunity for students to remain a part of the school and the instructional program. The school is then able to respond to the infraction without compromising the students' instructional needs. Through our Virtual Attendance Lab, students will be exposed to live streaming of instruction or recording of a lesson that is aligned to classes.

In order to increase parental and family engagement, Frederick Douglass High School will utilize the Title I funded Parent Liaison to work at the school level to target parental involvement and engagement at each grade level. *More specifically, Frederick Douglass High School is organized as "schools within the school" (9th Grade Academy, 10th Grade Academy, 11th Grade Academy, and 12th Grade Academy) providing services that would be germane to that grade level in terms of the level of engagement. Each school houses its own administrative team, core-teachers, and counselor. All will work with the parent liaison to ensure that the information regarding each grade-level is communicated properly to our parents. This is a person who will be knowledgeable of all programs and supports associated with a grade-level and who will use this knowledge to increase parent and community engagement.* The data reveals that there is an overwhelming void with respect to parents connecting to student attendance, achievement, and being responsive to student disciplinary concerns. Utilizing the parent liaison in this manner will create a more realistic opportunity for providing services resources and ongoing opportunities for parents to be engaged. The parent liaisons will build relationships and promote parent and school engagement. Having a parent liaison work with grade levels affords the opportunity for building relational trust and commitment. It sends the message that "We care" to parents and the community. Parents will continuously be aware of the expectations, events and activities, grading periods, tests, etc. that will occur and will be able to forge a strong relationship with the school and teachers through their interaction with the liaison.

The proposed positions are not designed to be long-term with respect to the organizational structure of the school. They are designed to support the school in recovering academically, improving attendance, and increasing engagement of students overall. The efficacy that comes from the engagement of positions (Academic Intervention Specialists, academic recovery specialists, etc.) will allow us to develop rituals, a focus, and action plans that can be implemented in the absence of the same. These positions are designed to assist us in developing rituals and being immediately responsive to data driven areas of deficit to include attendance, academic performance, graduation rate, and discipline. Our data requires us to respond immediately to meet the needs of students. Subsequently, these positions are of dire urgency but

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are indeed temporary. Furthermore, those positions that remain at the end of the grant (instructional coaches, parent liaisons) will be supported through traditional funding sources (Title I, general funds, etc.).

The grant will be used to support Student Achievement Incentives and Commitment Incentives. The work required at a School Improvement Grant School exceeds the expectation for the work required at a Non-SIG school. Staff members will be required to work beyond the traditional school day:

- Increased Learning Time (ILT) is mandated per the grant. Through the ILT requirement, the school day must be extended so that there are 50 additional hours of instruction for **ALL** students within the school year. If teachers are compensated for this time via traditional district or grant funded LEA accountability for time, at its lowest rate of pay, the compensation would be equivalent to the following rate of pay:
- $\$29.24 \times 180 = \$5,263.20$. The commitment incentive is significantly lower than the traditional rate of pay. Furthermore, this figure does not account for the other requirements of the grant in terms of teachers time and efforts, to include/but not limited to 250 hours of additional time for the following:
 - collaborative planning
 - professional development
 - team meetings
 - assessment development
 - data analysis
 - parent engagement
 - extended curricular activities, etc.

Because the commitment and work expectations are beyond the traditional scope of work, these mandated criteria represent a sampling of the requirements for transformational work within a school. Furthermore, this recruitment figure should not be deemed as direct compensation for the work.

Some of the professional development that will be supported by the grant are Preplanning Professional Development and Planning Institutes, Literacy and Mathematics Design Collaborative, Board Works, and professional conferences. The School Improvement Grant will provide opportunities for teachers/leaders to participate in professional learning that will support the initiatives in the grant. A proposed \$46,000 is allocated for professional learning opportunities to include Metro RESA Common Core trainings, AP certification courses, State Required trainings, and other out of state conferences. The additional professional development funds will come from other funding sources such as Title I and Title II funds (See Yearly Overview in Appendices).

The proposed budget allocation for professional development is inclusive of Advanced Placement training, Metro RESA Opportunities, State-Sponsored and Required trainings, and Teacher selected professional development.

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In addition, funds will support book studies and materials and supplies for professional development. To help support the tutorial programs, transportation for summer programs and tutorials will be funded through the grant. To help increase parent involvement and build capacity, materials and supplies for parental involvement will be purchased utilizing these funds.

The total requested year one allocation is \$1,463,882

The total request year two allocation is \$1,116,582

The total requested year three allocation is \$1,066,919

The total allocation requested: \$3,647,383

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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 each Priority school that the LEA commits to serve consistent with the final requirements;
- (2) Establish SMART (specific, measurable, attainable, relevant and time-bound) annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure annual progress on the leading indicators in section III of the final requirements (<http://www2.ed.gov/programs/sif/2010-27313.pdf>) in order to monitor each Priority school that it serves with school improvement funds
- (3) If it implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the partner, charter management organization, or education management organization accountable for complying with the final requirements;
- (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and
- (6) Report to the SEA the school-level data required under section III of the final requirements (<http://www2.ed.gov/programs/sif/2010-27313.pdf>).

Georgia Specific Assurances

The LEA must assure that it will—

- (1) Ensure that a high-performing principal leads the school reform;
- (2) Ensure that staff selection is based on mutual consent of the school principal and the LEA;
- (3) Collaborate with the Georgia Department of Education’s District Effectiveness Team to support the reform efforts in the SIG 1003(g) school(s); and
- (4) Ensure that principal selection is approved by a Georgia Department of Education staff member.

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Section E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement. NOT APPLICABLE FOR PRIORITY SCHOOLS

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.

LEA Name: Atlanta Public Schools

School Name: **Frederick Douglass High School**

Transformation Model. The LEA and school must complete following prompts. Please discuss the actions necessary to implement the model requirements, how the actions align with the needs analysis, the timelines for accomplishing the model requirements, and staff responsible and accountable for the following areas:

A1. Replace the principal and grant the newly hired principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.	Timeline	Budget Implications
<p>Frederick Douglass High School’s current principal is a proven turnaround leader who has served as principal since July 2012. Prior to his arrival, there was a climate and school culture of low expectations and minimal accountability. As such, Atlanta Public Schools desired to place a reputable Turnaround Principal at the helm resulting in the hiring and placement of Dr. Horton as the principal. He was thrust into the position serving as the leader of a School Improvement Grant 1003(g) school, being held to standards and expectations of the non-negotiable components for School Improvement and the Indicators for SIG/Priority schools through Indistar.</p> <p>According to a meta-analysis and study conducted by the education policy and consulting firm, Public Impact, turnaround leaders should demonstrate the following competencies:</p> <p>Driving for Results Cluster – These enable a relentless focus on learning results.</p> <ul style="list-style-type: none"> • Achievement: The drive and actions to set challenging goals and reach a high standard of performance despite barriers. • Initiative and Persistence: The drive and actions to do more than is expected or required in order to accomplish a challenging task. • Monitoring and Directiveness: The ability to set clear expectations and to hold others accountable for performance. • Planning Ahead: A bias towards planning in order to derive future benefits or to avoid problems. <p>Influencing for Results Cluster – These enable working through and with others.</p>	<p>SY2014-2015 SY2015-2016 SY2016-2017</p> <p>Actions:</p> <p>Ensure Transformation Principal is in place who demonstrates the competencies of a Turnaround Principal</p> <p>SY2014-2015:</p> <ul style="list-style-type: none"> • July: Teachers provided with notification and Memorandum of Understanding for working at SIG School. • July: Teachers informed that there will be an application process for placement at Douglass High School (All Instructional Staff will reapply for positions at Douglass High School) • November: 	<p>No Budget Implications- principal funded through district</p>

<ul style="list-style-type: none"> • Impact and Influence: Acting with the purpose of affecting the perceptions, thinking and actions of others. • Team Leadership: Assuming authoritative leadership of a group for the benefit of the organization. • Developing Others: Influence with the specific intent to increase the short and long-term effectiveness of another person. <p>Problem Solving Cluster – These enable solving and simplifying complex problems.</p> <ul style="list-style-type: none"> • Analytical Thinking: The ability to break things down in a logical way and to recognize cause and effect. • Conceptual Thinking: The ability to see patterns and links among seemingly unrelated things. • Showing Confidence to Lead – This competency is concerned with staying focused, committed, and self-assured. • Self-Confidence: A personal belief in one’s ability to accomplish tasks and the actions that reflect that belief. <p>2008 Public Impact for The Chicago Public Education Fund All competencies derived from <i>Competence at Work</i>, Spencer and Spencer (1993).</p> <p>The current principal of Frederick Douglass High School exhibits the characteristics of a turnaround leader and has greatly impacted the change in Frederick Douglass High School.</p> <p>During the 2012-2013 school-year, a GAPSS analysis was conducted that revealed a fully operational rating in the development and implementation of policies and practices and procedures and operation in each strand of the school culture standard.</p> <p>Further, the commendations from the GAPSS illustrate his commitment,</p> <ul style="list-style-type: none"> • Rules, policies, and procedures are consistently and effectively articulated, communicated, and implemented in all facets of school operations. As a result, the school is consistently an orderly and inviting learning community for students and staff. L-2.1; PO-4.1; SC-2.1 • The administrative team maintains high visibility within the school and at school and community events. L-2.3 	<p>Positions posted for 2015-2016 school year.</p> <ul style="list-style-type: none"> • December: Candidates Identified and Interviewed • February: Recommendations for Hiring and Contracts provided to those teachers (inclusive of the MOA for the upcoming year) <p><u>SY2015-2017:</u></p> <ol style="list-style-type: none"> 1. Candidates interviewed for vacancies for upcoming school years 	
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<ul style="list-style-type: none"> • The principal is viewed by the faculty as one who promotes change and risk-taking by encouraging trust and openness. L-3.1; SC-2.4 <p>Dr. Horton embodies these characteristics and is working to establish a culture of high expectations at Frederick Douglass High School. Upon arrival, Dr. Horton worked to improve the culture of the school. Based on staff surveys conducted in summer 2012, student behavior, school culture and climate were the most significant areas for immediate improvement. He addressed the concerns in the following ways:</p> <ol style="list-style-type: none"> 1. <u>Requirement of School Uniforms for All Students:</u> During the 2012-2013 school term, students were informed of the expectation for the upcoming year regarding uniforms. Letters were mailed home, newsletters were posted on the school webpage, and parents were informed during PTSA meetings and parent nights. To gain more momentum for the movement, students were able to spearhead the uniform campaign. A vendor from within the local community was selected and the uniforms were displayed in the main lobby. When the doors opened for Frederick Douglass High School in the 2013-2014 school year, the students were eager to learn in their school uniforms. It was a requirement and an expectation and the students and teachers rose to meet the expectation. 2. <u>Amendment to Original Grant Application:</u> As the principal came aboard during the third year of the grant, he was responsible for adherence to the guidelines stipulated through the previous administration. In order to make the changes necessary, he utilized funding to secure personnel responsible for the management of student attendance. These Academic Intervention Specialists play an integral role to the atmosphere of Frederick Douglass High School by analyzing data to identify student absentee patterns, serving as a liaison between the school and the community to increase student attendance rates, providing targeted follow-up with parents/guardians to mitigate issues impacting attendance, and working with the social worker to increase student attendance. Their relationship with the academy leaders and constant presence and monitoring demonstrate the importance of 		
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<p>attendance and the high expectations associated with being at Douglass High School.</p> <p>3. <u>Student Behavior Accountability</u>: Dr. Horton ensured that all students were aware of his expectations for behavior at Frederick Douglass High School and the consequences for not meeting them. He informed all stakeholders of his expectations and implemented processes and procedures for those who did not meet them. The result was improvement of student behavior and removal of those students who did not conform.</p> <p>4. <u>Engagement of Community and Reconnection to the Alumni of Frederick Douglass High School</u>: To impart the importance of attending a school whose namesake is Frederick Douglass and to develop and instill a sense of pride in the students, Dr. Horton encouraged the Alumni to engage in conversations with the students through assemblies and classroom workshops. He reached out to the community churches and organizations to establish partnerships with the school as well.</p> <p>These are but a few of the first steps to change at Frederick Douglass. These first steps set the foundation for high expectations.</p> <p>While we are pleased with the necessary changes that have come about as a result of the climate that is now conducive to learning, we are able to clearly identify our instructional concerns. The need to emphasize the level of understanding of the expectation and implementation of proficient/exemplary instructional practice came about as a result of the disproportionately high percentage of teachers who were evaluated as proficient and the connection between student achievement and their proficiency. This disparity was further emphasized through the GAPSS Data regarding teacher survey data compared to observation data:</p> <p><u>Curriculum Standard</u></p> <p>C 2 Only 58% of staff responded on the CSS that teachers analyze student work collaboratively to build consensus for a common understanding of proficiency and rigor “consistently”...</p> <p><u>Assessment</u></p> <p>A 1 On the CSS, only 25% of the staff indicated that teachers collaborate “consistently” to design assessments</p>		
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<p>aligned to the state standards...</p> <p>A2 The CSS also indicated that teachers “Consistently” or “Often” used a variety of formative assessments in order to monitor student progress and adjust instruction 96% of the time. Classroom observations revealed formative assessment in 54% of visits.</p> <p><u>Instructional Strand</u></p> <p>I-1 The CSS indicate that 94% of learning goals are “often and consistently” aligned to the state standards and 100% communicated to students “often and consistently”. Interviews and review of documents support the CSS. These contrasts with classroom observations where tasks were found to be aligned to the state standards in only 64% of classrooms visited, communication of the learning goals occurred in only 70% of observations and only 76% students interviewed could identify the learning standard or goal...</p> <p>I-2 Classroom observations showed higher-order thinking skills and processes used by the teacher during instruction in 36% of the classrooms visited and evident in student work in 39% of classrooms. This contrasts with 92% of the staff who indicated on the CSS that they “consistently and often” used higher-order thinking skills in instruction</p> <p>The perception, GAPSS, and Achievement data all speak to the need for operational flexibility.</p> <p>With the School Improvement Grant, Operational Flexibility is needed in the following areas:</p> <p><u>Transportation:</u> One of the non-negotiable components for the School Improvement Grant requires the extension of the school day or year. A conversation with Atlanta Public Schools Department of Transportation will be necessary to ensure that the buses are ready for children at dismissal. School will continue to begin at the same time as all other high schools within Atlanta Public Schools.</p> <p><u>Staffing:</u> Ensure funding is in place to secure the appropriate personnel at the start of the grant cycle. The work can be accomplished effectively when the team is in place at the start of the grant.</p> <p>As we are a Priority School looking to drastically improve student achievement through the implementation of Best Practices, we must ensure that we have the opportunity to secure the most qualified individuals— individuals fully aware of the expectations for a</p>		
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<p>transformation/turnaround school—are selected to become a part of the team.</p> <p>As such, the following plan will be implemented through the School Improvement Grant:</p> <p><u>Year 1: 2014-2015</u></p> <ul style="list-style-type: none"> • July: Teachers provided with notification and Memorandum of Understanding for working at SIG School. • July: Teachers informed that there will be an application process for placement at Douglass High School (All Instructional Staff will reapply for positions at Douglass High School) • November: Positions posted for 2015-2016 school year. • January-February: Candidates Identified and Interviewed • March: Recommendations for Hiring and Contracts provided to those teachers (inclusive of the MOA for the upcoming year) <p>Following and adhering to the process outlined above provides the platform for transparency and establishes the framework for high expectations.</p> <p>As a result of the aforementioned exposition, the new principal has demonstrated his capacity to implement and sustain the school improvement efforts and actions included within this grant application.</p>		
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A2. Implement the Teacher and Leader Effectiveness Systems (TKES/LKES) as a method to improve teacher and leader effectiveness in the school building.	Timeline	Budget
<p>The Teacher and Leader Effectiveness Systems have been implemented and used to assess leader and teacher performance. The Teacher Effectiveness System (TKES) consists of three components: Teacher Assessment on Performance Standards, Student Growth and Academic Achievement, and Surveys of Instructional Practice. The performance standards measure teacher performance and professional growth in the following areas: Professional Knowledge, Instructional Planning, Instructional Strategies, Differentiated Instruction, Assessment Strategies, Assessment Uses, Positive Learning Environment, Academically Challenging Environment,</p>	<p>SY2014-2015 SY2015-2016 SY2016-2017</p> <p>Actions:</p> <p>2015 To clearly outline the expectations for TKES, professional learning will be</p>	<p>No Budget Implications</p>

<p>Professionalism and Communication.</p> <p>In order to ensure consistency in expectation, Frederick Douglass High School, in alignment with district initiatives, has and will continue to utilize systems of calibration to ensure all stakeholders are aware of the expectations associated with quality instructional practice. As a way to calibrate our expectations we participate in the rituals for calibration:</p> <ol style="list-style-type: none"> 1. TKES Orientation and Review for Evaluators 2. Daily Instructional Debriefing 3. Systemic Alignment PLC 4. Coaches/Teachers Alignment 5. Daily Walkthroughs 6. Data Driven Professional Learning (Directed-Voluntary-Virtual) 7. Emphasizing the Qualitative Language of the Standards <p style="text-align: center;"><i>Inter-Rater Reliability and Instructional Calibration PLC- Eldrick Horton, Ed. D. (2014)</i></p> <p>Calibration Opportunities will be an ongoing part of our growth process. The calibration walks will occur regularly and will be monitored by the principal and the leadership team. Further, all who provide external support to the school will participate in calibration walks monthly through our Alignment and Support Professional Learning Communities (See Attachments Below and Appendices). These PLCs provide opportunities for internal/external collaboration and calibration to ensure that our expectations are consistent and continuously assessed.</p> <p>Academy leaders are held accountable through LKES and this expectation is clearly aligned to the expectation of the work outlined in TKES. As such there are frequent opportunities for inter-rater reliability and calibration discussions to ensure that our definitions of best practices-further our definitions of needs development—are in sync. As a part of this process we will dissect the rubrics and focus on the language of the standard by “emphasizing and ensuring the frequency and consistency of practices with respect to instructional delivery and formatively assessing the frequency and consistency per the language of the qualitative rubric: Continually (extensively), consistently, inconsistently and</p>	<p>2016</p>	<p>provided to all certificated staff in order to clearly specify teacher performance expectations.</p> <p>Revisit expectations through calibration walks and professional learning discussions</p>
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inadequately (not evident/not at all)”.

*Inter-Rater Reliability and Instructional Calibration
PLC- Eldrick Horton, Ed. D. (2014)*

To ensure teachers and administrators understand the impact of the TKES and LKES, we will begin each year with professional development in which the full staff will participate so that all are oriented to the process.

Additionally, any improvements or changes to the performance indicators will be addressed during this session. This will also provide an opportunity for any new staff to become more acclimated to the expectations for TKES and LKES at Douglass High School.

The need to emphasize the level of understanding of TKES and LKES came about as a result of the disproportionately high percentage of teachers who were evaluated as proficient and the connection between student achievement and their proficiency. This data is also supported through the GAPSS analysis recommendation:

Ensure high expectations for all students, including students with disabilities, by teaching all state standards at a high level of rigor. Integrate a variety of flexible grouping strategies with specific instructional purposes in order to move away from teacher-centered, whole-class instruction to research-based strategies that promote student engagement, emphasize higher order thinking skills, and result in a high degree of rigor in student work products and result in student work products that show students' achievement of state standards. Assume that all teachers use the language of the standard throughout the sequencing of the lesson and emphasize relevance to students.

I-2.1; I-2.2; I-2.4; I-2.5; I-3.1

The depth to which we have discussed TKES and LKES, our emphasis on the improvement of instructional practice, and our culture of high expectations is an adjustment in many cases for teachers. As such, there are teachers who have embraced our vision for student achievement while there are others who have made some critical decisions regarding their place in education.

Leader Keys Effectiveness System

The Leader Keys Effectiveness System (LKES) focuses on leader performance and professional growth. The domains to be assessed as follows:

Instructional Leadership

School Climate

Planning and Assessment

<p>Organizational Management</p> <p>Human Resources Management</p> <p>Teacher/Staff Evaluation</p> <p>Professionalism</p> <p>Communication and Community Relations</p> <p>In cases of TKES/LKES, credentialed individuals are responsible for the evaluation of the staff.</p> <p>The Academy Leaders and assistant principals complete the evaluation of teachers using TKES.</p> <p>The Principal completes the evaluation of assistant principals and academy leaders using LKES.</p> <p>The Region Executive Director is the principal's direct supervisor. The Region Executive Director utilizes LKES to evaluate the Principal. LKES has been fully implemented for two years. In addition, the Director for the Center of Expertise is responsible for monitoring, tracking and providing support to the individual schools for TKES/LKES.</p>		
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Frederick Douglass High School

Support: LEA/STATE	Area of Support	Schedule
Georgia DOE SIS Ms. Cheryl Hunley-Literacy	All	Monthly
Georgia DOE SIS Mr. Paul O'Brien-Leadership	All	Monthly
Georgia DOE SIS Ms. Emily Thomas-Data	All	Monthly
Georgia DOE SIS TBD-Math	All	Monthly
Human Resources Instructional Mentor Ms. Kim Turner	New Teachers To District	Semimonthly
Centers for Expertise Professional Learning Specialist Ms. Katrina Brinker	Teachers recommended for support/General professional development	Weekly
Centers for Expertise Professional Learning Specialist Ms. Simone Wells-Heard	Teachers recommended for support/General professional development	Weekly
Teaching and Learning Professional Learning Specialist Ms. Towanda James	Teachers recommended for support/General professional development	Per Request
Teaching and Learning Common Core Implementation Specialist Dr. Dawn Stoner	Math teachers recommended for support/General Professional Development	Per Request
Department of Special Education Dr. Twyla Gary	Co-Teaching/SWD	
Teach for America Ms. Nautrie Jones	New Teacher	
Teach for America Ms. Erin Fleming	New Teacher	
Teach for America Ms. Katie Campbell	New Teacher	
GLRS Dr. Lori James	Co-Teaching/SWD/ALL General professional development	Monthly, Per Request
Instructional Coach* Ms. Cleopatra Warren	9 th Grade/Social Studies	Daily
Instructional Coach* Dr. Chikaodili Onyema	10 th Grade/Math	Daily
Instructional Coach* Mr. Kenji Bell	11 th Grade/Social Studies	Daily
Instructional Coach* Mr. Brit Harris	12 th Grade/ELA	Daily
Special Education Lead Teacher* Ms. Kisha Morgan-Dennis	All	Daily
Instructional Data Coach* Ms. Kanisa Williams	All	Daily



FREDERICK DOUGLASS HIGH SCHOOL

Dr. Eldrick H. Horton, Principal

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Atlanta, Georgia 30318-742
404.802.3100 (Phone) ♦ 404.799.8022 (Fax)
www.DouglassHighSchool.us

Alignment and Support PLC Agenda: CAPTURE THE MOMENT

Team Name: AS PLC

Date: March 5, 2014

Time: 8:15 a.m.

Location: Main Lobby

Conference Room

Topic	Discussion Points
<p>Overview of Support Provided to Douglass High School</p> <p>(E.1)- LEA provides intensive, ongoing assistance to support school improvement.</p> <p>(E.2) -LEA and school ensure that internal (School Improvement Specialist and instructional coaches) and external providers deliver intensive, ongoing assistance to support school reform strategies.</p> <p>(C.7)- LEA and school provide all staff with high-quality, job-embedded, differentiated professional learning to support the school's comprehensive instructional program.</p>	<ul style="list-style-type: none"> • Capturing the Moment: Overview by Dr. Horton <ul style="list-style-type: none"> -Making Instruction Matter • Walk through Synopsis • Conduct Walkthrough <ul style="list-style-type: none"> -Determine a note taker to capture a Glows and Grows. We will provide master to the teacher • Scan Protocol <ul style="list-style-type: none"> -Work to determine a maximum of 3 next steps

Notes:

ASPLC Observation Schedule

TEAMS	<u>Location/8:36-8:51</u>	<u>Location/8:55-9:10</u>	<u>Location/9:15-9:30</u>
1	Hill RM 218	Oyenuga RM 227	Wheeler RM 312
2	Gilliam RM 214	Bunting RM	McNair RM 311
3	Dixon RM 219	Harrell RM 274	Holloway RM 320
4	Lane RM 217	Tatum RM	Watson RM 314
5	Womack RM 232	Johnson/Mifflin RM 230	Dalton/Rogers RM 238

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.	Timeline	Budget Implications						
<p>Per the SIG Guidance, “LEAs should also use a rigorous, transparent, and equitable evaluation system for teachers and principals that take into account data on student growth as a significant factor” (2012).</p> <p>Teachers <i>must receive at least two (2) “Exemplary” ratings</i> on the TAPS (Teacher Assessment of Performance on Standards) through TKES (Teacher Keys Effectiveness System) and <u>no “Ineffective” ratings</u> to be eligible for any level of incentives paid at the end of the school year for each year of the grant period. Eligible teachers, whose year-end Growth Percentages exceed or meet the school’s goal (Math, Science, ELA, Social Studies) as outlined in the “Annual Goals Chart”, shall be eligible for the following incentive:</p> <table border="0" data-bbox="235 1171 695 1346"> <tr> <td>Meet the goal</td> <td>\$500.00</td> </tr> <tr> <td>Exceed the Goal > 5%</td> <td>\$1000.00</td> </tr> <tr> <td>Exceed the Goal > 10%</td> <td>\$1500.00</td> </tr> </table> <p>Moreover, teachers are <i>required to maintain data reports</i> that serve as artifacts to support student engagement, formative assessment, prescriptive lesson planning and prescriptive “extra help”. Formative data must be evident throughout the instructional year, as well as the responsiveness to the same.</p> <p>The graduation coach will receive a \$1500 performance incentive at the close of each school year if Frederick Douglass High School meets</p>	Meet the goal	\$500.00	Exceed the Goal > 5%	\$1000.00	Exceed the Goal > 10%	\$1500.00	<p>SY2014-2015 SY2015-2016 SY2016-2017</p> <p><u>Actions:</u></p> <p><u>Incentives:</u></p> <ol style="list-style-type: none"> 1. Determine the individuals who meet the criteria for incentives 2. Collect all supporting documentation 3. Submit documentation to the District Designee to ensure payment <p><u>Persons Responsible:</u></p> <p>Academic Recovery Specialists Academy Leaders Assistant Principals Classified Staff Graduation Coach Instructional Coaches Instructional Data Coach Program Administrator for SIG School Improvement Grant Coordinator at District Level</p>	<p>SY2014-2015 \$26,500</p> <p>SY2015-2016 \$26,500</p> <p>SY2016-2017 \$26,500</p> <p>25 Instructional Staff Members x \$1000 pending evaluation=\$25,000</p> <p>\$1500 for graduation coach if graduation target is met</p>
Meet the goal	\$500.00							
Exceed the Goal > 5%	\$1000.00							
Exceed the Goal > 10%	\$1500.00							

<p>the graduation rate for that year.</p> <p><u>Identification and Removal</u></p> <p>The evaluator, with the approval of the principal, may choose to place a teacher on a Professional Development Plan at any time during the school year if there are major issues with any performance standard including, but no limited to, professionalism, the Georgia Code of Ethics, Needs Development or Ineffective ratings on the formative and/or summative assessments, or the Teacher Effectiveness Measure (TEM). The principal and other evaluators may also provide suggestions and guidance to teachers at any time during the school year without the development of a PDP. Administrators/evaluators supervise and provide guidance to the teacher as outlined in the PDP. Teachers beginning the school year on a Professional Development Plan (PDP) are monitored and supported by the building-level administrator/evaluator. The PDP and subsequent expectations and actions will align to the appropriate Teacher Assessment on Performance Standards. All components of the PDP are entered into the electronic TKES Professional Development (PDP) form. The teacher receives additional support from the administrator/evaluator, instructional coaches, mentors, professional learning and/or common core implementation specialists. Atlanta Public Schools also provides an invaluable teacher resource and support through an online portal, My PLC. Teachers have access to online professional learning and demonstration classrooms.</p>		
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<p>A4. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p>	<p>Timeline</p>	<p>Budget Implications</p>
<p>Research supports the assertion that the most important factor contributing to a student’s success in school is the</p>	<p>SY2014-2015</p>	<p>SY2014-15</p>

<p>quality of teaching. A way to ensure that teachers are provided with and can acquire the tools and skills necessary to effectively serve students is through professional learning and development.</p> <p>At Douglass High School, many structures are in place to guide the instructional program of the school. Though the structure and expectation is in place, the fidelity of implementation and practice is an area for needed growth.</p> <p>In order to ensure that all are aware of the expectations for implementation, Frederick Douglass High School will provide high-quality, job-embedded professional learning opportunities.</p> <p>Job Embedded Professional Learning: There will be several opportunities for job-embedded professional learning through the various levels of support provided to our teachers.</p> <ol style="list-style-type: none"> Common Planning: The master schedule is structured in a way that provides opportunities for each grade level to have a common planning time. Teachers have ninety minutes of planning each day. Once per week, teachers will meet as grade level teams, inside the grade-level data rooms to update student data and discuss and identify level students to provide remediation, acceleration, or targeted interventions for student success. This process is initially academic recovery specialist-directed and modeled to eventually be teacher-facilitated. Professional Learning Communities: Teachers meet as content teams once per week after school to analyze data, create common assessments, develop common plans while utilizing a protocol to guide the work (NRSF protocol books) Voluntary Professional Learning: The principal uses data from walkthroughs as well as data collected through formatively assessing teachers to develop Voluntary Professional Learning for anyone interested in attending. The topics are based on pressing needs identified through walks and based on the needs of the staff as identified in the survey as well as verbally. Additional Opportunities: Embedded professional learning through the instructional coaches, data coach, academic recovery 	<p>SY2015-2016 SY2016-2017</p> <p>Actions:</p> <ol style="list-style-type: none"> Hire personnel to support professional development efforts such as: Instructional Coach, Instructional Data Coach, Program Administrator for SIG, Academic Recovery Specialists Pre-Planning Institute: All Instructional Staff: overview of goals for year and planning session for teachers (product: lesson plans and initial common assessment) Introduction of Instructional Framework expectations with plan for professional development cycle Teachers develop common note-taking expectations for grade levels Introduce UDL and expectation for implementation in plans, lessons, and assessments Continuous Collaboration with 	<p>SY2015-16 SY2016-17</p> <p>Salaries:</p> <p>Instructional Coaches (3):\$78,200 (mid-scale) x 3 = 234600 x 31.8% Benefits =74603</p> <p>Program Administrator for SIG: 89706 mid-scale x 31.8% benefits 28527</p> <p>Instructional Data Coach:78200 x 31.8% benefits =24868</p> <p>Academic Recovery Specialist: 71,460 (mid-scale) x2= 142920 x 31.8% benefits =45449</p> <p>Preplanning 60staff*\$25/hr *5days* 5hrs days=37500 6 facilitators *\$50*6hrs x 5days =9000</p> <p>Literacy/Math Design Collaborative</p>
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<p>specialists, program administrator, or Georgia Department of Education School Improvement Specialist will include:</p> <ol style="list-style-type: none"> a. Standards-Based Instruction b. Differentiation c. Pacing and Planning to Maximize Instructional Time in Content Areas d. Student Engagement e. Math and Literacy Across the Curriculum Support f. Depth of Knowledge g. Text-Dependent Questions h. Instructional Strategies i. Common Core Implementation <p>5. Peer Observation: Teachers will have the opportunity to observe the implementation in practice through peer observation. This opportunity allows for teachers to see theory in practice, learn from colleagues, and synthesize observable best-practices so that they become a part of the work.</p> <p><u>Instructional Planning:</u> One of the standards in which teachers are assessed in TKES is Instructional Planning. At Frederick Douglass High School, we hold the belief that Instructional Planning is the vehicle through which all instructional practices begin. Instructional Planning encompasses many TKES standards inclusive of Differentiation, Instructional Strategies, Assessment Uses, and Assessment Strategies. Instructional Coaches, School Improvement Specialists, and Instructional Data Coach will work with teachers to collaboratively plan together weekly.</p> <p>Academy Leaders and Instructional Coaches will provide the foundation for the expectation of effective Instructional Planning through the following:</p> <ol style="list-style-type: none"> 1. Morning Debriefings 2. Professional Learning Expectations 3. Collaborative Planning Sessions 4. Observation and Feedback <p><u>Universal Design For Learning</u></p>	<p>internal and external providers through Alignment and Support PLCs (Teach for America, GADOE, LEA, Instructional Coaches, Professional Learning Specialists, MetroResa, GLRS, Instructional Mentors, etc.)</p> <ol style="list-style-type: none"> 7. Implementation of formative assessment through professional development cycle 8. Implementation and development of common grade level and/or content area expectations for note-taking at Frederick Douglass High School 9. Literacy and Math Across the Curriculum planning and development with Literacy and Math Design Collaborative (MetroResa/SREB) 10. Book studies/MetroResa CCGPS opportunities/Professional Learning Conference Opportunities/AP training Opportunities 11. Board works 	<p>Through MetroResa/SR EB \$56,000</p> <p>Book Study \$1500</p> <p>Professional Conferences inclusive of AP/MetroResa /National Conferences: 46,000 (2300 for conference registration, hotel costs, flight/mileage reimbursement , parking, meals etc.</p> <p>Materials and Supplies for PD Sessions: \$2000</p> <p>YEAR ONE ONLY:</p> <p>Board Works Licensure: \$19,000</p> <p>YEARS 2&3 ONLY:</p> <p>Reading Endorsement for 20 teachers @ 300 per ten week session \$18,000</p>
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Why UDL?

Elementary and Secondary Act (ESEA) Waiver

“To complement the instructional materials that are being developed to assist teachers in the delivery of instruction for the **Common Core Georgia Performance Standards**, the state intends to employ the principles of **Universal Design for Learning (UDL)** in the design of curricula so that methods, materials, and assessments meet the needs of all students.” (p. 27)



To clarify the expectation for Universal Design for Learning, Douglass High School will utilize our Georgia Department of Education School Improvement Specialist in conjunction with the Atlanta Public Schools provided Professional Learning Specialist to provide an in-depth explanation and application strategies for the implementation of UDL in all classrooms as it is a requirement for all schools through the ESEA Flexibility Waiver. UDL will be embedded in every aspect of the lessons and will also incorporate differentiation through multiple means.

Instructional Framework:

1. The instructional framework is the model for instruction. It is the vehicle for work that occurs. Opportunities for differentiated instruction and formative assessment are embedded throughout the lesson. There are five components of the lesson plan that provide opportunities for accessing students where they are through:
 - a. **Getting the students ready to learn**
 - b. **Instruction**
 - c. **Checking for Understanding**
 - d. **Independent Practice**
 - e. **Closure**

Through the Instructional Coaches, at the start of the school year, teachers will participate in professional learning communities surrounding the expectations for the Instructional Framework. Each aspect of the lesson will be examined and exemplars will be provided from each subject area to ensure all are aware of the expectation. The instructional framework is the artifact

Introduction

SY2015-2016

Actions:

1. Pre-Planning Institute-All Instructional Staff: overview of goals for year and planning session for teachers (product: lesson plans and initial common assessment)
2. Literacy and Math Across the Curriculum through LDC/MDC (MetroResa/SREB)
3. Review of Current Practices and Plan of Implementation for Upcoming Year
4. Implementation of teacher-led professional learning communities focusing on using data to inform instructional practice through analysis of student-work, teacher-practice, development of and analysis of common assessment data, and other protocols relative to completing the work.

<p>for planning, assessment, instructional strategies, and differentiation. It is aligned to the Teacher Keys Standards.</p> <p><u>Formative Assessment:</u> The State Collaborative on Assessment and Student Standards (2006) defines formative assessment as “a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.” Formative assessment is an essential component of every lesson as it provides instant feedback regarding a student’s understanding of a standard, concept, or skill necessary for mastery. It is an essential component of the lesson as it determines concepts for re-teaching or for acceleration. It is the platform for differentiation. Based on a student’s response, remark, or data, a teacher can determine the next steps in a lesson or class. This is such a critical component that there must be time embedded in the professional development schedule to accommodate and discuss the multiple strategies teachers may employ to formatively assess their students. At Frederick Douglass High School, this will be critical component of our professional development implementation.</p> <p>Teachers will participate in formative assessment training via Instructional Coaches who will provide on-going monitoring and follow-up through the professional development cycle.</p> <p><u>Summarizing and Note-taking:</u> How can students review the information and concepts taught in class? What is the vehicle through which they capture their learning? What opportunities have been provided for reflection of learning?</p> <p>One way to ensure that students understand their learning targets and objectives and have a way to review major concepts covered in their classes is through note-taking. In all classes, students will utilize a note-taking strategy to capture their learning. Each subject area—both core and none-core- will be required to implement a system for note-taking within their content that is consistent across the school. Additionally all teachers and students will be required to implement and utilize the Instructional Reflection which is a tool for capturing the key vocabulary, summaries of lessons, and questions.</p>	<ol style="list-style-type: none"> 5. Implement Reading Endorsement Opportunity (3-10 week sessions for teachers offered through the district). At the successful completion of each ten week course, the teacher is eligible to receive a \$350 stipend. This opportunity is available to 20 teachers per year. 6. Implementation and continuous monitoring of professional learning: UDL and Differentiation, Instructional Planning, and Instructional Technology 7. Book studies/MetroResa CCGPS opportunities/Professional Learning Conference Opportunities/AP training Opportunities 8. Continuous Collaboration with internal and external providers through Alignment and Support PLCs (Teach for America, GADOE, LEA, Instructional Coaches, Professional Learning 	
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<p><u>Data Analysis</u></p> <p>Each year of the grant, it is expected that teachers become better at using data to make instructional decisions. Embedded in the Data Analyses are the types of data teachers will use to adjust instruction. Professional Development will be provided through Atlanta Public Schools Data Analyst, assigned to support Douglass High School, to utilize ThinkGate to create common assessments within common grade levels. The initial professional development will be provided through the district, however, support will provided through the Instructional Data Coach and Academic Recovery Specialists who will meet each grading period to discuss the results of the common assessment benchmark. Instructional Coaches and Academy Leaders will monitor the assessments created by teachers in ThinkGate through common planning and professional learning communities. Further, teachers will utilize the weekly data report to capture formative assessment data utilized as a result of ThinkGate assessment analysis.</p> <p>Additionally, teachers will facilitate professional learning communities in which they work within their grade-level team or content teams to discuss quality of student work, teacher commentary, student performance and assessment and interventions.</p> <p><u>Instructional Technology</u></p> <p>One of our goals is to ensure that every student has access to technology within our building. By purchasing a laptop cart for every classroom, students will have access in every class in which they are enrolled. Our plan is to utilize Title I funding over the next two years to increase the number of laptop carts in the building to ensure that every classroom has access to technology to increase opportunities for success and engagement (currently, we are at a 1:2 ratio).</p> <p>The Atlanta Public Schools Educational Technology Specialist will provide support to students and teachers on the use of the district’s initiative My Backpack which is a one stop shop for teachers and students that provides a cloud environment where students have the use of Microsoft office and Blackboard to provide a blended online classroom experience.</p> <p>Additionally, the Educational Technology Specialist will provide support in order to assist teachers in maximizing</p>	<p>Specialists, Metro RESA, GLRS, Instructional Mentors, etc.)</p> <p><u>SY2016-2017</u></p> <ol style="list-style-type: none"> 1. Implementation and continuous monitoring of professional learning: UDL and Differentiation, Instructional Planning, and Instructional Technology 2. Book studies/Metro RESA CCGPS opportunities/Professional Learning Conference Opportunities/AP training Opportunities 3. Literacy and Math Across the Curriculum planning and development with Literacy and Math Design Collaborative (Metro RESA/SREB) 4. Implement Reading Endorsement Opportunity (3-10 week sessions for teachers offered through the district). At the successful completion of each ten week course, the teacher is eligible to receive a \$300 stipend. This 	
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<p>the capabilities of the Promethean Platform. Ultimately the teachers and students need to be prepared and proficient in using technology in this global society. As such, an unlimited Board Works License for 8 subjects will be purchased to provide teachers and students interactive opportunities to engage in lessons via the promethean and/or smart board technologies.</p> <p>The Education Technology Specialist will provide professional development twice per semester and will report weekly to assist in the monitoring of the expectations for implementation. This person will serve as a “coach” to teachers through the utilization of the coaching cycle to assist teachers in meeting the expectations for technology integration in our classrooms.</p> <p>Each of the instructional practices mentioned above are directly linked to the Teacher Keys Effective System and Leader Keys Effective System respectively. In theory and structurally, these are the expectations for teachers of Douglass High School; however, in practice, we are deficient. While teachers may utilize the instructional framework and incorporate strategies to meet student’s needs; while teachers may utilize note-taking strategies to assist students in learning the presented information; there is little evidence that the practices are consistent across the same.</p> <p>Through the School Improvement Grant, these practices will be a common practice and expectation of all teachers of Douglass High School.</p> <p><u>Additional Professional Learning Opportunities:</u></p> <p><u>Professional Development Opportunities:</u></p> <p>Job-Embedded Professional Learning will provide opportunities for teachers to develop and improve their craft in order to better meet the needs of their students. Teachers will also have additional opportunities for professional growth and development through the endorsement courses.</p> <p><u>Reading Endorsement</u></p> <p>As literacy is a focus for our school and recognizing that literacy standards are embedded in all courses, teachers will have the opportunity to participate in Reading Endorsement Course. This course is offered through Atlanta Public Schools and will be offered at Frederick</p>	<p>opportunity is available to 20 teachers per year.</p> <p>5. Continuous Collaboration with internal and external providers through Alignment and Support PLCs (Teach for America, GADOE, LEA, Instructional Coaches, Professional Learning Specialists, Metro RESA GLRS, Instructional Mentors, etc.)</p>	
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Douglass High School during years two and three of the grant. Up to 20 participants (inclusive of any instructional staff) will enroll each year in a thirty week course (one night per week). The skills and strategies learned in the course can be used across the curriculum to meet the needs of our students.

Advanced Placement Certification and Advanced Placement Trainings

Advanced Placement courses are the most rigorous courses offered on the high school campus. According to the College Board, students who are exposed to the rigors of an AP course are more likely to enroll and stay in college longer than two years. The GAPSS team made the following recommendations for improvement to the instructional program:

Assessment	Instruction
<p>Expand teacher collaborative work to identify desired results for student learning and to design authentic common assessments (i.e., diagnostic, formative, & summative) in all core content areas. Place greater emphasis on analyzing and monitoring data (achievement, attendance, and discipline) for all subgroups and special populations to ensure continuous improvement for individual learners, subgroups of students, and the school as a learning community. A-1.3, A-2.1, A-3.1</p> <p>Ensure high expectations for all students, including students with disabilities, by teaching all state standards at a high level of rigor. Integrate a variety of flexible grouping strategies with specific instructional purposes in order to move away from teacher-centered, whole-class instruction to research-based strategies that promote student engagement, emphasize higher order thinking skills, and result in a high degree of rigor in student work products and result in student work products that show students' achievement of state standards. Assure that all teachers use the language of the standard throughout the sequencing of the lesson and emphasize relevance to students. I-2.1; I-2.2; I-2.4; I-2.5; I-3.1</p> <p>Increase teacher and student use of modern electronic technology as an effective instructional tool to support conceptual understanding and independent application of core content, to reinforce higher order thinking skills, to increase opportunities for differentiation of instruction, and to increase comfort and proficiency with technology. I-2.7</p>	

*Georgia Assessment of Performance on State Standards,
November 2012*

Allowing teachers to become AP certified can benefit Douglass students in many ways. If the teacher becomes certified in a course and the students are interested in taking the course, this increases the number of course offerings at Douglass High School. Alternately, if the teacher becomes Douglass certified in a course and it is not offered during that year, the teacher still benefits from the instructional strategies learned during the training course. In both cases, the students benefit from the higher-order concepts and skills attained through the teachers' enrollment in the certification courses. As such, teachers will have the opportunity to become certified in AP courses initially based on student's expressed interest in the AP course and secondly on the teachers desire to grow.

District Provided Professional Development:

- Common Core Tuesdays: Provides strategies for Common Core implementation
- ASCD Formative Assessment Cadre
- MyPLC
- Professional Learning Days

Metro RESA Course Offerings:

Teachers will attend Metro RESA sponsored professional development in the area of Mathematics and Literacy (ELA/Science/Social Studies) to learn best practices in Common Core: Text-Complexity, Text Dependent Questions, Analytic Geometry, Coordinate Algebra, Embedding Literacy in Social Sciences, etc. These courses are offered throughout the year. The teachers will attend the sessions and redeliver during the required content professional learning communities.

Summer Leadership and Georgia Department of Education Summits/Conferences:

Frederick Douglass High School will participate in all required Georgia Department of Education summits/conferences including but not limited to:

1. Summer Leadership Summits
2. Instructional Coaches Academy
3. ELA Summit
4. Math Summit

Book Studies:

Each school year, the leadership team will determine literature that aligns to our instructional focus and lead book studies with grade-level and content areas. The use of professional literature provides the research-based foundation for our focus on the work.

Professional Learning and Implementation Academies (Preplanning Institutes):

Faculty and staff will implement professional learning and planning academies. The professional learning academies provide the platform for teachers to develop CCGPS-guided plans for the first four-weeks of the school year. The lesson plans will utilize the instructional framework and incorporate professional learning concepts. Teachers and instructional staff will meet three-five days prior to the start of the pre-planning or three-five days at the close of the school year to begin planning for the next year. One day of the planning session will be devoted to professional learning and development based on the major foci emphasized above.

Professional Learning Conferences:

Each year, instructional staff will be able to utilize SIG funds to attend professional learning conferences aligned to Common Core State Standards and specific to their content areas. Teachers may attend state conferences relative to their content areas, national conferences relative to the content areas, and technology-based, and reading conferences. As each academic area, according to our data points, falls below the state and district averages, and GAPSS data indicated a need for technology integration, we extend these opportunities to our staff members. Response to Intervention, Student Support Team, and other related conferences are also essential to our development as our Students with Disabilities subgroups continue to struggle to meet the standards and objectives set. Additionally, school leaders will be able to attend these conferences in order to remain abreast of instructional practices that impact student achievement. Further, school leaders may attend conferences geared towards leadership as leadership is an essential component critical to school transformation.

The SIG will provide opportunities for teachers/leaders to participate in professional learning that will support the initiatives in the grant. A proposed \$46,000 is allocated for professional learning opportunities to include Metro RESA Common Core trainings, AP certification courses, State Required trainings, and other conferences that may require teachers to travel out of town with the following expenses attached: air travel, lodging, meals, and registration. The additional professional development dollars will come through Title I and Title II funds.

The matrix below provides projected costs to attend conferences:

External Training Requiring Financial Obligation			
	Registration	Travel Costs Inclusive of Mileage	Considerations for Funding
Teacher and/or leader selected professional development (common Core, Technology Integration, RTI, Leadership, Subgroups, etc.)	15 teachers/leaders to attend selected conference @ 11250 each to include registration	15 teachers/leaders for lodging, flight/mileage/parking, meals \$18750	SIG- Not Title I funded
Teacher and/or Leader Selected Professional Development	15 teachers/leaders to attend selected conference @ 11250 each to include registration	15 teachers/leaders for lodging, flight/mileage/parking, meals \$23250	Alternate funding source (Title I, Title II, etc.)
Advanced Placement Training	\$700-\$850 x 10 teachers per year = \$8000		SIG-not allowable through Title I
MetroResa	\$50-299 per course for 20 teachers per year = \$5980		SIG
Instructional Coaches Academics/GADOE Sponsored Professional Development	No registration costs associated	Mileage to and from location, lodging, and meals = \$2020	SIG/SIG 1003 (a)
Total	\$36,480	\$44,020 Total Cost	\$80,500

The proposed budget allocation for professional development is inclusive of Advanced Placement training, Metro RESA Opportunities, State-Sponsored and Required trainings, and Teacher selected professional development.

Positions Necessary for the Implementation and Monitoring of Professional Development at Frederick Douglass High School:

Instructional Coach:

The Instructional Coach is a master teacher who serves in the capacity of a site-based, best practices expert who is

<p>able to recognize exemplary teaching practices and offer support and guidance for areas of growth. The Instructional Coach will receive extensive training in core academic specific areas as well as none core support. Often times, instructional coaches are available to serve core areas; however, at Frederick High School, we look to improve instruction in all facets of the curriculum inclusive of our none-core course offerings such as Engineering, Hospitality and Tourism, Video Broadcasting, JROTC, Visual and Performing Arts, and Health and Physical Education. The expectation is that all teachers within the building utilize the best practices to move students forward. Often times, the focus is placed on the core subject areas, mainly English/Language Arts and Mathematics. Recently, more attention has been placed on science and social studies and, in many cases, an instructional coach may be assigned to these areas. To emphasize the importance of the none-core areas, instructional coaches will ensure that that the vision and expectations for instruction are shared with the entire building—that all are aware of the standard for Douglass High School. They will provide support to teachers in the implementation scientifically research based instructional methods and best-practices and work in collaboration with the principal and leadership team to ensure a positive learning environment and an increase in student achievement.</p> <p>The instructional coaches will work with the teachers and academy leaders, assistant principals and principal to deliver professional development, work with professional learning communities, collaborate with teams of teachers regarding student data, lesson planning and assessment development, and conduct model lessons. They will also be actively involved in the implementation of TKES. Finally, they will have the responsibility of working with teachers to ensure professional development implementation and the fidelity of strategies and methodology. Monitoring fidelity and implementation of practices learned through professional learning will take place through walk-throughs, data collection and evaluation, collaboration meetings, and through individual meetings with teachers.</p> <p><u>Instructional Data Coach:</u></p> <p>The Instructional Data Coach is a master teacher who will work with teachers in the utilization of data to inform and make adjustments to instructional practice. The instructional coach is critical to the transformation</p>		
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<p>process as data helps to guide the decisions that we make relative to the improvement of our practice. The instructional data coach will work to develop and implement a well-articulated professional learning plan to assist teachers in gaining a better understanding of the use of data to improve instruction and increase student achievement. Because data will be at the forefront of our work, the support provided to our teachers must be organized and a plan for implementing that support should be in place. As such, the instructional data coach will direct the work of the instructional coaches in correlating instructional decisions based upon the analysis of students instructional, and demographic data. Additionally, the Instruction Data Coach will be responsible for the following additional duties and responsibilities:</p> <ul style="list-style-type: none"> • Works with teachers to ensure student mastery of standards by assisting with data driven instructional planning, integration of technology and implementation of research based instruction, monitor and improves the effective use of data to increase student achievement. • Directs the work of the instructional coaches in correlating instructional decisions based upon the analysis of students instructional, and demographic data. • Works with teachers to ensure student mastery of standards by assisting with data driven instructional planning, integration of technology and implementation of research based instruction, monitor and improves the effective use of data to increase student achievement. • Conducts grade and content level data-driven instructional meetings on a regular basis. • Provides data needed by instructional or administrative team as they assist teachers to improve student achievement. • Develops and implements a process through which test results are routinely discussed with students, teachers, and parents. • Analyzes CCRPI reports and utilizes data to improve instruction. • Works with principal, local SIG administrator, central office and GADOE monitors as the primary contact for student, teacher and community /stakeholders data. • Conducts other duties assigned by the school principal. 		
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As the instructional data coach works to provide the mechanisms and structures for data analysis and interpretation within the school and the classrooms, there is a need to connect the data analysis to the student and family and to immediately address the concerns by providing intervention resources to ensure all students have maximum opportunities to be successful. A way of ensuring this occurs is through the Academic Recovery Specialist.

Academic Recovery Specialists

Assign a full-time Academic Recovery Specialist to support the students who are significantly lacking academic credits. The position is critical to getting to the heart of the work for students who are significantly deficient in their course work and works to provided deliberate and prescriptive support to students by:

- Providing immediate and specific support for students off track through collaboration with teachers, parents, and other stakeholders.
- Monitoring data rooms and student support team meetings to ensure students are identified and appropriate interventions are implemented
- Consulting with parents and staff about concerns and any other issues hindering student from being successful in course
- Meeting weekly with students to assess progress towards meeting standards and progression towards credit recovery
- Coordinating and planning needed programs in collaboration with school counselors and administration to meet the needs of .5 students
- Directly aligning students through scheduling, parental involvement
- Developing prescriptive plans for recovery involving students, parents, and teachers

Program Administrator for School Improvement Grant:

Assign a full-time Program Administrator to Douglass to support the Transformation process through the implementation.

<p>The Program Administrator will:</p> <ul style="list-style-type: none"> • Monitor Corrective Action and School Improvement Plan • Monitor the programmatic and fiscal components of the School Improvement Grant 1003(g) at the School Level • Serves as a liaison between the school and district regarding School Improvement Grant 1003 (g) implementation • Coordinate professional development activities • Serves as the Indistar manager to ensure the assessment of indicators at the school level • Support Leadership Team in data-based decision making • Provide support for standards-based instruction • Analyze data for differentiation and ongoing assessment • Conduct Mini GAPSS Review 		
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Professional Development 2014-2015

Areas of Emphasis	Monitoring and Mode of Delivery
Instructional Planning: UDL	Preplanning Institute/Common Planning Time
Instructional Planning: Instructional Framework	Preplanning/Common Planning
Instructional Planning: Formative Assessment	Instructional Coaches through Professional Learning and Coaching Cycle
Instructional Planning; Developing a Universal System for Note-taking/ Instructional Technology	Instructional Coaches through Professional Learning and Coaching Cycle
Instructional Planning: Using Data to Make Instructional Decisions	Instructional Coaches through Professional Learning and Coaching Cycle Professional Learning Communities Common Planning Data Talks
Voluntary PL: Needs-Based	Principal Facilitated
MetroResa: Common Core Implementation	Instructional Staff members attend/Redelivery of key ideas during PLCs and collaborative planning sessions.
District Provided and Mandated Professional Learning	Facilitated by District Personnel
Instructional Personnel-Selected Professional Learning Conferences related to School Improvement, Common Core, Instructional Best Practices,	Instructional Staff members attend/Redelivery of key ideas during PLCs and collaborative planning sessions.
Georgia Department of Education Required Professional Learning Opportunities	Instructional Staff members attend/ becomes a part of the School Improvement Effort /Monitored through Leadership Team
Math and Literacy Design Collaborative	MetroResa /SREB, Instructional Coaches/ Alignment and Support PLC
Advanced Placement Trainings	Instructional Staff Members attend/Courses offered/Best practices taught in courses incorporated in teachers' plans



Professional Development 2015-2016



Areas of Emphasis	Monitoring and Mode of Delivery
Instructional Planning: Math and Literacy Design Collaborative	Preplanning Institute/Common Planning Time: MetroResa /SREB, Instructional Coaches/ Alignment and Support PLC
Instructional Planning: Instructional Framework	Preplanning/Common Planning
Instructional Planning: Formative Assessment	Instructional Coaches through Professional Learning and Coaching Cycle/ Alignment and Support PLC
Instructional Planning; Developing a Universal System for Note-taking/ Instructional Technology	Instructional Coaches through Professional Learning and Coaching Cycle/Alignment and Support PLC
Instructional Planning: Using Data to Make Instructional Decisions/JDL	Instructional Coaches through Professional Learning and Coaching Cycle Professional Learning Communities Common Planning Data Talks Alignment and Support PLC
Voluntary PL: Needs-Based	Principal Facilitated
MetroResa: Common Core Implementation	Instructional Staff members attend/Redelivery of key ideas during PLCs and collaborative planning sessions.
District Provided and Mandated Professional Learning	Facilitated by District Personnel
Instructional Personnel-Selected Professional Learning Conferences related to School Improvement, Common Core, Instructional Best Practices,	Instructional Staff members attend/Redelivery of key ideas during PLCs and collaborative planning sessions.
Georgia Department of Education Required Professional Learning Opportunities	Instructional Staff members attend/ becomes a part of the School Improvement Effort /Monitored through Leadership Team
Advanced Placement Trainings	Instructional Staff Members attend/Courses offered/Best practices taught in courses incorporated in teachers' plans
Reading Endorsement	Instructional Staff Members attend/ Endorsement/ Incorporation of Literacy
MATH AND LITERACY DESIGN COLLABORATIVE	



Professional Development 2016-2017

Areas of Emphasis	Monitoring and Mode of Delivery
Instructional Planning: UDL	Preplanning Institute/Common Planning Time
Instructional Planning: Instructional Framework	Preplanning/Common Planning
Instructional Planning: Formative Assessment	Instructional Coaches through Professional Learning and Coaching Cycle/ Alignment and Support PLC
Instructional Planning: Developing a Universal System for Note-taking/ Instructional Technology	Instructional Coaches through Professional Learning and Coaching Cycle/Alignment and Support PLC
Instructional Planning: Using Data to Make Instructional Decisions	Instructional Coaches through Professional Learning and Coaching Cycle Professional Learning Communities Common Planning Data Talks Alignment and Support PLC
Voluntary PL: Needs-Based	Principal Facilitated
MetroResa: Common Core Implementation	Instructional Staff members attend/Redelivery of key ideas during PLCs and collaborative planning sessions.
District Provided and Mandated Professional Learning	Facilitated by District Personnel
Instructional Personnel-Selected Professional Learning Conferences related to School Improvement, Common Core, Instructional Best Practices,	Instructional Staff members attend/Redelivery of key ideas during PLCs and collaborative planning sessions.
Georgia Department of Education Required Professional Learning Opportunities	Instructional Staff members attend/ becomes a part of the School Improvement Effort /Monitored through Leadership Team
Advanced Placement Trainings	Instructional Staff Members attend/Courses offered/Best practices taught in courses incorporated in teachers' plans
Reading Endorsement	Instructional Staff Members attend/ Endorsement/ Incorporation of Literacy
MATH AND LITERACY DESIGN COLLABORATIVE	MetroResa /SREB, Instructional Coaches/ Alignment and Support PLC

External Training Requiring Financial Obligation			
	Registration	Travel Costs Inclusive of Mileage	Considerations for Funding
Teacher and/or leader selected professional development (common Core, Technology Integration, RTI, Leadership, Subgroups, etc.)	15 teachers/leaders to attend selected conference @ 11250 each to include registration	15 teachers/leaders for lodging, flight/mileage/parking, meals \$18750	SIG- Not Title I funded
Teacher and/or Leader Selected Professional Development	15 teachers/leaders to attend selected conference @ 11250 each to include registration	15 teachers/leaders for lodging, flight/mileage/parking, meals \$23250	Alternate funding source (Title I, Title II, etc.)
Advanced Placement Training	\$700-\$850 x 10 teachers per year = \$8000		SIG-not allowable through Title I
MetroResa	\$50-299 per course for 20 teachers per year = \$5980		SIG
Instructional Coaches Academics/GADOE Sponsored Professional Development	No registration costs associated	Mileage to and from location, lodging, and meals = \$2020	SIG/SIG 1003 (a)
Total	\$36,480	\$44,020	
		Total Cost	\$80,500

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.	Timeline	Budget Implications
As a school utilizing the transformation model to drastically alter the instructional practices in order to significantly influence increased student achievement and graduation rate, we must make critical decisions regarding the current leadership and instructional staff. Given the current practices in place, and the extensive commitment required to move our students forward	SY2014-2015 SY2015-2016 SY2016-2017 Actions: <ul style="list-style-type: none"> Provide Commitment Incentive to each 	SY2014-2015 Commitment Incentives: \$233,000 inclusive of principal (\$7500) administrators,

<p>through the implementation of each component of the grant, we must work to attract the quality candidates who understand that more will be required to prepare our students for college and career readiness. Providing a commitment incentive is aligned with researched-based best practices for staffing transformation and turnaround schools. As such, Frederick Douglass will utilize “financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions” in order to “recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.”</p> <p>Commitment incentives will be provided to staff who will begin the 2014-2015 school-year. Moreover, these persons will be required to sign a Memorandum of Understanding, developed through the Division of Human Resources, acknowledging the level and intensity of work and its focus. Our goal is to attract quality candidates on the front end of the work and to demonstrate a commitment to their aligning themselves to the same.</p> <ul style="list-style-type: none"> • Year One: Principal, \$7,500; Administrators, \$4,000; Instructional Staff, \$3,000; Paraprofessionals, \$1,500. <p>The following individuals will be included in the commitment bonus:</p> <ul style="list-style-type: none"> • Principal • Instructional Staff: teachers, professional counselors, media specialists, and instructional coaches. • Paraprofessionals • Administrators: Academy Leaders, Assistant Principals, Program Administrator for SIG <p>To promote optimal opportunities for promotion and career growth while impacting student achievement, several opportunities will be provided to strengthen our instructional program and organizational structure. These</p>	<p>identified person at start of the school year</p> <ul style="list-style-type: none"> • Provide Opportunities for growth and promotion through positions such as instructional coach, data coach, academic recovery specialists, coordinators, and endorsements, conference attendance, and certifications 	<p>(\$4000)and instructional staff (\$3000)@70 Members and Instructional Paraprofessionals \$1500 SY2015-2016</p> <p>SY2016-2017</p> <p>Commitment solidified-no incentive required.</p>
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<p>opportunities are inclusive of professional development opportunities, Certification and endorsement, additional responsibilities of coordination of summer academies, after school and Saturday programs.</p> <p><u>Career Growth/Professional Development Opportunities:</u></p> <p>Job-Embedded Professional Learning will provide opportunities for teachers to develop and improve their craft in order to better meet the needs of their students. Teachers will also have additional opportunities for professional growth and development through the endorsement and certification courses.</p> <p><u>Reading Endorsement</u></p> <p>As literacy is a focus for our school and recognizing that literacy standards are embedded in all courses, teachers will have the opportunity to participate in Reading Endorsement Course. This course is offered through Atlanta Public Schools and will be offered at Frederick Douglass High School during years two and three of the grant. Up to 20 participants (inclusive of any instructional staff) will enroll each year in a thirty week course (one night per week). The skills and strategies learned in the course can be used across the curriculum to meet the needs of our students. The course is broken into three, ten-week sessions.</p> <p><u>Advanced Placement Certification</u></p> <p>Advanced Placement courses are the most rigorous courses offered on the high school campus. According to the College Board, students who are exposed to the rigors of an AP course are more likely to enroll and stay in college longer than two years. The GAPSS team made the recommendations for improvement and increasing rigor in the instructional program.</p> <p>Allowing teachers to become AP certified can benefit Douglass students in many ways. If the teacher becomes certified in a course and the students are interested in taking the course, this increases the number of course offerings at Douglass High School. Alternately, if the teacher becomes certified in course and it is not offered during that year, the teacher still benefits from the instructional strategies learned during the training course. In both cases, the students benefit from the higher-order concepts and skills attained through the teachers enrollment in the certification course. As such, teachers</p>		<p>Coordinators for Summer, Afterschool, and Saturday Programs 3 staff members @ 1750 per semester @2 semester =\$3500 x3=\$10,500 yearly</p>
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will have the opportunity to become certified in AP courses initially based on student's expressed interest in the AP course and secondly on the teachers desire to grow.

Professional Learning Conferences:

Each year, instructional staff will be able to utilize SIG funds to attend professional learning conferences aligned to Common Core State Standards and specific to their content areas. Teachers may attend state conferences relative to their content areas, national conferences relative to the conference areas, and technology-based, and reading conferences. As each academic area, according to our data points, falls below the state and district averages, and GAPSS data indicated a need for technology integration, we extend these opportunities to our staff members. Response to Intervention, Student Support Team, and other related conferences are also essential to our development as our Students with Disabilities subgroups continue to struggle to meet the standards and objectives set. Additionally, school leaders will be able to attend these conferences in order to remain abreast of instructional practices that impact student achievement. Further, school leaders may attend conferences geared towards leadership as leadership is an essential component critical to school transformation.

Teacher Leaders/Coordinators: Due to the many opportunities for increased learning time embedded in our schedule, there will be opportunities for teachers to demonstrate their leadership capacity through the coordination and monitoring of the tutorials and enrichment programs available to students. Coordinator positions will be available twice yearly to facilitate the following programs:

1. Saturday Academies (Academy Coordinator eligible to receive \$1750 per semester)
2. Summer Academy (Eligible to receive \$1750 for summer program)
3. Afterschool Tutorial (eligible to receive (\$1750 per semester)

Each of these positions requires teachers to manage the instructional program, work with academic recovery specialists to monitor attendance of teachers and students,

determine measures to gauge the impact of the program on student achievement, and maintain records and assess quality of teacher plans for implementation within the programs.		
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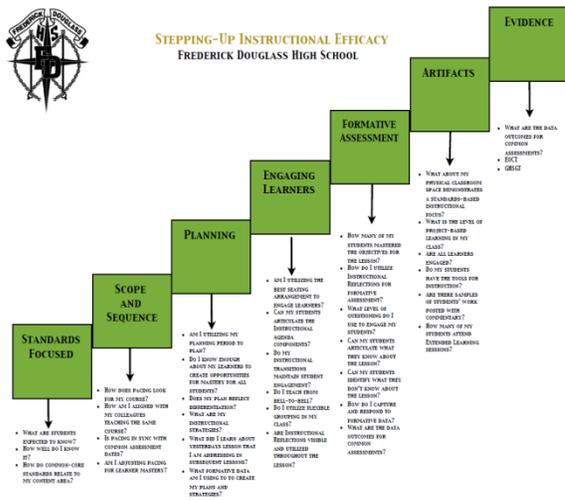
A6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with Common Core Georgia Performance Standards (CCGPS).	Timeline	Budget Implications
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A review of the student achievement data identifies weaknesses in the areas of English-Language Arts, Mathematics, Social Studies, and Science. In order to address these areas of weakness we must utilize a model that emphasizes learning outcomes, high expectations, and student-centered approaches to instruction and embeds rigor and relevance. As such, Frederick Douglass High School will implement Standards-Based Instruction as the research-based instructional program that is aligned to the Common Core Georgia Performance Standards. Standards-based instruction allows teachers and students to be on the same page by specifying how teachers and students will meet their education goals, including specific concepts, order, or instructional materials (Krueger & Sutton, 2001). Frederick Douglass High School teachers will implement standards based instruction using the instructional efficacy framework:

SY2014-2015
 SY2015-2016
 SY2016-2017
 Actions:

- Implementation Standards-Based Instruction through use of Instructional Framework as guiding structure for lessons, lesson development and implementation
- Integration of Literacy and Mathematics Design Collaborative' components into instructional practice
- Implementation of steps to Instructional Efficacy.

SY2014-2015
 SY2015-2016
 SY2016-2017
 Literacy Design Collaborative Training through Metro RESA/SREB
 Year 1: \$56,000
 Year 2: \$28,000
 Year 3: \$14,000



By utilizing the instructional efficacy platform (aligned to TKES and embeds Standards Based Practices), teachers can effectively meet the needs of all students. What is critical in following the steps are the guiding questions. These essential questions are essential to

meeting the students' needs. Teachers will be required to analyze the Common Core Georgia Performance Standards and the Georgia Performance Standards in tandem with the districts' curriculum support (Scope and Sequence) to plan effectively. Instructional Planning—a critical component of TKES, is the crux of the work. Because of this, teachers at Frederick Douglass High School will employ the instructional framework to guide their planning process and to guide their lesson delivery. The Instructional Framework is a template comprised of five essential components of an effective lesson:

1. Getting Students Ready To Learn: During this time the teacher sets the tone for the lesson through review, anticipatory set, and objective. It is the expectation that instructional strategies, evidence of differentiation (UDL) and formative assessment be embedded in this part of the lesson. The teacher then presents the essential question(s).
2. Instruction: This is an opportunity for input and modeling. It is the core of the lesson. During this part of the lesson, it is the expectation that instructional strategies, evidence of differentiation (UDL) and formative assessment be embedded in this part of the lesson.
3. Checking for Understanding: This is an opportunity to intentionally assess if students are making sense of the material as it is being presented. Students are given the opportunity to apply and practice what they have just learned AND receive immediate feedback. It is the expectation that instructional strategies, evidence of differentiation (UDL) and formative assessment be embedded in this part of the lesson.
4. Independent Practice: Students are given the opportunity to demonstrate their learning through a given task. It is the expectation that instructional strategies, evidence of differentiation (UDL) and formative assessment be embedded in this part of the lesson.
5. Closure: Students provide feedback to teacher regarding their achievement of the learning target/s.

It is important to note the integration of instructional best practices, differentiation, and formative assessment into

each component of the lesson. By integrating the aforesaid practices in the lesson we are able to obtain a clear picture of where our students are. To ensure that the students receive the information, we must engage them.

At Frederick Douglass High School, teachers will be required to use best practices to engage students in the learning process. Ultimately, teachers must work to make the "...act of engagement continuous, deliberate, and non-negotiable. Teachers must plan for student success" (Horton, 2013).

Literacy and Math Design Collaborative

Because of the deficiency in Math and Literacy, we will implement a math and literacy emphasis within the school. Through the Math and the Literacy Design Collaborative, teachers will be trained on strategies to implement Literacy and Math Across the Curriculum effectively within Frederick Douglass High School. The Literacy Design Collaborative (LDC) is designed to "build students' literacy skills and understanding of science, history, literature, and other important academic content through meaningful reading and writing assignments that are aligned to the CCSS" (ldc.org) .

Further the Mathematics Design Collaborative (MDC) provides opportunities for teachers to "respond to the instructional shifts necessary with Common Core" (colegacy.org). By implementing the MDC,

- Students draw upon their real world experience to make sense of mathematics and solve problems.
- Students use dialogue and conversation to explore mathematical thinking.
- Students use place value and mathematical properties and relationships to compute with flexibility, accuracy, and efficiency.
- Students use concrete materials, drawings, graphs, and symbols to understand and represent mathematical ideas.
- Students build confidence and experience in choosing tools and strategies to make sense of

and solve problems. (2014) After the training and follow-up provided through MetroResa/SREB, teachers will work collaboratively to embed Literacy and Math across the curriculum and throughout their lessons.		
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A7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of all students and student subgroups.	Timeline	Budget Implications
<p>One of the areas for growth at Frederick Douglass High School is the utilization of data to make informed instructional decisions. We have taken tremendous steps to ensure structures are in place to facilitate the data driven decision making process; however we will utilize the grant to solidify the structures in place:</p> <ol style="list-style-type: none"> 1. <u>Grade-Level Data Rooms</u>: Each grade-level has a data room that is inclusive of the following items: <ol style="list-style-type: none"> A. Weekly Data Reports (See Attachments Below and Appendices)/Formative Assessments: Teachers are to continuously formatively assess students to determine areas for re-teaching, make adjustments to instruction, and provide feedback to students. They are to deliberately plan to incorporate formative assessment strategies into their lessons. This information is captured on the weekly data report and is used to plan for and modify instructional practice to best meet the needs of all students. B. Common Assessments: At the start of each year, Data Analysts, assigned to Douglass, through the district will conduct an orientation on the use of the ThinkGate assessment software to create assessments and capture data. These assessments will be administered based on a common assessment schedule and data will be collected and analyzed based on the results. C. Department of Special Education (DSE) 	<p>SY2014-2015</p> <p>Actions:</p> <p>Data Analysis Implementation Timeline:</p> <ul style="list-style-type: none"> • Establish the data rooms for each grade level • Host professional learning opportunity for teachers regarding the use of the data rooms • Establish Professional Learning Communities and Protocols for the analysis of data (student work, formative assessments, common assessments, and summative assessments) • Professional Learning: How DATA impacts the SST/RTI process • Data Notebook 	<p>SY2014-2015</p> <p>SY2015-2016</p> <p>SY2016-2017</p> <p>\$4000 each year for the data rooms</p>

<p>Student Information Binders: As the data rooms are confidential, folders containing modifications and pertinent information regarding DSE will be housed in the data rooms to engender discussion around the best ways to serve students within the program.</p> <p>D. Student Progress Charts: Student progress charts will be created reflective of every student in the grade. The spreadsheets will be enlarged to poster size and will reflect (in columns) each student’s name, attendance, credits, discipline, and core subjects. Teachers will enter the data rooms regularly (twice per month) and have discussions within the common planning (grade-level) about student progress in each of the aforementioned areas. Teachers will indicate student progress according to a legend provided by indicated if a student is “red”, “yellow” or “green” in a particular area. Students identified as red will require immediate intervention and remediation. Not only will remediation be discussed, so will acceleration.</p> <p>E. Focus Walk and Observation Walls: Each time a focus walk occurs within a grade-level, data will be collected and shared through this area in the data room. It will be housed here as a way to engender discussion around the improvement of instructional practice.</p> <p>F. Student/Teacher Attendance Areas: Teacher and student attendance will be monitored monthly to determine trends and highlight areas of success and improvement.</p> <p>G. Student Discipline Information: Student discipline will be charted as well. It is our hope that the number of incidents will be curtailed as the year progresses. When trends are noted, immediate interventions can be created to determine alternative ways to address discipline as a grade-level team or school.</p>	<p>Expectations</p> <ul style="list-style-type: none"> • Implementation of the Professional Learning Communities in data rooms • Implement process for using data to make instructional decisions <p>SY2015-2016</p> <p>Repeat Cycle for the use of Data Rooms (anticipated new faculty and staff)</p> <p>SY2016-2017</p> <p>Repeat Cycle for the use of Data Rooms (anticipated new faculty and staff)</p>	
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<p>H. Data Notebooks: teachers will collect data notebooks reflective of their progression to proficiency on TKES standards, student information (assessment data), Formative Assessment documentation, etc. The data notebook is tool used to support instruction and monitor the effectiveness of intervention implementation.</p> <p>The Instructional Data Coach, Academic Recovery Specialists, and all team members will work collaboratively to ensure that data is the catalyst for improving teacher practice to meet the needs of students.</p>		
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A8. Establish schedules and strategies that provide increased learning time for all students (defined as 300 hours of additional time devoted to instruction for all students, teacher planning and collaboration, and remediation). Please describe how the school will provide at least 50 hours of instruction (through a longer day, week, or academic year) for all students and how the remaining 250 hours will be divided between teacher planning and collaboration and remediation.	Timeline	Budget Implications
<p>Increased Learning Time is designated in the following ways:</p> <ol style="list-style-type: none"> a. From the beginning of the year, the school day is extended by 20 minutes per day. All students will receive 60 additional hours of instruction per school year. b. Teachers are provided with 270 hours of planning time per year as they are provided with 90 minutes common grade level planning time daily. <ol style="list-style-type: none"> 1. 54 hours is devoted to grade-level PLCs. One day per week, teachers meet to analyze student data at the team level respective to the entire grade-level team and the grade-level content area. 2. 27 hours is devoted to professional development provided during planning periods and common planning for assessment development. 	<p>SY2014-2015 SY2015-2016 SY2016-2017</p> <p>Actions:</p> <ol style="list-style-type: none"> 1. Day One-School Day extends to 3:50p.m. 2. Implement Common Grade level Planning for teachers 3. Implement Content PLCs weekly 4. Implement Professional Development Plan 5. Implement Recovery/On Demand Academic Support programs 6. Implement 	<p>SY2014-SY2016 District Support for Transportation Costs for extended school day</p> <p>Transportation for Additional ILT opportunities: Summer Recovery Tutorial Academy: 3 buses @ 40/hour w/ 2 hour minimum each way for 4 weeks=\$9600</p> <p>Summer Transition Academy</p>

<p>Teachers meet bi-weekly to for one hour for common assessment and/or professional development.</p> <p>3. 30 hours Weekly content specific PLCs held once per week for teachers for vertical articulation and discussion of Common Core Georgia Performance Standards Implementation/ Utilize protocols for analysis of student work, analysis of assessment data, utilization of protocols to drive the work of the PLC</p> <p>c. 100 hours Summer Recovery/Tutorial Academy. Students will be provided opportunities for credit recovery during our summer program. The program will run approximately 4 weeks at 5 hours per day.</p> <p>d. 144 Hours for after school tutorial opportunities. Students will have the opportunity three times per week to receive tutorial after school from 4-5:30p.m. Tutorial Offerings are: Extended Learning for Coordinate Algebra and Analytic Geometry, On Demand Academic Support in Core Content Areas</p> <p>e. 50 hours for Summer Transition Academy will occur in the summer for incoming freshmen who will attend orientation and be exposed to the expectations for Frederick Douglass High School through principal, academy leaders, teachers, and students' perspectives. Instruction in each of the content areas and opportunities for introduction to elective course offerings will be provided.</p> <p>f. Weekday and Saturday Boot Camp Opportunities for:</p> <ol style="list-style-type: none"> 1. Writing Test Preparation-15 hours 2. SAT/ACT/AP Exam Preparation-30 hours 3. EOCT Preparation-30 hours <p>In order to encourage and promote attendance and participation in the instructional interventions that will be provided for students, the following actions will</p>	<p>Summer and Saturday Opportunities for students</p>	<p>Transportation: 2 buses @ 40/hour with 2 hour minimum each way for 2 weeks =3200</p> <p>Saturday Boot camps: SAT/ACT/AP: 50 One-way Marta Cards @3=\$3 each way for 8Saturdays=\$1200 Writing Test Boot camp 100 One-way Marta cards @ \$3 each way for 5 Saturdays =\$1500</p> <p>Personnel: Summer Recovery/Tutorial Academy 4 weeks x 20hrs x12 teachers x 29.24hr=\$28071</p> <p>Tutorial 20-weeks x 3hours per week x \$29.24/hr x25 instructional staff = \$43860</p> <p>Summer Transition Academy 2weeks x 20hrs per week x \$29.24 x 10 teachers =\$11,696</p> <p>Summer Transition Materials and</p>
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<p>occur:</p> <ol style="list-style-type: none"> 1. The significance of all programs will be communicated holistically to our greater school community by way of the local school council, community announcements, parent written communique' and other tools of communication such as calling posts, the school's marquee, and direct parent contact. 2. Student participation will be mandated based on specific criteria such as averages and qualifications identified in the attached matrix. 3. Parent Liaisons and Academic Recovery Specialists notify parents of opportunities for recovery, remediation, tutorial, and acceleration. 4. Academy Leaders will notify teachers and students of remediation and enrichment opportunities. <p>To determine the teachers who lead and teach the various interventions, individuals must be highly qualified and demonstrate proficiency in differentiation, instructional best practices, and student engagement. They must be recommended by their evaluator and also express a desire to participate by way of completion of application and selection through aforementioned criteria.</p> <p>Modification or practices and/or policies may be necessary to enable the school to implement the interventions fully and effectively. Schools days will be extended for schools implementing the grant. Schools may select intervention/reform programs.</p> <p>Atlanta Public Schools Transportation Department will need to continue to provide an extended day schedule for delivery and pick up of students. The school day will extend by twenty minutes ending at 3:50. Additionally, additional buses will be needed for our tutorial and credit recovery opportunities available to students Mondays, Wednesdays, and Thursdays.</p>		<p>Supplies: \$3500</p> <p>Saturday Boot camp ACT/SAT/AP 8 Saturdays x 4 hrs x 4 teachers x \$29.24= \$3743</p> <p>Writing Test Boot camp 5 Saturdays x 4 hrs x 4 teachers x \$29.24= \$2340</p> <p>Materials and Supplies for Boot camps such as Chart paper, consumable texts, markers, pens, paper, timers, instructional materials for teachers: \$5500</p>
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Frederick Douglass High School

Bell Schedule

Time	Activity	Minutes
8:30 - 9:00	Advisory	30 Minutes
9:00- 9:05	Transition 2	5 minutes
9:05-10:35	1st Period	90 minutes
10:35-10:39	Transition3	5 minutes
10:39- 12:09	2nd Period	90 minutes
12:09- 12:13	Transition 4	5minutes
12:13- 1:53	3rd Period	30 minutes for each lunch
A Lunch	FAMC Hall	12:06 - 12:36 Lunch
B Lunch	E2C Hall	12:46 -1:16 Lunch (transition: 12:56 - 1:01)
C Lunch	IT Hall Band/Chorus Portables	1:20- 1:50 Lunch
1:55 - 2:00	Transition 5	5 minutes
2:00-3:30	4th Period	90 minutes

2014-2015 Frederick Douglass High School

Time	Activity	Minutes
8:30 – 8:45	Advisement	15 minutes
8:45 – 10:20	1st Period	95 minutes
10:20- 10:25	Transition 2	5 minutes
10:25- 12:00	2nd Period	95 minutes
12:00- 12:05	Transition 3	5minutes
12:05- 2:15	3rd Period	130 minutes lunch included
2:15 – 2:20	Transition 4	5 minutes
2:20-3:50	4th Period	90 minutes

A9. Partner with parents and parent organizations, faith- and community- based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students’ social, emotional, and health needs.	Timeline	Budget Implications
President Barack Obama said it best when he stated, “there is no program and no policy that can substitute for a parent who is involved in their child’s education from day one”. Parental and Community Involvement are essential characteristics of successful schools and are integral to student achievement. "When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." (Southwest Educational Development Laboratory, 2002).	SY2014-SY2015 Actions: 7. Select and hire qualified individuals for the Academic Intervention Specialist positions	Sy2014-SY2015 Academic Intervention Specialists @27058 x3% benefits \$812 = \$83,610

<p>In effort to promote family and community engagement at Frederick Douglass High School, we will approach our relationships with parents as partnerships. We will work collaboratively to ensure student success. Parent involvement opportunities are provided both during and after school hours. Parents are encouraged to visit the school regularly and made to feel welcome. Parent conferences are offered at convenient times before, during and after school for them to attend. The Parent Center is located directly adjacent to the school’s lobby. Parents are able to meet with all supportive service personnel (Social Worker, Program Assistant, Graduation Coach, Parent Liaison, and Career Technical Instruction Director) while remaining in the parent center. A weekly newsletter of key and upcoming events is provided for parents as well as weekly updated information on the school website. In addition, computers will be available for parents to check their child’s progress using the Parent Portal System or receive assistance with other needs.</p> <p>To increase parental and family engagement, Frederick Douglass High School will utilize the Title I funded a parent liaison to work at the school level to target parental involvement and engagement by working collaboratively with each grade level. The data reveals that there is an overwhelming void with respect to parents connecting to student attendance, achievement, and being responsive to student disciplinary concerns. Fostering a relationship with each of the grade-level academy leaders and teachers will create a more realistic opportunity for providing services resources and ongoing opportunities for parents to be engaged. Thus, one of the roles of the parent liaison is to build relationships and promote parent and school engagement. Having a parent liaison work with grade levels affords the opportunity for building relational trust and commitment. It sends the message that “We care” to parents and the community. Parents will continuously be aware of the expectations, events and activities, grading periods, tests, etc. that will occur and will be able to forge a strong relationship with the school and teachers through their interaction with the liaison. <i>More specifically, Frederick Douglass High School is organized as “schools within the school” (9th Grade Academy, 10th Grade Academy, 11th Grade</i></p>	<p>SY2015-SY2016 SY2016-SY2017</p>	<p>SY2015-SY2016 3 Academic Intervention Specialists @ 27058 x3% benefits \$812=83610</p> <p>SY2016-SY2017 2 Academic Intervention Specialists @ 27058 x3% benefits \$812=55740</p> <p>Funding of .20 of Social Worker’s Salary to make fulltime \$25,000 and benefits \$7950</p> <p>Materials and Supplies for Parent Liaisons: \$6000</p>
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Academy, and 12th Grade Academy) providing services that would be germane to that grade level in terms of the level of engagement. Each school houses its own administrative team, core-teachers, counselor, and ~~our~~ ~~proposed parent-liaison~~ it will prove critical for the parent liaison to regularly meet with the teams to ensure that information is properly communicated regarding grade-level specific expectations. This is a person who will be knowledgeable of pertinent grade-level information and who will use this knowledge to increase parent and community engagement. The parent liaison will work to engage parents and the community to actively take part school and community initiatives in the following ways:

- A. Provide assistance to parents of participating children, as appropriate, in understanding the state’s academic content standards, the state’s student academic achievement standards, the state and local academic assessments including alternate assessments, how to monitor their child’s progress, and how to work with educators, by providing workshops on state’s academic content standards, local assessments, test-taking strategies and study skills. Parents will be provided samples of the content information and instructional strategies during events planned for grade-level and school-wide parents.

- B. Provide materials and training to help parents to work with their child to improve their child’s achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by offering parent classes to help parents support their students. These classes will include: parent portal access, financial aid application process, how to support your child with their homework, high school students 101: everything you need to know about your student’s matriculation through high school.

- C. Provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the

<p>value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and the school, by including a parent on the leadership team who meets with the team regularly. The Family Engagement Specialist in conjunction with the parent liaison will host quarterly parent workshops in Core content areas and Common Core shift changes. Parents will be engaged in interactive workshops that will assist them with helping their children in Reading/Writing and Mathematics.</p> <p>D. Take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand, by keeping meeting announcements basic and uniform in nature. The school created a website that is easily accessible and provides a myriad of information for families.</p> <p>E. Provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand, by using a translator for second language parents and having documents translated.</p> <p>The Parent liaison will continue to build relationships between educators, parents and the community by facilitating the aforementioned workshop. The parent liaison will also support parent conferencing and perform needs based assessments as it relates to parent and community involvement. The position will then inform the leadership team of the stakeholders' needs. The leadership team will work with the PTSA and the local school council to address parent and community needs and create a welcoming environment for parents and the community at large.</p> <p>The school's website will be updated to announce new</p>		
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workshops and information for the community. Parents will receive newsletters from each grade level team about exciting lessons, field trips, and other grade level news.

The Parent Center will be a resource for parents including a parent library of texts and materials regarding providing assistance to children core areas, resources for SAT and ACT preparation, Scholarship information and books, resume building and resources, computers and printers to meet parents' needs.

Frederick Douglass High School is organized as “schools within the school”(9th Grade Academy, 10th Grade Academy, 11th Grade Academy, and 12th Grade Academy) providing services that would be germane to that grade level in terms of the level of engagement.

Frederick Douglass High School proposes the hiring of four Academic Intervention Specialists. There will be three Academic Intervention Specialists who are assigned to support the grade-levels. The remaining Academic Intervention Specialist will serve by monitoring alternative attendance opportunities for students with minor infractions (level one) and allowing the students to continue instruction from a highly qualified teacher. The Academic Intervention Specialists will be in an instructional lab with students.

In a traditional In-school Suspension environment, there are limited numbers of students who can participate. This greatly impacts the discipline data by increasing the number of Out-of-School Suspension events. The Academic Intervention Specialist provides an opportunity for students to remain a part of the school and the instructional program. The school is then able to respond to the infraction without compromising the students’ instructional needs. Through our Virtual Attendance Lab, students will be exposed to live streaming of instruction or recording of a lesson that is aligned to classes.

To further meet the needs of the students social and emotional needs, Academic Intervention Specialists will be hired to provide daily support to students through the following:

<ol style="list-style-type: none"> 1. Analyses data to identify student needs 2. Serves as a liaison between the school and the community to increase student success 3. Provides targeted follow-up with parents/guardians to mitigate issues impacting attendance. 4. Works with the social worker, graduation coach and counselor to monitor individual student success plans 5. Communicates with parents, students and staff regarding student academic needs 6. Works collaboratively with the school leadership team <p>Another critical piece to student engagement and achievement is the Social Worker. Students today are increasingly victims of many social forces that negatively affect their role as students. The role of the social worker will be to provide comprehensive services to these students where home, school and community collaboration is the key to achieving student success. In addition to these responsibilities, this position will provide a working model for full integration of student support services inclusive of supervisory functions for attendance personnel.</p> <p>Many of our families are in a state of change and until it becomes stabilized, in whatever form, children's unmet physical and emotional needs will continue to interfere with their ability to learn and adjust in school. Providing staff with essential information to better understand factors (cultural, societal, economic, familial, health, etc.) affecting a student's performance and behavior becomes an essential part of the equation for student success.</p> <p>Frederick Douglass High School currently has a social worker assigned to support the work; however, this person is assigned to the school 80% of the time. The other 20% is designated for service to another school. Having a social worker full time affords the school the opportunity to make the connections necessary to foster student success.</p> <p>The social worker will do the following:</p> <ol style="list-style-type: none"> 1. Organizes programs for students, parents and staff pertaining to child abuse, resource development and 		
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<p>other educational issues.</p> <ol style="list-style-type: none"> 2. Acts as a liaison between students and APS by administering conferences, home visits and additional activities. 3. Interviews students and relatives to obtain the student's historical information regarding medical, social and emotional conditions. 4. Contacts state and local authorities for child abuse issues, student behavior problems and any criminal activities concerning the student. 5. Maintains and updates records to ensure accurate information and data. 6. Attends workshops and seminars to continue to improve skills and learn about current issues affecting students. 7. Organizes group sessions for students, parents and APS staff to discuss problems and issues. 8. Follow up with students on absences via telephone, home visits student and parent conferences in writing. 9. Monitoring average daily attendance as reported in the student information system for the purpose of evaluating intervention attempts for chronic absences and tardiness. 10. Preparing weekly attendance reports for review by the school leadership team. 11. Communicating regularly with school staff for the purpose of establishing cooperative and innovative approaches to solve truancy and other attendance related issues. 12. Administer and or support the state and local standardized testing processes and policies. 13. Fostering communication for the purpose of establishing positive relationships between parents, students, staff and others. <p>Frederick Douglass High school will utilize SIG to supplement the salary to ensure that there is a full-time</p>		
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social worker each day.		
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A10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.		
<p>Departments such as Human Resources, Transportation, Finance and Procurement will work closely with the school to eliminate any barriers by modifying any necessary procedures to support the implementation of the grant. Some examples of modifications are extension of the school day/year for job embedded professional development, and making SIG schools a priority for staffing to ensure no vacancies and effective teachers.</p> <p>The principal and the leadership team will be allowed to travel to conferences to build capacity and support the implementation of the grant. Also, the principal and the leadership team will be provided the opportunity to visit other schools with similar demographics that use innovative operational strategies as it relates to scheduling, staffing and budgeting which supports the increase of student performance outcomes.</p>	<p>SY2014-SY2015 SY2015-SY2016 SY2016-SY2017</p>	N/A

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).	Timeline	Budget Implications
The Atlanta Public School district office will provide intensive technical assistance and support to the SIG school. The Coordinator in the Office of Federal Grants and Program Compliance will work closely with the SIG school. The Coordinator will meet with the school's SIG School Improvement Specialist monthly to monitor the implementation of the program, review monthly drawdowns, expenditure of funds, implementation of	<p>SY2014-SY2015 SY2015-SY2016 SY2016-SY2017</p>	N/A

<p>ILT, progress of professional development, status of contracts and the degree of implementation of the program. Other participants that will attend these meetings as appropriate are the principal, the Region Executive Director, Deputy Superintendent of Curriculum and Instruction, and Core Content Coordinators. The School Improvement Specialist and the Region Executive Director will work closely with the principal to monitor the program. As part of the technical assistance provided, the Coordinator will train the School Improvement Specialist and a designee on the programmatic and budget approval process.</p> <p>The SEA will provide support through the assignment of Schools Improvement Specialists who will support each school in the implementation of the grant.</p>		
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B. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.	Timeline	Budget Implications
<p>Technical Assistance meetings and information sessions were held to provide information regarding the pre-implementation of the grant. In addition, more pre-implementation sessions will be held with members of the district-level school improvement and federal grants staff members at the district level if the grants are awarded. There will be no costs associated with these activities for pre-implementation.</p>	<p>SY2014-SY2015 SY2015-SY2016 SY2016-SY2017</p>	<p>NA</p>

C. Align additional resources with the interventions.								
<p>Frederick Douglass High School involves all stakeholders in a planning process that is continuous and consistent throughout the year. This process includes parents, the community, District Office personnel, leadership team members, teachers, and students and involves assessing the programmatic and fiscal mechanisms to support school improvement initiatives. Below is our alignment of additional resources and interventions:</p> <table border="1" data-bbox="188 1614 867 1810"> <thead> <tr> <th data-bbox="188 1614 331 1745">Funding Source</th> <th data-bbox="331 1614 542 1745">Program</th> <th data-bbox="542 1614 867 1745">School Use</th> </tr> </thead> <tbody> <tr> <td data-bbox="188 1745 331 1810">Federal</td> <td data-bbox="331 1745 542 1810">Title I</td> <td data-bbox="542 1745 867 1810">1. Purchase of</td> </tr> </tbody> </table>	Funding Source	Program	School Use	Federal	Title I	1. Purchase of	<p>SY2014-SY2015 SY2015-SY2016 SY2016-SY2017</p>	<p>N/A</p>
Funding Source	Program	School Use						
Federal	Title I	1. Purchase of						

		<p>materials/supplies</p> <p>2. Professional Development (resources and conferences)</p> <p>3. Computer Software</p> <p>4. APS buses to provide transportation for students to attend tutorials and after-school tutorial sessions</p> <p>5. Parent meetings, home-school communications, postage, parent supplies/materials</p> <p>6. Purchase of equipment and programs to support Instruction</p> <p>7. Technology such as IPADSs, Document Cameras and Promethean Boards</p> <p>8. Funding of personnel: instructional coach, teachers, paraprofessionals, and teacher tutors</p>		
Federal	School Improvement Funds	1. Purchase of materials to support the areas of need based on the Continuous Improvement Plan and the School-wide Plan		

		2. Professional Development-Summer Leadership Academy		
Federal	SIG	1. Funding of personnel: Academic Intervention Specialists, instructional coaches, instructional data coach, teacher-tutors, academic recovery specialists, parent liaisons, program administrator for SIG, materials and supplies, equipment		
State	School Nutrition Program	1. Fee Waivers for SAT and ACT 2. Two college fee waivers 3. Summer School tuition waivers 4. Summer Employment assistance		
Local		1. Student internships 2. Community mentoring programs 3. Local Merchant support for extra-curricular activities 4. Junior Achievement Job Shadowing		

<p>D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.</p>		
<p>Modification or practices and/or policies may be necessary to enable the school to implement the interventions fully and effectively. Schools days will be extended for schools implementing the grant. Schools may select intervention/reform programs.</p> <p>Atlanta Public Schools Transportation Department will need to continue to provide an extended day schedule for delivery and pick up of students. The school day will extend by twenty minutes ending at 3:50. Additionally, additional buses will be needed for our tutorial and credit recovery opportunities available to students Mondays, Wednesdays, and Thursdays.</p> <p>Additionally, schools may be provided some flexibility regarding requested positions such as Academic Intervention Specialists, Academic Recovery Specialists, School Improvement Specialists, Instructional Coaches, Instructional Data Coach, Parent Liaisons, and Coordinators for Summer, Saturday, and After School Programs.</p> <p>To ensure effective and full implementation, each school will participate in hands-on training of each aspect of the policies and procedures regarding SIG implementation.</p> <p>Atlanta Public Schools will support Frederick Douglass High School in the use of a commitment incentive at the start of each school year for all instructional staff inclusive of: academy leaders, assistant principals, program administrator for SIG, counselors, instructional coaches, school improvement specialists, teachers, and paraprofessionals at the start of each year as a result of the work required at a School Improvement Grant School.</p> <p>Additionally, the Principal of the School Improvement Grant School will receive a commitment incentive in the amount of \$15,000 at the start of school year as a result of the work required at a School Improvement Grant School.</p> <p>The amounts will reduce in years two and three of the grant.</p>	<p>SY2014-SY2015 SY2015-SY2016 SY2016-SY2017</p>	<p>N/A</p>

E. Sustain the reform after the funding period ends.		
<p>Grant funds will be used to transform Frederick Douglass High School and build capacity among its leadership and staff. At the end of the grant period, the principal will have developed the leadership skills of his team necessary to effectively continue improvement efforts.</p> <p>As PLCs are established and fully functioning, the staff will have an increased understanding of the power of utilizing data and effective teaching strategies. Sustainability will come to fruition as a result of building capacity with school leadership and staff in implementation of a systems approach to school improvement to include best practices and creating a culture of high expectations. Frequent progress monitoring of SIG activities will occur between school/district leadership and external partners.</p> <p>The school improvement plan requires that processes, procedures, training, and collaboration take place to support capacity growth for the system and school staff. Instructional and leadership growth will be paramount to sustain the change outlined in the plan. The plan for improvement outlined in the grant provides a platform of support for teacher professional growth, instructional improvements, student support for achievement, and leadership responsibility and will be embedded into the school's Title I School Improvement Plan.</p> <p>Our goal is to establish a school culture and climate that will manifest as a place that is inviting to the persons who have been a part of building the same. Initial teacher survey data indicates teachers' desires for structure, shared decision making and governance, and developing teacher-leader teams to foster a sense of belonging with regard to every aspect of the school. For example, teachers have several opportunities to engage as teacher leaders through the following:</p> <ul style="list-style-type: none"> • RTI/SST Coordinators • Content Area Coordinators • Professional Learning Facilitators • Summer/After-School/Saturday School Coordinators • Teacher-Centered Mentoring Coordinators • Professional Growth Opportunities through positions offered through grant 	<p>SY2014-SY2015 SY2015-SY2016 SY2016-SY2017</p>	<p>N/A</p>

Each component of our school improvement initiatives will support the development of the expected school culture that will, in turn, be inviting and be met with favor by anyone who works at the school. This will not only assist in the retention of current faculty, but will attract others to work at Frederick Douglass High School.

The proposed positions are not designed to be long-term with respect to the organizational structure of the school. They are designed to support the school in recovering academically, improving attendance, and increasing engagement of students overall. The efficacy that comes from the engagement of the positions (Academic Intervention Specialists, academic recovery specialists, etc.) will allow us to develop rituals, a focus, and action plans that can be implemented in the absence of the grant-based personnel. These positions are designed to assist us in developing rituals and being immediately responsive to data driven areas of deficit to include attendance, discipline, academic performance, and graduation rate. Our data requires us to respond immediately to meet the needs of students.

Subsequently, these positions are of dire urgency but are indeed temporary. Furthermore, those positions that remain at the end of the grant (instructional coaches, parent liaisons) will be supported through traditional funding sources (Title I, general funds, etc.).

Building capacity through teacher leaders will assist in sustaining the work implemented through professional learning and through the instructional framework. Teacher leaders can serve as facilitators and developers of the professional development plan in the coming years.

Deliberate implementation and fidelity will build a foundation for sustained reform at the end of the grant period. Through these supports the focus for improvement will remain laser-like even though changes may occur in the attrition of personnel. Other funding sources such as, Title I, School Improvement 1003 (a), and other grants will be used to sustain the program

where allowable.		
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LEA Name: Atlanta Public Schools
School Name: Frederick Douglass 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 Priority schools. Write the annual goals below.

Frederick Douglass High School has established aggressive annual goals that were determined through the consideration of both low and high achievement data. The lower the achievement data the larger the percentage of increase. The higher the achievement data, the percentage of increase, in fact, decreases.

Reading/English Language Arts

2014-2015 School Year

1. All students will increase their achievement on the 9th grade Literature EOCT from the projected 2014 rate of 65% in SY 2014 to 77% at the end of SY 2015.
2. All students will increase their achievement on the American Literature EOCT from the projected 2014 rate of 84% in SY 2014 to 87% in SY 2015.

2015-2016 School Year

1. All students will increase their achievement on the 9th grade Literature EOCT from 77% in SY 2015 to 85% at the end of SY 2016.
2. All students will increase their achievement on the American Literature EOCT from 87% in SY 2015 to 90% in SY 2016.

2016-2017 School Year

1. All students will increase their achievement on the 9th grade Literature EOCT from 85% in SY 2016 to 91.1% at the end of SY 2017.
2. All students will increase their achievement on the American Literature EOCT from 90% in SY 2016 to 93.9% in SY 2017.

Mathematics

2014-2015 School Year

1. All students will increase their achievement on the Coordinate Algebra EOCT from the projected 2014 rate of 5% in SY 2014 to 25% at the end of SY 2015.
2. All students will increase their achievement on the Analytic Geometry EOCT from the projected 2014 rate 25% in SY 2014 to 40% in SY 2015.

2015-2016 School Year

1. All students will increase their achievement on the Coordinate Algebra EOCT from 25% in SY 2015 to 47% at the end of SY 2016.
2. All students will increase their achievement on the Analytic Geometry EOCT from 40% in SY 2015 to 59% in SY 2016.

2016-2017 School Year

1. All students will increase their achievement on the Coordinate Algebra EOCT from 47% in SY 2016 to 68.7% at the end of SY 2017.
2. All students will increase their achievement on the Analytic Geometry EOCT from 59% in SY 2016 to 78.6% in SY 2017.

Science

2014-2015 School Year

1. All students will increase their achievement on the Biology EOCT from the projected 2014 rate of 45% in SY 2014 to 60% at the end of SY 2015.
2. All students will increase their achievement on the Physical Science EOCT from the projected 2014 rate 85% in SY 2014 to 88% in SY 2015.

2015-2016 School Year

1. All students will increase their achievement on the Biology EOCT from 60% in SY 2015 to 74% at the end of SY 2016.
2. All students will increase their achievement on the Physical Science EOCT from 88% in SY 2015 to 90% in SY 2016.

2016-2017 School Year

1. All students will increase their achievement on the Biology EOCT from 74% in SY 2016 to 84.7% at the end of SY 2017.
2. All students will increase their achievement on the Physical Science EOCT from 90% in SY 2016 to 92% in SY 2017.

Social Studies**2014-2015 School Year**

1. All students will increase their achievement on the U.S. History EOCT from the projected 2014 rate of 64% in SY 2014 to 70% at the end of SY 2015.
2. All students will increase their achievement on the Economics EOCT from the projected 2014 rate 71% in SY 2014 to 75% in SY 2015.

2015-2016 School Year

1. All students will increase their achievement on the U. S. History EOCT from 70% in SY 2015 to 76% at the end of SY 2016.
2. All students will increase their achievement on the Economics EOCT from 75% in SY 2015 to 80% in SY 2016.

2016-2017 School Year

1. All students will increase their achievement on the U.S. History EOCT from 71% in SY 2016 to 82.5% at the end of SY 2017.
2. All students will increase their achievement on the Economics EOCT from 80% in SY 2016 to 86.4% in SY 2017.

Cohort Graduation Rate (High Schools Only)

2014-2015 School Year

The Graduation rate will increase from the projected 2014 graduation rate of 59.6% to 72% at the end of SY 2015.

2015-2016 School Year

The Graduation rate will increase from 72% to 78% at the end of SY 2016.

2016-2017 School Year

The Graduation rate will increase from **78%** to **83.7%** at the end of SY 2017.

**Performance Targets
Based on 2011 EOCT Proficiency Rates
(Includes GAA)**

Statewide Assessment	Student Group	2011 Proficiency Rate	2012 Performance Target	2013 Performance Target	2014 Performance Target	2015 Performance Target	2016 Performance Target	2017 Performance Target
9th Grade Literature	State Target/All Students	82.2	83.7	85.2	86.7	88.1	89.6	91.1
	<i>Alaskan/American Indian</i>	82.9	84.3	85.8	87.2	88.6	90.0	91.5
	<i>Asian/Pacific Islander</i>	86.5	87.6	88.8	89.9	91.0	92.1	93.3
	<i>Black</i>	74.2	76.4	78.5	80.7	82.8	85.0	87.1
	<i>Economically Disadvantaged</i>	74.1	76.3	78.4	80.6	82.7	84.9	87.1
	<i>Hispanic</i>	76.4	78.4	80.3	82.3	84.3	86.2	88.2
	<i>English Learners</i>	45.7	50.2	54.8	59.3	63.8	68.3	72.9
	<i>Multi-Racial</i>	89.0	89.9	90.8	91.8	92.7	93.6	94.5
	<i>Students with Disabilities</i>	49.1	53.3	57.6	61.8	66.1	70.3	74.6
<i>White</i>	89.7	90.6	91.4	92.3	93.1	94.0	94.9	
American Literature	State Target/All Students	87.7	88.7	89.8	90.8	91.8	92.8	93.9
	<i>Alaskan/American Indian</i>	90.5	91.3	92.1	92.9	93.7	94.5	95.3
	<i>Asian/Pacific Islander</i>	92.0	92.7	93.3	94.0	94.7	95.3	96.0
	<i>Black</i>	82.2	83.7	85.2	86.7	88.1	89.6	91.1
	<i>Economically Disadvantaged</i>	81.8	83.3	84.8	86.4	87.9	89.4	90.9
	<i>Hispanic</i>	82.5	84.0	85.4	86.9	88.3	89.8	91.3
	<i>English Learners</i>	55.3	59.0	62.8	66.5	70.2	73.9	77.7
	<i>Multi-Racial</i>	91.1	91.8	92.6	93.3	94.1	94.8	95.6
	<i>Students with Disabilities</i>	55.2	58.9	62.7	66.4	70.1	73.9	77.6
<i>White</i>	93.0	93.6	94.2	94.8	95.3	95.9	96.5	
Biology	State Target/All Students	69.3	71.9	74.4	77.0	79.5	82.1	84.7
	<i>Alaskan/American Indian</i>	71.8	74.2	76.5	78.9	81.2	83.6	85.9
	<i>Asian/Pacific Islander</i>	82.8	84.2	85.7	87.1	88.5	90.0	91.4
	<i>Black</i>	54.3	58.1	61.9	65.7	69.5	73.3	77.2
	<i>Economically Disadvantaged</i>	57.5	61.0	64.6	68.1	71.7	75.2	78.8
	<i>Hispanic</i>	62.8	65.9	69.0	72.1	75.2	78.3	81.4
	<i>English Learners</i>	37.4	42.6	47.8	53.1	58.3	63.5	68.7
	<i>Multi-Racial</i>	76.6	78.6	80.5	82.5	84.4	86.4	88.3
	<i>Students with Disabilities</i>	40.1	45.1	50.1	55.1	60.1	65.1	70.1
<i>White</i>	82.5	84.0	85.4	86.9	88.3	89.8	91.3	

Georgia Department of Education

Performance Targets
Based on 2011 EOCT Proficiency Rates
(Includes GAA)

Statewide Assessment	Student Group	2011 Proficiency Rate	2012 Performance Target	2013 Performance Target	2014 Performance Target	2015 Performance Target	2016 Performance Target	2017 Performance Target
Economics	State Target/All Students	72.7	75.0	77.3	79.5	81.8	84.1	86.4
	Alaskan/American Indian	72.1	74.4	76.8	79.1	81.4	83.7	86.1
	Asian/Pacific Islander	87.7	88.7	89.8	90.8	91.8	92.8	93.9
	Black	59.5	62.9	66.3	69.6	73.0	76.4	79.8
	Economically Disadvantaged	60.5	63.8	67.1	70.4	73.7	77.0	80.3
	Hispanic	66.5	69.3	72.1	74.9	77.7	80.5	83.3
	English Learners	45.0	49.6	54.2	58.8	63.3	67.9	72.5
	Multi-Racial	77.6	79.5	81.3	83.2	85.1	86.9	88.8
	Students with Disabilities	36.9	42.2	47.4	52.7	57.9	63.2	68.5
White	83.5	84.9	86.3	87.6	89.0	90.4	91.8	
Coordinate Algebra <i>(Based on 2013 Proficiency Rates)</i>	State Target/All Students	N/A	N/A	37.3	45.1	53.0	60.8	68.7
	Alaskan/American Indian	N/A	N/A	34.0	42.3	50.5	58.8	67.0
	Asian/Pacific Islander	N/A	N/A	71.6	75.2	78.7	82.3	85.8
	Black	N/A	N/A	21.1	31.0	40.8	50.7	60.6
	Economically Disadvantaged	N/A	N/A	23.6	33.2	42.7	52.3	61.8
	Hispanic	N/A	N/A	29.9	38.7	47.4	56.2	65.0
	English Learners	N/A	N/A	16.1	26.6	37.1	47.6	58.1
	Multi-Racial	N/A	N/A	42.9	50.0	57.2	64.3	71.5
	Students with Disabilities	N/A	N/A	9.6	20.9	32.2	43.5	54.8
White	N/A	N/A	49.5	55.8	62.1	68.4	74.8	
Mathematics II	State Target/All Students	57.2	60.8	64.3	67.9	71.5	75.0	78.6
	Alaskan/American Indian	60.2	63.5	66.8	70.2	73.5	76.8	80.1
	Asian/Pacific Islander	82.3	83.8	85.3	86.7	88.2	89.7	91.2
	Black	40.8	45.7	50.7	55.6	60.5	65.5	70.4
	Economically Disadvantaged	43.7	48.4	53.1	57.8	62.5	67.2	71.9
	Hispanic	52.2	56.2	60.2	64.2	68.1	72.1	76.1
	English Learners	42.6	47.4	52.2	57.0	61.7	66.5	71.3
	Multi-Racial	62.8	65.9	69.0	72.1	75.2	78.3	81.4
	Students with Disabilities	25.2	31.4	37.7	43.9	50.1	56.4	62.6
White	69.7	72.2	74.8	77.3	79.8	82.3	84.9	

Performance Targets
Based on 2011 EOCT Proficiency Rates
(Includes GAA)

Statewide Assessment	Student Group	2011 Proficiency Rate	2012 Performance Target	2013 Performance Target	2014 Performance Target	2015 Performance Target	2016 Performance Target	2017 Performance Target
Physical Science	State Target/All Students	75.0	77.1	79.2	81.3	83.3	85.4	87.5
	<i>Alaskan/American Indian</i>	77.7	79.6	81.4	83.3	85.1	87.0	88.9
	<i>Asian/Pacific Islander</i>	86.9	88.0	89.1	90.2	91.3	92.4	93.5
	<i>Black</i>	63.2	66.3	69.3	72.4	75.5	78.5	81.6
	<i>Economically Disadvantaged</i>	67.4	70.1	72.8	75.6	78.3	81.0	83.7
	<i>Hispanic</i>	71.7	74.1	76.4	78.8	81.1	83.5	85.9
	<i>English Learners</i>	51.5	55.5	59.6	63.6	67.7	71.7	75.8
	<i>Multi-Racial</i>	82.9	84.3	85.8	87.2	88.6	90.0	91.5
	<i>Students with Disabilities</i>	45.8	50.3	54.8	59.4	63.9	68.4	72.9
<i>White</i>	85.9	87.1	88.3	89.4	90.6	91.8	93.0	
U.S. History	State Target/All Students	65.0	67.9	70.8	73.8	76.7	79.6	82.5
	<i>Alaskan/American Indian</i>	72.1	74.4	76.8	79.1	81.4	83.7	86.1
	<i>Asian/Pacific Islander</i>	81.3	82.9	84.4	86.0	87.5	89.1	90.7
	<i>Black</i>	51.2	55.3	59.3	63.4	67.5	71.5	75.6
	<i>Economically Disadvantaged</i>	52.4	56.4	60.3	64.3	68.3	72.2	76.2
	<i>Hispanic</i>	59.1	62.5	65.9	69.3	72.7	76.1	79.6
	<i>English Learners</i>	35.1	40.5	45.9	51.3	56.7	62.1	67.6
	<i>Multi-Racial</i>	71.4	73.8	76.2	78.6	80.9	83.3	85.7
	<i>Students with Disabilities</i>	41.7	46.6	51.4	56.3	61.1	66.0	70.9
<i>White</i>	76.2	78.2	80.2	82.2	84.1	86.1	88.1	

4-Year Cohort Graduation Rate Performance Targets							
	2011 Graduation Rate	2012 Graduation Target	2013 Graduation Target	2014 Graduation Target	2015 Graduation Target	2016 Graduation Target	2017 Graduation Target
State Target/All Students	67.4	70.1	72.8	75.6	78.3	81	83.7
American Indian / Alaskan	67.8	70.5	73.2	75.9	78.5	81.2	83.9
Asian / Pacific Islander	79.1	80.8	82.6	84.3	86.1	87.8	89.6
Black	59.8	63.2	66.5	69.9	73.2	76.6	79.9
Economically Disadvantaged	59.3	62.7	66.1	69.5	72.9	76.3	79.7
English Learners	32	37.7	43.3	49	54.7	60.3	66
Females	71.8	74.2	76.5	78.9	81.2	83.6	85.9
Hispanic	57.6	61.1	64.7	68.2	71.7	75.3	78.8
Male	63.3	66.4	69.4	72.5	75.5	78.6	81.7
Migrant	50	54.2	58.3	62.5	66.7	70.8	75
Multi-Racial	69.1	71.7	74.3	76.8	79.4	82	84.6
Students with Disabilities	29.8	35.7	41.5	47.4	53.2	59.1	64.9
White	75.5	77.5	79.6	81.6	83.7	85.7	87.8

Year 1
FY15 July 1, 2014 – June 30, 2015

LEA Name: Atlanta Public Schools
 School Name: Frederick Douglass High School
 Intervention Model: Transformation

Budget Template 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 refer to the FY10 SIG Guidance – <http://www2.ed.gov/programs/sif/sigguidance02232011.pdf> regarding allowable expenditures.

Function Code	Object Class	Item Description and Rationale	Costs	
1000	100 Personal Services (Salaries)	Summer Academy 4 weeks x 20 hrs x 12 teachers x 29.24hr =28071	28071	Object Total
		Weekly Tutorial for 20 weeks x 3hrs x 29.24hr/25=43860	43860	
		Summer Transition Academy 2 weeks x 20 hours x 29.24 x 10 = 11696	11696	
		Boot camp ACT/SAT/AP 8 Saturdays x 4 teachers x 29.24 x 4hrs=3743	3743	
		Boot camp Writing Test 5 Saturdays x 4 hours x 4 teachers x @29.24 = 2340	2340	
	200 Employee Benefits	Benefits for Summer Academy, transition academy, tutorial, and boot camps 89710 x 3% =2692	2692	Object Total
			\$ 2692 -	
	300 Purchased Professional & Technical			

	Services			Object Total
				\$ -
	500 Other			
	Purchased Services			
				Object Total
				\$ -
	600 Supplies	Materials for data rooms and instructional purposes	11200	
		Materials and Supplies for Summer Transition	3500	
		Materials and Supplies for boot camp	5500	
				Object Total
				\$ 20,200
	700 Property (Capitalized Equipment)			
				Object Total
				\$ -
	800 Other Objects			
				Object Total
				\$ -
	900 Other Uses			
				Object Total
				\$ -
School Total				\$ 112,602

Budget Template 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 refer to the FY10 SIG Guidance – <http://www2.ed.gov/programs/sif/sigguidance02232011.pdf> regarding allowable expenditures.

Function Code	Object Class	Item Description and Rationale	Costs	
2100	100 Personal Services	Academic Recovery Specialist(2 specialists @ \$71460 mid salary scale =	142920	
		Instructional Data Coach	78200	
		Social Worker Part Time	25,000	
	(Salaries)	Academic Intervention Specialists 4 @ 27058 =108232	108232	Object Total
				\$354,352
	200 Employee Benefits	Instructional Data Coach benefits 78200 x 31.8%	24868	
		Academic Recovery Specialists Benefits 142920 x 31.8% =45449	45449	
		School Social Worker Salary x 3%	750	
		Academic Intervention Specialists 4 @ 27058 =108,232 x 31.8% benefits =51627	34418	Object Total
				\$ 105,485
	300 Purchased Professional & Technical Services			
				Object Total
				\$

Function Code	Object Class	Item Description and Rationale	Costs	
2210	100 Personal	Instructional Coaches: # Instructional Coaches @ \$78,200 (mid-salary scale)	234600	
		Services	Incentive Pay-Performance 25 teachers of EOCT course who meet/exceed established goals at \$1000 =25,000 and graduation coach who meets the graduation rate goal= \$1500	\$26,500
	(Salaries)	-Incentive Pay: Commitment and Recruitment Incentives: Instructional Staff- \$3000 x 70= \$210,000 + Instructional Leaders 7 x \$4,000=28,000 + Instructional Paraprofessionals 5 x 1500= 7500 + principal \$7500=	253,000	Object Total
		Preplanning Prof Learning and Planning Institutes 60 staff x \$25/hr x 5 days x5hrs = \$37500 and 6 Facilitators x \$50 x 6 hours x 5 days= \$9000	46500	\$ 560,600
200	Employee Benefits	Performance Incentives 26500 x 3%	795	
		Commitment and Recruitment Incentives 253000 x 3%	7590	
		Instructional Coaches Benefits \$234,600 X 31.8% =	74603	Object Total
		Prof learning and Planning Institutes 46500*3%=	1395	\$ 84,383
300	Purchased Professional & Technical Services	Literacy and Math Design Collaborative with Metro RESA or SREB	56000	
		Board Works Licensure	19000	
				Object Total
			\$ 75,000	
500	Other	Professional Development Conference attendance to include hotel, airfare/mileage, baggage, meals etc . @ \$2300 for 20 people =46000	26,750	
	Purchased Services			
				Object Total
			\$ 26,750	
600	Supplies	Book study 75 copies of professional texts for book studies for each teacher and leader @\$20 each	1500	
		Materials and Supplies for Professional	2000	

		Learning Sessions		Object Total
				\$ 3,500
	700	Property (Capitalized Equipment)		Object Total
				\$
	800	Other Objects	Professional Development Conference registration for 20 people	19250
				Object Total
				\$ 19,250
	900	Other Uses		Object Total
				\$
School Total				\$ 769,483

Function Code	Object Class	Item Description and Rationale	Costs	
2700	100 Personal Services (Salaries)			
				Object Total
				\$ -
	200 Employee Benefits			
				Object Total
				\$ -
	300 Purchased Professional & Technical Services			
				Object Total
				\$ -
	500 Other	Summer Academy Transportation 3 buses@160 per day x 20 days =9600	9600	
		Marta Cards for Saturday Boot camps: SAT/ACT/AP Prep: 50 One-way cards @ \$3 x 8 Saturdays =1200 +Writing Test Boot camp 100 one-way Marta cards @ \$3 each x 5 Saturdays =\$1500	2700	
		Purchased Services Summer Transition Academy 2 buses @160 per day x 10 days=3200	3200	
				Object Total
				\$ 15500 -
	600 Supplies			
				Object Total
				\$ -
	700 Property (Capitalized Equipment)			
				Object Total
				\$ -
	800 Other Objects			
				Object Total
				\$ -
	900 Other Uses			
				Object Total
				\$ -

School Total

\$

Function Code	Object Class	Item Description and Rationale	Costs	
2900	100 Personal Services (Salaries)			
				Object Total
				\$
	200 Employee Benefits			
				Object Total
				\$
	300 Purchased Professional & Technical Services			
				Object Total
				\$
	500 Other Purchased Services			
				Object Total
				\$
	600 Supplies			
				Object Total
				\$
	700 Property (Capitalized Equipment)			
				Object Total
				\$ -
	800 Other Objects			
				Object Total
				\$ -
	900 Other Uses			
				Object Total
				\$ -

School Total

YEAR ONE TOTAL: \$1,486,470

Year 2
FY16 - July 1, 2015 – June 30, 2016

LEA Name: Atlanta Public Schools
 School Name: Frederick Douglass High School
 Intervention Model: Transformation

Budget Template 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 refer to the FY10 SIG Guidance – <http://www2.ed.gov/programs/sif/sigguidance02232011.pdf> regarding allowable expenditures.

Function Code	Object Class	Item Description and Rationale	Costs	
1000	100 Personal Services (Salaries)	Summer Academy 4 weeks x 20 hrs x 12 teachers x 29.24hr =28071	28071	Object Total
		Summer Transition Academy 2 weeks x 20 hours x 29.24 x 10 = 11696	11696	
		Boot camp ACT/SAT/AP 8 Saturdays x 4 teachers x 29.24 x 4hrs=3743	3743	
		Boot camp Writing Test 5 Saturdays x 4 hours x 4 teachers x @29.24 = 2340	2340	
				\$ 45,850
	200 Employee Benefits	Benefits for Summer Academy, transition academy, tutorial, and boot camps 45850 x 3% =	1376	Object Total
				\$ 1,376
	300 Purchased Professional & Technical Services			Object Total
				\$ -
	500 Other			

	Purchased Services			Object Total
				\$ -
	600 Supplies	Materials and Supplies for Summer Transition	3,500	
		Materials and Supplies for boot camp	5,500	
		Materials for data rooms and instructional purposes	11,200	Object Total
				\$ 20,200
	700 Property (Capitalized Equipment)			Object Total
				\$
	800 Other Objects			Object Total
				\$
	900 Other Uses			Object Total
				\$
School Total				\$ 67,426

Function Code	Object Class	Item Description and Rationale	Costs	
2100	100 Personal Services (Salaries)	Academic Recovery Specialist(2 specialists @\$71460 mid salary scale =	142,920	
		Instructional Data Coach	78200	
		Social Worker Salary (PART TIME)	25,000	
		Academic Intervention Specialists 3 @ 27058=\$81174	81174	Object Total
		Instructional Data Coach	24868	\$ 327,294
	200 Employee Benefits	Academic Recovery Specialists Benefits 142920 x 31.8% =45449	45449	
		School Social Worker Salary x 3%	750	
		Academic Intervention Specialists 3 @ 27058 =81174 x 31.8% benefits =25814	25814	Object Total
				\$ 96,881
	300 Purchased Professional & Technical Services			
				Object Total
				\$ -
	500 Other Purchased Services			
				Object Total
				\$ -
	600 Supplies			
				Object Total
				\$ -
	700 Property (Capitalized Equipment)			
				Object Total
				\$ -
	800 Other			

	Objects			Object Total
				\$ -
	900 Other Uses			Object Total
				\$ -
School Total				\$ 424,175

Function Code	Object Class	Item Description and Rationale	Costs	
2210	100 Personal Services (Salaries)	Instructional Coaches: 3 Instructional Coaches @ \$78,200 (mid-salary scale)	234,600	Object Total
		Incentive Pay-Performance 25 teachers of EOCT course who meet/exceed established goals at \$1000 =25,000 and graduation coach who meets the graduation rate goal= \$1500	26,500	
		Reading Endorsement	18,000	
		Preplanning Prof Learning and Planning Institutes 60 staff x \$25/hr x 5 days x5hrs = \$37500 and 6 Facilitators x \$50 x 6 hours x 5 days= \$9000	46,500	
		Performance Incentives 26,500-x 3%	795	
				\$ 325,600
	200 Employee Benefits	Reading Endorsement	540	Object Total
		Instructional Coaches Benefits \$234,600 X 31.8% =	74603	
		Prof learning and Planning Institutes 46500*3%=	1395	
				\$ 77,333
	300 Purchased Professional & Technical Services	Literacy and Math Design Collaborative with MetroResa or SREB	28000	Object Total
				\$ 28,000
	500 Other Purchased Services	Professional Development Conference attendance to include hotel, airfare/mileage, baggage, meals etc . @ \$2300 for 20 people =46000	26750	Object Total
				\$ 26,750
	600 Supplies	Book study 75 copies of professional texts for book studies for each teacher and leader @\$20 each	1500	Object Total
		Materials and Supplies for Professional Learning Sessions	2000	
				\$ 3,500
	700 Property (Capitalized Equipment)			Object Total
				\$ -

	800	Other Objects	Registration for Conferences	19250	
					Object Total
					\$ 19,250
					-
	900	Other Uses			
					Object Total
					\$
School Total					
					\$ 480,433

Function Code	Object Class	Item Description and Rationale	Costs	
2230	100 Personal Services (Salaries)	Program Administrator for SIG (mid Salary Scale)	89706	
		Coordinators for Summer Program, After School, and Saturday Programs \$1750 per semester x 2semesters=\$3500 x 3 teachers =\$10500	10500	
				Object Total
				\$ 100,206
	200 Employee Benefits	Program Administrator for SIG 89706 x 31.8% =	28527	
		Coordinators Benefits	315	
				Object Total
				\$ 28,842
	300 Purchased Professional & Technical Services			
				Object Total
				\$
	500 Other Purchased Services			
				Object Total
				\$
	600 Supplies			
				Object Total
				\$
	700 Property (Capitalized Equipment)			
				Object Total
				\$
	800 Other Objects			
				Object Total
				\$
	900 Other Uses			
				Object Total
				\$ -

School Total

\$ 129,048

Function Code	Object Class	Item Description and Rationale	Costs	
2700	100 Personal Services (Salaries)			
				Object Total
				\$ -
	200 Employee Benefits			
				Object Total
				\$ -
	300 Purchased Professional & Technical Services			
				Object Total
				\$ -
	500 Other	Summer Academy Transportation 3 buses@160 per day x 20 days =9600	9600	
		Marta Cards for Saturday Boot camps: SAT/ACT/AP Prep: 50 One-way cards @ \$3 x 8 Saturdays =1200 +Writing Test Boot camp 100 one-way Marta cards @ \$3 each x 5 Saturdays =\$1500	2700	
		Summer Transition Academy 2 buses @160 per day x 10 days=3200	3200	
				Object Total
				\$ 15,500 -
	600 Supplies			
				Object Total
				\$ -
	700 Property (Capitalized Equipment)			
				Object Total
				\$ -
	800 Other Objects			
				Object Total
				\$ -
	900 Other Uses			
				Object Total
				\$ -
School Total				\$ 15,500

Function Code	Object Class	Item Description and Rationale	Costs	
2900	100 Personal Services (Salaries)			
				Object Total
				\$
	200 Employee Benefits			
				Object Total
				\$
	300 Purchased Professional & Technical Services			
				Object Total
				\$
	500 Other Services			
				Object Total
				\$
	600 Supplies			
				Object Total
				\$
	700 Property (Capitalized Equipment)			
				Object Total
				\$
	800 Other Objects			
				Object Total
				\$
	900 Other Uses			
				Object Total
				\$
School Total				\$

YEAR TWO GRAND TOTAL: \$1,116,582

Year 3
FY17 - July 1, 2016 – June 30, 2017

LEA Name: Atlanta Public Schools
 School Name: Frederick Douglass High School
 Intervention Model: Transformation

Budget Template 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 refer to the FY10 SIG Guidance – <http://www2.ed.gov/programs/sif/sigguidance02232011.pdf> regarding allowable expenditures.

Function Code	Object Class	Item Description and Rationale	Costs	
1000	100 Personal Services (Salaries)	Summer Academy 4 weeks x 20 hrs x 12 teachers x 29.24hr =28071	28071	Object Total
		Summer Transition Academy 2 weeks x 20 hours x 29.24 x 10 = 11696	11696	
		Boot camp ACT/SAT/AP 8 Saturdays x 4 teachers x 29.24 x 4hrs=3743	3743	
		Boot camp Writing Test 5 Saturdays x 4 hours x 4 teachers x @29.24 = 2340	2340	
	200 Employee Benefits	Benefits for Summer Academy, transition academy, tutorial, and boot camps 45850 x 3% =	1376	Object Total
				\$ 1,376
	300 Purchased Professional & Technical Services			Object Total
				\$

	500	Other Purchased Services			
					Object Total
					\$ -
	600	Supplies	Materials for data rooms	11,200	
			Materials and Supplies for Summer Transition	3500	
			Materials and Supplies for boot camp	5500	
					Object Total
					\$ 20,200
	700	Property (Capitalized Equipment)			
					Object Total
					\$
	800	Other Objects			
					Object Total
					\$
	900	Other Uses			
					Object Total
					\$
School Total					<u>\$ 67,426</u>

Function Code	Object Class	Item Description and Rationale	Costs	
2100	100 Personal Services (Salaries)	Academic Recovery Specialist(2 specialists @ \$71460 mid salary scale =	142920	
		Instructional Data Coach	78200	
		Social Worker	25000	
		Academic Intervention Specialists 2 @ 27058 =54116	54116	
				Object Total
				\$ 300,236
	200 Employee Benefits	Instructional Data Coach	24868	
		Academic Recovery Specialists Benefits 142920 x 31.8% =45449	45449	
		School Social Worker Salary x 3%	750	
		Academic Intervention Specialists 2 @ 27058 =54116 x 31.8% benefits = 17209	17209	
				Object Total
				\$ 88,276
	300 Purchased Professional & Technical Services			
				Object Total
				\$
	500 Other Purchased Services			
				Object Total
				\$
	600 Supplies			
				Object Total
				\$
	700 Property			

	(Capitalized Equipment)			Object Total
				\$
	800 Other Objects			Object Total
				\$
	900 Other Uses			Object Total
				\$
School Total				\$ 388,512

Function Code	Object Class	Item Description and Rationale	Costs	
2210	100 Personal Services (Salaries)	Instructional Coaches: 3 Instructional Coaches @ \$78,200 (mid-salary scale)	234600	\$ 325,600
		Incentive Pay-Performance 25 teachers of EOCT course who meet/exceed established goals at \$1000=25,000 and graduation coach who meets the graduation rate goal= \$1500	26500	
		Reading Endorsement Course Stipends	18,000	
		Preplanning Prof Learning and Planning Institutes 60 staff x \$25/hr x 5 days x5hrs = \$37500 and 6 Facilitators x \$50 x 6 hours x 5 days= \$9000	46500	
	200 Employee Benefits	Performance Incentives 26500 x 3%	795	Object Total
		Instructional Coaches Benefits \$234,600 X 31.8% =	74603	
		Reading Endorsement Benefits \$18,000 x3%	540	
		Prof learning and Planning Institutes 46500*3%=	1395	
				\$ 77,333
	300 Purchased Professional & Technical	Literacy and Math Design Collaborative with Metro RESA or SREB	14000	

	Services			Object Total
				\$ 14,000
	500 Other	Professional Development Conference attendance to include, hotel, airfare/mileage, baggage, meals, etc.	26750	
	Purchased Services			
				Object Total
				\$ 26,750
	600 Supplies	Book study 75 copies of professional texts for book studies for each teacher and leader @\$20 each	1500	
		Materials and Supplies for Professional Learning Sessions	2000	
				Object Total
				\$ 3,500
	700 Property (Capitalized Equipment)			
				Object Total
				\$
	800 Other Objects	Registration	19250	
				Object Total
				\$ 19,250
				-
	900 Other Uses			
				Object Total
				\$ -

School Total

\$ 466,433

Function Code	Object Class	Item Description and Rationale	Costs	
2230	100 Personal	Program Administrator for SIG (mid Salary Scale)	89706	
		Coordinators for Summer Program, After School, and Saturday Programs \$1750 per semester x 2semesters=\$3500 x 3 teachers =\$10500	10500	
	Services (Salaries)			Object Total
				\$ 100,206
200	Employee Benefits	Program Administrator for SIG 89706 x 31.8% =	28527	
		Coordinators Benefits	315	
				Object Total
				\$ 28,842
300	Purchased Professional & Technical Services			
				Object Total
				\$
500	Other Purchased Services			
				Object Total
				\$
600	Supplies			
				Object Total
				\$
700	Property (Capitalized Equipment)			
				Object Total
				\$
800	Other Objects			
				Object Total
				\$
900	Other Uses			
				Object Total
				\$
School Total				\$ 129,048
				-

Function Code	Object Class	Item Description and Rationale	Costs	
2700	100 Personal Services (Salaries)			Object Total
				\$
	200 Employee Benefits			Object Total
				\$
	300 Purchased Professional & Technical Services			Object Total
				\$
	500 Other	Summer Academy Transportation 3 buses @ 160 per day x 20 days =9600	9600	Object Total
		Marta Cards for Saturday Boot camps: SAT/ACT/AP Prep: 50 One-way cards @ \$3 x 8 Saturdays =1200 +Writing Test Boot camp 100 one-way Marta cards @ \$3 each x 5 Saturdays =\$1500	2700	
		Summer Transition Academy 2 buses @ 160 per day x 10 days=3200	3200	
				\$ 15,500
	600 Supplies			Object Total
				\$
	700 Property (Capitalized Equipment)			Object Total
				\$
	800 Other Objects			Object Total
				\$
	900 Other Uses			Object Total
				\$

School Total

\$ 15,500

Function Code	Object Class	Item Description and Rationale	Costs	
2900	100 Personal Services (Salaries)			
				Object Total
				\$
	200 Employee Benefits			
				Object Total
				\$
	300 Purchased Professional & Technical Services			
				Object Total
				\$
	500 Other Purchased Services			
				Object Total
				\$
	600 Supplies			
				Object Total
				\$
	700 Property (Capitalized Equipment)			
				Object Total
				\$
	800 Other Objects			
				Object Total
				\$
	900 Other Uses			
				Object Total
				\$

School Total \$

YEAR THREE TOTAL \$1,066,919

LEA Name: Atlanta Public Schools

School Name: Frederick Douglass High School

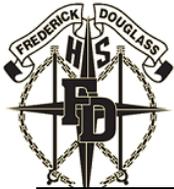
LEA Budget Template

LEA BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-Implementation	Year 1 – Full Implementation			
Frederick Douglass High School	N/A	\$1,463,882	\$1,116,582	\$1,066,919	\$3,647,383
School Name					
School Name					
LEA-level Activities					
Total Budget	\$1,463,882		\$1,116,582	\$1,066,919	\$3,647,383

APPENDICES

1. Matrix of Support: Monthly this team of individuals meets for calibration and collaborative discussions around the work and the support provided to teachers. During these conversations, the internal and external support personnel have the opportunities to streamline instructional support provided to teachers. Additionally, they utilize the SCAN protocol to assess work and their next steps.
2. Alignment and Support PLC Sample Agenda
3. Weekly Data Report
4. Professional Development Matrices
5. Memorandum of Understanding

Alignment and Support PLCs



Frederick Douglass High School

Matrix of Support

Support: LEA/STATE	Area of Support	Schedule
Georgia DOE SIS Ms. Cheryl Hunley-Literacy	All	Monthly
Georgia DOE SIS Mr. Paul O'Brien-Leadership	All	Monthly
Georgia DOE SIS Ms. Emily Thomas-Data	All	Monthly
Georgia DOE SIS TBD-Math	All	Monthly
Human Resources Instructional Mentor Ms. Kim Turner	New Teachers To District	Semimonthly
Centers for Expertise Professional Learning Specialist Ms. Katrina Brinker	Teachers recommended for support/General professional development	Weekly
Centers for Expertise Professional Learning Specialist Ms. Simone Wells-Heard	Teachers recommended for support/General professional development	Weekly
Teaching and Learning Professional Learning Specialist Ms. Towanda James	Teachers recommended for support/General professional development	Per Request
Teaching and Learning Common Core Implementation Specialist Dr. Dawn Stoner	Math teachers recommended for support/General Professional Development	Per Request
Department of Special Education Dr. Twyla Gary	Co-Teaching/SWD	
Teach for America Ms. Nautrie Jones	New Teacher	
Teach for America Ms. Erin Fleming	New Teacher	
Teach for America Ms. Katie Campbell	New Teacher	
GLRS Dr. Lori James	Co-Teaching/SWD/ALL General professional development	Monthly, Per Request
Instructional Coach* Ms. Cleopatra Warren	9 th Grade/Social Studies	Daily
Instructional Coach* Dr. Chikaodili Onyema	10 th Grade/Math	Daily
Instructional Coach* Mr. Kenji Bell	11 th Grade/Social Studies	Daily
Instructional Coach* Mr. Brit Harris	12 th Grade/ELA	Daily
Special Education Lead Teacher* Ms. Kisha Morgan-Dennis	All	Daily
Instructional Data Coach* Ms. Kanisa Williams	All	Daily



FREDERICK DOUGLASS HIGH SCHOOL

Dr. Eldrick H. Horton, Principal

225 Hamilton E Holmes Drive
Atlanta, Georgia 30318-742
404.802.3100 (Phone) ♦ 404.799.8022 (Fax)
www.DouglassHighSchool.us

Alignment and Support PLC Agenda: CAPTURE THE MOMENT

Team Name: AS PLC

Date: March 5, 2014
Conference Room

Time: 8:15 a.m.

Location: Main Lobby

Topic	Discussion Points
<p>Overview of Support Provided to Douglass High School</p> <p>(E.1)- LEA provides intensive, ongoing assistance to support school improvement.</p> <p>(E.2) -LEA and school ensure that internal (School Improvement Specialist and instructional coaches) and external providers deliver intensive, ongoing assistance to support school reform strategies.</p> <p>(C.7)- LEA and school provide all staff with high-quality, job-embedded, differentiated professional learning to support the school's comprehensive instructional program.</p>	<ul style="list-style-type: none"> • Capturing the Moment: Overview by Dr. Horton -Making Instruction Matter • Walk through Synopsis • Conduct Walkthrough -Determine a note taker to capture a Glows and Grows. We will provide master to the teacher • Scan Protocol -Work to determine a maximum of 3 next steps

Notes:

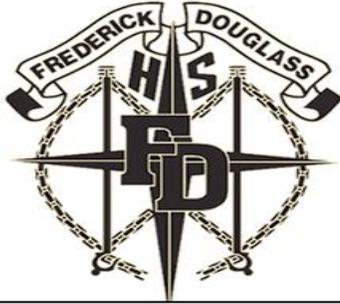
ASPLC Observation Schedule

TEAMS	<u>Location/8:36-8:51</u>	<u>Location/8:55-9:10</u>	<u>Location/9:15-9:30</u>
1	Hill RM 218	Oyenuga RM 227	Wheeler RM 312
2	Gilliam RM 214	Bunting RM	McNair RM 311
3	Dixon RM 219	Harrell RM 274	Holloway RM 320
4	Lane RM 217	Tatum RM	Watson RM 314
5	Womack RM 232	Johnson/Mifflin RM 230	Dalton/Rogers RM 238

**WEEKLY
DATA
REPORT**

Weekly Data Collection Tool

For the week of :



Master Standard:

Teacher:
Department:
Course Title:
Block:

Formative Assessment 1
(Insert type of Assessment)

Formative Assessment 2
(Insert type of Assessment)

Formative Assessment 3
(Insert type of Assessment)

of students assessed

of students assessed

of students assessed

Does NOT Meet

Meets

Exceeds

Does NOT Meet

Meets

Exceeds

Does NOT Meet

Meets

Exceeds

STANDARD/ELEMENT:

STANDARD/ELEMENT:

STANDARD/ELEMENT:

TEACHER COMMENTARY **(Reflective; Teacher Next Steps)**

FORMATIVE ASSESSMENT 1

FORMATIVE ASSESSMENT 2

FORMATIVE ASSESSMENT 3

Professional Development Matrices



Professional Development 2014-2015

Areas of Emphasis	Monitoring and Mode of Delivery
Instructional Planning: UDL	Preplanning Institute/Common Planning Time
Instructional Planning: Instructional Framework	Preplanning/Common Planning
Instructional Planning: Formative Assessment	Instructional Coaches through Professional Learning and Coaching Cycle
Instructional Planning; Developing a Universal System for Note-taking/ Instructional Technology	Instructional Coaches through Professional Learning and Coaching Cycle
Instructional Planning: Using Data to Make Instructional Decisions	Instructional Coaches through Professional Learning and Coaching Cycle Professional Learning Communities Common Planning Data Talks
Voluntary PL: Needs-Based	Principal Facilitated
MetroResa: Common Core Implementation	Instructional Staff members attend/Redelivery of key ideas during PLCs and collaborative planning sessions.
District Provided and Mandated Professional Learning	Facilitated by District Personnel
Instructional Personnel-Selected Professional Learning Conferences related to School Improvement, Common Core, Instructional Best Practices,	Instructional Staff members attend/Redelivery of key ideas during PLCs and collaborative planning sessions.
Georgia Department of Education Required Professional Learning Opportunities	Instructional Staff members attend/ becomes a part of the School Improvement Effort /Monitored through Leadership Team
Math and Literacy Design Collaborative	MetroResa /SREB, Instructional Coaches/ Alignment and Support PLC
Advanced Placement Trainings	Instructional Staff Members attend/Courses offered/Best practices taught in courses incorporated in teachers' plans



Professional Development 2015-2016

Areas of Emphasis	Monitoring and Mode of Delivery
Instructional Planning: Math and Literacy Design Collaborative	Preplanning Institute/Common Planning Time: MetroResa /SREB, Instructional Coaches/ Alignment and Support PLC
Instructional Planning: Instructional Framework	Preplanning/Common Planning
Instructional Planning: Formative Assessment	Instructional Coaches through Professional Learning and Coaching Cycle/ Alignment and Support PLC
Instructional Planning; Developing a Universal System for Note-taking/ Instructional Technology	Instructional Coaches through Professional Learning and Coaching Cycle/Alignment and Support PLC
Instructional Planning: Using Data to Make Instructional Decisions/UDL	Instructional Coaches through Professional Learning and Coaching Cycle Professional Learning Communities Common Planning Data Talks Alignment and Support PLC
Voluntary PL: Needs-Based	Principal Facilitated
MetroResa: Common Core Implementation	Instructional Staff members attend/Redelivery of key ideas during PLCs and collaborative planning sessions.
District Provided and Mandated Professional Learning	Facilitated by District Personnel
Instructional Personnel-Selected Professional Learning Conferences related to School Improvement, Common Core, Instructional Best Practices,	Instructional Staff members attend/Redelivery of key ideas during PLCs and collaborative planning sessions.
Georgia Department of Education Required Professional Learning Opportunities	Instructional Staff members attend/ becomes a part of the School Improvement Effort /Monitored through Leadership Team
Advanced Placement Trainings	Instructional Staff Members attend/Courses offered/Best practices taught in courses incorporated in teachers' plans
Reading Endorsement	Instructional Staff Members attend/ Endorsement/ Incorporation of Literacy
MATH AND LITERACY DESIGN COLLABORATIVE	



Professional Development 2016-2017

Areas of Emphasis	Monitoring and Mode of Delivery
Instructional Planning: UDL	Preplanning Institute/Common Planning Time
Instructional Planning: Instructional Framework	Preplanning/Common Planning
Instructional Planning: Formative Assessment	Instructional Coaches through Professional Learning and Coaching Cycle/ Alignment and Support PLC
Instructional Planning; Developing a Universal System for Note-taking/ Instructional Technology	Instructional Coaches through Professional Learning and Coaching Cycle/Alignment and Support PLC
Instructional Planning: Using Data to Make Instructional Decisions	Instructional Coaches through Professional Learning and Coaching Cycle Professional Learning Communities Common Planning Data Talks Alignment and Support PLC
Voluntary PL: Needs-Based	Principal Facilitated
MetroResa: Common Core Implementation	Instructional Staff members attend/Redelivery of key ideas during PLCs and collaborative planning sessions.
District Provided and Mandated Professional Learning	Facilitated by District Personnel
Instructional Personnel-Selected Professional Learning Conferences related to School Improvement, Common Core, Instructional Best Practices,	Instructional Staff members attend/Redelivery of key ideas during PLCs and collaborative planning sessions.
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Reading Endorsement	Instructional Staff Members attend/ Endorsement/ Incorporation of Literacy
MATH AND LITERACY DESIGN COLLABORATIVE	MetroResa /SREB, Instructional Coaches/ Alignment and Support PLC

Memorandum of Understanding

MEMORANDUM OF UNDERSTANDING (MOU)
SCHOOL IMPROVEMENT GRANT (SIG) SCHOOLS
ATLANTA PUBLIC SCHOOLS
2014-2017

This Memorandum of Understanding, dated _____, 2014 is intended to memorialize the agreement between Atlanta Public Schools and Frederick Douglass High School's Instructional Staff with regard to special provisions relating to the School Improvement Grant and its implementation at Frederick Douglass High School. The parties agree as follows:

WHEREAS, the parties recognize that the performance of Frederick Douglass High School has experienced historical trends of low student performance, and require focused, aligned and sustained human capital strategies to overcome the pervasive history of low performance, and

WHEREAS, the parties have agreed to modify these provisions as follows in order to overcome the challenges of schools implementing the Transformation Model within the Atlanta Public Schools;

NOW, THEREFORE, the parties agree as follows:

1. This **MOU** shall govern select schools designated within the Grant Application.
2. **Staff Eligibility**-Teachers in the following areas shall be eligible for Recruitment/Retention and Performance Incentives as set forth below. Instructional staff (newly hired for the 2014-15 school year) employed to work at Frederick Douglass High School will be eligible for the conditions set forth in this MOU. Returning instructional staff who ***do not*** fall in the following areas of performance criteria are also eligible for the retention/commitment incentive:

Ineligibility Criteria (Based on 2013-14 and subsequent year's Data)

- I. **Attendance**
 - a. Instructional Year Attendance (Excluding School Business/Bereavement)
 - i. 12 > Absences
- II. **Achievement Data**
 - a. EOCT
 - i. Failure to Meet the 2013-14 baseline performance goals per the School's Continuous Improvement Plan (CIP)
- III. **Failure Rate**
 - a. Failure Rate > 10%
- IV. **PDP**
 - a. Failure to Meet the PDP Expectations for 2013-14 with Completion/Closure
- V. **Completers (CTAE)**
 - a. CTAE Completers < 90%
 - b. Failure to Develop a Governance Board for the Pathway

- VI. **SLO Mastery (Including All Areas)**
 - a. < 70% Mastery
- VII. **GLEI Rating (Counselor, Media-Specialists, Instructional Coach, Social Worker)**
 - a. One or More “Unsatisfactory” Ratings
- VIII. **LKES Performance**
 - a. Achieving a “Needs Development “ or “Ineffective” on the LKES summative rating in any category
- IX. **TKES Performance**
 - a. TAPS Summative Score of Less than 17 Points (Needs Development/Ineffective)

- Instructional staff is defined as full-time certified employees (Teachers, Counselors, Social Worker, Media Specialist, Instructional Coaches, Academic Recovery Specialists, Instructional Paraprofessionals, Academy Leaders, Assistant Principals, SIG Program Administrator, Principal)

- 3. **Retention/Commitment Incentives**-Eligible teachers currently teaching at Frederick Douglass High School who meet the criteria shall be eligible to receive a yearly incentive as set forth below:

- A retention/commitment incentive of (*See Below) for Year I (2014-2015) of the agreement will be paid to instructional staff who meet the staff eligibility criteria, are selected to remain in their current Designated School for the 2014-15 period. The Retention/Commitment incentive shall be paid at the beginning of the school year (During the first 30 days of the contracted year). Instructional staff shall be eligible to receive a retention/commitment incentive for the inception year during the grant period as described below:

- *Year One: Principal, \$7,500; Administrators \$4,000; Instructional Staff, \$3,000; Paraprofessionals, \$1,500.
- *Year Two: Only the *performance incentive* is offered during the second year of the grant.
- *Year Three: Only the *performance incentive* is offered during the third year of the grant.

For instructional staff arriving after the start of the first day of the inception year, the figures will be prorated accordingly via the Division of Human Resources. Additionally, teachers who do not fulfill their contractual agreement will be required to refund any funds received regarding the same. Returning teachers are ineligible for the commitment incentive if their performance falls into any one of the following categories:

Ineligibility Criteria (Based on 2013-14 and subsequent year's Data)

- X. **Attendance**
 - a. Instructional Year Attendance (Excluding School Business/Bereavement)
 - i. 12 > Absences
- XI. **Achievement Data**
 - a. EOCT
 - i. Failure to Meet the 2013-14 baseline performance goals per the School's Continuous Improvement Plan (CIP)
- XII. **Failure Rate**
 - a. Failure Rate > 10%
- XIII. **PDP**
 - a. Failure to Meet the PDP Expectations for 2013-14 with Completion/Closure
- XIV. **Completers (CTAE)**
 - a. CTAE Completers < 90%
 - b. Failure to Develop a Governance Board for the Pathway
- XV. **SLO Mastery (Including All Areas)**
 - a. < 70% Mastery
- XVI. **GLEI Rating (Counselor, Media-Specialists, Instructional Coach, Social Worker)**
 - a. One or More "Unsatisfactory" Ratings
- XVII. **LKES Performance**
 - a. Achieving a "Needs Development" or "Ineffective" on the LKES summative rating in any category
- XVIII. **TKES Performance**
 - a. TAPS Summative Score of Less than 17 Points (Needs Development/Ineffective)

Based on the established criteria, instructional personnel who do not qualify initially for the retention/commitment incentive will be reassessed for eligibility at the end of the 2014-2015 school year.

- 4. **Recruitment Incentives**-Eligible teachers hired to work at Frederick Douglass High School during the inception year (2014-2015)-shall be eligible to receive a recruitment incentive as set forth below.
 - A recruitment incentive will be paid to instructional staff hired during the first year of the grant. The incentive shall be paid at the beginning of the school year (During the first 30 days of the contracted year).

For instructional staff arriving after the start of the first day of school in year one of the grant, the figures will be prorated accordingly via the Division of Human Resources. Additionally, teachers who do not fulfill their contracted agreement will be required to refund any funds received regarding the same.

5. **Performance Incentives**-At the end of each year of the agreement, the district will analyze performance/achievement data to assess teachers' eligibility for performance /achievement incentives. The following criteria shall be used to determine the same: Teachers ***must receive at least two (2) "Exemplary" ratings*** on the TAPS (Teacher Assessment of Performance on Standards) through TKES (Teacher Keys Effectiveness System) and no ***"Ineffective"*** ratings to be eligible for any level of incentives paid at the end of the school year for each year of the grant period. Eligible teachers, whose year-end Growth Percentages exceed or meet the school's goal (Math, Science, ELA, Social Studies) as outlined in the "Annual Goals Chart", shall be eligible for the following incentive:

Meets the goal	\$500.00
Exceeds the Goal > 5%	\$1000.00
Exceeds the Goal > 10%	\$1500.00

Moreover, teachers are ***required to maintain data reports*** that serve as artifacts to support student engagement, formative assessment, prescriptive lesson planning and prescriptive "extra help". Formative data must be evident throughout the instructional year, as well as the responsiveness to the same.

6. **School Redesign/Staffing**- All parties acknowledge and agree that to create a sustainable culture of high performance and expectations, a review of each schools current instructional operational (Office Assistants) staff must be conducted. During the first year of the grant, the school will implement a process for securing a "highly effective staff". These measures include professional learning opportunities, instructional coaching, performance data reviews, and a local systemic staffing plan. Specifically, beginning in January of 2015, all instructional and operational staff, excluding the Principal, will be required to interview for positions in Frederick Douglass High School for the subsequent school year (2015-16).

7. **Professional Development**- There is an expectation that teachers at Frederick Douglass High School will be required to attend professional development meetings and participate in training beyond contractual limitations. The teachers will at a minimum be required to engage in weekly common planning, professional learning communities, and data analysis. Utilizing the shared governance process, the principal and the leadership team shall establish a weekly common planning schedule and other regularly scheduled meetings throughout the course of the year to engage in administratively directed professional activities based on school-wide student data, observation data, and district/contracted services in addition to allowing for teacher directed planning time.

8. **Instructional Day**- Staff acknowledges that the school hours for Frederick Douglass High School are as follows:
- Instructional Day – 8:10AM – 4:00PM
 - Other District Required Support and Engagement Remains Effective (Tutorial, Faculty Meetings, PLC’s, Professional Learning, etc.) and are in addition to the “Instructional Day” as outlined above.

This Memorandum of Understanding will expire June 30, 2017.

Date

Date

JOB DESCRIPTIONS

*Descriptions obtained through Atlanta Public Schools Website

**Positions report to School Principal

*One Position Created as a result of need (Academic Recovery Specialist)

**Atlanta Public Schools
JOB DESCRIPTION**

**Position Title ATTENDANCE SPECIALIST I Academic Intervention Specialist
(SCHOOL IMPROVEMENT GRANT-SIG)**

**DIVISION: DEPUTY SUPERINTENDENT FOR INSTRUCTION
(HST@22228)
(SIG-\$25,000)**

**GRADE: AA
191- day
(Exempt)**

POSITION SUMMARY

The Attendance Specialist I for School Improvement (SIG) provides day to day duties to ensure accurate pupil accounting. Understands student attendance laws, rules, regulations, and procedures. This position will report to the assigned School Principal and the School Improvement Grant (SIG) Lead for the duration of the grant.

Please Note: This is a year-to-year position based on funding and the salary maximum is listed below.



KEY RESPONSIBILITIES	% OF TIME
Analyzes data to identify student absentee patterns	10%
Communicates with stakeholders daily regarding student attendance and tardies to school, and tardies to classes	20%
Works directly with academy leaders, counselors in the identification of chronic attendance issues	20%
Works with the social worker to increase student attendance	15%
Performs other duties assigned by supervisor.	5%
Facilitates the implementation of the Virtual Attendance Lab by monitoring students as they participate in virtual classroom opportunities	30%



<p><u>Organizational Improvement:</u></p> <ul style="list-style-type: none"> • Support and promote the vision and mission of the district. • Assist in the implementation of the district's strategic goals. • Work in coordination with other Curriculum and Instruction team members to implement a comprehensive Division communication plan. • Participate as a member of the School Improvement and Leadership Development team in the development and implementation of standard operating procedures across departments and schools.
<p><u>Fiscal Management:</u></p> <ul style="list-style-type: none"> • Provide assistance as necessary with the development of the department's budget, ensuring that budget decisions provide optimal support for school-based needs. • Assist with the development and review of proposals for outside funding for special projects. • Review and assess the feasibility of pursuing outside funding for special projects.
<p><u>Culture and Climate:</u></p> <ul style="list-style-type: none"> • Create and sustain a positive and collaborative environment for central and school-based staff. • Model and require the use of work practices that promote high-performance, ethical behavior, collegiality, teamwork, and fairness. • Model standards for positive and supportive relationships necessary in a high-performance organization.
<p><u>School/Community Relations:</u></p> <ul style="list-style-type: none"> • Maintain working relationships with administrative management and school site staff. • Respond to inquiries or complaints from stakeholders in a timely manner. • Represent the district in a positive and professional manner. • Consistently solicit stakeholder input and feedback during plan implementation.
<p><u>Professional Growth and Development:</u></p> <ul style="list-style-type: none"> • Keep abreast of current research, theory, and trends relative to the assigned scope of work. • Demonstrate skill in written and oral communication, planning, and organization.
<p>* Indicates an "essential" job function.</p>
<p>Key responsibilities may include other duties as assigned.</p>

Position Title: ATTENDANCE SPECIALIST II (SCHOOL IMPROVEMENT– SIG)	
KEY JOB REQUIREMENTS	
<i>Formal Education:</i>	A minimum of a HS Diploma or GED required.
<i>Work Experience:</i>	Two to four years responsible clerical experience
<i>Impact of Actions:</i>	Makes recommendations or decisions which usually affect the assigned department, but may at times affect others outside of the assigned department.
<i>Certifications/Licenses:</i>	N/A
<i>Decision Making:</i>	Varied: Supervisor is available on an "as-needed" basis to establish general objectives; independent judgment is required.
<i>Internal Communication:</i>	Requires regular contact to discuss issues of moderate importance; occasionally requires contact with officials at higher levels.
<i>External Communication:</i>	Requires regular contact to discuss issues of moderate importance; occasionally requires contact with officials at higher levels.
<i>Managerial Skills:</i>	Responsible for providing limited supervision for one or more functions within a department.
<i>Technology Application:</i>	Applies, recommends, and implements basic technology concepts to improve the efficiency and effectiveness of a work group.
<i>Responsibility for the welfare of others:</i>	Demonstrates concern for others.

**Atlanta Public Schools
JOB DESCRIPTION**

Position Title: INSTRUCTIONAL COACH HIGH SCHOOL
School Improvement
Grant -SIG

Division: CURRICULUM & INSTRUCTION
SIG

Grade: ST5-RT3 – ST7-RT3
220-day (G)
(Exempt)

POSITION SUMMARY

The Instructional Coach will support teachers in the implementation of research based instructional strategies while working in concert with the principal to provide individual coaching and guided support. Serves as an integral component of the Professional Learning Community and works closely with the principal to ensure a well-managed learning environment. **This position will be assigned to the SIG school and will report to the assigned School Principal for the duration of the grant.**

Please Note: This is a year-to-year position based on funding and the salary maximum is listed below.

KEY RESPONSIBILITIES	% OF TIME
Monitors the instructional program by evaluating lesson plans, observing classes, demonstrating model lessons and explaining instructional strategies, conducting informal classroom observations and providing feedback to teachers.	20%
Provides support to teachers through content-pedagogy professional development, coaching, peer collaboration, classroom visits and model lesson demonstrations.	15%
Coordinates and conducts professional development opportunities for school based personnel on implementing the standards based curriculum, inquiry learning and authentic assessment.	15%
Works in collaboration with teachers to ensure student mastery of standards by assisting with data driven instructional planning, integration of technology and implementation of research based practices.	10%
Collaborates with teachers to ensure student mastery of standards by assisting with data driven instructional planning, integration of technology and implementation of research based instruction strategies.	10%
Coordinates, supervises and implements special programs, including REP and content fairs.	10%
Coordinates and implements school system wide testing program which includes ordering materials and in service.	5%
Serves as building administrator in the absence of the principal.	5%
Administer and/or support the state and local standardized testing processes and policies.	5%
Conducts other duties assigned by the school principal.	5%
* Indicates an "essential" job function.	

C12-11
R2-11

Not to exceed \$94,271

Position Title: INSTRUCTIONAL COACH HIGH SCHOOL	
KEY JOB REQUIREMENTS	
<i>Formal Education/Work Experience:</i>	Master's Degree required. 3 years to 5 years of teaching experience.
<i>Impact of Actions:</i>	Makes recommendations or decisions which usually affect the assigned department, but may at times affect others outside of the assigned department.
<i>Certifications/Licenses:</i>	<u>Required Certifications:</u> T5-T7 Teaching Certificate in a core academic content area. <u>Preferred Certifications:</u> Leadership Certificate (L5-L7)
<i>Decision Making:</i>	Analytical: Supervisor is available to review established broad objectives; independent judgment is required.
<i>Internal Communication:</i>	Requires regular contact to discuss issues of moderate importance; occasionally requires contact with officials at higher levels.
<i>External Communication:</i>	Requires regular contact to discuss issues of moderate importance; occasionally requires contact with officials at higher levels.
<i>Managerial Skills:</i>	Responsible for providing limited supervision for one or more functions within a department.
<i>Technology Application:</i>	Applies, recommends, and implements basic technology concepts to improve the efficiency and effectiveness of a work group.
<i>Responsibility for the welfare of others:</i>	Often (more than 2x a week)

Position Title: INSTRUCTIONAL COACH HIGH SCHOOL	
WORKING CONDITIONS	
Knowledge of successful techniques for classroom organization and experience planning for effective instruction.	

PHYSICAL EFFORT	
Intermittently sitting, standing, stooping Typically standing and/or walking	Light lifting or carrying 25 lbs. or less Requires good hearing Requires good near or distant vision

C12-11
R2-11
Not to exceed \$94,271

FUNDING STIPULATIONS

School Improvement Grant (SIG) funded position.

**Atlanta Public Schools
JOB DESCRIPTION**

**Position Title: INSTRUCTIONAL DATA COACH
 School Improvement Grant**

**Division: CURRICULUM & INSTRUCTION
SIG**

**Grade: ST5-ST7
220G-Day
(Exempt)**

POSITION SUMMARY

The Instructional Data Coach supports the local school principal and staff in the coordination of achievement data-related activities in support of academic improvement. **This position reports to the assigned Principal. This position is funded with SIG funds and may be time limited. This position is grant funded and thereby staffed year-to-year.**

KEY RESPONSIBILITIES

Administration and Organization:

- Develops and implements a well-articulated professional learning plan to assist teachers in gaining a better understanding of the use of data to improve instruction and increase student achievement.
- Directs the work of the instructional coaches in correlating instructional decisions based upon the analysis of students instructional, and demographic data.
- Works with teachers to ensure student mastery of standards by assisting with data driven instructional planning, integration of technology and implementation of research based instruction, monitor and improves the effective use of data to increase student achievement.
- Directs the work of the instructional coaches in correlating instructional decisions based upon the analysis of students instructional, and demographic data.
- Works with teachers to ensure student mastery of standards by assisting with data driven instructional planning, integration of technology and implementation of research based instruction, monitor and improves the effective use of data to increase student achievement.
- Conducts grade and content level data-driven instructional meetings on a regular basis.
- Provides data needed by instructional or administrative team as they assist teachers to improve student achievement.
- Develops and implements a process through which test results are routinely discussed with students, teachers, and parents.
- Analyzes CCRPI reports and utilizes data to improve instruction.
- Works with principal, local SIG administrator, central office and GADOE monitors as the primary contact for student, teacher and community /stakeholders data.
- Conducts other duties assigned by the school principal.

Position Title:

INSTRUCTIONAL DATA COACH

KEY RESPONSIBILITIES (continued)

Organizational Improvement:

- Supports and promotes the vision and mission of the district.
- Assists in the implementation of the district's strategic goals.
- Develops and implements long and short-term strategic plans consistent with the district's vision and mission.
- Works in coordination with other Curriculum and Instruction senior leadership team members to develop and implement a comprehensive Division communication plan.
- Participates as a member of the Curriculum and Instruction senior leadership team in the development and implementation of a long-term strategic plan and standard operating procedures across departments and schools.
- Supervises assigned personnel, provides assistance, conducts performance appraisals, and makes recommendations for appropriate employment actions.
- Coordinates, plans, implements and evaluates the professional development of assigned personnel.
- Models and requires the use of management practices that promote high-performance, ethical behavior, collegiality, teamwork, and fairness.

Fiscal Management:

- Provides leadership for the development of the department's budget, ensuring that budget decisions provide optimal support for school-based needs.
- Assists with the development and review of proposals for outside funding for special projects.
- Reviews and assess the feasibility of pursuing outside funding for special projects.

Culture and Climate:

- Creates and sustains a positive and collaborative environment for central and school-based staff.
- Models and requires the use of management practices that promote high-performance, ethical behavior, collegiality, teamwork, and fairness.
- Models standards for positive and supportive relationships necessary in a high-performance organization.
- Ensures that direct report personnel establish and nurture positive and supportive relationships necessary in a high-performance organization.

Position Title:

INSTRUCTIONAL DATA COACH

KEY RESPONSIBILITIES (continued)

School/Community Relations:

- Maintains working relationships with administrative management and school site staff to support the integration of educational program management.
- Responds to inquiries or complaints from stakeholders in a timely manner.
- Represents the district in a positive and professional manner.
- Involves stakeholders in the strategic planning process.
- Consistently solicit stakeholders input and feedback during when appropriate.

Professional Growth and Development:

- Keeps abreast of current research, theory, and trends in the area of district and school administrative services and provide leadership in these areas as appropriate to the district's needs.

* Indicates an "essential" job function.

Position Title:	INSTRUCTIONAL DATA COACH
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KEY JOB REQUIREMENTS	
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Formal Education/Work Experience:	Basic Qualifications: Master's Degree in Education required Minimum 3 years teaching experience at the appropriate level (Elementary, Middle or High School required). 3 years minimum experience in a formal leadership capacity.
Impact of Actions:	Makes decisions and final recommendations which routinely affect the activities of others.
Certifications/Licenses:	Georgia Professional Certification, a level 5 (L5) in leadership in teaching.
Decision Making:	Highly Complex: Ability to make informed decision that influences the instructional focus. Analyze high volumes of data to be used in establishing departmental and/or organizational objectives. Independent judgment is required to recommend departmental or organizational objectives.
Internal Communication:	Requires regular internal communication to discuss issues of moderate importance; requires continuing contact with officials at higher levels.
External Communication:	Requires regular external communication to discuss issues of moderate importance; requires continuing contact with officials at higher levels.
Managerial Skills:	Responsible for providing limited supervision for one or more functions within a department.
Technology Application:	Applies established technology solutions to enhance individual or small work group efficiency and effectiveness.
Responsibility for the welfare of others:	Demonstrates concern for others

Position Title:	INSTRUCTIONAL DATA COACH
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WORKING CONDITIONS	
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<p>Normal office situation</p> <p>Proficient in Excel, Microsoft Suite, Visio, PowerPoint, Outlook</p> <p>Knowledge in the following:</p> <p>Must demonstrate an effective use of formal assessment data to improve instruction and assist other in becoming proficient with data analysis</p> <p>Demonstrated experience in conducting high-quality professional learning experiences</p> <p>Skills in the following:</p> <p>Strong analytical and problem-solving skills</p> <p>Excellent communication skills both written and verbal</p>	<p>Ability to perform data analysis and interpretation of formal and informal assessments</p> <p>Ability to demonstrate effective use of databases and AAYP analysis reports</p> <p>Ability to effectively lead, organize and direct the work of others</p> <p>Demonstrated ability to design and implement short and long range objective</p> <p>Ability to relate to a wide variety of people and to observe, listen and provide leadership which results in the best possible work environment.</p>
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PHYSICAL EFFORT	
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<p>Typically sitting at a desk or table</p> <p>Intermittently sitting, standing, stooping</p> <p>Typically standing and/or walking</p> <p>Typically crawling and/or kneeling</p>	<p>Light lifting or carrying 25 lbs. or less</p> <p>Moderate lifting or carrying 26-50 lbs.</p> <p>Using equipment requiring high dexterity</p>
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**Atlanta Public Schools
JOB DESCRIPTION**

Position Title: PROGRAM ADMINISTRATOR - SCHOOL IMPROVEMENT GRANT

Division: INSTRUCTION
Office of High Schools
(SIG -\$95,000)

Grade: A3-5 – A3-7
220G-Day (SIG)
(Exempt)

POSITION SUMMARY

The Program Administrator for School Improvement will provide leadership which includes monitoring the overall school improvement grant from the school level perspective to ensure consistency and fidelity to the goals of the School Improvement Grant (SIG). Also will work with the leadership team to assess the progress of the transformation efforts in each Small Learning Community and make recommendations for modifications.

This position will be assigned to the SIG school and will report to the assigned School Principal for the duration of the grant.

Please Note: This is a year-to-year position based on funding and the salary maximum is listed below.

KEY RESPONSIBILITIES

**% OF
TIME**

Provides leadership support and training to a data team for the development based in instruction for data based decision making, support of graduation plans, Mini GAPPS reviews, and CLASS Keys Support.	30%
Provides various reports to include the alignment of work to school improvement plans and other necessary documentation relating to school improvement to the School Principal.	20%
Oversees and monitors the implementation process and any corrective action plans district wide while making follow-ups to professional development throughout the district.	15%
Provides data analysis for differentiation and ongoing assessment.	10%
Monitoring overall school improvement plan to ensuring that the best-practices are followed.	10%
Conducts other duties assigned by the School Principal and the School Improvement Grant (SIG) Lead.	5%
Facilitate and provide professional development for school staff.	5%
Administer and/or support the state and local standardized testing processes and policies.	5%
Monitors and provides recommendations on continued programs of Small Learning Communities (SLC).	5%

Position Title: PROGRAM ADMINISTRATOR - SCHOOL IMPROVEMENT

KEY JOB REQUIREMENTS

<i>Formal Education:</i>	Master's or Doctorate Degree required
<i>Work Experience:</i>	5 years Five years successful experience working with school improvement processes at a school district and/ or university.
<i>Impact of Actions:</i>	Work involved leadership which routinely affects the Organization and/or the surrounding community in a demonstrable way.
<i>Certifications/Licenses:</i>	Georgia Professional Standards Certificate in teaching or service field and in Educational Leadership. (L5-L7)
<i>Decision Making:</i>	Highly Complex: Supervisor is available to review established departmental and/ or organizational objectives. Independent judgment is required to recommend departmental or organizational objectives.
<i>Internal Communication:</i>	Requires regular contact to discuss issues of moderate importance; requires continuing contact with officials at higher levels.
<i>External Communication:</i>	Requires regular contact to discuss issues of moderate importance; requires continuing contact with officials at higher levels.
<i>Managerial Skills:</i>	Responsible for orienting and training others; may act as a lead or senior.
<i>Technology Application:</i>	Applies, recommends, and implements technology concepts to improve the efficiency and effectiveness of a division.
<i>Responsibility for the welfare of others:</i>	Rarely (1 time per month)

**Atlanta Public Schools
JOB DESCRIPTION**

Position Title: SOCIAL WORKER (SCHOOL IMPROVEMENT GRANT)

**Division: INSTRUCTION
(HST @22228)
(SIG-\$75,000)**

**Grade:ST5-ST7
200-Day (SIG)
(Exempt)**

POSITION SUMMARY

The Social Worker for School Improvement will have a demonstrated track record of accomplishments in meeting and exceeding professional goals. Successful candidates will have a desire to work in a fast-paced, rapidly changing environment, where you will experience a high level of accountability and ownership for assigned tasks. Serves as a liaison between APS, students, outside agencies and courts to promote a healthy educational environment for students. Candidates must hold or be able to obtain a valid social worker certificate issued through the Georgia Professional Standards Commission. **This position will be assigned to a SIG school and will report to the assigned School Principal and the School Improvement Grant (SIG) Lead for the duration of the grant.**

Please Note: This is a year-to-year position based on funding and the salary maximum is listed below.

KEY RESPONSIBILITIES	% OF TIME
Maintain student attendance reports.	25%
Performing daily attendance checks in classroom.	20%
Following up with students on absences via telephone, home visits student and parent conferences in writing.	15%
Monitoring average daily attendance as reported in the student information system for the purpose of evaluating intervention attempts for chronic absences and tardiness.	15%
Preparing weekly attendance reports for review by the school leadership team.	10%
Communicating regularly with school staff for the purpose of establishing cooperative and innovative approaches to solve truancy and other attendance related issues.	5%
Administer and/or support the state and local standardized testing processes and policies.	5%
Fostering communication for the purpose of establishing positive relationships between parents, students, staff and others.	5%
* Indicates an "essential" job function.	

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KEY JOB REQUIREMENTS	
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<i>Formal Education:</i>	Master's Degree or higher and/ or any combination of education, experience, and training which meets or exceeds the standards of knowledge, skills, and abilities listed above.
<i>Work Experience:</i>	3 years to 5 years
<i>Impact of Actions:</i>	Makes recommendations or decisions which usually affect the assigned department, but may at times affect others outside of the assigned department.
<i>Certifications/Licenses:</i>	S5 Certification in Social Work
<i>Decision Making:</i>	Analytical: Supervisor is available to review established broad objectives; independent judgement is required.
<i>Internal Communication:</i>	Requires regular contact to discuss issues of moderate importance; occasionally requires contact with officials at higher levels.
<i>External Communication:</i>	Requires regular contact to discuss issues of moderate importance; occasionally requires contact with officials at higher levels.
<i>Managerial Skills:</i>	Responsible for providing limited supervision for one or more functions within a department.
<i>Technology Application:</i>	Applies established technology solutions to enhance individual or small work group efficiency and effectiveness.
<i>Responsibility for the welfare of others:</i>	Constantly (Daily)

Position Title:	ACADEMIC RECOVERY SPECIALIST
Division	CURRICULUM & INSTRUCTION
Sub division:	ADMINISTRATIVE SERVICES
Reports to:	School Principal
Grade:	ST5 – ST7, 200 Day Exempt
Position Summary	
<p>The Academic Recovery Specialist serves in the capacity of support personnel assigned to specific grade-levels to assist struggling students and the teachers who serve them. The Academic Recovery Specialist will receive extensive training in scientifically research based instructional methods and techniques in order to provide intensive intervention and recovery strategies to teachers working with students who may be behind in their classes. The Academic Recovery Specialist will assist teachers in the utilization of data to support the implementation of best practices and will work collaboratively with the Social Worker, Graduation Coach, and School Counselors to ensure students are on target respective to their cohort to graduate. The position reports to the school principal and is on a year to year appointment. (Federal Funded)</p>	

<p><u>Key Responsibilities:</u></p> <ul style="list-style-type: none"> • Works collaboratively with Data Team to identify students in need of academic recovery • Works with students who are not on track to graduate or in current class • Provides immediate and specific support for students off track through collaboration with teachers, parents, and other stakeholders. • Monitor data rooms and student support team meetings to ensure students are identified and appropriate interventions are implemented • Consults with parents and staff about concerns and any other issues hindering student from being successful in course • Meet weekly with students to assess progress towards meeting standards and progression towards credit recovery • Coordinates and plans needed programs in collaboration with school counselors and administration to meet the needs of .5 students • Directly align students through scheduling, parental involvement • Develops prescriptive plans for recovery involving students, parents, and teachers • Works primarily with 9.5 and 10.5 students • All duties assigned by the principal <u>must</u> be in compliance with federal guidelines
<p><u>Organizational Improvement:</u></p>

- Support and promote the vision and mission of the district
- Assist in the implementation of the district's strategic goals.
- Develop and implement long and short-term strategic plans consistent with the district's vision and mission.

Personnel Management:

- Coordinate, plan, implement and evaluate the professional development of assigned personnel.
- Model and require the use of management practices that promote high-performance, ethical behavior, collegiality, teamwork, and fairness.

Culture and Climate:

- Create and sustain a positive and collaborative environment for central and school-based staff.
- Model and require the use of management practices that promote high-performance, ethical behavior, collegiality, teamwork, and fairness.
- Model standards for positive and supportive relationships necessary in a high-performance organization.
- Ensure that direct report personnel establish and nurture positive and supportive relationships necessary in a high-performance organization.

School/Community Relations:

- Maintain working relationships with administrative management and school site staff to support the integration of educational program management.
- Respond to inquiries or complaints from stakeholders in a timely manner.
- Represent the district in a positive and professional manner.
- Involve stakeholders in the strategic planning process.
- Consistently solicit stakeholder input and feedback during plan implementation.

Professional Growth and Development:

- Keep abreast of current research, theory, and trends in the area of district and school administrative services and provide leadership in these areas as appropriate to the district's needs.
- Demonstrate skill in written and oral communication, planning, and organization.

* Indicates an "essential" job function.

Key responsibilities may include other duties as assigned.

KEY JOB REQUIREMENTS

Impact of Actions: Makes recommendations or decisions which usually affect the assigned department, but may at times affect operations, services, individuals, or activities of others outside of the assigned department.

Decision Making: Analytic: Supervisor is available to establish broad objectives relative to the position duties or departmental responsibilities. Independent judgment is required.

Internal Communication: Requires regular contact to discuss issues of moderate importance and

to respond to inquiries. Also requires continuing contact with officials at higher levels on matters requiring cooperation, explanation, and persuasion.

External Communication: Requires developing and maintaining ongoing external relationships involving difficult formal negotiations.

Managerial Skills: Responsible for providing limited supervision for one or more functions within a department.

Technology Application: Applies established technology solutions to enhance individual or small work group efficiency and effectiveness.

Responsibility for the welfare of others: Demonstrates concern for others.

Specialized Training/ Certifications: L5, IS-5 or AS-5 Certificate

Education: Master's Degree required

Basic Qualifications: Three to five years of teaching experience

Preferred Qualifications: Three-five years counselors experience at the high school level or school social worker experience preferred.

**Atlanta Public Schools
JOB DESCRIPTION**

Position Title: Parent Liaison-Curriculum and Instruction

SCHOOL IMPROVEMENT GRANT – SIG

Grade: PL-191
(Non-Exempt)

Division: CURRICULUM & INSTRUCTION

POSITION SUMMARY

The Parent Liaison works to establish communication, relationships and maintain mutual understanding among school, community and home. Provide support to SIG School by implementing policies & coordinating programs to build capacity for parental involvement. The role of the Parent Liaison is part of a comprehensive system effort to increase the Academic Achievement of students and to encourage families to support schools and to lower existing barriers to parental/family participation. This position will report to the assigned SIG School Principal and the School Improvement Grant (SIG) Lead for the duration of the grant. This is a year-to-year position based on funding and the salary maximum is listed below.

KEY RESPONSIBILITIES

Parent Outreach:

- Assists school with securing important documentation from parents.
- Coordinates academic-based learning opportunities/workshops for parents at flexible times.
- Coordinates volunteer program with continuous recruitment and training for volunteers.
- Creates opportunities to involve all parents in the education of their child.
- Develops and maintains a Parent Resource Center, library or corner within the school.
- Establishes and meets regularly with the Parent Involvement Committee.
- Plans and coordinates monthly or bi-monthly academic focused parent workshops with the assistance of the Family Engagement Specialist and local school Parent Advisory Committee.
- Provides information to parents that include educational opportunities and resources in their areas and applicable local and state policies that will influence their education system.
- Selects and purchases appropriate materials for parent checkout and provides training for parents in the use of materials.

Communication:

- Calculates and keeps accurate data of parental involvement.
- Communicates important school related news with parents via school newsletter, Parent Center newsletter, and/or the district website.
- Initiates and responds to parent phone calls, emails, and written correspondence related to Parent Involvement and/or Parent Center.
- Participates in early release conferences, assisting parents with the understanding of progress reports, school progress reports and report cards.
- Strengthens home-school relationships by facilitating positive proactive communication between families and educators

Position Title: Parent Liaison-Curriculum and Instruction

KEY RESPONSIBILITIES (continued)

Documentation:

- Assists in the development, implementation, monitoring and evaluation of the school's Parent Involvement Budget, Parent Involvement Policy and School Compact.

Community Outreach:

- Assists parents in accessing community resources.
- Cultivates relationships and partnerships with local business, social agencies and community organizations in their assigned region.
- Enhances partnerships between schools and community support services.
- Serves as a liaison between school and community for parent involvement purposes.

Organizational Improvement:

- Supports and promote the vision and mission of the district
- Assists in the implementation of the district's strategic goals.
- Inspires and builds a shared vision for operational excellence.
- Challenges systems, processes, ideas and methodologies that are not working for the financial health and stability of the division.

Fiscal Management:

- Provides assistance as necessary with the development of the department's budget, ensuring that budget decisions provide optimal support for school-based needs.
- Assists with the development and review of proposals for outside funding for special projects.
- Reviews and assess the feasibility of pursuing outside funding for special projects.

Culture and Climate:

- Creates and sustains a positive and collaborative environment for central and school-based staff.
- Model and require the use of work practices that promote high-performance, ethical behavior, collegiality, teamwork, and fairness.
- Model standards for positive and supportive relationships necessary in a high-performance organization.

School/Community Relations:

- Maintains working relationships with administrative management and school site staff.
- Responds to inquiries or complaints from stakeholders in a timely manner.
- Represents the district in a positive and professional manner.
- Consistently solicit stakeholder input and feedback when appropriate.

Professional Growth and Development:

- Keep abreast of current research, theory, and trends relative to the assigned scope of work.
- Demonstrates skill in written and oral communication, planning, and organization.
- Collaborates with all staff regularly to coordinate meetings/workshops for parents.
- Conducts professional learning sessions with staff to improve parent involvement.
- Conducts written and oral surveys of parent needs.
- Follow ups with participants from each work session to obtain feedback on the impact of the sessions they attended. Also, track each participant's progress through e-mails and phone calls.
- Participates in on-going state and district training.

* Indicates an "essential" job function.

Key responsibilities may include other duties as assigned.

KEY JOB REQUIREMENTS	
	A minimum of a High school Diploma, Bachelor's Degree preferred. Minimum of two-three years of school district and/or community experience preferred.
<i>Formal Education/Work Experience:</i>	Be present at school to greet and assist parents and provide orientation for all parents new to the school.
<i>Impact of Actions:</i>	Works collaboratively to design, implement, and deploy responsible decision-making pertaining to student achievement and family engagement.
<i>Certifications/Licenses:</i>	NA
<i>Decision Making:</i>	Varied: Supervisor is available on an as-needed basis to establish general objectives. Independent judgment is required.
<i>Internal Communication:</i>	Requires regular contact to discuss issues of moderate importance and to respond to inquiries. Also requires continuing contact with officials at higher levels on matters requiring cooperation, explanation, and persuasion.
<i>External Communication:</i>	Requires developing and maintaining ongoing relationships.
<i>Managerial Skills:</i>	Responsible for providing limited supervision for one or more functions within a department.
<i>Technology Application:</i>	Applies established technology solutions to enhance individual or small work group efficiency and effectiveness.
WORKING CONDITIONS	
<i>Welfare of others:</i>	Demonstrates concern for others.

School Level Descriptive Information

School Comprehensive Needs Analysis:

Using the analysis of the data in the areas below, provide a summary and conclusion for each of the area as indicated. If there is no information for a particular area, please provide a N/A with an explanation. Based on the conclusion, the LEA should select the appropriate SIG reform model.

School Name: Frederick Douglass High School			Selected Intervention Model: Transformation
Provide a minimum of two years of data where indicated.			Provide a summary and conclusion of the analysis of each area.
1. Student Profile Data	2011-12	2012-13	<p>Frederick Douglass High School currently serves 801 students grades 9 through 12 for the 2013-2014 school-year. While initial enrollment, this year and the previous two years, meets or exceeds 1000, mobility continues to be an issue. Due to the high mobility rate, we fluctuate between 700-900 students throughout each of the three years. While the enrollment status fluctuates, the number of Students With Disabilities continues to remain consistent or increase. Currently 19% of the student population is comprised of students with disabilities. As such, we continue to forge the relationship between the GLRS and MetroResa who have worked in tandem with our Lead Teacher for Special Education to provide intensive support and training to teachers to utilize preferred models for co-teaching and to provide instructional best practices with sound interventions for our students.</p> <p>Student profile data was collected for the 2011-2012 and 2012-2013 school years the Atlanta Public Schools Department for Research and Evaluation for School Improvement and compared to Infinite Campus Data.</p> <p>The data also reveals the following:</p>
Total student enrollment	1256	1150	
Grade level enrollment			
9th	479	487	
10th	294	249	
11th	178	169	
12th	305	245	
Number of students in each subgroup (List applicable subgroups below.)			
Students With Disabilities	166	180	
Economically Disadvantaged	1113	1048	
Black	1224	115	
Hispanic	18	28	
Pacific Islander	1	1	
White	7	2	
Two or more Races	4	3	
American Indian or Alaska Native	4	1	
Attendance %	84.19	88.3	
Disciplinary Incidents	3448	1991	
AP, IB, and Dual Enrollment (#)	146	162	

Graduation Rate	40.49	49.6	<ol style="list-style-type: none"> 5. An increase in student attendance by 4.11% 6. A decrease in disciplinary incidents under for the 2012-2013 school year. 7. An increase in student enrolled in AP and Dual enrollment courses. 8. An increase in graduation rate by 9.11%
2. Staff Profile Data	Provide a summary and conclusion of the analysis of each area.		
Current Principal Length of time in position	Dr. Eldrick Horton has been principal of Frederick Douglass High School for 1.75 years. During his tenure, there has been a positive change with respect to School Culture and Climate and Student achievement.		
Teaching Staff Number of years' experience in profession			
1 to 3	7	Currently there are 57 members of the faculty. Of the 57 teachers, seven teachers have 1-3 of experience, sixteen teachers have 4-10 years of experience, nineteen teachers have 11-20 years of experience, and fifteen teachers have 21 or more years overall experience in education.	
4-10 years	16		
11-20 years	19		
21+ years	15		
Teaching Staff Percentage (%) of experience in the school			
1 to 3	25	Of the current faculty, 44% have 1-3 years' experience at Douglass High School, 28% have 4-10 years' experience, 23% have 11-20 years' experience, and 5% (3) have 21 or more years' experience at Frederick Douglass High School.	
4-10 years	16		
11-20 years	13		
21+ years	3		

<p>Teacher attendance rate</p>	<p>2011-2012 : 90.7</p>	<p>2012-2013: 92.41</p>	<p>Teacher attendance is a critical factor that contributes to student achievement. Teacher absence can impact student achievement “through the creation of discontinuities of instruction, the disruption of the regular routines and procedures of the classroom” (Rundall, 1986; Turbeville, 1987). According to a 2007 study, <u>Do Teacher Absences Impact Student Achievement?: Longitudinal Evidence from One Urban School District</u>, the authors assert when teachers are absent</p> <p>“Students may have difficulty forming meaningful relationships with multiple, mobile substitutes, and even if substitutes deliver brilliant isolated lessons, they may not be able to implement a regular teacher’s long-term instructional strategies. Furthermore, substitutes’ lack of detailed knowledge of students’ skill levels makes it difficult for them to provide differentiated instruction that addresses the needs of individual students. Teacher absences may also negatively impact student achievement in less direct ways. For example, teacher absences may inhibit attempts by school faculties to implement consistent instructional practices across classrooms and grades. Common planning time, during which teachers may collaborate on improving instruction, is often so scarce that even low rates of teacher absence could almost completely undermine its purpose. Note that this mechanism implies that a teacher’s absence not only impacts negatively on the students he or she directly works with, but also on the students taught by the teacher’s colleagues.” (Miller, et.al.)</p> <p>According to the data, teacher attendance is above 90% and continues to show improvement—even up to March 2014, the current attendance rate is 92.89%. While the rate is above 90%, the impact on instruction is detrimental to students whose teachers are often not present. The data from the monthly attendance report requires identification, by number, of teachers who are chronically absent. Currently, there are three teachers who fall into this category. As such, student performance in these classrooms may be impacted.</p>
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Teacher evaluation data by levels (Level 1 is equivalent to Exemplary and Level 4 is equivalent to Ineffective on TKES)		2012-2013		<p>As part of the Race to the Top Initiative (RT3), Georgia introduced the Teacher Keys Effectiveness System (TKES), a common evaluation system that will allow the state to ensure consistency and comparability across districts, based on a common definition of teacher effectiveness. The Teacher Keys Effectiveness System consists of multiple components which contribute to an overall Teacher Effectiveness Measure (TEM). These components include Teacher Assessment on Performance Standards (TAPS), Surveys of Instructional Practice, and Student Growth and Academic Achievement. The distribution of teachers rated by performance level using TKES for the 2012-2013 school year reveals a disproportionate amount of proficient teachers compared to ineffective or needs development. The discrepancy is even more telling when compared to achievement data. As such, team members of Frederick Douglass High School will take part in calibration and rubric analysis opportunities to ensure all evaluators are in tune with the expectations for teacher work and student achievement and further to ensure that teachers fully understand the work and expectation for work at Frederick Douglass High School.</p>
		Level 1		
		Level 2		
		Level 3		
		Level 4		
Student Achievement Data	2011-2012	2012-2013		Provide a summary of existing status and current needs.
Reading/Language Arts				

All Students category	<p style="text-align: center;">GHSGT</p> <p>All 35%</p> <p style="text-align: center;">9th Grade Literature</p> <p>All 49%</p> <p style="text-align: center;">American Literature</p> <p>All 64%</p>	<p style="text-align: center;">GHSGT</p> <p>All 21.0%</p> <p style="text-align: center;">9th Grade Literature</p> <p>All 63%</p> <p style="text-align: center;">American Literature</p> <p>All 80%</p>	<p>There was a decrease of 14% in the GHSGT scores for ELA from the 2012 to 2013 years. Additionally, There was an increase in the EOCT scores for 9th grade literature of 14%. Further, there was an increase in the EOCT scores of 16% in American Literature from the 2012 to 2013 years.</p> <p>Student profile data was collected for the 2011-2012 and 2012-2013 school years the Atlanta Public Schools Department for Research and Evaluation for School Improvement.</p>
Subgroups:	<p style="text-align: center;">9th Grade Literature</p> <p>ED 50%</p> <p>SWD 5%</p> <p>ELL -</p> <p>Black 49%</p> <p>Hispanic 50%</p> <p>Multi-Racial -</p> <p>White 100.0%</p>	<p style="text-align: center;">9th Grade Literature</p> <p>ED 64%</p> <p>SWD 31%</p> <p>ELL 100%</p> <p>Pacific Islander 100%</p> <p>Black 63%</p> <p>Hispanic 75.0%</p> <p>Multi-Racial -</p> <p>White 100%</p>	<p>Through an analysis of the End Of Course data provided, we have determined our areas of emphasis. The EOCT for 9th Grade Literature reveals that Economically Disadvantaged, Students with Disability, Hispanic, Black, The data also reveals that ELL, Hispanic has an increase from the 2011-2012 to the 2012-2013 school year. The White subgroup sustained 100 percent subgroup pass rate from the 2011-2012 to the 2012-2013 school year.</p> <p>Student profile data was collected for the 2011-2012 and 2012-2013 school years the Atlanta Public Schools Department for Research and Evaluation for School Improvement.</p>

Mathematics	<p style="text-align: center;">2012 GHSGT</p> <p>All 28%%</p> <p style="text-align: center;">Math I</p> <p>All 23%</p> <p style="text-align: center;">Math II</p> <p>All 15%</p>	<p style="text-align: center;">2013 GHSGT</p> <p>All 8%</p> <p style="text-align: center;">Coordinate Algebra</p> <p>All 5%</p> <p style="text-align: center;">Math II</p> <p>All 26%</p>	<p>The data reveals a decrease in the GHSGT Math scores from the 2012 to 2013 years. It also reveals a telling picture of the need for math intervention as the Math I, Coordinate Algebra, Math II scores are significantly low though there was an increase of 11% from 2012-2013 in the Math II courses.</p>
Subgroups	<p style="text-align: center;">Math I</p> <p>ED 23%</p> <p>SWD 5%</p> <p>ELL -</p> <p>Black 23%</p> <p>Hispanic 17%</p> <p style="text-align: center;">Math II</p> <p>ED 15%</p> <p>SWD -</p> <p>ELL -</p> <p>Black 14%-</p>	<p style="text-align: center;">Coordinate Algebra</p> <p>ED 5%</p> <p>SWD 0%</p> <p>ELL -</p> <p>Black 5%</p> <p>Hispanic -</p> <p style="text-align: center;">Math II</p> <p>ED</p> <p>SWD</p> <p>ELL</p> <p>Black 26%</p>	<p>The EOCT for Coordinate Algebra reveals that the Students with Disability subgroup will need intensive support in math courses to ensure success as 0% were successful on the EOCT for coordinate Algebra. Ultimately, Math is an area for extreme growth for Frederick Douglass High School. As such, students will be enrolled in trailer courses in which the first semester provides the fundamental foundational skill building opportunities. Second semester they are enrolled in the parent course. This is the first year of implementation and we are anxiously awaiting the opportunity to see the impact of the decision.</p> <p>Student profile data was collected for the 2011-2012 and 2012-2013 school years the Atlanta Public Schools Department for Research and Evaluation for School Improvement.</p>

Graduation rate (if applicable)			
	2012: 40.49	2013: 49.6	<p>The graduation rate has improved by 9.11% from 2012 to 2013. While an increase has occurred, there is still significant room for improvement. To target the areas for improvement we will solicit assistance and support from district personnel and restructure the work of the Graduation coach. The high mobility rate (more than 70%) of Douglass Students greatly impacts graduation and dropout rate. As students enroll, we find that several are off track which creates a double jeopardy as they enter as members of a cohort that they are not on target to complete thus impacting the graduate cohort data. In working to improve our graduation rate, we will incorporate the graduation coach into the enrollment and withdrawals process. The graduation coach will collaborate with counselors to determine student placement and to track their matriculation. The graduation coach will also be heavily involved in the withdrawals process by conducting exit interviews with those withdrawing to determine their next steps and to provide suggestions and assistance regarding alternative programs should they need them. In house portfolios will be kept for each student. Additional Academic Recovery Specialists will work with social workers, graduation coach, counselors, teachers, and significantly credit deficient students to help to move them towards credit recovery.</p> <p>Student profile data was collected for the 2011-2012 and 2012-2013 school years the Atlanta Public Schools Department for Research and Evaluation for School Improvement</p>

CCRPI Score:	54.4	55.9	The CCRPI reveals an increase of 1.5% from 2012 to 2013. Student profile data was collected for the 2011-2012 and 2012-2013 school years the Atlanta Public Schools Department for Research and Evaluation for School Improvement.
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School Culture and Climate

School Safety

Student Health Services

Attendance Support

Social and Community Support

Parental Support

Provide a summary of existing status and current needs.

According to the GAPSS Analysis conducted November, 2012, one can deduce the impact of the aforementioned procedures as indicated through the following data:

Comments

Planning & Organization Strand

I-2 The CSS (96% “Consistently” and “Often”); interviews with staff, students, and classroom observations (90%) provide evidence of an overall safe learning environment. Interviews indicated that rules, policies, and procedures are consistently and effectively articulated, communicated, and implemented in all facets of school operations. The school visit and survey responses (99% “Consistently” and “Often”) documented that the building and surrounding campus area are well-maintained, clean, and conducive for teaching and learning.

Georgia Assessment of Performance on State Standards, November, 2012

In order for students to be successful, they must be present in class to receive instruction. Student attendance has been a critical issue at Frederick Douglass High School. The data illustrates a consistently low rate of 84.19% in 2012-2013 to 85.34% in 2013-2014. Though this rate shows consistent attendance by a majority of the school, the attendance provides a direct connection to the school’s cohort graduation rate which is currently 49.6% This rate has seen a more drastic decline over time as it has fallen from 64% in 2010-11 to 49.6% in the current term. Efforts to curtail the drop in student attendance have been limited to calls home due to time restrictions on teachers and administration. A more concerted effort is needed to tackle this problem, in order to help students achieve. Measures will be taken to:

- 1) Decrease absenteeism among students
- 2) Decrease the amount of times students cut class with increased discipline measures
- 3) Increase parental support and engagement

In effort to promote family and community engagement at Frederick Douglass High School, we approach our relationships with parents as partnerships. We work collaboratively to ensure student success. Parent involvement opportunities are provided both during and after school hours. Parents are encouraged to visit the school regularly and made to feel welcome. Parent conferences are offered at convenient times before, during and after school for them to attend. The Parent Center is located directly adjacent to the school's lobby. Parents are able to meet with all supportive service personnel (Social Worker, Graduation Coach, Parent Liaison, and Career Technical Instruction Director) while remaining in the parent center. A weekly newsletter of key and upcoming events is provide for parents as well as weekly updated information on the school website. In addition, a computer is available for parents to check their child's progress using the Parent Portal System or receive assistance with other needs.

Rigorous Curriculum- Alignment of curriculum with state standards across grade levels

Provide a summary of existing status and current needs.

	Phase I Awareness & Transition 2011-13	Phase II Transition to Full Implementation 2013-14	Phase III Full Implementation & Transformation 2014-15
Focus Areas	Begin phase in of new CCGPS standards. Focus on building a strong foundation and understanding the new standards and how the learning environment will change.	Continue to phase in CCGPS math standards. Prepare for PARCC Assessment and focus on communication and collaboration to support teacher professional growth.	Continue to phase in CCGPS math standards and administer state common assessment (PARCC). Focus on continuously evaluating and refining teaching and learning practices.
Curriculum, Resources & Tools	<ul style="list-style-type: none"> ✓ District instructional material aligned to CCGPS 	<ul style="list-style-type: none"> ✓ Expanded resources aligned to CCGPS available for every classroom ✓ Best practices for instructional strategies that support CCGPS curriculum 	<ul style="list-style-type: none"> ✓ Instructional materials refined
Professional Development	<ul style="list-style-type: none"> ✓ "Exploring the Core" - Deep dive into the CCGPS and Instructional Shifts ✓ Professional development aligned to CCGPS 	<ul style="list-style-type: none"> ✓ "Building on the Core" - Targeted professional learning to expand skills of instructional staff 	<ul style="list-style-type: none"> ✓ "Transforming with the Core" - Using performance assessment data to inform instruction and address student achievement gaps
Assessment	<ul style="list-style-type: none"> ✓ CCGPS incorporated into Gr. 3-8 Math and Literacy CRCT and Gr. 9 Coordinate Algebra EOCT ✓ Pilot PARCC Assessment items 	<ul style="list-style-type: none"> ✓ CCGPS incorporated into Gr. 10 Analytic Geometry EOCT ✓ Field test PARCC Assessment items 	<ul style="list-style-type: none"> ✓ CCGPS incorporated into Gr. 11 Advanced Algebra EOCT ✓ Full implementation of PARCC Assessment
Instructional Support	<ul style="list-style-type: none"> ✓ Model lesson demonstrations ✓ Develop model for Professional Learning Communities (PLCs) 	<ul style="list-style-type: none"> ✓ Lesson study ✓ PLCs ✓ Model classrooms and learning labs 	<ul style="list-style-type: none"> ✓ Coaching cycle used to continue to support effective instruction of CCGPS
Communication	<ul style="list-style-type: none"> ✓ Resources and information sessions for parents and other stakeholders ✓ Newsletters and media for teacher audiences ✓ Teacher and principal dialogue forums 		

Atlanta Public Schools adopted the Common Core Georgia Performance Standards (CCGPS) to provide our students with rigorous instructional programs that foster student success in school and life. To ensure that all students have greater opportunities and access to the careers of their choice, we needed an instructional framework that imparts the knowledge and skills most valued by employers and higher education.

Curriculum Intervention Programs	<p>Through an analysis of our data respective to our Core Content Areas, we recognized the deficiency in each area through the End of Course Data. We immediately worked to devise a plan based on the school improvement process. Our data points included EOCT results over the last three years, student growth measures (School results), Student Longitudinal Data System Reports relative to student performance measures, input from teachers, and a wealth of other resources. From this, we realized that we needed to conduct an analysis of the data to determine what our plan would be. We determined there was growth in all areas on the EOCT with the exception of Coordinate Algebra. Though we noted growth in all areas, we recognized we still fell below the state and district average. Through a protocol implemented to assess our strengths and weaknesses, we determined an intervention strategy to target and support our students in the areas of math and science as these were areas demonstrating the greatest need based on the data. As such, at the start of the year, students were enrolled in math and science trailer courses. Utilizing this strategy, students are enrolled in math and science the full year. The first semester is dedicated to building fundamental skills necessary in tackling the new curriculum of our coordinate algebra and analytic geometry courses. We will be able to assess the impact of this work through the students' performance on the EOCT.</p> <p>Additional Interventions include the use of classroom performance data to determine the next steps to implement the Response to Intervention Framework. Teachers utilize their grade-level Professional Learning Communities and work collaboratively to determine the strategies that will work with individual students.</p> <p>Additionally, other methods of intervention include On-Demand Academic Support, After-School Tutorials, and Academic Advisement.</p>
Enrichment Programs	<p>Frederick Douglass High School offers a wealth of enrichment opportunities for students through extracurricular activities-both sports and academic. There are a number of clubs and organizations available to increase student involvement and participation. Students also have the opportunity to participate in college tours, attend workshops sponsored through our community partners, and to learn from alumni.</p>

Dual enrollment (if applicable)	During the 2012-2013 school year, three students participated in the dual-enrollment program through Frederick Douglass High School. Currently, there are eight students participating in the dual-enrollment program. While there is an increase in participants this year, we would like to ensure that students are aware of the options available to students of Douglass High School. Providing multiple opportunities for advancement through our Dual Enrollment and Advanced Placement Programs will aid in attracting more students to our academic program as we have two gender-based schools, within our zone, who offer options such as these to students who would normally be zoned to attend Douglass High School. We must offer more opportunities for participation in these areas.
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Advanced Placement (if applicable)

Douglass High School provides opportunities for students to be exposed to the rigor of college-level course work through the Advanced Placement (AP) program. We offer the following courses: AP Biology, AP Chemistry, AP Calculus, AP Language and Composition, and AP Literature and Composition, AP Microeconomics, AP Macroeconomics, AP World History and AP US History.

While the courses are offered, a review of our student performance data is telling in that we have low percentages of students are successful on the exams.

FREDERICK DOUGLASS HIGH SCHOOL
ADVANCED PLACEMENT ENROLLMENT

Course	11-12 Term 1	11-12 Term 2	12-13 Term 1	12-13 Term 2	13-14 Term 1	13-14 Term 2
AP Lang	30	30	36	36	23	23
AP Lit/Comp	21	24	37	36	17	17
AP Biology	6	6	12	8	NA	NA
AP Chemistry	16	8	9	8	NA	NA
AP Calculus	12	12	8	8	8	7
AP Macro		25		20		13
AP Micro		25		32		11
AP World History	NA	NA	17	16	16	16
AP U S History	15	16	16	15	20	20
Dual Enrollment		NA		3		8

AP Enrollment Year	Percent 3 or higher
2013	10%
2012	4%
2011	5%
2010	2%

Teachers attend training to become certified in the Advanced Placement (AP) courses taught. Additionally, the submission and approval of the AP syllabus must be in place in order for the student to receive weighted credit for the course. As our students have not had significant success in terms of their scores on the exams and the accumulation of college credit in courses, we must revisit our expectations and reflect on the possible root causes for the limited success within these courses.

1. According to the Georgia Assessment of Performance on State Standards, we need to improve our academically challenging environments and contribute to an academically rigorous curriculum.
2. The College Board recommends teachers attend the AP courses every 3-5 years to remain abreast of the current practices relative to their AP courses.
3. Vertical articulation within the high school as well as with the middle school should occur to assess and determine next instructional steps for successful implementation of the curriculum.

Instructional Program	Provide a summary of existing status and current needs.
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<p>Planning and implementation of research based instructional strategies</p>	<p>Research purports that the most important factor contributing to a student’s success in school is the quality of teaching. A way to ensure that teachers are provided with and can acquire the tools and skills necessary to effectively serve students is through professional learning and development.</p> <p>At Douglass High School, many structures are in place to guide the instructional program of the school. Though the structure and expectation is in place, the fidelity of implementation and practice is an area for growth. Past initiatives have failed as a result of the challenges of leadership as well as the implementation of best practices by the staff proper. One of the improved facets of the work of the new leadership has been to create structures and infrastructure for effective teaching and learning. The impact of the same still has to be a function of the ability of the staff to implement the structures. Prior to the current principal’s arrival, Frederick Douglass High School was in a state of academic and efficacious challenge. During this time, the continuous solution was the replacement of the principal; however, systemic movement of staff was never addressed, nor was staff identified for remediation through professional development protocols. Specifically, upon the arrival of the current principal, achievement, performance, discipline, and attendance data demonstrated a plethora of deficiencies; however, there was no evidence of growth plans (PDPs) to support the dire data. Currently, there are 15 staff members who have Professional Development Plans which represents approximately 50% of the core teachers. This data speaks to the necessity and request for reconstitution recommended by the current principal during the 2012-2013 school year. While the process for identifying, supporting, and removing ineffective staff has begun, we are anticipating, per the district’s approval, an opportunity to systemically reconstitute the same. Clearly, the impact of adult actions/performance is at the core of the fidelity of the requested grant opportunity. Hence, the embedded process for reconstitution, along with the effective implementation of all components of the grant, will ensure a different set of outcomes for student achievement and teacher efficacy. We have structures in place; however, we do not have the personnel to execute them.</p> <p>The GAPSS data speaks to a deficit in our use of instructional technology, data analysis, differentiation, instructional strategies, and rigor as each of the areas below received Emergent Ratings :</p> <ul style="list-style-type: none"> 1.1 Shared Framework for Instruction (19) 1.2 Consensus Driven Framework for instruction (19) 1.3 Learning Goals Aligned with GPS (20) 2.1 Research-based learning strategies & processes (21) 2.2 High-order thinking skills, processes & habits (21) 2.3 Differentiated instruction (22) 2.4 Student Work Products (22) 2.5 Flexible Grouping of students (23) 2.6 Timely, Systematic, Data-Driven Interventions (23) 2.7 Use of technology (24) 3.1 High & clear expectations (26) 3.2 Clear, challenging, aligned learning goals (26)
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Instructionally, according to the data, we have several areas of improvement. As such, we have emphasized Teacher Keys through our focus on Instructional Planning, Assessment Uses and Strategies, Differentiation, and Instructional Strategies. Each aspect of the TKES embodies the expectation of the work of the teachers at Frederick Douglass High School. In order to impact this work, we have begun our focus on this work through the emphasis on the instructional framework which embeds differentiation, formative assessment and instructional strategies within the lesson. While we have begun our focus on the utilization and implementation of this framework, our local school observation data reveals a necessity to delve into the quality of implementation of these expectations. We are in a state of compliance and will need to work to focus on our monitoring of the fidelity of implementation of research based practices and strategies to become committed to the goal of student achievement. We will adopt and implement Standards-Based Instruction as the research-based instructional program that is aligned to the Common Core Georgia Performance Standards.

Further, the data speaks to the necessity of making the professional learning meaningful and impacting as indicated through the following emergent-rated items:

Resources support job-embedded, professional learning (53)

Collaborative analysis of data (54)

Evaluating impact of professional learning (55)

Long-term, in-depth professional learning (57)

Alignment of professional learning with expected outcomes (58)

Building capacity to use research results (59)

A review of the student achievement data identifies weaknesses in the areas of English-Language Arts, Mathematics, Social Studies, and Science. A review of the GAPSS analysis classroom observation data reveals a need to deepen our emphasis on higher order thinking skills, technology integration, differentiation of instruction, vocabulary development. In order to address these areas of weakness we must utilize a model that emphasizes learning outcomes, high expectations, and student-centered approaches to instruction and embeds rigor and relevance. Employing a model for Standards-Based Instruction through the use of the Instructional Framework.

In order to effectively impact achievement, new faculty and staff need to be fully aware of the expectations. As such, teachers will be exposed to the information and the expectations through the New Teacher Boot Camp. Induction Level Teachers are supported through systematic tiers of support. Through the district, teachers attend orientation to become familiar with the policies and procedures that govern our district. At the local level, teachers are provided with support through mentor teachers, Instructional Mentors, Professional Learning Specialists, Instructional Coaches, and through our School Improvement Specialists and MetroResa personnel. On Wednesdays, teachers meet with the district personnel to receive support in planning and resources for instructional best practice. Additionally, teachers receive ongoing support through their colleagues in professional learning communities and through the modeling, observation and feedback, resources, and instructional best practices provided through the instructional coaches.

Use of instructional technology (by students and teachers)

In this ever-changing, technology –rich world, we must remain abreast of the best instructional practices to improve and significantly increase student achievement. One way to increase student engagement, and real-life application of concepts taught, is through the utilization of technology within the lessons that we teach. During the 2013 GAPSS, it was recommended that we “increase teacher and student use of modern technology...” Within classrooms at Frederick Douglass High School (FDHS), teachers have access to Promethean Boards, Document Cameras, Laptops, and a wealth of other technological tools. In our conversations and debriefings with our Alignment of Support Teams, through the GAPSS Data, and even our own focus walks, we have determined that the use of these tools by both teacher and student is minimal. Often times, the Promethean boards are used as overhead projectors with little interaction between teacher and student regarding it. While we have support through the districts provision of an education technology specialist, we have not fully utilized the knowledge and skill set available to us through this person. As such, our next steps include:

- Utilizing our provided support effectively to understand and implement technological resources available
- Receive training on more effective uses for the promethean/smart boards
- Determine ways to ensure that all have access to and are able to effectively utilize technology.
- Provide more access to technology and utilization of current tools through software that embeds Promethean use in the lessons.
- Collaborate with the Education Technology Specialist to ensure that optimal opportunities for technology integration are shared, presented, and implemented.

Use of data analysis to inform and differentiate instruction	<p>One of the areas for growth at Frederick Douglass High School is the utilization of data to make informed instructional decisions. The 2012-2013 GAPSS team made the following recommendations regarding the utilization of data to inform instructional practice:</p> <div data-bbox="772 224 1644 883" style="background-color: #ffffcc; padding: 10px; border: 1px solid black;"> <p style="text-align: center;">Professional Learning</p> <p>Collect and collaboratively analyze relevant student learning, demographic, perception, and process data (e.g. action research, analyzing student work, classroom observations, awareness walks, and surveys) on a continuous basis to identify student and adult learning needs and goals and to monitor and revise school and classroom improvement strategies. Display this data and work in the school's data room. PL-2.1</p> <p>Use data from PL-2.1 to develop and implement a comprehensive, clearly articulated, focused, long-term (two to three years) plan for job-embedded professional learning aligned with the school improvement plan and (focused on 3-4) expected teacher learning outcomes that will most significantly impact student achievement. Clearly communicate the intended results and expectations for implementation and describe expected changes in classroom practices. Conduct ongoing monitoring and evaluation (both formative and summative over a three- to five-year period) of the impact of professional development on teacher practices and student learning; provide feedback and coaching to teachers. PL-2.2; PL-2.4; PL-2.5;</p> </div> <p>We have worked to embed data-driven instructional practices into our instructional program. Weekly, teachers are to meet as a professional learning community to analyze student work, analyze common assessment data and discuss strategies to modify instructional practice. Teachers are required to utilize formative assessment data to determine next steps in the instructional process. Teachers use the formative assessment data results from the use of formative assessment) to plan for differentiation. The structures to make major shifts in student achievement are available. The fidelity of implementation is a major area of growth for Douglass High School. Data analysis and use will be a major focus of our instructional program through the professional learning and professional learning communities' platform.</p>
Number of minutes scheduled for core academic subjects	Douglass utilizes the 4x4 Block schedule. Students attend four classes per day in 90 minute increments.
Assessments	

<p>Use of formative, interim, and summative assessments to measure student progress</p>	<p>Frederick Douglass High School's instructional focus is centered on the use of data to make instructional decisions. In essence, there are structures in place to organize this work. The current instructional framework is structured in a way that embeds formative assessment throughout the lesson. Formative assessment professional development has also been provided to teachers and is a part of our ongoing monitoring process to ensure that it is effectively implemented. From the observations conducted during our weekly walks, we have seen growth from 17% utilization in September to 58% in February 2014. These percentages are reflective of teachers utilizing formative assessment strategies within the observed period. While teachers are utilizing formative assessment strategies, we have concluded during our Alignment and Support PLCs, that there needs to be a deliberate plan for the implementation of certain formative assessment strategies. As such, we will continue to focus on the formative assessment piece to ensure fidelity in implementation and intentional planning and adjustment to instruction as a result of the data from the formative assessment.</p> <p>The expectation at Frederick Douglass High School is to implement common assessments within common content areas at the grade level. Teachers are required to plan and create assessments during their content PLCs held every Tuesday after school. Our method for monitoring this work is captured in the grade-level data centers as well as through the submission of Agenda, Minutes, and Sign-In Sheets from the PLC. From this evidence and artifacts, it is clear that teachers are working collaboratively during PLCs to plan and create assessments, analyze student work, create rubrics for performance tasks, utilize the SCAN protocol to assess progression to goals, Assess individual student progress, etc.; however, the fidelity through which it is implemented is lacking. There are inconsistencies present. For example, the ninth grade science team consistently meets and plans for the implementation of their lessons. 11th and 12th grade social studies collaborate and vertically articulate expectations regularly. There are pockets of success and we are looking to ensure whole school implementation.</p> <p>The ultimate goal is to continuously and consistently capture the data to implement interventions in order to achieve student standards mastery and have that reflected in the summative assessment. We want to utilize formative assessment as the platform to regularly check student progress to ensure mastery by the summative assessment.</p>
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<p>Timeline for reporting student progress to parents</p>	<p>At the start of the school year, teachers are provided with a schedule for reporting the grades. As we operate on the 4x4 block schedule, report cards are issued every nine weeks in October and December for first semester and in March and May for the 2nd Semester. Each quarter, students receive report cards documenting their progress. In the interim, students are also provided with progress reports. Deficiency reports are provided to student whose averages fall below a 74 in any course.</p> <p>The expectation is for teachers to establish relational trust with parents and continuously keep them aware of student progress. This is an area for growth for us and we will utilize our academic recovery specialists and well as our parent liaisons to keep parents informed and aware of our grading policy.</p>
<p>Parent and Community Support</p>	<p>Provide a summary of existing status and current needs.</p>
<p>Social, health, and community services to students and families</p>	<p>Parental Involvement is an ever-pressing concern to our school and community. We work very diligently to ensure that we keep our stakeholders informed of Douglass Happenings and invite them to attend and be active participants in their students' academic lives. Parents and the community are kept informed through the school's website, newsletters, mailings, phone calls, and social media. Unfortunately, many times the parent participation in these events is lacking. We currently have one parent liaison to serve the parents of Frederick Douglass High School. During the 2012-2013 school year, on average, 1-4 parents attended the workshops and course offerings provided to through the Parent Center. This year, while attendance is still a challenge, we are averaging 16-20 parents attending the offered parental involvement opportunities through the parent center. If a parent liaison were available at each grade-level, more opportunities to engage parents would occur, specific to the child's grade-level, making the events and activities more meaningful and relevant to the parents.</p> <p>Frederick Douglass High School also works with the community partners and the community as a whole to strengthen and continue the legacy of our school's namesake. We work to provide bikes to children of our feeder school, We partnered with Hosea William's Feed the Hungry to provide turkeys to families during the holidays. We have formed partnerships with over 20 organizations. We must work to strengthen the relationships with our partners in order to further provide a service and supports to our students.</p>

**Georgia Department of Education
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Appendix B - Rubric**

School Improvement Grant LEA Application Rubric

	Not addressed or ineffectively addressed (0-1 point)	Limited (2 points)	Moderate (3 points)	Strong (4 points)
LEA Narrative – Capacity Score ____	<p>The LEA is unable to provide an adequate description of the district leadership team OR the district leadership team does not possess expertise in working with federal grants, school improvement, and lacks direct access to the superintendent.</p> <p>The LEA has not reviewed its capacity to serve its schools and does not provide a description of support from staff, parents, students, and the school board.</p>	<p>The LEA provides a general description of the district leadership team but the district leadership team does not possess expertise in all areas necessary to managing a SIG grant (working with federal grants, school improvement, and direct access to the superintendent).</p> <p>The LEA has reviewed its capacity to serve its schools but does not provide an appropriate description of support from staff, parents, students, and the school board.</p>	<p>The LEA provides a detailed description of the district leadership team and the district leadership team possesses expertise in working with federal grants, school improvement, and human resources. The plan does not describe how the district leadership team has direct access to the superintendent.</p> <p>The LEA has reviewed its capacity to serve schools and provides a detailed description and evidence of its commitment of</p>	<p>The LEA provides a detailed description of a district leadership team that is comprised of professionals with expertise in working with federal grants, school improvement, human resources, and has direct access to the superintendent.</p> <p>The LEA has reviewed its capacity to serve schools and provides a detailed description and evidence of its commitment of support from staff, parents, students, and the school board.</p>

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			support from staff, parents, students, and the school board.	
Needs Analysis Score _____	The LEA provides some data, however the analysis of the data provided is insufficient and/or there are fallacies in the conclusions.	The LEA provides data but the analysis or conclusions are not fully developed.	The LEA provides a comprehensive view of the data. The analysis, summary, and conclusions are provided. Identified needs are clearly articulated.	The LEA has provided extensive student achievement, staff, curriculum and instruction, and school culture data. A comprehensive analysis with corresponding summary and conclusions are supplied. Identified needs are clearly articulated and are logical given the analysis.
Annual Goals Score _____	The LEA has not reviewed the school's data and has set either extremely low student achievement goals or goals that are extremely unrealistic.	The LEA has provided a cursory review of the school's data and has set realistic student achievement goals. The LEA has articulated how it will plan for evaluation and monitoring but there is little evidence that suggest that the LEA is prepared to monitor progress toward annual student achievement goals, SIG leading indicators and implementation of	The LEA has reviewed the school's data and has set ambitious yet realistic student achievement goals. The LEA has articulated a plan for monitoring inclusive of progress toward annual student achievement goals and the SIG leading indicators. Goals are measurable and time-bound.	The LEA has reviewed the school's data and has set ambitious yet realistic student achievement goals. The LEA has articulated how it will plan for on-going evaluation and monitoring that includes progress toward annual student achievement goals, SIG leading indicators and implementation of interventions. Goals are measurable and time-bound.

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		interventions. Goals are measurable and time-bound.		
Model specific school application Score_____	The LEA does not provide a rationale for the selected intervention model based on the school's identified needs and addresses root causes of the school's low performance.	The LEA provides a general rationale for the selected intervention model. The alignment of the rationale with the school's identified needs is unclear.	The LEA provides a clear rationale for the selected intervention model based on the school's identified needs.	The LEA provides a compelling and clear rationale for the selected intervention model based on the school's identified needs and addresses root causes of the school's low performance.
Budget Score_____	A number of requests in the LEA and/or schools' budget are not reasonable or necessary expenditures. Budget activities are in not aligned with the goals of the grant.	A few items listed in the LEA and/or schools' budget are discussed in the justification template. The budget request is not fully aligned with the school's goals.	All items listed in the LEA and schools' budget are substantiated in the budget justification templates. All budget requests are reasonable, necessary, and allocable to the SIG grant. Activities are in alignment with the school's goals.	All items listed in the LEA and schools' budget are substantiated in the budget justification templates. Requests are reasonable and necessary expenditures and are in compliance with federal grant requirements (allocable). Activities are in clear alignment with and support school goals.
Sustainability Plan	There is no evidence in the application that indicates actions will be taken to maintain implementation of the processes and strategies that positively impact student achievement.	An initial plan describes actions the LEA will take to maintain implementation of the processes and strategies required	An initial plan describes actions the LEA will take to maintain implementation of the processes and strategies required.	A comprehensive plan describes actions the LEA will take to maintain implementation of the processes and strategies required for the intervention model selected. The plan includes specific steps and adequate resources to ensure sustainability.

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		for the intervention model selected; however, the plan does not describe the specific actions the LEA will take after the funding period ends.	for the intervention model selected. The plan includes general steps with no or limited resources identified to support efforts to ensure sustainability.	
Total Score of Written Application				
Interview (if applicable, only applications receiving 15 or more points will be invited to interview) Score _____	The LEA is unable to satisfyingly speak to the general plan for implementation of the grant. Action steps are vague or inadequate. The LEA is unable to discuss how all stakeholders will be kept abreast of the reform taking place at the SIG school(s).	The LEA can articulate a general plan for implementation of the SIG grant. The action steps, communication plan for stakeholders, and the plan for sustainability are somewhat unclear.	There is a solid plan to ensure overall success and sustainability. District leadership within the LEA is able to provide a clear articulation of the work necessary to successfully implement the chosen reform model. Action steps are specific and the LEA can articulate what barriers may arise and how stakeholders will be informed.	There is a comprehensive plan to ensure overall success and sustainability. District leadership within the LEA is able to provide a clear articulation of the work necessary to successfully implement the chosen reform model. Action steps are specific and the LEA can articulate how barriers will be removed and how stakeholders will be informed at regular intervals throughout the life of the grant.
Total Score (inclusive of interview)				

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Appendix C- Turnaround Leader

Turnaround Leader Competencies: Four Clusters of Competence

These are the competencies – or consistent patterns of thinking, feeling, acting and speaking – needed for school turnaround leader success. They were derived by “mapping” the cross-sector research on turnaround leader actions to high-quality competency studies of successful entrepreneurs and leaders in large organizations. The competencies chosen fit the activities that turnaround leaders share with leaders in these other contexts. Validation, refinement and further customization of these competencies will be possible as the number of successful school turnarounds grows and comparisons among more and less successful school turnaround leaders are possible. These competencies are arranged into four clusters of related capabilities.

Driving for Results Cluster – This cluster of competencies is concerned with the turnaround leader’s strong desire to achieve outstanding results and the task-oriented actions required for success. Competencies in this cluster include:

- Achievement
- Initiative and Persistence
- Monitoring and Directiveness
- Planning Ahead

Influencing for Results Cluster – This cluster of competencies is concerned with motivating others and influencing their thinking and behavior to obtain results. Turnaround leaders cannot accomplish change alone, but instead must rely on the work of others. Competencies in this cluster include:

- Impact and Influence
- Team Leadership
- Developing Others

Problem Solving Cluster – This cluster of competencies is concerned with leader’s thinking applied to organization goals and challenges. It includes analysis of data to inform decisions; making clear logical plans that people can follow; and ensuring a strong connection between school learning goals and classroom activity. Competencies in this cluster include:

- Analytical Thinking
- Conceptual Thinking

Showing Confidence to Lead – This competency, essentially the public display of self-confidence, stands alone and is concerned with staying visibly focused, committed, and self-assured despite the barrage of personal and professional attacks common during turnarounds.

- Self-Confidence

Competencies selected from *Competence at Work: Models for Superior Performance*, Spencer and Spencer (1993). Leader actions from *School Turnarounds: A Review of the Cross-Sector Evidence on Dramatic Organization Improvement*, Public Impact for the Center on Innovation and Improvement (2007) and *Turnarounds with New Leaders and Staff*, Public Impact for the Center for Comprehensive School Reform and Improvement (2006).

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Appendix D – Reform Models

Brief Overview of the School Improvement Grant 1003(g) Reform Model

- 1. Turnaround Model:** Replace the principal, screen existing school staff, and rehire no more than half the teachers; adopt a new governance structure; and improve the school through curriculum reform, professional development, extending learning time, and other strategies.
- 2. Restart Model:** Convert a school or close it and re-open it as a charter school or under an education management organization.
- 3. School Closure:** Close the school and send the students to higher-achieving schools in the district.
- 4. Transformation Model:** Replace the principal and improve the school through comprehensive curriculum reform, professional development, extending learning time, and other strategies.