
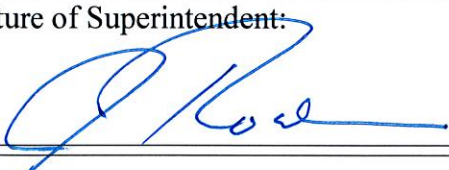


**Georgia Department of Education  
School Improvement Grant 1003(g) - LEA Application 2015-2016**



**LEA Application - Cohort 5  
Cover Page**

**Due Date: September 5, 2016**

LEA Name: Fulton County Schools	LEA Mailing Address: 6201 Powers Ferry Road, NW Atlanta, GA 30339
LEA Contact and Coordinator (person responsible) for the School Improvement Grant:	
Name:	Rob Anderson
Position and Office:	Deputy Superintendent
Contact's Mailing Address:	6201 Powers Ferry Road, NW
Telephone:	(470) 254-8998
Fax:	
Email Address:	AndersonAR@fultonschools.org
Board Chairman (Print Name):  Linda McCain	Telephone:  (470) 254-5737
Signature of Board Chairman: 	Date: 8-31-16
Superintendent (Printed Name):  Jeff Rose, Ed.D.	Telephone:  (470) 254-6890
Signature of Superintendent:  X _____	Date: 8-31-16
The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.	

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**LEA Name:** Fulton County 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.

The models the LEA may include are: (1) turnaround; (2) restart; (3) closure; (4) transformation; (5) state-determined model, if approved; (6) evidence-based whole school reform model; and (7) early learning model. The Georgia state-determined model is *Community-Based Vertical Approach* (see Appendix E)

SCHOOL NAME	NCES ID #	PRIORITY	INTERVENTION
			(print name of selected model below)
Benjamin Banneker High School	130228000967	X	Transformation
Tri-Cities High School	130228002124	X	Transformation

Note: <sup>1</sup>An LEA that has nine or more priority schools may not implement the transformation model in more than 50 percent of those schools.

<sup>2</sup>An LEA in which one or more priority schools are located must serve all of these schools before it may serve one or more focus schools. If the state-determined model is selected, a focus school may be included in the feeder pattern.

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### B. Descriptive Information

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

(1) 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. The LEA must demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, based on a needs analysis that, among other things, analyzes the needs identified by families and the community. 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.

(2) For each priority school, that the LEA commits to serve, the LEA must demonstrate that it has taken into consideration family and community input in selecting the intervention. What methods and consideration did the LEA use to consult with relevant stakeholders including principals, teachers, staff, parents, student, school board members and community members 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?

(3) The LEA must describe actions it has taken, or will take, to design and implement a plan consistent with the final requirements of the turnaround model, restart model, school closure, transformation model, evidence-based whole school reform model, early learning model, or state-determined model.

(4) The LEA must describe actions it has taken, or will take, to determine its capacity to provide adequate resources and related support to each priority school, identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected on the first day of the first school year of full implementation.

(5) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality, and regularly review and hold

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accountable such providers for their performance. 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. 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.

(6) The LEA must describe actions it has taken, or will take, to align other resources (for example, Title I funding) with the selected intervention.

(7) The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively.

Additionally, 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?

(8) The LEA must describe how it will provide effective oversight and support for implementation of the selected intervention for each school it proposes to serve (for example, by creating an LEA turnaround office).

(9) The LEA must describe how it will meaningfully engage families and the community in the implementation of the selected intervention on an ongoing basis.

(10) The LEA must describe how it will sustain the reforms in its SIG 1003(g) schools after the funding period has concluded.

(11) The LEA must describe how it will implement, to the extent practicable, in accordance with its selected SIG intervention model(s), one or more evidence-based strategies.

(12) The LEA must describe how it will monitor and evaluate progress of each priority school, that receives school improvement funds by

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- a. Establishing annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics;
- b. Measuring progress on the leading indicators as defined in the final requirements; and
- c. Monitoring implementation of interventions.

(13) An LEA must hold the charter school operator, CMO, EMO, or other external provider accountable for meeting SIG 1003(g) requirements, if applicable.

(14) For an LEA that intends to use the first year of its School Improvement Grants award for planning and other pre-implementation activities for an eligible school, the LEA must include a description of the activities, the timeline for implementing those activities, and a description of how those activities will lead to a plan with successful implementation of the selected intervention which must begin on the first day of the first school year of implementation.

(15) For an LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) that chooses to modify one element of the turnaround or transformation model, the LEA must provide rationale for modifying the element and describe in an identified plan how it will meet the intent and purpose of that element.

(16) For an LEA that applies to implement an evidence-based, whole-school reform model in one or more eligible schools, the LEA must describe how it will

- Implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served;
- Partner with a whole school reform model developer, as defined in the SIG requirements; and
- Sustain the reform at the conclusion of the grant period.

(17) For an LEA that applies to implement the restart model in one or more eligible schools, the LEA must describe the rigorous review process (as described in the final requirements) it has conducted or will conduct of the charter school operator, CMO, or EMO that it has selected or will select to operate or manage the school or schools. Furthermore, the LEA must demonstrate and document a process to ensure that the charter school, CMO, or EMO has sufficient internal controls and oversight to properly administer Federal education funds. The LEA must describe how the reforms will be sustained at the conclusion of the grant period.

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- (18) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each school identified in the LEA's application.
- (19) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement. (Not Applicable)
- (20) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds. (Not Applicable)
- (21) 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)?
- (22) 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.: Principal's 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.
- (23) If the LEA has chosen not to apply for SIG 1003(g) funding for all of its eligible Priority Schools, the LEA must include in the narrative a reason why the LEA does not have the capacity to serve all of its eligible schools with SIG 1003(g) funding and support.

**The district responses to all of these questions are included in the Section B pages that follow.**



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### District Overview

Fulton County Schools (FCS) is the fourth largest school system in Georgia with more than 12,000 employees, including more than 6,600 teachers and other certified personnel. During the 2016-17 school year, more than 96,000 students will attend classes in 59 elementary schools, 19 middle schools, 17 high schools and 10 charter schools.

FCS is a diverse district both in terms of demographic and socio-economic enrollment. Its racial composition is 43% Black, 29% White, 15% Hispanic, 10% Asian, and 3% Multi-Racial. More than 45% of FCS students receive free and/or reduced-priced meals. Many schools in the northern part of the district have less than 5% of their students eligible for free and/or reduced-priced lunches while the majority of schools in the southern part of the district have 100% of their students eligible. FCS has 61 Title I schools. Approximately, 59% of Fulton's students are classified in General Education, 18% in Gifted, 12% in Remedial, and 9% in Special Education. Approximately, eight percent of students are classified as English Learners.

Out of the district's 105 schools, 10 are designated on the Governor's Opportunity School District list; 12 are designated Focus schools, and 4 are designated Priority schools. Two of Fulton's four Priority schools are pursuing School Improvement Grant (SIG) funding:

**Benjamin Banneker High School and Tri-Cities High School.** The district decided not to pursue SIG funding for Creekside High School to maintain stability in the principalship; it will invest local dollars to support Creekside's school improvement efforts. The fourth Priority school, Hapeville Career Academy (a start-up charter high school), decided not to pursuing SIG funding to maintain its operational flexibility.

An insufficient proportion of Fulton's students enter high school on track, graduate on time, and complete college prepared for work. Breaking this pattern requires transformative change in the way the district teaches, engages, and inspires students. As a means to achieve this change, FCS restructured its operations to become a **charter system**. Through this innovative shared-governance framework, Fulton has introduced new levels of flexibility to waive major aspects of state education law to implement system-wide and local school improvement strategies that are aligned with identified needs of each school community. Operating as a charter system is a game-changing opportunity for FCS to leverage more autonomy to implement innovative strategies to increase student achievement and guide improvement efforts. Fulton recognizes

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that a one-size-fits-all approach does not work and that decisions on how schools allocate their time, resources, and money are best made at the school level, *not* by the central office. This flexibility empowers teachers, parents and school leaders to be champions of change. In essence, **the charter system is Fulton’s reform model.**

Fulton’s diverse schools have various challenges and different needs, requiring more customization in how they are managed. Some aspects of the central office have been decentralized to provide more localized services to school communities. FCS has divided its schools into four “**Learning Communities**” that are organized geographically allowing them to work more closely together and align resources. Further, FCS has created an “Achievement Zone,” within the South Learning Community, which is designed to accelerate improved outcomes for the students who attend the 10 feeder schools within the zone. **Banneker High School falls in the Achievement Zone.** Each Learning Community has its own Area Superintendent and staff who are responsible for providing support to schools and administrators to improve student performance. Dara Wilson is the Area Superintendent in the South Learning Community which includes the Achievement Zone. Ms. Wilson will ensure the effective operation and instructional efficiency of schools within the Learning Community by developing, managing, and evaluating resources that are critical to increasing student achievement.

### Strategic Plan

Fulton’s Strategic Plan 2017: *Building Our Future* is the roadmap for how the district is improving student achievement. This aggressive plan is grounded in Fulton’s charter system model and is operationalized through its Learning Community organizational structure. Three goals serve as the district’s measure for long-term student success:

- **Graduation Rate** – 90% of Fulton students will graduate on time
- **College Readiness** – 85% of Fulton’s seniors will be eligible for admission to a University System of Georgia college or university
- **Career Readiness** – 100% of Fulton's graduates will be work-ready certified.

The strategic plan is guiding Fulton’s direction and is the result of many conversations with the school board, teachers and school leaders as well as engagement with parents and the community. Fulton is just starting the planning phase of its next strategic plan under the leadership of the new superintendent, Dr. Jeff Rose.

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Fulton has made substantial gains towards its graduation goal and has the distinction of having the highest graduation rate in the metro Atlanta area. Fulton's 2015 graduation rate is 85.3%, a 6.6 percentage point increase over the 2014 rate of 78.7%. By comparison, the Georgia average for 2015 is 78.7%. The Class of 2015 data show that almost every Fulton high school had increased graduation rates from the previous year, but of particular note are the gains made by its Priority high schools: Banneker High School (+11.6%) to a graduation rate of 62.5%, Creekside High School (+18.5%) to 77.1%, Hapeville Career Academy (+2.6%) to 97.4%, and Tri-Cities High School (+9.1%) to 76.4%.

The district anticipates graduation rates to dip in 2016 based on the Georgia Milestones end-of-course assessments counting 20% towards students' final course grades. Once released by the state, graduation data for 2016 will serve as the baseline for improvement for the Priority high schools.

**Banneker High School (BHS) began the strategic planning process in the spring of 2015 by engaging a team of stakeholders to understand our specific challenges and to craft a path to address them collectively.** Our strategic plan development process included five distinct phases: 1) a needs assessment, 2) the identification of priority issues, 3) the establishment of long-term outcomes, focus areas, & short-term goals, (4) the formulation of strategic initiatives, and (5) the development of a monitoring plan. Developed over a period of several months and designed collaboratively with input and guidance from many stakeholders, our strategic plan represents a deliberate approach to clarify Banneker's forward-going work.

For Banneker, our strategic planning process began with a thorough consideration of the questions, "What is our current standing?" and "What are the key levers of reform?" By identifying strengths and weaknesses within the school and examining various other opportunities and challenges, we established the foundation for a strategic plan that built upon our positive attributes and addressed our weaknesses.

As a team, we agreed on the essential data necessary to conduct a comprehensive needs assessment. We believed that it was vitally important to have a holistic view of our school to make sound data-driven decisions during the strategic planning process. Having gathered data from both Banneker's external and internal outposts, we were able to gain a balanced understanding of the issues facing our school. We built on the needs assessment we conducted

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for our strategic plan in 2015 as we analyzed data this summer for our SIG needs analysis; findings were consistent. See Appendix for **Banneker’s Strategic Plan 2015-2018**, which informed our SIG grant development process.

### SIG Grant Development Team

In December 2015, Interim Superintendent Ken Zeff dedicated a team to assess school improvement opportunities for the district’s Priority schools. The team has met twice a month since December reviewing the research base on school turnaround, exploring best practices, and visiting effective SIG schools in preparation for the release of SIG Cohort 5. Over time, the team has grown and currently includes:

Name	Title	Role
Carla Austin	Data Support Specialist – Central Learning Community	Supporting Tri-Cities with its school improvement plan
Yalanda Bell	Executive Director - Career and Technical Education	Consulting on career pathways and work-based learning
Christi Bounds, Ed.D.	RTI/SST Program Administrator	Consulting on the RTI framework
Duke Bradley, Ph.D.	Principal – Banneker High School	Turnaround Leader for Banneker
Mahnaz Charania, Ph.D.	Director – Program Evaluation	Consulting on grant goals, logic models, and evaluation plan
Ava Debro, Ed.D.	Assistant Principal – Banneker’s Junior Achievement Magnet Business Academy	Coordinating Banneker’s transformation plan
Joe Dell	Coordinator – Academics	Leading the Request for Qualifications for School Turnaround Services
Candace Ford	Executive Director – Counseling, Psychological and Social Work Services	Consulting on mental health supports and behavioral interventions within the RTI framework

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Name	Title	Role
Brannon Gaskins	Area Executive Director – Achievement Zone	Supporting Banneker with its school improvement plan
Kelly Hopkins	Coordinator – Grant Development	Coordinating the SIG grant applications
Debbie Jaffe	Director – Data Utilization	Compiling data for the needs assessment
Termerion McCrary-Lakes	Principal – Tri-Cities High School	Turnaround Leader, coordinating Tri-Cities’ transformation plan
Lynne Meadows	Coordinator – Student Health Services	Exploring school-based health centers
Arthur Mills	Executive Director – Talent Management & Organizational Strategy	Consulting on human capital pipeline
Samantha Maxey	Executive Director – Communications	Consulting on the communications plan for stakeholders
Kirk Shrum	Area Executive Director – Central Learning Community	Supporting Tri-Cities with its school improvement plan
Easter White	Humanities Specialist – Central Learning Community	Supporting Tri-Cities with its school improvement plan
Dara Wilson	Area Superintendent – South Learning Community	Supporting Banneker with its school improvement plan

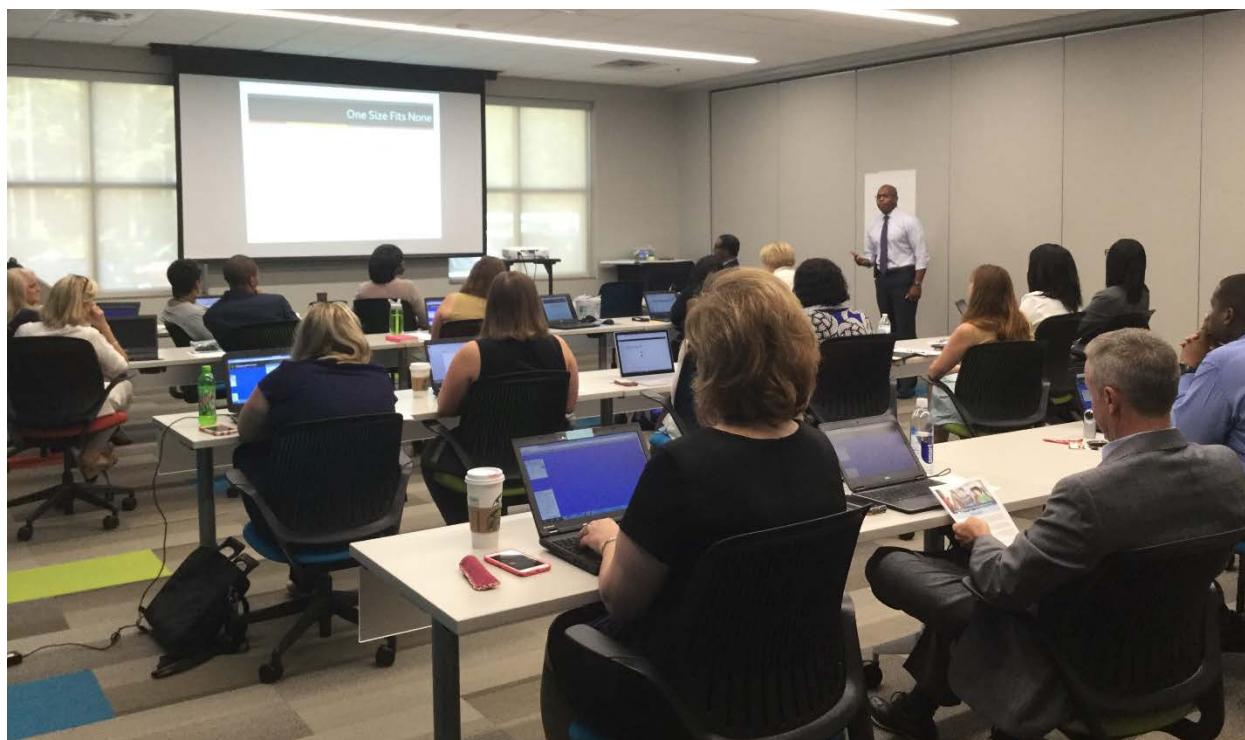
Highlights from some of the SIG grant development team meetings include:

- On 12/1/2015 the team met with Chuck Gardner who was the school turnaround principal at Fulton’s McClarin High School, a SIG Cohort 3 school. Mr. Gardner shared lessons learned from his experience working with SIG and emphasized the **importance of sustainability** for every strategy that is explored.
- On 1/26/2016, the team met with Diana Forbes and Stan Mons with the Georgia Department of Education to discuss SIG best practices. They emphasized **the importance of leadership continuity during the grant period.**

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- On 3/8/2016, the team did a site visit with Meadowcreek High School, a SIG Cohort 3 school. Dr. Welch provided great insight on how he transformed his school by **having every student enroll in a career pathway**.
- On 4/19/2016, the team did a site visit with McClarin High School. Dr. Woodley, the current principal, shared the strategies that were the most effective for her school, such as **intersession and collaborative planning time**.
- On 6/28/2016, Candace Ford and Christi Bounds talked about the large percentage of students at the Priority schools who were classified as high risk of not graduating based on the district's new Early Warning System. Collectively, we discussed how to use the **Response to Intervention (RTI) framework and Positive Behavioral Interventions and Supports (PBIS)** to systemically address students' needs.
- On 7/12/2016, central office staff discussed the **opportunity to expand the district's portfolio of school-based health centers to the Priority schools** based on the promising data from both health centers at Lake Forest Elementary School and McClarin High School.
- On 7/21/2016, the team held a virtual site visit with Dr. Daniely of Westside High School, another SIG Cohort 3 school. Dr. Daniely discussed their **innovative approach to flex time**.
- On 8/16/2016, **Banneker's turnaround principal, Dr. Duke Bradley presented his transformation plan** to leadership from the Central Office, the Achievement Zone, and GaDOE's School Effectiveness team to secure their guidance, feedback and support, as featured in the photo below. The Appendix includes a sample of the feedback that Principal Bradley received from participants.



### **Comprehensive Needs Assessment**

**The grant development team compiled data from a variety of sources as part of the needs assessment – see Appendix for Banneker’s Comprehensive Needs Analysis.** Highlights from the analysis include:

- Student enrollment is 96% Black, 3% Hispanic, 0.4% White, and 0.6% Multi-Racial.
- Black student enrollment is increasing.
- Approximately, 17% of Banneker’s students are classified as Students with Disabilities (SWD), higher than the district average of 9%.
- The total number of Office Discipline Referrals increased 5% last school year from the previous year; however, there was an 8% increase in overall student enrollment.
- The number of Out-of-School suspension days decreased by less than a percentage point to 2,555 days.
- The district has been cited as having disproportionate suspension practices. Exclusionary discipline practices occur more frequently with African American students. Banneker, as an intervention school, participates in the district’s Coordinated Early Intervening Services

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(CEIS) plan and has two RTI Support Teachers who deliver evidence-based behavioral interventions to targeted students.

- During the 2015-2016 school year, the percentage of Banneker students who were absent 6 or more days increased to 51%.
- Only 14% of students were classified as being enrolled in an AP, IB or Dual Enrollment program.
- The district's graduation rate has increased an overwhelming 15.2 percentage points, from 70.1% in 2011 to 85.3% in 2015. Banneker's graduation rate, on the other hand, stands at 62.5%, up from 50.9% in 2014 and 41.7% in 2013. Despite the gains made in recent years, a significant gap continues to persist between the graduation rate of Banneker and that of the district.
- Banneker has not had stability in the principalship. Since 2013, Banneker has had 4 principals. Dr. Bradley was hired as Banneker's turnaround principal in July 2015.
- Staff experience does not mirror that of the district. Mean experience level for certified staff at Banneker is 9.49 years compared to the district mean of 10.42. However, the median years of staff experience at Banneker is 4 compared to the district median of 9.
- Banneker teachers have an attendance rate of 95.17%, the highest in the district proportionate to the number of teachers in the school.
- Teacher performance levels are not differentiated; 95.16% of Banneker's teachers received Level 3 on TKES.
- Too many 9<sup>th</sup> graders come to Banneker lacking foundational skills in reading and math. Teachers spend a lot of time on remediation.
- Too many students score in Level 1 Milestones in all content areas.
- Achievement data for Students with Disabilities are markedly lower than for general education students.
- Banneker's 2015 CCRPI was 56.3 compared to the district high school average of 71.8. Banneker is on the Governor's Opportunity School District (OSD) list, meaning we earned less than 60 on the CCRPI index for the previous three years and are eligible for state takeover if the OSD amendment passes this year.



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- After 4 years, Banneker is in the ‘Emerging’ level for our implementation of Positive Behavioral Interventions and Supports (PBIS). See Appendix for Banneker’s PBIS End-of-Year Data Report for 2016.
- Only 29% of Banneker’s 2016 graduating class had a Reading Lexile of 1275 or higher - which is the expected performance benchmark for rising 12th grade students.

### **The following themes emerged from the needs analysis:**

- *One size fits none* – Banneker produces graduates that are neither prepared for the world of work, nor are they prepared for the rigors of post-secondary study.
- Banneker students are not proficient readers - if they cannot read well, then they cannot think critically. If they cannot do either of these things, then they are not career ready by any standard.
- We have an inability to recruit and retain high quality and experienced staff.
- We have a pervasive culture of low expectations.
- We lack intensive supports for struggling students.

Although Banneker High School routinely monitors data to improve instructional practices and inform the areas of focus for Professional Learning Communities (PLCs), data analysis is challenged by the lack of necessary tools needed to identify students at risk and in need of targeted support. **To help schools more efficiently analyze student data from multiple sources and present it in a dashboard format, Fulton is launching the Early Warning System (EWS).** With EWS, Banneker can track and identify students who are at risk for not graduating high school on time. EWS uses seven different indicators, that when observed together, create a ‘Graduation On-Track Indicator’ (GOTI) flag for each student. These flags will be green (no risk), yellow (some risk), or red (high risk) indicating the level of intervention/support that is necessary for that student to return to on-track status for graduation.

The data for each of these indicators will be run after each IPR (Interim Progress Report). BHS staff will be trained in the upcoming months on how to look at data to determine which students are at the highest risk of not graduating on time. We will be able to develop detailed plans for targeted students specifying the interventions or supports that will be implemented to help the students stay on track. Below is a snapshot of GOTI red flags for Banneker, based on

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data from the final IPR last school year, reflecting that 26% of students are at risk of not graduating.

School	School Code	Reading	Math	GOTI-ES	GOTI-MS	GOTI-HS
Benjamin Banneker High	740	0%	13%	0%	0%	26%

After analyzing overall data, BHS staff can drill down to look at teacher class data. For example, in Ms. Goggins’ classes, Class A has 32% of her students scoring in urgent intervention based on the STAR math test. In Class B, 70% of students are triggering at least one red flag based on the GOTI- HS (high school) indicators.

Yolanda B Goggins							
Class	Code	Reading	Math	GOTI-ES	GOTI-MS	GOTI-HS	
Class A	740-27.0990001H-1-2016-R1	740:740-27.0990001H-1-2016-R1-27.0990001H	0%	32%	0%	0%	56%
Class B	740-27.0990002H-2-2016-R1	740:740-27.0990002H-2-2016-R1-27.0990002H	0%	33%	0%	0%	70%

Further, BHS staff can drill down to the student level. For example, below is a snapshot of some of the main indicators for the GOTI category. Each line represents a unique student. Student A has a red (high) flag in Math (retrieved from the STAR math test), a red (high) in overall GOTI, a yellow (moderate) flag for course failure, which is further broken down by sub-indicators to reflect a green (low) flag for courses currently failing, but a yellow (moderate) flag for courses already failed, a red (high) flag for NGA, a green flag (low) for # of schools, as well as a green flag (low) for attendance. Based on this dashboard, Student A would benefit from tutoring in math as well as credit recovery opportunities to stay on track to graduate.

	Reading	Math	GOTI	Course Failure	Courses Failing	Courses Failed	NGA	# Of Schools	Attendance
	1	▲	●	▲	●	●	●	●	●
Student A	1	1	▲	●	▲	■	●	●	●
	1	■	■	■	▲	▲	●	●	●
	▲	1	■	●	■	■	●	●	●
	1	1	■	■	▲	▲	●	●	●

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We will use this information to create plans with detailed interventions and resources that can be utilized to better support students. We also will have access to Early Warning Indicators (EWI), which will compile the same data into excel spreadsheets in the Data Warehouse and updated nightly to help identify students in need on a day-to-day basis (vs. after each IPR).

### **Alignment with Intervention Model**

After completing the needs assessment, the grant development team presented findings to the Academic Leadership Team (ALT) on August 5. ALT is comprised of the Deputy Superintendent, Dr. Rob Anderson, and his direct reports. **ALT supported the team’s recommendation to pursue a transformation model for school improvement at Banneker High School.** The transformation model will enable Banneker’s leadership team ample flexibility to implement school improvement strategies based on their unique school needs. Banneker’s SIG application will serve as a blueprint to improve student outcomes specifically in the content areas of English language arts and math achievement.

The purpose of Banneker High School’s transformation is to implement a new educational delivery model that better positions students to have full access to a variety of post-secondary opportunities specific to their intellectual interests, career pursuits, and life goals. Banneker High School will be organized in a way that enables academic curiosity while also providing opportunities for career exploration.

**Our three SIG Priorities to implement a new educational delivery model include: 1) Flexibility and Choice; 2) Relevant Instructional Programming, and 3) Quality Teaching.** When successfully implemented, Banneker students will graduate equipped with foundational academic skills (specifically critical thinking and problem solving) as well as an awareness of their options relative to identified personal aspirations. Ultimately, our students will be prepared to make meaningful contributions to the world through a broad, but personalized secondary academic experience.

### **Stakeholder Engagement**

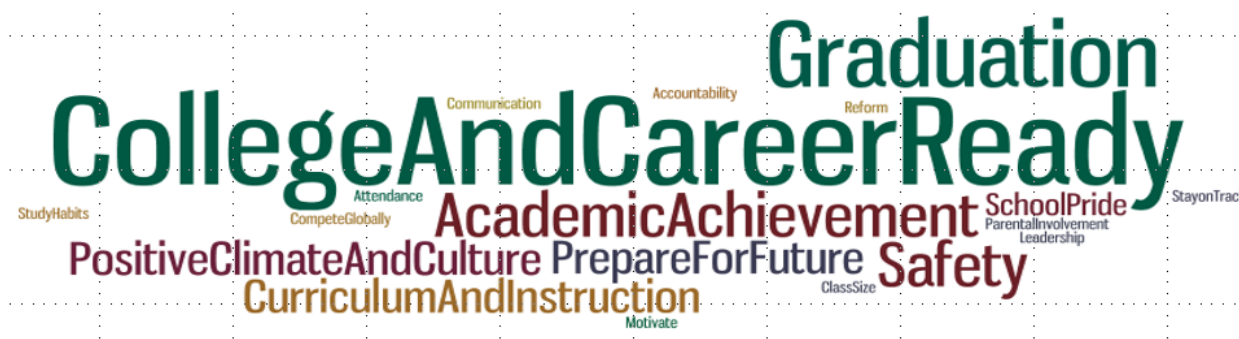
A critical component to successfully transforming the district’s Priority high schools is the support and energy of the school’s students, parents, School Governance Council, staff, feeder school leadership, and the surrounding community. As a charter system, parents, teachers, and community members have input and ownership in decision-making at the local school level. To

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lay a strong foundation for this five-year transformation process, Banneker consulted with key stakeholder groups to get their input on the proposed school design.

Dr. Mahnaz Charania, Director – Strategic Planning and Program Evaluation, and her team developed a **parent survey across the domains of school goals, instructional programs, leadership and infrastructure**. Banneker administered the parent survey during the first week of school. Thirty-two parents responded. A summary of stakeholder survey results is included in the Appendix. According to parents, Banneker’s goals include:



A larger font size indicates higher frequency of response. Key parent survey findings under the domain of instructional programs include:

- 78% report that they know how their child is doing at school
- 75% report that they are well informed of their child’s academic progress
- 69% report that their child is encouraged to apply learning in a real-world context
- 56% report that their child is supported if having trouble with classes
- 72% report that the school does a good job supporting their child’s learning.

The survey results also revealed the need for better communication. In order for Banneker High School to meaningfully engage both parents and the community, it is critical that we have a well thought out communications plan regarding SIG. The Executive Director of Communications created a **communications plan template** for the Priority high schools to facilitate the process of fostering stakeholder engagement. The communication plan will be implemented during the spring of our planning year to ensure engagement of all stakeholders. Refer to the Appendix for Banneker’s Draft Communication’s Plan.

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### Implementation of Transformation Model

Banneker’s transformation plan is to implement a new educational delivery model that better positions students to have full access to a variety of post-secondary opportunities specific to their intellectual interests, career pursuits, and life goals. “It’s a New Day” at Banneker High School (BHS). **Our work is centered around three SIG Priorities: 1) Flexibility and Choice, 2) Relevant Instructional Programming, and 3) Quality Teaching.**

For Fulton County Schools, there is an opportunity to engage in school reform in a way that does not simply borrow from traditional methods commonly used in perpetually failing, urban, high poverty schools (wholesale charter takeover, management organization outsourcing, wholesale staff redux). We view SIG as an opportunity to create a new educational delivery model for BHS students. The alternative is to double down on an outdated design that neither produces positive results nor effectively responds to the needs of the BHS student community.

During the planning year, we will reimagine BHS. We will maintain the integrity of the school while making it more dynamic and relevant to the students we serve. Our approach is to make use of essential human capital, reiterate their value, and position them to be successful within a new design. We will continue programming that has proven successful or promising and dissolve programming that does not produce results.

We will prepare BHS students for 21st century careers including manufacturing and information technology. We will encourage BHS students to pursue AP and dual enrollment courses. At the end of the grant period, we will have created a school nimble in design and well positioned to serve the unique needs of our student body. BHS will produce graduates who are capable of accessing and being competitive in a 21st century workforce.

To offer students more choice in their education, we will leverage district investments in two innovative academies located on Banneker’s campus: 1) Junior Achievement - Magnet Business Academy (JA-MBA) and 2) College and Career Academy.

#### *JA-MBA*

**The JA-MBA is a magnet school located inside of BHS designed to infuse the concepts of career readiness, business, marketing, financial literacy and entrepreneurship into the core curriculum using interdisciplinary learning opportunities.** It is a partnership between Junior Achievement of Georgia and Fulton County Schools. The magnet school is designed to

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create an educational environment with experiential learning which allow students to apply what they learn when given real world problems or tasks using case studies. The 2015-2016 school year was the pioneer year in which the JA-MBA was introduced to BHS and delivered impressive first-year results. The academic performance of JA-MBA students exceeded that of non JA-MBA students at BHS. Additionally, fewer JA-MBA students were absent when compared to their non JA-MBA peers. This magnet program plays a critical role in improving the academic achievement for all BHS students. The JA-MBA allows students to access resources and network with business partners throughout the metro Atlanta area. These resources are not only available to JA-MBA students but all BHS students. We will leverage these resources and connections to provide support and increase opportunities for all BHS students.

### *College and Career Academy*

**Fulton’s College and Career Academy is a new Career, Technical and Agricultural Education (CTAE) program that launched August 2016 with 226 students in grades 10-12.** The career pathways offered include Audio-Video Technology and Film, Digital Media, Animation, Culinary, Construction, and Aviation. Fulton is partnering with local businesses and post-secondary institutions. This new CTAE program will allow students to complete a pathway in one year and achieve industry credentials as well as participate in internship and job shadowing opportunities.

Both of these academies were designed to provide students in South Fulton new opportunities to pursue their intellectual interests and career goals. **To provide students even more choice in their educational pursuits, as part of Banneker’s transformational model, we will invest in the following SIG strategies: CTAE Pathways, Apprenticeship Programs, STEM Magnet, Flexible Scheduling, and Dual Enrollment + Acceleration.**

### *CTAE Pathways*

Workforce and economic development are major points of pride, and concern, for Georgia businesses. Georgia has been named the best state in the nation in the areas of business, workforce training, labor climate, and infrastructure and global access. Thousands of companies, from small start-ups to Fortune 100 companies, have moved their headquarters to Atlanta because of the pro-business environment and workforce development efforts. It is critical that

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Georgia maintains a skilled workforce to meet corporate staffing needs. To that end, Georgia has fostered workforce development initiatives, spanning kindergarten through higher education, including Governor Deal’s High Demand Career Initiative, the Metro Atlanta Chamber of Commerce’s Workforce Council, GaDOE’s Partners Educating Georgia’s Future Workforce, Atlanta CareerRise’s Aerotropolis Workforce Collective, and the Atlanta Regional Commission’s Workforce Development Board. All of these initiatives are designed in some part to bridge the gap between the skills job seekers have and the skills employers need.

Banneker’s principal, Dr. Bradley, has been engaging community leaders to support his transformation plan for CTAE as evidenced by their letters of support in the Appendix:

- Mr. Pedro Cherry – Senior Vice President, Georgia Power and Chair of Aerotropolis Atlanta Alliance
- Mr. Vince Williams – Mayor, City of Union City
- Ms. Patricia Williams – President, Callouch/Williams & Associates and Chair of United Way South Fulton Advisory Board
- Mr. Dyan Matthews – President and CEO, South Fulton Chamber of Commerce
- Ms. Ann Cramer – Chair, Atlanta Education Workforce Committee.

Currently, Banneker has 9 CTAE pathways. We have not done a good job of encouraging and supporting students to complete the pathways and earn industry credentials. The table below shows the number of pathways our students completed last school year and the corresponding number of students who earned an industry credential. These numbers are tragically low. With SIG funds, we plan to hire a consultant to assess our current CTAE offerings, recommend pathways that we should no longer offer, and validate our recommendations for new offerings.

<b>Pathway</b>	<b>Number of Pathway Completers</b>	<b>Number of Students Receiving Industry Credentials</b>
Sports and Entertainment Marketing - Hospitality & Tourism	9	3
Fashion, Merchandising and Retail Management (Fashion Marketing) – Marketing	5	0
Therapeutic Services – Patient Care (Therapeutic Services / Nursing) – Health Science	11	7
Therapeutic Services – Patient Care (Therapeutic Services / Medical Services) – Health Science	14	6

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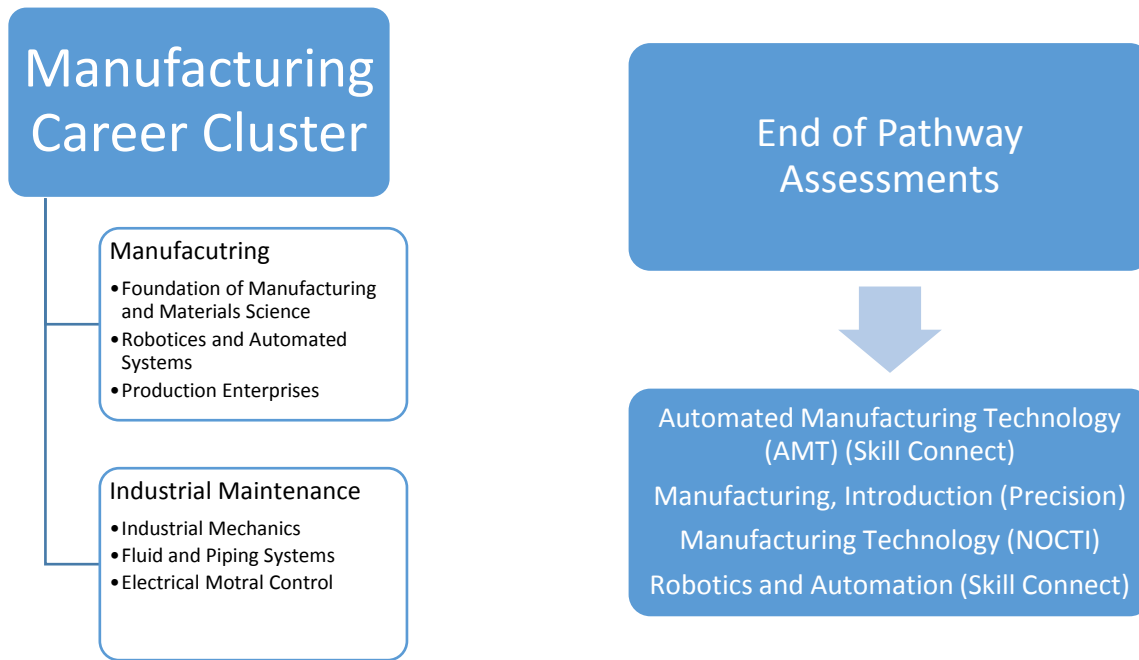
Pathway	Number of Pathway Completers	Number of Students Receiving Industry Credentials
Engineering and Technology (Engineering) – Science, Technology, Engineering & Mathematics (STEM)	17	3

During the grant development phase, Fulton explored workforce development initiatives to align new career clusters at Banneker with local workforce needs. **Banneker proposes to launch two new career clusters: manufacturing and information technology.** Both of these clusters will be a part of the proposed new STEM Magnet. Students will be able to attend the magnet, take their science and math core courses, select either the manufacturing or information technology career cluster, and participate in an apprenticeship. We will provide guidance and support to STEM Magnet students to complete the pathways, take an apprenticeship, and earn an industry credential.

### *Manufacturing*

**With SIG, Banneker will phase out unaligned pathways and ramp up the manufacturing cluster, which will contain 2 pathways and 6 new courses.** Approximately, 200 students will be able to enroll in these courses staffed by two instructors. At the end of each pathway, students will be able to take one or more industry certification tests.





### *Apprenticeship Program*

**Within the manufacturing cluster, students will also be able to complete a unique apprenticeship program.** Students will attend their academic classes and complete their apprenticeship on Banneker’s campus. The apprenticeship program will be modeled after ‘12 for Life,’ a partnership between Carroll County Schools and Southwire Company. As part of 12 for Life, students receive classroom instruction, on-the-job training, key work/life skills, mentoring, and employment. The 12 for Life program has been successful in Carrol County and has led to a decrease in drop-out rates as well as an increase in graduation rates and CCRPI scores.

Data show that students obtain higher academic achievement when they see relevance within their coursework. Therefore, Banneker will embed academic courses within CTAE pathway courses. Teachers will plan together, deconstruct the standards, and create instructional frameworks for courses. Students will receive multiple course credits within one class time. Examples could include embedding physical science and physics in the manufacturing pathway.

According to Georgia’s High Demand Career Initiative Report of 2013, the supply versus demand of Georgia’s manufacturing industry has increased by 30% reflecting 38,082 open jobs positions in the manufacturing sector and only 29,032 candidates. More than 357,000 people were employed in manufacturing positions in Georgia in 2013. Unfortunately, the skill set of

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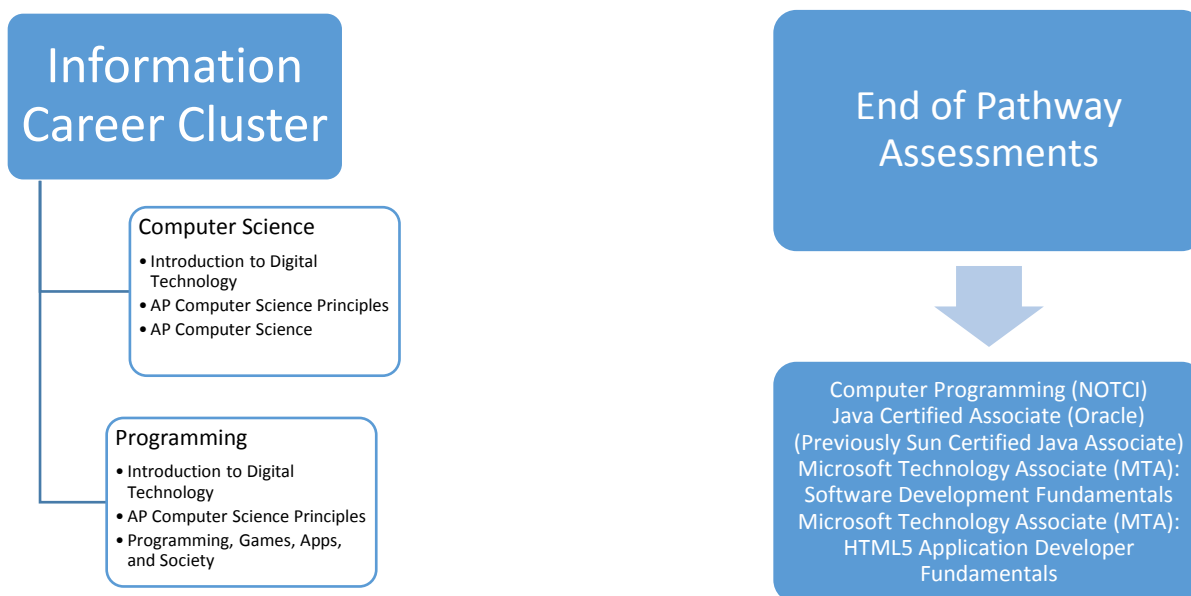
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prospective employees does not reflect the skills needed by the manufacturing sector, such as blue print reading, drafting, robotics, etc. These are the exact skills that will be taught in the curriculum and through the apprenticeship program. Possible partners for the apprenticeship program include Hire Dynamics and Siemens. During the planning year, Banneker and the Office of CTAE will research and identify interested companies.

### *Information Technology*

**As Banneker phases out unaligned pathways, it will ramp up the information technology career cluster, which will contain 2 pathways and 4 new courses.**

Approximately, 200 students will be able to enroll in these courses staffed by two instructors. At the end of each pathway, students will be able to take one or more industry certification tests.



**With the information technology cluster, students also will be able to complete an apprenticeship that will support the district’s personalized learning and 1:1 device initiative.** Students in this apprenticeship will be responsible for the distribution, maintenance, and trouble-shooting of the 1,500 devices that will be deployed to Banneker students in August 2017. We will create an IT Innovation Center that will provide training for teachers and community members on IT topics such as programming, coding, and Web 2.0 tools. Advisory boards will be created that consists of industry members and teachers that will help inform the curriculum and ensure that it stays aligned with workforce and economic development.

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According to Georgia’s High Demand Career Initiative Report of 2013, many employers are having to look outside of Georgia for an IT workforce. The IT industry in Georgia has a \$113 Billion dollar impact; employers need staff skilled in the areas of data analytics, mobile application development, IT certifications, and JAVA. These desired skills are aligned with the curriculum and the apprenticeships that we will offer Banneker students. We are researching potential partner companies including AT&T, First Data, Home Depot, and IBM.

Similar to the manufacturing pathways, we plan to embed academic courses within the information technology pathways; examples include algebra and calculus embedded in the computer science pathway. The alignment of the skills developed in career pathways and apprenticeship programs to workforce needs will lead to true college and career readiness for Banneker students.

### *STEM Magnet*

**Banneker will complement our existing Junior Achievement - Magnet Business Academy and College and Career Academy with a new STEM Magnet.** The proposed manufacturing and information technology career clusters will be a part of the new STEM Magnet. Students will be able to attend the magnet, take their science and math core courses, of which some will be embedded in their manufacturing or information technology career cluster courses.

### *Flexible Scheduling*

**Banneker will design and implement a school structure that offers evening classes, night school, Saturday school, etc.** We will explore opportunities for students to attend school for half days in an accelerated path to accommodate working students, young parents, students with health issues, or those with other responsibilities.

### *Dual Enrollment + Acceleration*

We will offer a dual enrollment track for 9th graders, placing them on a 4-year path that ensures dual enrollment by 11th or 12th grade, thus enabling them to graduate from high school with college credit.

### **District Capacity to Provide Resources and Related Support for School Improvement**

In August 2015, University of Virginia’s Darden/Curry Partnership for Leaders in Education (PLE) conducted a **District Readiness Assessment** to embark upon an aggressive school

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turnaround initiative in the Achievement Zone. Their findings are based on leading turnaround research as well as the PLE’s experience working on turnaround initiatives with over sixty districts across the country. The PLE team was impressed by Fulton’s meaningful commitment to improving academic outcomes for all students as evidenced by interviews as well as by the district’s investment in the Achievement Zone. According to PLE, “with our leadership capacity-building and implementation consultation complementing the work of the Zone team, we believe Fulton County Schools could, over the next few years, build a pipeline of talent that can succeed in high poverty environments and create a set of practices that can impact similar environments.” The PLE staff identified the following **opportunities for the district to improve conditions for school turnaround**:

- Limited readiness of Zone principals to take advantage of the flexibilities allowed under a charter system of governance.
- Gap in being accountable for underperformance: principal perception versus district perception.
- Novice teacher prevalence in Achievement Zone schools.
- Lack of differentiated recruitment & selection strategy (both principals and teachers).
- Lack of interim assessment strategy & assurance that each school develops strategy for analysis & adjustment (teacher instructional action plans).
- Data management tools disconnected and not user-friendly which stymies differentiation.

Fulton’s investment in the Achievement Zone and focus on the Banneker Cluster serve as a proof point for school improvement. Over the past year, the Achievement Zone has made great strides addressing the areas of concern identified by the PLE staff. The PLE District Readiness Assessment helped inform the district’s approach to grant development for SIG.

### Process to Select External Providers

On July 8, 2016, the SIG grant development team released **Request for Qualifications (RFQ) No. 104-17, [School Turnaround Services](#)**, to pre-qualify school turnaround service providers. The RFQ deadline was August 9, 2016. The district’s Contracting Department manages the RFQ process, defined as:

“This solicitation is a Request for Proposal (RFP). In using this method for solicitation we are asking the marketplace for its best effort in seeking a “best value” solution to our

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requirement. The proposal(s) submitted by the Offeror will be evaluated by an evaluation committee. Offeror(s) should make their best effort to satisfy the requirements at their best price because a contract may be awarded based on the initial evaluation. Often however, it will be necessary to hold discussions and/or demonstrations with the Offeror(s) about their proposal(s). This will be done after the initial evaluation. The results of the evaluation will be reviewed and a “competitive range” will be selected for discussions. Essentially, if an Offeror’s proposal is not evaluated as having a chance for contract award because of the content of the proposal and/or the price, the proposal will be dropped from the competitive range to save time and money for both the Contractor and FCS. Offerors in the “competitive range” will be notified of the weaknesses in their proposals and given an opportunity, in discussions, to assure they understand the weaknesses. At the end of discussions with all Offerors, best and final offers (BAFO) will be accepted from the Offeror(s) in the competitive range. The BAFOs will be evaluated and the results reported to a source selection official who will select the proposal that presents the best value to FCS. This selection will then be presented to the Fulton County Board of Education for approval. If approved by the Board and other matters (insurance, bonds, etc.) have been provided in accordance with this solicitation, a contract will be awarded.”

**Fulton received 22 solicitations under this RFQ which will enabled the Academics Division to execute contracts with school turnaround service providers who have been pre-qualified.** The SIG grant development team wanted to issue the RFQ well in advance of state board approval of SIG awards to accelerate the procurement process for Priority schools. The district learned from its experience with McClarin High School how important it is for SIG schools to be able to start procuring resources soon after grant award notification.

### **Alignment of Other Resources**

The district will be intentional on how it will align other resources to support Banneker’s transformational model. Catherine Harper, Director – Title I, has served on the SIG grant development team since its inception in December 2015. She has consulted with Dr. Bradley on how to leverage Title I funding to complement SIG through the lens of sustainability. Furthermore, Banneker is in its final year of the Striving Reader grant, and we plan to incorporate our literacy plan into the BHS transformation model.

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In addition to the various grants, the district will help Banneker align SIG with the roll-out of **Personalized Learning (PL)** and one-to-one devices. In October 2016, Personalized Learning and Device Rollout begins. The process of Personalized Learning rollout will be explained and students will complete trainings to receive Digital Citizenship. Teachers will set SMART goals for their classes and facilitate goal-setting with students. Teachers will understand the instructional expectations for integrating PL at Banneker HS and create a digital portfolio as part of their TKES requirements before receiving the school's selected device. In November 2016, BHS will integrate technology and instructional planning by creating lesson plans incorporating key elements of student centered learning and creation and connection to the real world. Students will have an opportunity to utilize a wide variety of digital resources and apps such as Mackinvia, Edgenuity and Nearpod. Once the device rollout is complete, BHS will be able to collect student achievement data through digital assessments, and analyze data to make data driven decisions (i.e. grouping, differentiation). Data analysis, goal setting and student reflection will increase student accountability and ownership. Teachers will receive ongoing support throughout the year through "Tech Talk" discussions, performance tasks and reflections.

### **District Conditions to Support SIG**

**The district understands that school turnaround is not a process that is just undertaken at the local-school level;** it requires fundamental changes in Fulton's policies, practices, and procedures, i.e., the 'conditions' for school turnaround to succeed. Staff from the Central Office will help Banneker implement its transformation model with fidelity. Banneker's SIG Program Specialist will interface with GaDOE and Banneker administration to facilitate monitoring visits, data collection, grant compliance, and to monitor the SIG budget and make changes, as needed, to the Consolidated Application.

**The overarching role of the district is to create the conditions that enable and inspire Banneker to execute its transformation model.** Deputy Superintendent, Dr. Rob Anderson, and his Academic Leadership Team have been supportive of the work of the grant development team to review data, research best practices, conduct site visits, and propose a data-driven approach to transformation. District leaders recognize the need for bold action to achieve significant gains in student achievement in the Banneker cluster. To that end, Fulton has implemented the University of Virginia's School Turnaround Program in the Achievement Zone

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to build transformative leadership capacity to improve student achievement by assessing current capacity, developing context-based solutions, engaging in executive development institutes and closely monitoring results.

### **Oversight and Support for Implementation of Transformation Model**

South Learning Community Area Superintendent, Dara Wilson, is passionate about school turnaround efforts and pioneered the work in Fulton with University of Virginia's (UVA's) School Turnaround Program (STP), which will help ignite and empower Dr. Bradley to fundamentally disrupt practices and build teacher capacity in new ways. Ms. Wilson and her Zone staff come to Banneker on a weekly basis to conduct site visits and provide support.

In addition to support provided by Achievement Zone staff, Dr. Bradley has built a strong partnership with his GaDOE School Effectiveness Specialist, Dawn Ashmore. Banneker's **Comprehensive Plan Report** from last school year, serves as the monitoring document that was collaboratively developed. In the section below, we highlight one of the indicators from each of the Georgia School Performance Standards that are monitored.

Under **Curriculum**, the plan's index score is 6 for indicator C-1, 'uses systematic, collaborative planning processes so that teachers can have a shared understanding of expectations for standards, curriculum, assessment and instruction.' Currently Banneker is focusing on Georgia Milestone courses to develop a systematic collaborative planning process so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction. The master schedule supports approximately 50% of all common course teachers with common planning time. All IRR teachers have a shared common planning with their general education co-teacher, and approximately 50% plan with the course team during their common planning time. The Junior Achievement MBA magnet school Milestone course teachers do not have common planning with other content teachers. The JA-MBA teachers have common planning altogether as a magnet school to go through case studies as part of the JA curriculum and weekly common data digs. During this planning time, Professional Learning Communities meet and receive training on Understanding by Design (UBD), building common assessments, and using data to guide instruction. This work is led by the Curriculum Assistant Principal, Professional Development Coach, Data Support Specialist and Math Coach. This team provides feedback to teachers after training and observations. Using a Mastery Tracker data analysis tool,

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teachers are able to see their individual class progress on common formative and summative assessments. The Data Support Specialist and PD Coach assist teachers in understanding the data, identifying strengths/challenges, root causes, and key actions for teachers to take to improve the quality of instruction, in addition to creating remediation plans. The Professional Development Coordinator is also coaching individual teachers on instructional strategies, and lesson planning.

Under **Assessment**, the plan's highest index score is indicator A-3, 'uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices.' Currently, we are developing common summative assessments in all Milestones courses that are aligned to the rigor of required standards and include selected response and constructed response items. Teachers are beginning to collect assessment data to check for understanding and gather information on progress towards students' mastery of the standards and use the data to inform instructional planning and practices. Banneker teachers are not uniformly and consistently using common diagnostic and formative assessments.

Under **Instruction**, the plan's highest index score is indicator I-4, 'uses research-based instructional practices that positively impact student learning.' Observation data has shown that most teachers do not demonstrate knowledge or use a repertoire of highly effective, research-based instructional practices that positively impact student learning. Inconsistent observed practices include sporadic use of cooperative learning, graphic organizers, non-standards based feedback, and limited note-taking strategies. In observations, a majority of teachers use Level 1 questioning techniques during classroom discussions. There is an expected instructional framework (SEATS) in place; however, it is not consistently and pervasively followed.

Under **Professional Learning**, the plan's highest index score is for indicator PL-6, 'monitors and evaluates the impact of professional learning on staff practices and student learning.' Currently GA Milestones teachers are receiving professional learning centered around Understanding by Design in their PLCs. These teachers use their unit plans to direct instruction for lessons. Teachers are reviewing student data using mastery trackers and beginning to adjust instruction based on common assessment data. Some barriers the team faces are accountability measures, man power and personnel to monitor and meaningful meeting times. The effectiveness of professional development activities will be monitored by examining changes in instructional



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practices using data collected from weekly focus walks and TKES walkthroughs and formative evaluations. Additionally student performance data will be collected after each benchmark and common assessment to determine the effect of professional development on student performance. Currently non-Milestone teachers do not receive professional learning support centered around Understanding by Design (UBD) in their PLCs.

Under **Leadership**, we will focus on L-6, ‘Establishes and supports a data-driven school leadership team that is focused on student learning.’ Currently leadership team meetings are inconsistent and not data-driven. Some barriers that the team faces are making time for meetings consistently and utilizing a data-driven agenda to lead the work. The school does not have an established data room, and the leadership team does not have a stable meeting location where data can be viewed, discussed and updated regularly to drive leadership team discussions focused on student learning.

Under **Planning and Organization**, the plan’s highest index score is for indicator PO-1, ‘shares a common vision/mission that defines the school culture and guides the continuous improvement process.’ Currently, Banneker does not have an established vision and mission statement that defines the school culture and guides the continuous improvement process.

As the school year progresses, Dr. Bradley will continue to collaborate with Ms. Ashmore to update Banneker’s Comprehensive Plan. See Appendix for Banneker’s Comprehensive Plan Report from last year.

### **Evidence-Based Strategies**

Based on our comprehensive needs analysis, **three priorities will drive our transformation plan: 1) Flexibility and Choice; 2) Relevant Instructional Programming, and 3) Quality Teaching.** Our **logic model** for SIG is included in the Appendix and summarizes how our three SIG priorities delineate transformation plan inputs (resources). SIG activities create outputs (what is produced from plan activities) that result in plan outcomes (what is changed) that drive our grant goals. Banneker’s SIG initiatives by priority area are summarized below.

#### *Flexibility and Choice*

Banneker will invest in the following approaches to improve flexibility and choice:

- Offer teachers **flexible work schedules** to provide students options for accelerated learning, credit recovery, tutoring, and remediation. Teachers will work with students outside of the

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traditional school day and will be paid a rate of \$28/hour. We will sustain this flexibility via the district's extended day budget as well as our Title I budget.

- Provide **transportation** to support the new flexible scheduling options for students. A portion of this investment will be sustained with cost center funds.
- Expand **mentoring, coaching, and case management support to our most fragile students**, including those who are homeless. To sustain these services after the grant, we will partner with our non-profit service providers to jointly fund raise and write grants.
- Purchase promotional materials to help market Banneker's new vision and to help market magnet options for students. We will sustain this investment with cost center funds.

### *Relevant Instructional Programming*

Banneker will invest in the following approaches to guarantee the relevancy of its instructional programming:

- Staff one **STEM Magnet Administrative Assistant (AA)** to build teacher leader capacity. The STEM Magnet AA will provide guidance and support to magnet students to complete their pathways, apprenticeships, and earn industry credentials. The STEM Magnet AA will coordinate the program by embedding core academics into CTAE pathways (manufacturing and IT). This person will collaborate with the Workforce Development Specialist to explore and secure local businesses to partner on the Apprenticeship Program. This position will be sustained after the grant with cost center funding. See Appendix for a draft version of the STEM Magnet AA's job description.
- Research and create a new **STEM Magnet** on campus to help prepare interested students for the 21<sup>st</sup> century workforce. The teachers for the new magnet will be FTE funded from our cost center budget.
- Purchase classroom sets of calculators for math. We will sustain this investment with cost center funds.
- Promote Dual Enrollment + Acceleration to expose our students to a college-going school culture. We will market the **HOPE Grant** program and the **HOPE Scholarship** program. We will support eleventh and twelfth grade students participating in **Move On When Ready**. Further, we will charter buses to **conduct college tours**. We will sustain this funding on a smaller scale via our cost center budget and grants.

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- Purchase advisement materials, e.g., student workbooks, to be incorporated during advisory period. We will sustain this investment with cost center funds.
- Purchase Positive Behavioral Interventions and Supports (PBIS) training materials to support the program and help change the culture at Banneker. We will use cost center funding to sustain this investment.
- Design an **Apprenticeship Program** for 21st century manufacturing. We will collaborate with the Atlanta Regional Commission and Aerotropolis Workforce Collective to identify a local manufacturer to build an apprenticeship program. We will explore Carroll County Schools and Southwire Company’s partnership that created ‘12 for Life’, a program where students receive classroom instruction, on-the-job training, key work/life skills, mentoring, and employment.
- Hire a Career Technical Education Consultant to **assess Banneker’s current CTAE offerings** and quality of instruction. A consultant like SREB will analyze data, conduct focus groups, and make recommendations for improvement. This investment will not need to be sustained after the grant.
- Refurbish **CTAE pathway labs** based on the recommended improvements and install **computer equipment including robotic and automated system software** to be used in the labs. Carl Perkins grant will help sustain pathway improvements and technology.
- Purchase various supplies and materials to support SIG implementation including CTAE instructional materials, math curricular supports, literacy curricular supports, etc.
- Staff a **Workforce Development Program Specialist** to coordinate all of the school transformation partners with a particular focus on the local business community. This person will cultivate business partnerships to support the school, develop apprenticeships for students, and lead stakeholder engagement efforts to support CTAE. This resource will write grants to seed new approaches to improve student achievement. See Appendix for a draft version of the Workforce Development Program Specialist’s job description. We anticipate that this position will be sustained on a part-time basis after the grant period with cost center funds.

### *Quality Teaching:*

Banneker will invest in the following approaches to improve quality teaching:

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- Fund both signing and/or retention bonuses for certified teachers to attract highly effective staff and to keep them at Banneker. These bonuses will go away at the end of the grant.
- Invest in release time to fund substitutes to provide ongoing teacher professional development to keep teachers up-to-date on new research, tools and curriculum resources. Teachers will redeliver information gained from their professional development sessions to other staff members. We will use cost center funding to sustain this investment.
- Travel to attend **best-practice conferences** as a reward for staff. A portion of this investment will be sustained with grant funds and cost center funds.
- Incentivize staff with **performance bonuses** if the school achieves grant goals. Bonuses will not be sustained after the grant period.
- Purchase classroom observation software to aggregate and disaggregate data to assist administrators making schoolwide instructional and professional development decisions. We will sustain this investment with Title I funds.

In addition to the investments described above, Banneker will staff a SIG Administrative Manager to help Dr. Bradley provide instructional and organizational leadership allowing Dr. Bradley more time to implement transformation strategies. See Appendix for the draft job description for the SIG Administrative Manager. We will staff a **school-based SIG School Improvement Specialist (SIS)** to monitor grant implementation and ensure fidelity to grant goals. The SIS will be a value-added partner to our Leadership Team and will help assess the progress of transformation initiatives to improve student achievement. The SIS will work with Banneker’s bookkeeper to manage the budget, comply with district procurement processes, and maintain budget records. See Appendix for the existing district-approved job description for the SIS position. This position will go away at the end of the grant period. In addition, we will purchase computers and monitors for staff in SIG-funded positions.

### Annual Goals

Our approach for setting SIG targets was to exceed the state’s 2016 average scores:

<b>Content Area</b>	<b>Spring 2016 Georgia Milestones EOC</b>
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	State Average Levels 2-4
<b>ELA</b>	
9 <sup>th</sup> Grade Literature	77.5
American Literature	76.4
<b>Math</b>	
Algebra I	70.0
Geometry	70.0
Graduation Rate (2015)	79
CCRPI (2015 HS Average)	76.1

The table below represents Banneker’s baseline 2016 Milestones results in ELA and Math and baseline 2015 scores for our graduation rate and CCRPI. The column on the far right shows the annual percentage point gain we expect to achieve by implementing our transformation model.

Metric	Metric Description / Source	Baseline % 2016	Grant Goals (%)					Annual Percentage Point Increase
			2017	2018	2019	2020	2021	
<b>Milestones</b>								
<b>ELA</b>								
9 <sup>th</sup> Grade Literature	Milestones EOC (Levels 2-4)	51.0	56.3	61.5	66.8	72.0	77.3	5.25
American Literature	Milestones EOC (Levels 2-4)	42.8	49.5	56.2	63.0	69.7	76.4	6.7
<b>Math</b>								
Algebra	Milestones EOC (Levels 2-4)	36.6	43.3	50.0	56.7	63.4	70.1	6.7
Geometry	Milestones EOC (Levels 2-4)	38.7	45.0	51.3	57.6	63.9	70.2	6.3
<b>Graduation Rate</b>	Baseline is 2015	62.5	67.5	72.5	77.5	82.5	87.5	5.0
<b>CCRPI</b>	Baseline is 2015	56.3	61.3	66.3	71.3	76.3	81.3	5.0

### Timeline

Banneker’s School Improvement Specialist (SIS) will project manage SIG implementation. The high-level timeline below will be expanded during our planning year to guide the work.

Action	Owner	Date
<ul style="list-style-type: none"> <li>Participate in GaDOE SIG Interviews</li> </ul>	Dr. Rob Anderson, Deputy Superintendent	Week of Sept 6-14, 2016
<ul style="list-style-type: none"> <li>Update draft job descriptions for new, SIG-funded positions: STEM Magnet AA, SIG</li> </ul>	Dr. Duke Bradley	Sept – Nov 2016

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Action	Owner	Date
Administrative Manager, and Workforce Development Program Specialist		
<ul style="list-style-type: none"> <li>• Convene review team for the School Turnaround RFQ, review 22 solicitations, coordinate with Contracting to qualify the service providers that met the threshold score, present RFQ to school board for action</li> </ul>	Joe Dell, Coordinator Academics	Sept – Nov 2016
<ul style="list-style-type: none"> <li>• Conduct site visit to Southwire’s 12 for Life program</li> </ul>	Yalanda Bell, Executive Director CTAE	Dec 2016
<ul style="list-style-type: none"> <li>• Convene SIG grant management team to discuss roles and responsibilities, review SIG applications, update timeline, connect with non-profit partners, etc.</li> </ul>	Dr. Duke Bradley	Nov-Dec 2016
<ul style="list-style-type: none"> <li>• Approve new SIG-funded job descriptions</li> </ul>	Ronnie Wade, Chief Talent Officer	Dec 2016
<ul style="list-style-type: none"> <li>• Approve SIG awards</li> </ul>	State Board	Jan 2017
<ul style="list-style-type: none"> <li>• Lead our pre-implementation activities (planning phase). Key Activities include:               <ul style="list-style-type: none"> <li>○ Conduct market research to determine CTE course offerings</li> <li>○ Engage stakeholders to create consensus on SIG implementation</li> <li>○ Review budget allocations to ensure financial responsibility</li> <li>○ Identify essential human capital and position them to succeed within the new design</li> <li>○ Verify which programs are successful and dissolve any current programs not producing results</li> <li>○ Promote AP and dual enrollment courses as well as offerings at JA-MBA and the College and Career Academy</li> </ul> </li> </ul>	Dr. Duke Bradley	Jan 2017 – June 2017
<ul style="list-style-type: none"> <li>• Fulton Board of Education votes to approve SIG awards</li> </ul>	Dr. Rob Anderson	Jan 2017
<ul style="list-style-type: none"> <li>• Year 1 SIG budget is loaded into SAP</li> </ul>	Jennifer Banks, Budget Analyst	Jan 2017

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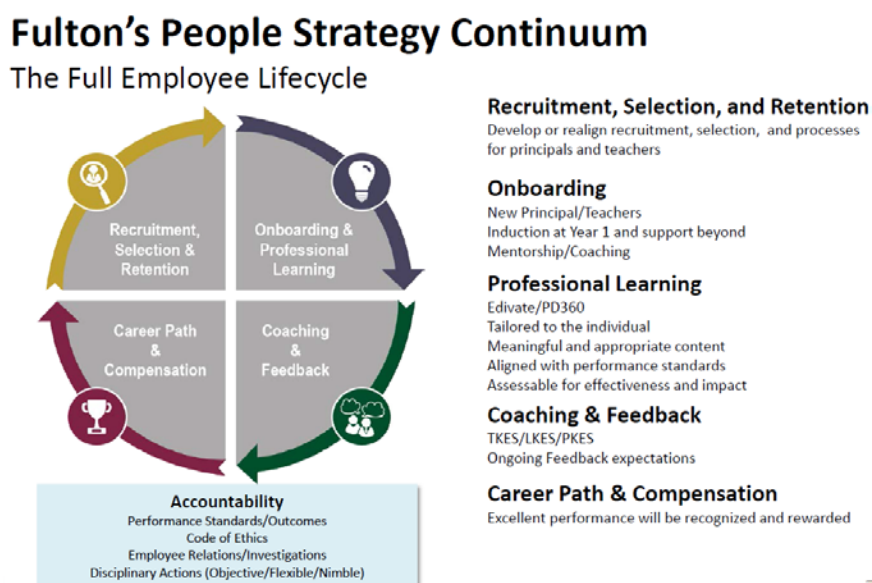
Action	Owner	Date
<ul style="list-style-type: none"> <li>• Year 1 SIG budget is loaded into Con App</li> </ul>	Joe Dell, Coordinator Academics	Jan 2017
<ul style="list-style-type: none"> <li>• Post Banneker’s SIG vacancies after the school board approves the grant</li> </ul>	Dr. Duke Bradley	Jan 2017
<ul style="list-style-type: none"> <li>• Interview and staff all SIG-funded, school-level positions</li> </ul>	Dr. Duke Bradley	Feb 2016
<ul style="list-style-type: none"> <li>• Lead implementation activities including:               <ul style="list-style-type: none"> <li>○ Assign credentialed individuals to conduct TKES on select departments and teachers to ensure that all staff members are properly evaluated and receive concrete feedback to improve performance</li> <li>○ Identify and select high potential staff members who have either a strong record of achievement, or possess a high demand skill set</li> <li>○ Prioritize professional development and implement PLC schedules</li> <li>○ Promote staff incentives to recruit and retain highly effective teachers</li> <li>○ Ensure Instructional Leadership Team analyzes benchmark assessment results to gauge effectiveness and provide immediate support for teachers in need of additional content knowledge</li> <li>○ Implement flex schedule, offering additional instructional time with extended day options and extensive tutoring options</li> </ul> </li> </ul>	Dr. Duke Bradley	Beginning July 2017
<ul style="list-style-type: none"> <li>• Participate in Leadership Team Meetings to analyze data and create short-term action plans in Indistar</li> </ul>	Dr. Duke Bradley	Twice a month
<ul style="list-style-type: none"> <li>• Attend all relevant GaDOE meetings / trainings</li> </ul>	Banneker SIS	As scheduled
<ul style="list-style-type: none"> <li>• Attend Atlanta Regional Economic Competitiveness Implementation Plan and Atlanta CareerRise Aerotropolis Workforce Collective meetings</li> </ul>	Yalanda Bell	As scheduled

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<b>Action</b>	<b>Owner</b>	<b>Date</b>
<ul style="list-style-type: none"> <li>Collaborate with GaDOE to provide a mid-year and end-of-year SIG status update to Fulton’s Board of Education</li> </ul>	Dr. Rob Anderson	Twice a year
<ul style="list-style-type: none"> <li>Complete and route Conference Request Forms to GaDOE for approval</li> </ul>	Banneker SIS	As needed
<ul style="list-style-type: none"> <li>Track SIG data including teacher attendance, student attendance, student discipline, etc., and upload to Indistar</li> </ul>	Banneker SIS	Monthly

**SIG Strategy for Human Capital**

A strong talent management culture is a foundational pillar for school improvement. *GO Fulton: Growth and Opportunity* – is Fulton’s human capital theme that is centered on setting expectations through open and honest two-way communication and frequent follow-up conversations about continuous personal and professional growth and preparation for future opportunities. Fulton’s lifecycle for human capital is detailed below.



Each lifecycle component is important; however, in a Priority school, the district recognizes how critical the integration of these components is to a school’s transformation. With the advent of the Achievement Zone, Fulton effectively leveraged its charter system status to offer



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alternative pathways that engage individuals with more diverse backgrounds. FCS was the first Metro Atlanta district to introduce a new teacher signing incentive to attract top teachers for high-needs schools and content areas. On 3/12/2016, Fulton hosted its first Achievement Zone Career Day with over 160 participants resulting in over 50 on-site interviews, and 18 intents to hire.

**Staff from Fulton’s Talent Division, the Achievement Zone, and UVA’s School Turnaround Program are exploring various approaches to provide additional human capital support to Banneker:**

### *Recruitment, Selection & Retention*

- GO First STEP - Fulton’s Student Teacher Education Program that is designed to create more impact opportunities for the district’s best teachers to be paired with student teachers
- GO TIP - Fulton's commitment to providing targeted, personalized, and impactful professional development for new teacher hires
- Behavior Event Interviews – a rigorous competency-based selection process to identify school leaders uniquely qualified to lead effective turnaround programs
- Marketing tools to help principals engage candidates
- Scheduling local school career days early in the recruiting season
- Signing bonuses for key positions

### *Onboarding & Professional Learning*

- Simplifying the onboarding process by streamlining background screening, I-9, and E-Verify
- Extending the school day by 30 minutes for the 10 Achievement Zone schools to build 10 student release days that allow Zone teachers and staff more time for professional learning
- UVA District Leadership Boot Camp - three-day residential “boot camp” session in Charlottesville, that provides district leaders the resources and opportunity to think boldly to further refine and implement a coherent turnaround plan with clear priorities and structures for providing effective support and accountability
- UVA Initial Summer Turnaround Launch - six-day residential training for district leadership team members and school principals who are participating in STP to understand root cause

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needs, learn how to launch successful organizational change efforts, develop capacity to better drive decisions based on data, establish focused action plans, and create a learning organization that continuously adapts

- UVA Summer Executive Education Session - three-day residential program delivered primarily through the case study method that focuses on a theory of action for turnaround principals that includes the following core essentials: leveraging personal strengths to build on success, addressing gaps in implementation, using innovation to promote change, and reinvigorating change efforts to overcome resistance
- UVA Mid-Year Retreats - district turnaround team, turnaround principals, and a three-member school leadership team (per principal) that allows the turnaround principal to fully engage school leadership team members who are essential to the turnaround effort; the program focuses on implementation of a strategic management system for establishing a vibrant data culture, building a high-performance team, and strategic resource allocation
- UVA Spring Retreat – allows district turnaround team and principals to strategically think about how to better coach teachers and redefine instructional priorities
- UVA Spring Sustainability Retreat – three-day session designed to help the district make the investments necessary to ensure continuous improvement of its turnaround efforts and leadership pipeline development; leaders understand and codify lessons learned using data; institutionalize promising practices for the selection, placement, support, and retention of school leaders; and also help schools further explore opportunities to create true career ladders and better capitalize on the expertise of teacher leaders
- UVA School Site Visits – following the district-level work to create the conditions for success and launch the two-year turnaround initiative at the school site level, a UVA-STP team will make formal visits to each Zone school three times to help the turnaround leaders assess progress, identify necessary resources and determine next steps; after the visits, the UVA-STP team meets with district leadership teams to report findings and discuss what changes could be made to increase the likelihood of transformative success

### *Coaching & Feedback*

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- Providing new, intensive, data-informed and embedded development support to teachers in Zone schools in collaboration with UVA’s School Turnaround Program
- Hiring new instructional coaching support staff who will be dedicated to Priority schools in core content areas

### *Career Path & Compensation*

- *FastTrack* process to create a deeper Special Education talent pool
- Targeted compensation changes in the salary schedules for key positions

The district recognizes how critical human capital support is to Priority schools. The Talent Division is committed to collaborating with Banneker to address its human capital needs.

### **District Differentiated Support for SIG Schools**

District leaders recognized the need for bold action to achieve significant gains in student achievement in the Banneker cluster. During the 2014-2015 school year, Dara Wilson, Area Superintendent for the South Learning Community, led a team that benchmarked successful turnaround models across the nation including: Harlem Children’s Zone in New York City, Project LIFT in Charlotte-Mecklenburg, Recovery School District in New Orleans, Innovation Schools in Baltimore, Innovation Zone in Nashville, Northside Achievement Zone in Minneapolis, Renaissance 2012 in Chicago, and Green Dot Public Schools in Los Angeles. During the summer of 2015, Ms. Wilson led a competitive Request for Pricing (RFP) process to select the Achievement Zone’s school turnaround partner. The RFP’s rigorous scope of work was influenced by the benchmarking site visits.

**The University of Virginia’s School Turnaround Program was selected through the RFP process to scale in the Achievement Zone.** During the 2015-2016 school year, Ms. Wilson and her Zone staff spent a significant amount of time collaboratively planning the rollout of the School Turnaround Program. Formal implementation of the School Turnaround Program began in July 2016 in all 10 Zone schools.

The School Turnaround Program focuses on building systemic capacity through four levers: leadership, instructional infrastructure, differentiated support and accountability, and talent management. By building transformative leadership capacity across Banneker’s feeder schools, we will improve student achievement and keep students on track to graduate. Fulton’s

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investment in the School Turnaround Program is a proof point of GaDOE’s Community-Based Vertical Approach.

### **Sustain the Reforms**

Achievement Zone staff will help Banneker throughout the grant period implement evidence-based strategies with fidelity and monitor results. Zone staff will be thought partners helping Principal Bradley determine if course corrections are needed throughout the grant period.

### **Fulton’s Learning Community organizational structure will provide the local support needed to help sustain SIG reforms after the grant period.**

By partnering with government agencies, non-profits and the local community, the district can leverage SIG funding to better sustain programming after the grant period. UVA’s School Turnaround Program will help Banneker create the context for sustaining our transformation strategies through clear structures, stakeholder support, and resource alignment. Coupled with progress monitoring and accountable leadership, Banneker will have the frameworks in place to ensure students are college and career ready.

### **District Support for Priority Schools That Did Not Pursue SIG**

Two FCS high schools did not pursue SIG funding: Creekside High School and Hapeville Career Academy (a start-up charter).

#### *Creekside High School*

Fulton will look to align, expand and potentially change career pathways to align to the needs and interests of the Creekside community. Currently, the district is exploring business and non-profit partner relationships to create a more cohesive community connection and continuum of school choice options in the Fairburn/South Fulton area to be housed at Creekside High School.

The district will provide a continuous cycle of support to prioritize initiatives, progress monitor school actions, and support the school around the priority non-negotiables, particularly core instructional infrastructure. South Learning Community staff under the leadership of Area Superintendent, Dara Wilson, will conduct structured site visits at Creekside High School every three weeks. Further, district personnel will be deployed as well to provide targeted support to the school. Fulton will replicate at Creekside effective research practices yielding favorable results at Banneker and within the Achievement Zone. In addition, Fulton will support Creekside by:

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- Implementing interim benchmark assessments
- Utilizing vendors approved via the School Turnaround RFQ in the Fulton County marketplace to address culture and climate, learning and teaching, and talent as identified in the school's needs assessment and root cause analysis that cannot be supported through district or state personnel
- Providing an academic dashboard (Early Warning System) with easily accessible data on students (Lexile, attendance, discipline, bottom 25%)
- Training leadership teams on Understanding by Design (UbD), PLCs, and Data-Driven Instructional Practices to implement the cycle of professional development including the why (research-based), feedback and coaching through safe practice and accountability for results
- Supporting the school in progress monitoring Priority school targeted actions
- Leveraging school improvement specialists at GaDOE
- Providing prioritized career fairs and access to the highest quality teaching staff prior to other schools
- Supporting the school in assessing teacher proficiency, providing targeted support for struggling teachers and off boarding ineffective teachers unwilling or unable to show adequate growth
- Developing grants to secure other funding sources to address school needs.

### *Hapeville Career Academy*

Hapeville Career Academy turned down the SIG grant opportunity because it was not the right time to make a leadership change. The board did not want to negatively impact the positive path recently established. The school had a 5.9 point increase in their CCRPI from the 2014 school year. The goal is to continue to see this level of annual improvement. Hapeville plans on advancing student outcomes by concentrating on student achievement for special education students, students with disabilities and economically disadvantaged students. This will be accomplished by increasing monthly meetings with parents, increasing differentiated instruction in classes with regular teacher feedback from the administration, and offering extended learning tutorials on Saturday and after school. A pillar of Hapeville Career Academy's plan is employing family engagement strategies as a tool to strengthen the education system with the end result being improved student performance.

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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 five (5) 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 all of the 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). Any funding for activities during the pre-implementation period must be included in the first year of the LEA's budget plan. Additionally, an LEA's proposed budget may include up to one full academic year for planning activities and up to two years to support sustainability activities. An LEA may not receive more than five years of SIG funding to serve a single school. An LEA must include reasonable and necessary expenditures that are in compliance with federal funding requirements.

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.

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<b>LEA Proposing a Planning Year for One or More Schools</b>						
<b>LEA PROJECTED BUDGET: Fulton County Schools</b>						
	<b>Year 1 Budget (Planning)</b>	<b>Year 2 Budget (Full implementatio n)</b>	<b>Year 3 Budget (Full implementation )</b>	<b>Year 4 Budget (Full implementati on)</b>	<b>Year 5 Budget (Sustainabilit y Activities)</b>	<b>Five- Year Total</b>
<b>Banneker High School</b>	\$1,072,418.40	\$1,028,821.03	\$1,107,569.93	\$996,864.76	\$1,076,318.89	\$5,281,993.00
<b>Total Budget:</b>	<b>\$1,072,418.40</b>	<b>\$1,028,821.03</b>	<b>\$1,107,569.93</b>	<b>\$996,864.76</b>	<b>\$1,076,318.89</b>	<b>\$5,281,993.00</b>

**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/sigguidance032015.doc>) in order to monitor each Priority school that it serves with school improvement funds.
- (3) Report to the SEA the school-level data required under section III of the final requirements (<http://www2.ed.gov/programs/sif/sigguidance032015.doc>).
- (4) Ensure that each priority school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
- (5) 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.
- (6) 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.
- (7) 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.

**Georgia Specific Assurances are listed below:**



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### Georgia Program Specific Assurances

#### School Improvement Grant 1003(g)

1. All funds will be used in accordance with the guidance requirements of the School Improvement Grant (SIG) 1003(g).
2. SIG schools will be served as school-wide and not targeted assistance schools.
3. All teachers in SIG schools will be highly qualified.\*
4. There will be no reduction to state funding in SIG schools.
5. The LEA will implement the TKES/LKES evaluation systems in the SIG schools.
6. Incentives may be provided to secure highly effective teachers and high-performing turnaround principals within the SIG schools.
7. Incentives and rewards will be provided to retain highly effective teachers and high-performing turnaround principals within the SIG schools.
8. A process will be developed for removing teachers from SIG schools, who after ample opportunity have not improved. Further, ineffective teachers will not be transferred to SIG schools.
9. The LEA will maintain a high-performing turnaround principal in SIG schools.
10. The LEA must ensure that principal selection for SIG schools is approved by the GaDOE.
11. The SIG schools will implement the Georgia Standards of Excellence (GSE) and use Georgia's Frameworks in core academic subjects.
12. The SIG schools will establish SMART (specific, measurable, attainable, relevant and time-bound) annual goals for student achievement on the Georgia's assessments in both reading/language arts and mathematics and measure annual progress on the leading indicators in order to monitor each Priority school and feeder school that it serves with school improvement funds.
13. The SIG schools will administer benchmark framework assessments and analyze results to guide instruction.
14. The SIG schools will implement short-term action plans and report the plans via QCIS/Indistar®.
15. The SIG schools will address targeted areas from the GSAPS through short-term action plans.
16. The SIG schools will analyze teacher attendance and develop action plans if needed.
17. The SIG schools will analyze student attendance and develop action plans if needed.

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18. The SIG schools will analyze discipline records and develop action plans if needed.
19. The SIG schools will participate in the mandated GaDOE professional learning for School Improvement Grant schools.
20. The SIG schools will provide increased learning time as defined by the SIG guidance. The increased learning time will include a minimum of 60 additional hours added to the school year for all students.
21. The SIG schools will provide mechanisms for family and community engagement.
22. Relevant, ongoing, high-quality, job-embedded professional development for all staff, which may include common planning time, will be provided in SIG schools.
23. The LEA will modify practices and policies that interfere with the implementation of the School Improvement Grant as directed by the SIG guidance.
24. The LEA will provide the principal operational flexibility in the areas of staffing, scheduling, and budget.
25. The LEA will monitor and evaluate SIG funded external providers/vendors to ensure quality performance.
26. The LEA will monitor the SIG school to determine whether the school is implementing the intervention model with fidelity, making progress on the leading indicators described in the SIG Final Requirements, and meeting annual goals established by the LEA for student achievement. The LEA will submit the required monitoring reports via QCIS/Indistar©.
27. The Georgia Department of Education will assign a Turnaround School Effectiveness Specialist to provide technical assistance to the SIG school, and a Lead School Effectiveness Specialist to provide technical assistance, and a District Effectiveness Specialist to assist in monitoring the district while serving as a liaison.
28. The LEA will collaborate with representation from the GaDOE Division of School and District Effectiveness Team to support the reform efforts in the SIG school, and to provide a mid- and end-of-year SIG status update to the local BOE and an end-of-year status report for the SBOE.
29. The LEA will 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.

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*\*Optional for SIG schools implementing the Restart model of reform*

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LEA Name: Fulton County Schools

School Name: Banneker High School

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**E. Transformation Model**

The LEA and school must complete the 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.

Since 2013, Banneker has had 4 different principals, each with a different focus. In 2015, the district was intentional on hiring a principal who had the experience, skills, and abilities to lead a comprehensive school turnaround effort. On 7/8/2015, Fulton County Schools hired **Dr. Duke Bradley to serve as Banneker High School’s turnaround principal**. Dr. Bradley was recruited from Wesley International Academy in Atlanta, where he served as Executive Director.

Fulton assessed Dr. Bradley through multiple phases of the **Behavioral Event Interview (BEI) protocol**. The BEI screens applicants on seven turnaround principal competencies: 1) focus on sustainable results, 2) engages the team, 3) impact and influence, 4) holding people accountable for school performance, 5) commitment to student learning, 6) conceptual thinking, and 7) analytical thinking. District staff trained on BEI conducted the first assessment. Then ClearView Consulting, a University of Virginia Partnership for Leaders in Education (PLE) partner, conducted the second round of BEI.

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Dara Wilson, Area Superintendent – South Learning Community, understands that school turnaround is a process that requires fundamental changes in the district conditions for turnaround efforts to succeed. While she was interviewing to hire Banneker’s new principal, she was collaborating with PLE staff to scale the School Turnaround Program in the Achievement Zone. UVA’s School Turnaround Program is designed to build leadership capacity of both Zone staff and Zone principals to foster effective interactions to co-create solutions to the Zone’s most pressing problems and pursue purposeful changes based on the Zone’s unique context.

Ms. Wilson feels that by establishing district conditions that enable school leadership teams to implement evidence-based strategies with fidelity, Zone students will stay on track to graduate from high school, both college and career ready. She is holding Dr. Bradley accountable to improve the educational outcomes of his students at Banneker while giving him extensive flexibility to implement transformational strategies.

Banneker High School is in a period of significant transition. Leadership changes over the past few years have not only undermined progress, but have compromised the development of a clear vision and direction for the school. As a result, the school has consistently underperformed in nearly every meaningful category.

Much of Dr. Bradley’s work will focus on improving *adult efficacy*, particularly around instructional practices. Dr. Bradley has espoused his personal beliefs as follows:

### **Serving All Children**

- BHS will adopt a philosophy that all children can learn by developing a strong culture that is anchored in high expectations. This belief will be integrated into every aspect of the school community.
- BHS will work tirelessly to ensure that it prepares all students for success in whatever their post-secondary options may be.
- All students will graduate with the credentials necessary to enroll in a post-secondary institution.

### **No Excuses in Pursuit of Excellence**

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- To execute our mission, we will focus on conditions that we can influence and control. We will prioritize adult proficiency as the key mechanism to ensure student proficiency and school-wide improvement.

### **A Relentless Focus on Results**

- We will reverse the historical trend of focusing on inputs – efforts made, rather than outputs – results achieved.
- BHS administrators, teachers, and students will all set end-of-year goals and will be evaluated based on their achievement of these goals. By focusing on results, Banneker will hold itself accountable to our families, our students, and the Fulton County Board of Education.

Dr. Bradley’s foremost priority is to improve the quality of instructional delivery, spanning all grade levels and content areas, through a comprehensive system of support, training, feedback, and accountability.

A2. Implement the Teacher and Leader Effectiveness Systems (TKES/LKES) as a method to improve teacher and leader effectiveness in the school building.

Banneker High School will implement the state mandated TKES and LKES protocol consistent with GaDOE expectations. To date, Banneker High School has approximately 15 individuals who are credentialed to conduct TKES walkthroughs and observations. Included in this number are Department Chairpersons, Administrative Assistants, Assistant Principals, and other auxiliary personnel. Under the school’s proposed redesign, these individuals will be assigned to select departments and teachers so as to ensure that all staff members are properly evaluated and provided concrete feedback to improve performance. The Title I and SIG-funded Instructional Coaches will be critical resources to model effective practices and provide actionable feedback to teachers.

Over the years, Banneker’s leadership has not been clear about expectations for planning or how instruction should be delivered. Additionally, we have not designed or implemented

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effective systems for providing feedback and coaching to help improve teacher practice. As part of SIG, we will increase teachers' efficacy through their consistent use of research-based instructional strategies. **We will design, implement, and train instructional staff on a school-wide instructional framework.** We will restructure the roles and responsibilities of Department Heads so that they are well versed in the school's instructional priorities and are capable of monitoring teacher performance. Professional Learning Communities (PLCs) will meet to discuss expectations and plan their work, pursuant to a school-wide professional development regimen. A comprehensive instructional website will be designed, serving as a repository for instructional resources and materials. The results from all of these activities will be monitored and assessed via TKES and LKES.

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.

Last school year, Dr. Bradley invested significant human capital resources to raise expectations and improve school climate by focusing on adult behaviors and attitudes. **An improved school climate is fundamental to Banneker High School's proposed transformation model.** To that end, Banneker High School will identify and select high potential staff members who have either a strong record of achievement, or possess a high demand skill set. In recent years, Banneker has raised expectations for its staff, while also removing underperforming teachers through a coordinated process of evaluation and feedback. As a consequence, new staff members have been added so as to ensure a critical mass of higher quality human capital. These new additions include general education teachers and teachers in specialized content areas. Having had success with transitioning underperforming and substandard teachers, we expect to continue this process until the school has substantially upgraded its teacher workforce. In SY2016, Banneker experienced voluntary separations for certified staff of 26.8% compared to the district's rate of 16.8%; these percentages do not

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include retirements or transfers to other schools in the district. Clearly, a significant number of Banneker teachers opted to leave once they understood the higher expectations of working in a turnaround school.

**Banneker’s priority to improve the school’s climate and culture is grounded in three areas of focus: 1) Creating a culture of achievement and vision for excellence, 2) Creating a culture of collaboration and shared decision making, 3) Creating culture of joy, celebration, and recognition.** Banneker has been plagued by inconsistent leadership and unacceptably high rates of teacher turnover. Additionally, because Banneker has been in a perpetual state of transition, the school has lost direction, identity, and suffered from a pervasive culture of low expectations which have intensified in recent years. We want to ensure that the Banneker community is aware of, and held accountable for, knowing and demonstrating the school’s core values. We want to ensure that staff members are given opportunities to collaborate and share in school-wide decisions. Further, we want to ensure that every staff member feels recognized and honored for their work and school-wide contributions.

Staff members who remain and have proven themselves to be valuable and productive will be given strong consideration for leadership roles related to their content areas or pursuant to the school’s needs. As Dr. Bradley continues to staff his school with effective teachers who drive for results, influence for results, and problem solve, student achievement will improve.

SIG research indicates that it is critical to keep a turnaround principal for the duration of the SIG grant period; therefore, Fulton included a retention bonus in Dr. Bradley’s contract. Dr. Bradley is committed to Banneker High School and to leading his transformation model over the next five years.

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



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equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Prior to the start of the 2014-2015 school year, Banneker High School introduced Professional Learning Communities (PLC) as a school-wide strategic initiative. That initiative has continued and will remain a central component of the school's instructional support design for the foreseeable future. All 13 academic departments at Banneker High School currently operate in a PLC and function under the direction of a Department Chair, an Instructional Coach, or the school's Coordinator of Professional Learning and Talent Development. Banneker also employs an instructional consultant from our partner organization, Teach for America, a Data Support Specialist, and an Assistant Principal of Curriculum and Instruction. Collectively, they make up the school's instructional support team.

**Specific to teacher development and training, the BHS instructional team gathers data on teachers' needs from classroom observations, coaching conversations, student data, and teacher input to prioritize the most important professional development strands and sessions according to their immediate needs.** Sessions are skill-based and are accompanied by actionable next steps, tools, and resources that teachers will be able to implement into their teaching practice the following week. By design, the PLCs are job embedded and meet on a regular basis.

PLCs at Banneker High School represent one of our 5 strategic initiatives. Not only do PLCs align with our school-wide interest in supporting the growth and development of our teaching professionals, they also enable student learning through the practice of quality instructional delivery. Our guiding practice and corresponding beliefs regarding utility of PLCs are summarized below.

### **The Three Big Ideas that Drive the Work of Banneker High School**

The essence of the PLC process at Banneker High School is captured in three big ideas:

1. The purpose of our school is to ensure all students learn at high levels.
2. Helping all students learn requires a collaborative and collective effort.

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3. To assess our effectiveness in helping all students learn, we must focus on results—evidence of student learning—and use results to inform and improve our professional practice and respond to students who need intervention or enrichment.

PLCs are a key strategic initiative for improving the quality of curriculum, assessment, and instruction at Banneker High School, and all teachers are expected to fully participate and adhere to the following non-negotiables:

- **PLCs meet 1-2 times each week** - teachers in the same content will meet weekly in PLCs. This space is where collaborative planning, data analysis meetings, and the creation of interventions will occur. No other meetings are allowed during that time. The expectation is every PLC/department will meeting for at least 75 minutes of their planning block.
- **PLCs are always be focused on 4 major questions:**
  - 1) What do teachers need to learn?
  - 2) How do you know they learned it?
  - 3) What will you do when they don't learn it?
  - 4) What will you do when they do learn it?

Altogether, PLCs provide the mechanism through which Banneker High School will implement its school-wide instructional framework. The framework features high professional standards for all teachers that will be executed with systematic monitoring and oversight (in addition to support) to ensure that teachers are fulfilling their professional duties as it pertains to teaching and learning. It is the role of the Instructional Leadership Team to ensure that staff members are ready to embrace the shift in professional expectations by:

- Effectively communicating the new expectations and the purpose behind them to invest staff in the changes,
- Cultivating attitudes and mindsets that will allow staff members to accept the changes as what's in the best interest for students and teachers alike, and
- Coupling the message of increased responsibility with increased support by a team that is focused on teachers' professional growth.

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A5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

**Banneker High School has recently partnered with the non-profit organization, Public Impact, to implement Opportunity Culture to extend the reach of excellent teachers.** Through Public Impact’s consultancy, Banneker is restructuring our organizational model to create alternative career pathways for teachers while also enabling more students to have greater access to proven, high performing teachers. Through our work with Public Impact, Banneker teachers are able to substantially supplement their salaries as well. Ostensibly, these efforts allow Banneker to be strategic in retaining our best talent, while also offering attractive incentives to prospective teachers who maintain an interest in pursuing a more dynamic and impactful professional experience.

Further, in the grant budget, we included funding for signing and performance bonuses to recruit and incentivize staff:

- Signing / retention bonuses of up to \$2,500 for eligible teachers. We included a \$500 signing bonus for hard to staff positions (Math, Science, Special Education, World Languages, and certain CTE areas). Eligibility: full time, direct instruction. Payment made in 2 installments (Sept and May). Recipients must remain employed all school year.
- Classified staff could receive \$150/year for meeting the graduation rate goal and \$150/year for meeting Milestones goals.
- Certified staff (teachers, principal, APs) could receive \$350/year for meeting graduation rate goal and \$350/year for meeting Milestones goals.

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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 Georgia Standards of Excellence (GSE).

Banneker High School employs a Data Support Specialist whose primary responsibility is to develop teacher efficacy regarding the use of data – specifically for purposes of improving instructional practice. Additionally, the Data Support Specialist is intimately involved in disaggregating data and communicating student performance results, creating performance narratives, executing trend analysis, and making recommendations for improvement.

Additionally, Banneker is working to align itself with our two primary feeder middle schools – McNair Middle School and Woodland Middle School. At various intervals throughout the year, essential personnel from each school spend time evaluating our respective instructional programs and planning a more predictable school experience for the community of children that we serve.

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.

**At Banneker High School, constant data-analysis fosters a culture where success is defined only by student achievement.** In keeping with our relentless focus on student achievement and outcomes, we will continue implementing systematic data collection processes and analysis to ensure all students are performing at or above grade level. Benchmark assessments are modeled after the state required Milestones exams and are examined for content mastery, strand by strand. The Instructional Leadership Team disaggregates school-wide data and uses the benchmark assessment results to re-teach specific standards while continually gauging the effectiveness of teaching methods.

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Furthermore, the instructional leadership team uses these exams to identify specific teachers or areas of curriculum in need of immediate development to ensure student academic success.

A8. Establish schedules and strategies that provide increased learning time for students (defined as 300 hours of additional time devoted to instruction for all students). Please describe how the school will provide at least 60 hours of instruction (through a longer day, week, or academic year) for all students and how the remaining 240 hours will be offered to all students through additional instructional activities, i.e., enrichment, acceleration, remediation, etc. The 240 hours of ILT required of a SIG school can be provided before school, after school, on Saturdays, and over the summer. These ILT opportunities for students are to be made available to all students, but are not required of all students. Teacher planning and collaboration as well as job embedded professional learning are also necessary but do not serve to satisfy the 300 hours of ILT for all students.

The majority of our students come to us significantly below grade level. As such, we will continue to provide students with a systematic schedule of additional learning time. Research has consistently shown that an educational program utilizing additional hours of carefully planned, engaging academic learning is directly correlated to increased student achievement. We will implement additional instructional time, opportunities for extensive tutoring and homework, and double periods daily in ELA and math. Our school schedule reflects our belief that literacy and numeracy skills are the gateways to advanced, interdisciplinary, college preparatory learning and work-based skills development.

**Banneker High School will implement an extended day school design model for the specific purpose of increasing the amount and quality of academic engagement for our students.** More specifically, Banneker High School's extended day model will be purposed to accomplish three specific objectives: 1) To provide timely academic interventions for severely skills-deficient students in the areas of ELA and math; 2) To provide increased academic exposure opportunities for students who have demonstrated a measure of academic

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proficiency; and 3) To diversify course options for students specific to their interests and intellectual curiosities.

BHS Increased Learning Time will provide 440 hours in teacher planning, additional instruction, and extended day learning. Teachers will benefit from ILT once a week during Teacher Collaboration and Professional Development opportunities. Students will receive 90 minutes of additional instruction three times a week focusing on both remediation and enrichment. Students will also have ILT opportunities during summer school, night school, SAT prep, and afterschool. See below for a breakout of time for A) Teacher Planning/Collaboration/PD, B) Additional Instruction, and C) Longer Academic Year:

### **A. BHS Teacher Planning/ Collaboration and Professional Development**

1. Teacher Collaboration
  - (90 minutes) x (1 day each week, during the school day) x (30 weeks) = 2700 min. = 45 hours.
2. Teacher Professional Development
  - (90 minutes) x (1 day each week, during the school day) x (30 weeks) = 2700 min. = 45 hours.
3. Total hours= 90 hours.

### **B. BHS 240 hours of Increased Learning Time (additional instruction offered to all BHS students)**

1. Summer school acceleration for all Core Content Courses
  - a. 4 hours/ day x 5 days/week x 6 weeks= 120 hours
  - b. *Total Hours= 120 hours*
2. Night School for all Core Content Courses
  - a. First Semester- 11 weeks x 3 days/week x 2 hours/day= 66 hours
  - b. Second Semester- 11 weeks x 3 days/week x 2 hours/day = 66 hours
  - c. *Total Hours= 132 hours*
3. SAT Prep
  - a. First Semester- 2 months x 2 days/month x 4 hours/day= 16 hours
  - b. Second Semester- 2 months x 2 days/month x 4 hours/day = 16 hours
  - c. *Total Hours= 32 hours*
4. Afterschool Tutoring for all Core Content Courses
  - a. First Semester- 1 hour/ day x 4 days/week x 12 weeks= 48 hours
  - b. Second Semester- 1 hour/ day x 4 days/ week x 12 weeks= 48 hours
  - c. *Total Hours= 96 hours*
5. Total Hours= 120+ 132+ 32+ 96= 380 hours

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### **C. 60 hours Increased Learning Time through a longer academic year**

1. BHS will provide eight additional instructional student contact days for all students on the following dates:
  - a. 4 Achievement Zone (AZ) Release Days: 4 teacher professional development days will be converted to instructional days. This change will only affect instructors and students at BHS. It will not affect all AZ schools. We will provide the dates for each month once the 2017-2018 AZ calendar is released.
    - i. November 2017 (8 hours)
    - ii. December 2017 (8 hours)
    - iii. April 2018 (8 hours)
    - iv. May 2018 (8 hours)
  - b. 4 FCS Teacher Workdays: 4 teacher workdays will be converted to instructional days. We will collaborate with district professional development leaders to provide on-site professional development to staff during the school day.
    - i. October 6, 2017 (8 hours)
    - ii. January 5, 2018 (8 hours)
    - iii. March 9, 2018 (8 hours)
    - iv. March 12, 2018 (8 hours)

**Total ILT Hours = 64 hours**

(B) 380 hrs. + (C) 64 hrs. = 440 hrs.

Banneker High School recognizes that basic reading and math skills are the gateways to academic success – especially in high school. For context, the bottom quartile of academic performers at Banneker High School historically demonstrate substantial deficiencies in the areas of ELA and math. Moreover, while the primary objective of Banneker High School is to prepare students to be college and career ready, the likelihood of a student progressing through required secondary coursework is significantly reduced when certain foundational skills have not been developed over time. In other words, high school students who have not mastered basic math and literacy skills typically do not graduate. As a consequence, we propose to structure our ILT around supporting students around the content areas of ELA and math.

By design, students will be grouped into three groups: 1) Green - proficient students, 2) Yellow - moderately proficient students, and 3) Red - significantly skills-deficient students. For three days of every week, each group of designated students will attend a remediation or

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enrichment course intended to provide additional instructional time specific to their academic deficits or interests. The design of the courses will be appropriately calibrated and aligned to state standards.

For example, students who have been grouped as “Yellow” or “Red” (skills-deficient students) will receive intense academic support, delivered with a corresponding Tier I, direct instruction delivery method. We also envision these courses being delivered through or with the use of a supplemental instructional program.

To the contrary, students grouped as “Green” – those who are in good academic standing, will have a slightly different experience. These students will attend an enrichment course three times per week. These courses will be intended to supplement the normal course of study to which students would typically be exposed. Specialized teacher-designed classes like “Survey of Contemporary Political Issues,” “History of the HBCU,” and “The Exploitation of Women in Media” are all examples of the kinds of enrichment courses that students could take under our proposed ILT design. Again, this academic experience will ideally be purposed to create a rich, highly engaging learning opportunity for students. Their importance is rooted in the value of rewarding higher performing students while also making their school experience more dynamic.

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.

Parents are an essential resource to Banneker High School, and ostensibly, stronger parent support results in increases in student achievement. According to a recent stakeholder survey, only 63% of parents believe the school does a good job supporting their students and only 55% of parents feel the school is a safe and healthy environment for student learning. (See Appendix for Banneker’s Comprehensive Needs Analysis). **All BHS teachers and administrators will build relationships with parents; this relationship will begin with regular communication and engagement.** Not only does Banneker High School leverage



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the school's Title I funded Parent Liaison position, we extend our outreach through programs like Parent University, a customized program that teaches parents various aspects about the process of learning in which their children are engaged. We also utilize an electronic parent portal, an internal system that allows parent to monitor their children's grades and academic progress.

Furthermore, family involvement in teaching and learning is integral to ensuring that students excel academically and are not receiving contradictory messages about what is expected of them. Banneker High School will leverage parent involvement in support of their child's academic achievement through a variety of strategies, including:

- An Accountability Contract (as necessary) that outlines the pledges of responsibility of each stakeholder in a student's life, and
- Repeated communication with families through phone calls, home visits (as necessary), and information sessions throughout the student's process of matriculation.

**In addition to partnering with parents, Banneker High School collaborates with community organizations that support the social and emotional needs of our students.**

Communities in Schools (CIS) is a non-profit organization providing case management support for BHS at-risk students. CIS identifies and coordinates community resources, provides individualized assistance to students and families with special needs and expands the parent/caretaker support of their children's education and engagement with the school. Banneker High School also partners with Future Foundation, a non-profit organization focused on increasing academic performance, drop-out prevention, cultivating life skills and social development, and improving parent involvement. BHS students participate in Future Foundation's individualized educational support and structured after school homework support along with cultural enrichment opportunities.

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.

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Banneker High School’s approach to transformation involves a tiered rollout of each of strategic initiative represented within our proposal. Spanning the entire 5-year duration of the federal School Improvement Grant, our hope is to utilize the benefit of time to appropriately introduce all new operational and substantive changes to our school community. We believe that this approach is wise and prudent, and better positions the school to absorb and adapt to forthcoming change.

Additionally, a tiered rollout allows for substantial operational flexibility – particularly with regard to preparing for key components of our grant proposal (e.g. planning, budgeting, hiring, community engagement, etc.)

When fully implemented, we believe that Banneker High School will be better organized to withstand the wholesale change and restructuring proposed in our plan. Even more, the plan allows for substantial flexibility in both approach and design which will enable improved performance outcomes for students.

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).

Throughout the process of development for Banneker High School’s SIG Grant proposal, Fulton County Schools (FCS) has been engaged at every phase. Banneker is unique, insofar as it has been designated as an Achievement Zone school – which means that the school receives specialized support from district office personnel in the areas of human capital identification, teaching and learning, professional development, operations, and other specialized consultancy. In addition to these supports, FCS has assisted in vetting Banneker High School’s SIG Grant proposal, with planning and design sessions having taken place with key district office personnel. Support for Banneker’s work through the grant is multi-layered. GaDOE will continue to deploy a School Effectiveness Specialist, and Achievement Zone staff will provide strategic assistance in our reform efforts.

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B. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

During the pre-implementation phase, Banneker High School will conduct research in a variety of areas to ensure that our plan for implementation is well executed, while also meeting the overall objectives that we have for the grant. Market research, in particular, will be an area of emphasis that will enable Banneker to design new CTAE courses that align with industries in need of a workforce that Banneker High School can supply. Additionally, the pre-implementation process will include significant community engagement so as to make certain that our partners in education, parent community, and Governance Council are fully apprised of the work in which the school will be engaged. Engagement will consist of a series of meetings and informational sessions – each aimed at creating cohesion and consensus regarding the forward-going direction of the school.

Members of the Banneker High School Leadership team will review our SIG budget to execute with fidelity the goals and foundational design components within our proposal. We will solicit the advice, counsel, and guidance from district to ensure that Banneker is well positioned financially to move forward in a responsible manner.

C. Align additional resources with the interventions.

By providing students more flexibility to earn course credits, creating career-focused CTAE options, and focusing on quality instructional delivery, Banneker students will improve achievement in English language arts and math to stay on track for graduation. Both the district and Banneker High School will align resources to support our SIG Priorities. The table below lists the priority areas, the intervention activities, and examples of resources that the district will align to support Banneker's transformation.

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SIG Priority	Activities	District Aligned Resources
1. Flexibility and Choice	<ul style="list-style-type: none"> <li>• Reimagine the school day at Banneker High School to offer students more flexibility</li> <li>• Offer teachers flexible work schedules to provide students options for accelerated learning, credit recovery, tutoring and remediation</li> <li>• Provide transportation to support new flexible scheduling options for students</li> <li>• Expand mentoring, coaching and case management support to our most fragile students, including those who are homeless</li> <li>• Promote Banneker’s new vision and new magnet options for students</li> </ul>	<ul style="list-style-type: none"> <li>• As a charter system, the district allows Banneker more flexibility with increased accountability on how to allocate time, resources, and budgets</li> <li>• The district’s Personalized Learning strategy will provide all Banneker students an Internet-connected device to help them master content</li> <li>• Title I dollars can be used to get students home from a Title I extended day program; district-funded sweep busses can also be leveraged</li> <li>• District’s investment in the College and Career Academy and the Junior Achievement – Magnet Business Academy</li> </ul>
2. Relevant Instructional Programming	<ul style="list-style-type: none"> <li>• Staff a STEM Magnet Administrative Assistant (AA) to build teacher leader capacity and coordinate magnet program activities by embedding core academics into CTAE pathways (manufacturing and IT)</li> <li>• Staff a Workforce Development Program Specialist to coordinate all of the school transformation partners with a focus on the local business community</li> <li>• Hire a Career Technical Education Consultant to assess Banneker’s current CTAE offerings and quality of instruction</li> <li>• Launch a Manufacturing Career Cluster and an Information Technology Career Cluster</li> <li>• Refurbish CTAE pathway labs based on the recommended improvements and install computer equipment including robotic and automated system software to be used in the labs</li> <li>• Research and create a new STEM Magnet on campus to help prepare interested students for the 21st century workforce</li> </ul>	<ul style="list-style-type: none"> <li>• Learning and Teaching Department is currently in the RFP process to purchase an adaptive reading tool that will help struggling readers at Banneker</li> <li>• Fulton's comprehensive improvement strategy for schools currently on the Opportunity School District (OSD) list, as well as those at risk for being on the list, focuses on high quality instruction, understanding and using data, and creating Support Circles to bring school staff and leaders together to focus on improvement strategies; Banneker’s Support Circle meets every six weeks</li> <li>• Striving Reader grant funds to improve literacy instruction and achievement</li> <li>• Carl Perkins grant funding to support CTAE</li> <li>• Dobbs funding for Public Impact’s Opportunity Culture</li> <li>• Title I funds for school improvement efforts and parent engagement, for example, Banneker purchased instructional coaches in ELA and Math with Title I funds</li> </ul>

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	<ul style="list-style-type: none"> <li>• Promote Dual Enrollment + Acceleration to expose our students to a college-going school culture</li> <li>• Design an Apprenticeship Program for Manufacturing and IT</li> </ul>	
<p>3. Quality Teaching</p>	<ul style="list-style-type: none"> <li>• Travel to attend best-practice conferences for staff</li> <li>• Incentivize staff with performance bonuses if the school achieves grant goals</li> <li>• Fund both signing and retention bonuses for certified teachers to attract highly effective staff and to keep them at Banneker</li> <li>• Invest in release time to fund substitutes to provide ongoing teacher professional development to keep teachers up-to-date on new research, tools and curriculum resources</li> </ul>	<ul style="list-style-type: none"> <li>• The district’s investment in the University of Virginia’s School Turnaround Program focuses heavily on improving teacher quality</li> <li>• District investment in Achievement Zone staff resources to support professional development and instructional resources</li> <li>• Title II funds for professional development</li> <li>• District’s GO First STEP (Student Teacher Education Program) designed to create more impact opportunities for the district’s best teachers to be paired with student teachers</li> <li>• District’s GO TIP program that provides targeted, personalized professional development for new teacher hires</li> </ul>

D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.

To implement the model requirements under our grant proposal, Banneker High School must conduct a variety of assessments that will inform our implementation strategy. The results of those assessments will help to determine whether, if any, modifications to our proposed practice or policies will be necessary. Because Banneker will be utilizing a tiered rollout spanning multiple years, we will have allowed ourselves significant flexibility to make substantive change.

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Additionally, Banneker High School personnel will review data collected from a variety of sources. Banneker will conduct a detailed review of the resources currently at our disposal, financial and otherwise, and make a determination as to whether certain amendments or changes need to be made to any of our plans. Altogether, our forward-going process will involve a heavy focus on generating additional data that will be gathered from a variety of needs assessments that we will be conducting.

### E. Sustain the reform after the funding period ends.

The district invested in the University of Virginia School Turnaround Program to help Banneker create an actionable turnaround plan. The School Turnaround Program includes a Sustainability Retreat that will be held in May of 2018 to help Achievement Zone staff and Banneker school leadership learn how to make the investments necessary to ensure continuous improvement of turnaround efforts, to strengthen the leadership pipeline, and to explore opportunities to capitalize on the expertise of teacher leaders. In preparation for the Sustainability Retreat, Banneker will conduct a Sustainability Self-Assessment to continue our upward trajectory. The learning objectives for the one-day Sustainability Retreat include: understanding and codifying lessons learned using data; institutionalizing promising practices for the selection, placement, support, and retention of school leaders; and helping schools further explore opportunities to create true career ladders and better capitalize on the expertise of teacher leaders. All ten Achievement Zone schools will participate in the Sustainability Retreat.

The University of Virginia is creating a one-year Sustainability Program to further establish proof points of school excellence in select districts that will inform broader efforts across the nation. The UVA Sustainability Program will be very selective; only schools that have demonstrated significant growth during the two-year School Turnaround Program implementation period will be considered. Banneker is determined to be invited to participate in the UVA Sustainability Program.

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**To sustain school improvement efforts, Fulton realizes that it will need to reach beyond Achievement Zone principals and school leadership teams to engage teacher leaders more intentionally in the process of transformational change.** Building the capacity of teacher leaders will help build Achievement Zone leadership pipelines. By the end of the SIG grant period, we expect Banneker to have the leadership capacity to effectively sustain school transformation strategies to improve student achievement. Further, we will have the vision to deepen our transformation strategies to effectively engage teacher leaders to continue closing achievement gaps.

Based on the revised SIG budget, Banneker will sustain the following interventions after the grant period:

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SIG Priority	Activities	Sustainability Plan
1. Flexibility and Choice	<ul style="list-style-type: none"> <li>• Reimagine the school day at Banneker High School to offer students more flexibility</li> <li>• Offer teachers flexible work schedules to provide students options for accelerated learning, credit recovery, tutoring and remediation</li> <li>• Provide transportation to support new flexible scheduling options for students</li> <li>• Expand mentoring, coaching and case management support to our most fragile students, including those who are homeless</li> <li>• Promote Banneker’s new vision and new magnet options for students</li> </ul>	<ul style="list-style-type: none"> <li>• SPLOST funding will sustain the personalized learning devices</li> <li>• Title I funding will be leveraged to get students home from a Title I extended day program; district-funded sweep busses can also be leveraged</li> <li>• The district’s Office of Grant Development will collaborate with Banneker’s nonprofit partners to sustain mentoring, coaching and case management support for high-need students through joint development efforts</li> </ul>
2. Relevant Instructional Programming	<ul style="list-style-type: none"> <li>• Staff a STEM Magnet Administrative Assistant (AA) to build teacher leader capacity and coordinate magnet program activities by embedding core academics into CTAE pathways (manufacturing and IT)</li> <li>• Staff a Workforce Development Program Specialist to coordinate all of the school transformation partners with a focus on the local business community</li> <li>• Hire a Career Technical Education Consultant to assess Banneker’s current CTAE offerings and quality of instruction</li> <li>• Launch a Manufacturing Career Cluster and an Information Technology Career Cluster</li> <li>• Refurbish CTAE pathway labs based on the recommended improvements and install computer equipment including robotic and automated system software to be used in the labs</li> </ul>	<ul style="list-style-type: none"> <li>• STEM Magnet Administrative Assistant (AA) position will be sustained through cost center funds</li> <li>• Workforce Development Program Specialist will be sustained through cost center funds</li> <li>• Manufacturing Career Cluster and Information Technology Career Cluster will be sustained through student FTE funding</li> <li>• Carl Perkins grant funding will be leveraged to support ongoing CTAE needs</li> <li>• STEM Magnet will be sustained through student FTE funding</li> <li>• Title I funds will be leveraged for school improvement efforts and parent engagement, specifically instructional</li> </ul>



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School Improvement Grant 1003(g) – Banneker High School Application 2016

SIG Priority	Activities	Sustainability Plan
	<ul style="list-style-type: none"> <li>• Research and create a new STEM Magnet on campus to help prepare interested students for the 21st century workforce</li> <li>• Promote Dual Enrollment + Acceleration to expose our students to a college-going school culture</li> <li>• Design an Apprenticeship Program for Manufacturing and IT</li> </ul>	<p>coach positions, parent liaison</p> <ul style="list-style-type: none"> <li>• Dual Enrollment will be sustained with Move On When Ready funding</li> <li>• Apprenticeship Program will be sustained with support from local businesses and alliances</li> </ul>
3. Quality Teaching	<ul style="list-style-type: none"> <li>• Travel to attend best-practice conferences for staff</li> <li>• Incentivize staff with performance bonuses if the school achieves grant goals</li> <li>• Fund signing and/or retention bonuses for certified teachers to attract highly effective staff and to keep them at Banneker</li> <li>• Invest in release time to fund substitutes to provide ongoing teacher professional development to keep teachers up-to-date on new research, tools and curriculum resources</li> </ul>	<ul style="list-style-type: none"> <li>• Title II funds will be leveraged for professional development as well as Improving Teacher Quality State Grants</li> <li>• Conference travel and registration fees will be sustained with cost center funds</li> <li>• Substitutes to support teach professional development will be funded out of the cost center budget</li> </ul>

Note: the following SIG-funded resources will not be sustained after the grant period:

- Banneker SIG School Improvement Specialist
- SIG Administrative Manager
- SIG Bonuses

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**F. Grant Goals**

LEA Name:       Fulton County Schools		
School Name:    Banneker 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 SIG 1003(g) schools. Write the annual goals below.		
<p><b>Reading/English Language Arts:</b> The percent of 9<sup>th</sup> Grade Literature students scoring at developing and above on the 9<sup>th</sup> Grade Literature EOC will increase from 51% in 2015-16 school year to 56.3% during the 2016-17 school year and will continue to increase 5.25 percentage points each year of the grant reaching 77.3% by the 2020-2021 school year. The percent of American Literature students scoring at developing and above on the American Literature EOC will increase from 42.8% in 2015-16 school year to 49.5% during the 2016-17 school year and will continue to increase 6.7 percentage points each year of the grant reaching 76.4% by the 2020-2021 school year.</p>		
Milestones EOC (Levels 2-4) %	<b>9th Grade Literature</b>	<b>American Literature</b>
2016-2017 School Year:	56.3	49.5
2017-2018 School Year:	61.5	56.2
2018-2019 School Year:	66.8	63.0
2019-2020 School Year:	72.0	69.7
2020-2021 School Year:	77.3	76.4
<p><b>Mathematics:</b> The percent of Algebra students scoring at developing and above on the Algebra EOC will increase from 36.6% in 2015-16 school year to 43.3% during the 2016-17 school year and will continue to increase 6.7 percentage points each year of the grant reaching 70.1% by the 2020-2021 school year. The percent of Geometry students scoring at developing</p>		

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and above on the Geometry EOC will increase from 38.7% in 2015-16 school year to 45% during the 2016-17 school year and will continue to increase 6.3 percentage points each year of the grant reaching 70.2% by the 2020-2021 school year.

Milestones EOC (Levels 2-4) %	Algebra	Geometry
2016-2017 School Year:	43.3	45.0
2017-2018 School Year:	50.0	51.3
2018-2019 School Year:	56.7	57.6
2019-2020 School Year:	63.4	63.9
2020-2021 School Year:	70.1	70.2

**Cohort Graduation Rate (High Schools Only) %:** The cohort graduation rate will increase from 62.5% in 2015-16 school year to 67.5% during the 2016-17 school year and will continue to increase 5 percentage points each year of the grant reaching 87.5% by the 2020-2021 school year.

2016-2017 School Year:	67.5
2017-2018 School Year:	72.5
2018-2019 School Year:	77.5
2019-2020 School Year:	82.5
2020-2021 School Year:	87.5

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 School Improvement Grant 1003(g) – Banneker High School Application 2016

**G. Budget Narrative**

**Year 1 – Planning/Pre-Implementation Year**

**FY17 - July 1, 2016 – September 30, 2017**

LEA Name: Fulton County Schools  
 School Name: Banneker High School  
 Intervention Model: Transformation

**Banneker included a detailed Budget Narrative in the Appendix that provides the budget assumptions for each expense item listed in Section G.**

**Budget Template Instructions:** Please provide a comprehensive five-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 FY14 SIG Guidance – (<http://www2.ed.gov/programs/sif/sigguidance032015.doc>) regarding allowable expenditures.

Function Code	Object Class	Item Description and Rationale	Costs
2240	100 Personnel	SIG Administrative Manager	\$42,904
2230		Services (Salaries)	
		SIG School Improvement Specialist	\$36,871.50
		Performance Bonuses Cert./Classified Staff	\$115,000.00
2210		Program Specialist-Workforce Development	\$36,871.50
		STEM Magnet Admin Assistant	\$36,282.00

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 School Improvement Grant 1003(g) – Banneker High School Application 2016

<b>1000</b>			Certified Teacher Signing / Retention Bonuses	\$45,000.00	
					\$312,929
<b>2240</b>				\$1,412.83	
<b>2230</b>	<b>200</b>	<b>Employee Benefits</b>	Medicare (for Salaried)	\$1,667.50	
			Medicare (Performance Bonuses)	\$399.49	
			Disability	\$13,051.07	
			TRS	\$7,307.74	
			Medical	\$2,923.10	
			Dental	\$97.44	
			Basic Life		
<b>2210</b>			Medicare (Salaried)	\$1,060.73	
			Disability	\$299.93	
			TRS	\$14,630.70	
			Medical	\$5,486.51	
			Dental	\$2,194.61	
			Basic Life	\$73.15	
<b>1000</b>					
			Medicare (additional pay)	\$0	

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 School Improvement Grant 1003(g) – Banneker High School Application 2016

			Medicare (signing bonuses)	\$652.50		
					<b>Object Total</b>	
					\$51,257.28	
<b>1000</b>	<b>300</b>	<b>Purchased Professional &amp; Technical Services</b>	Consulting support for CTAE	\$30,000.00		
<b>2210</b>			Classroom Observation Software	\$2,000.00		
			Communities in Schools Student Support Services	\$35,000.00		<b>Object Total</b>
					\$67,000	
	<b>400</b>	<b>Repairs/Maintenance</b>				
						<b>Object Total</b>
						\$ -
<b>1000</b>	<b>500</b>	<b>Other Purchased Services</b>	Refurbish CTAE pathway labs	\$400,000.00		
			Technology to be used in the refurbished CTAE labs	\$90,959.12		
			CTAE instructional materials	\$ 25,000.00		
<b>2700</b>			Travel for College Visits	\$ 7,308.00		
						<b>Object Total</b>
					\$523,267.12	
<b>2230</b>	<b>600</b>	<b>Supplies/Equipment</b>	SIG Staff Dell Latitude E5450 Laptop	\$4,400		
			Dell Dual Monitor, port replicator, mouse and keyboard for SIG Staff	\$2,600		
			BHS Promotional Material	\$25,000.00		
			JA-MBA Promotional Materials	\$12,500		
<b>2210</b>						
<b>2100</b>						
<b>1000</b>		Calculators	\$50,000.00			

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		Advisement Materials	\$ 4,950.00	
				<b>Object Total</b>
				\$99,450
	<b>700</b>	<b>Property (Capitalized Equipment)</b>		
				<b>Object Total</b>
				\$ -
<b>2210</b>	<b>800</b>	<b>Other</b>	Conference Registration	\$5,000.00
<b>2230</b>			Conference Travel	\$13,515
<b>2700</b>				<b>Object Total</b>
				\$18,515
	<b>900</b>	<b>Other Uses</b>		
				<b>Object Total</b>
				\$ -

**School Total Year 1**

**\$1,072,418.40**

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 School Improvement Grant 1003(g) – Banneker High School Application 2016

**Year 2 – Implementation Year**

**FY18** - July 1, 2017 – September 30, 2018

LEA Name: Fulton County Schools

School Name: Banneker High School

Intervention Model: Transformation

<b>Function Code</b>	<b>Object Class</b>	<b>Item Description and Rationale</b>	<b>Costs</b>	
2240	<b>100 Personal Services (Salaries)</b>	SIG Administrative Manager	\$88,382.24	
2230				
		SIG School Improvement Specialist	\$75,955.29	
2210		Performance Bonuses Cert./Classified Staff	\$115,000.00	
		Program Specialist-Workforce Development	\$75,955.29	
		STEM Magnet Admin Assistant	\$74,740.92	
1000		Additional Pay Professional Development	\$15,000.00	
		Certified Teacher Signing / Retention Bonuses	\$40,500.00	
		Substitutes	\$15,000.00	
			\$28,000	
	Additional Pay Tutoring			
		\$28,000		
	Extended Day for Credit Recovery Pay			
				<b>Object Total</b>
				\$541,533.74
2240	<b>200 Employee Benefits</b>  (Break out benefit codes)	Medicare (for Salaried)	\$2,910.43	
2230			\$1,667.50	
		Medicare (Performance Bonuses)		
		Disability	\$822.95	



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 School Improvement Grant 1003(g) – Banneker High School Application 2016

<b>2210</b>		TRS	\$26,885.20	
		Medical	\$15,053.94	
		Dental	\$6,021.58	
		Basic Life	\$200.72	
		Medicare (Salaried)	\$2,185.10	
		Disability	\$617.85	
		TRS	\$30,139.24	
		Medical	\$11,302.22	
<b>1000</b>		Dental	\$4,520.89	
		Basic Life	\$150.70	
		Medicare (substitutes)	\$217.50	
		Medicare (additional pay)	\$812	
		Medicare (signing bonuses)	\$587.25	
			<b>Object Total</b>	
			\$104,095.05	
<b>1000</b>	<b>300</b>	<b>Purchased Professional &amp; Technical Services</b>		
		Mentoring and coaching support for homeless youth	\$20,000.00	

**Georgia Department of Education**  
 School Improvement Grant 1003(g) – Banneker High School Application 2016

2210				
			Classroom Observation Software	\$2,000.00
			Communities in Schools Student Support Services	\$72,100.00
				<b>Object Total</b>
				\$94,100
	<b>400</b>	<b>Repairs/Maintenance</b>		
				<b>Object Total</b>
				\$ -
<b>1000</b>	<b>500</b>	<b>Other Purchased Services</b>		
		Technology to be used in the refurbished CTAE labs	\$150,000.00	
		CTAE instructional materials	\$ 25,000.00	
<b>2700</b>		Travel for College Visits	\$ 7,527.24	
				<b>Object Total</b>
				\$182,527.24
	<b>600</b>	<b>Supplies/Equipment</b>		
<b>2100</b>		PBIS Materials	\$1,200.00	
				<b>Object Total</b>
				\$1,200
	<b>700</b>	<b>Property (Capitalized Equipment)</b>		
				<b>Object Total</b>
				\$ -
<b>2210</b>	<b>800</b>	<b>Other</b>	Conference Registration	\$5,000.00
<b>2230</b>				\$13,515
			Conference Travel	
				<b>Object Total</b>
<b>2700</b>			School Bus Transportation	\$86,850
				\$105,365
	<b>900</b>	<b>Other Uses</b>		
				<b>Object Total</b>



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 School Improvement Grant 1003(g) – Banneker High School Application 2016

**Year 3 – Implementation Year**

**FY19** - July 1, 2018 – September 30, 2019

LEA Name: Fulton County Schools

School Name: Banneker High School

Intervention Model: Transformation

<b>Function Code</b>	<b>Object Class</b>	<b>Item Description and Rationale</b>	<b>Costs</b>	
<b>2240</b>	<b>100 Personal Services (Salaries)</b>	SIG Administrative Manager	\$91,033.71	
		SIG School Improvement Specialist	\$78,233.95	
		Performance Bonuses Cert./Classified Staff	\$115,000	
		Program Specialist-Workforce Development	\$78,233.95	
		STEM Magnet Admin Assistant	\$76,983.15	
		<b>1000</b>		Certified Teacher Signing / Retention Bonuses
		Substitutes	\$15,000.00	
		Additional Pay Tutoring	\$28,000	
		Extended Day for Credit Recovery Pay	\$28,000	
				<b>Object Total</b>
				\$546,484.75
<b>2240</b>	<b>200 Employee Benefits</b>	Medicare (Salaried)	\$2,997.74	
<b>2230</b>		Medicare (Performance Bonuses)	\$1,667.50	
		Disability	\$847.64	
		TRS	\$27,691.75	

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<b>2210</b>		Medical	\$15,505.56		
		Dental	\$6,202.22		
		Basic Life	\$206.74		
		Medicare (Salaried)	\$2,250.65		
		Disability	\$636.39		
		TRS	\$31,043.42		
		Medical	\$11,641.28		
		Dental	\$4,656.51		
<b>1000</b>		Basic Life	\$155.22		
		Medicare (substitutes)	\$217.50		
		Medicare (additional pay)	\$812		
		Medicare (signing bonuses)	\$522.00		
				<b>Object Total</b>	
				\$107,054.12	
<b>2210</b>	<b>300</b>	<b>Purchased Professional &amp; Technical Services</b>			
			Mentoring and coaching support for homeless youth	\$20,000.00	
			Classroom Observation Software	\$2,000.00	
			Communities in Schools Student Support Services	\$74,263.00	
				<b>Object Total</b>	
				\$96,263	

**Georgia Department of Education**  
 School Improvement Grant 1003(g) – Banneker High School Application 2016

	<b>400</b>			
	<b>Repairs/Maintenance</b>			
				<b>Object Total</b>
				\$ -
<b>1000</b>	<b>500</b>	<b>Other Purchased Services</b>		
		Technology to be used in the refurbished CTAE labs	\$120,000	
			\$ 15,000	
<b>2700</b>		CTAE instructional materials		
		Travel for College Visits	\$ 7,753.06	
				<b>Object Total</b>
				\$142,753.06
<b>2230</b>	<b>600</b>	<b>Supplies/Equipment</b>		
		BHS Promotional Material	\$25,000.00	
			\$12,500	
<b>2210</b>		JA-MBA Promotional Materials		
<b>2100</b>				
<b>1000</b>		PBIS Materials	\$1,200.00	
		Calculators	\$50,000.00	
		Advisement Materials	\$ 4,950.00	
				<b>Object Total</b>
				\$93,650
	<b>700</b>	<b>Property (Capitalized Equipment)</b>		
				<b>Object Total</b>
				\$ -
<b>2210</b>	<b>800</b>	<b>Other</b>	Conference Registration	\$5,000.00
<b>2230</b>			Conference Travel	\$13,515

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2700				<b>Object Total</b>
		School Bus Transportation	\$102,850	\$121,365
900	<b>Other Uses</b>			
				<b>Object Total</b>
				\$ -

**\$1,107,569.93**

**School Total Year 3**

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 School Improvement Grant 1003(g) – Banneker High School Application 2016

**Year 4 - Implementation**

**FY20** - July 1, 2019 – September 30, 2020

LEA Name: Fulton County Schools

School Name: Banneker High School

Intervention Model: Transformation

<b>Function Code</b>	<b>Object Class</b>	<b>Item Description and Rationale</b>	<b>Costs</b>	
2240	<b>100 Personal Services (Salaries)</b>	SIG Administrative Manager	\$93,764.72	
2230		SIG School Improvement Specialist	\$80,580.97	
		Performance Bonuses Cert./Classified Staff	\$115,000	
2210		Program Specialist-Workforce Development	\$80,580.97	
		STEM Magnet Admin Assistant	\$79,292.64	
1000		Certified Teacher Signing / Retention Bonuses	\$31,500.00	
		Substitutes	\$15,000.00	
			\$28,000	
		Additional Pay Tutoring		
			\$28,000	
		Extended Day for Credit Recovery Pay		
				<b>Object Total</b>
				\$551,719.29
2240	<b>200 Employee Benefits</b>			
2230		Medicare (for Salaried)	\$3,087.67	
		Medicare (Performance Bonuses)	\$1,667.50	





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2210	<b>Professional &amp; Technical Services</b>	Mentoring and coaching support for homeless youth	\$20,000.00	<b>Object Total</b> \$98,490.89
		Classroom Observation Software	\$2,000.00	
		Communities in Schools Student Support Services	\$76,490.89	
	<b>400 Repairs/Maintenance</b>			<b>Object Total</b> \$ -
1000	<b>500 Other Purchased Services</b>	Technology to be used in the refurbished CTAE labs	\$96,000	<b>Object Total</b> \$113,985.65
			\$ 10,000	
2700		CTAE instructional materials		
		Travel for College Visits	\$ 7,985.65	
2100	<b>600 Supplies/Equipment</b>	PBIS Materials	\$1,200.00	<b>Object Total</b> \$1,200
2210	<b>800 Other</b>	Conference Registration	\$5,000	<b>Object Total</b> \$121,365
2230		Conference Travel	\$13,515	
2700		School Bus Transportation	\$102,850	

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	<b>900</b>	<b>Other</b>		
		<b>Uses</b>		
				<b>Object Total</b>
				\$ -

**School Total Year 4**

**\$996,864.76**

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 School Improvement Grant 1003(g) – Banneker High School Application 2016

**Year 5 - Sustainability**

**FY21 - July 1, 2020 – September 30, 2021**

LEA Name: Fulton County Schools

School Name: Banneker High School

Intervention Model: Transformation

<b>Function Code</b>	<b>Object Class</b>	<b>Item Description and Rationale</b>	<b>Costs</b>	
2240	<b>100 Personal Services (Salaries)</b>	SIG Administrative Manager	\$96,577.66	
2230				
		SIG School Improvement Specialist	82,998.40	
2210		Performance Bonuses Cert./Classified Staff	\$115,000	
		Program Specialist-Workforce Development	\$82,998.40	
		STEM Magnet Admin Assistant	\$81,671.42	
1000		Certified Teacher Signing / Retention Bonuses	\$27,000.00	
		Substitutes	\$15,000.00	
			\$28,000	
		Additional Pay Tutoring	\$28,000	
		Extended Day for Credit Recovery Pay	\$28,000	
				<b>Object Total</b>
				\$557,245.87
2240	<b>200 Employee Benefits</b>	Medicare (Salaried)	\$3,180.00	
2230			\$1,667.50	
		Medicare (Performance Bonuses)		
		Disability	\$899.26	
		TRS	\$29,378.18	

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2210										
							\$16,449.85			
				Medical						
								\$6,579.94		
				Dental						
								\$219.33		
				Basic Life						
								\$2,387.71		
				Medicare (Salaried)						
								\$675.15		
				Disability						
								\$32,933.96		
				TRS						
								\$12,350.24		
			Medical							
							\$4,940.09			
			Dental							
							\$164.67			
			Basic Life							
1000								\$217.50		
				Medicare (Substitutes)				\$812		
								\$391.50		
				Medicare (additional pay)						
				Medicare (signing bonuses)						
								<b>Object Total</b>		
								\$113,247.18		
1000	300	<b>Purchased Professional &amp; Technical Services</b>								
						Mentoring and coaching support for homeless youth				\$20,000.00
								\$2,000.00		
			Classroom Observation Software							

**Georgia Department of Education**  
 School Improvement Grant 1003(g) – Banneker High School Application 2016

2210		Communities in Schools Student Support Services	\$78,785.62	<b>Object Total</b>	
				\$100,785.62	
	400 Repairs/Maintenance				
				<b>Object Total</b>	
				\$ -	
1000	500 Other Purchased Services	Technology to be used in the refurbished CTAE labs	\$76,800		
			\$ 5,000		
2700		CTAE instructional materials			
		Travel for College Visits	\$ 8,225.22		
				<b>Object Total</b>	
				\$90,025.22	
2210 2100 1000	600 Supplies/Equipment				
			BHS Promotional Material	\$25,000	
			JA-MBA Promotional Materials	\$12,500	
			PBIS Materials	\$1,200.00	
			Calculators	\$50,000.00	
			Advisement Materials	\$ 4,950.00	
					<b>Object Total</b>
				\$93,650	
	700 Property (Capitalized Equipment)				
				<b>Object Total</b>	
				\$ -	
2210	800 Other	Conference Registration	\$5,000		

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 School Improvement Grant 1003(g) – Banneker High School Application 2016

<b>2230</b>			\$13,515	
		Conference Travel		
				<b>Object Total</b>
<b>2700</b>				\$121,365
		School Bus Transportation	\$102,850	
	<b>900</b>	<b>Other Uses</b>		
				<b>Object Total</b>
				\$ -

**School Total Year 5**

\$1,076,318.89

## Appendix Table of Contents

- Banneker High School’s Strategic Plan 2015-2018
- Feedback from Central Office Staff on Principal Bradley’s Transformation Model Plan
- Banneker High School’s Comprehensive Needs Analysis
- PBIS End-of-Year Data Report for 2016
- Stakeholder Survey Presentation
- Draft Communications Plan
- Letters of Support
  - Mr. Pedro Cherry – Senior Vice President, Georgia Power and Chair of Aerotropolis Atlanta Alliance
  - Mr. Vince Williams – Mayor, City of Union City
  - Ms. Patricia Williams – President, Callouch/Williams & Associates and Chair of United Way South Fulton Advisory Board
  - Mr. Dyan Matthews – President and CEO, South Fulton Chamber of Commerce
  - Ms. Ann Cramer – Chair, Atlanta Education Workforce Committee
- GaDOE Comprehensive Plan Report
- SIG Logic Model
- Draft STEM Magnet Administrative Assistant Job Description
- Draft Workforce Development Program Specialist Job Description
- Draft SIG Administrative Manager Job Description
- SIG School Improvement Specialist Job Description
- SIG Budget Narrative



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# **Banneker High School**

Strategic Plan; SY 2015-2018

Dr. Duke Bradley, III  
Principal

## **Section I: Strategic Planning Background and Approach**

In May 2012, the Georgia Board of Education (GADOE) voted to make Fulton County Schools the state's largest charter system. The charter system model offers freedom and flexibility, both at the school level and system wide, to employ research-based methods to improve student achievement, even if such innovations require exemptions to current state laws and regulations.

Given this framework, individual schools within Fulton County have the ability to work in substantially new ways. The district has asked that communities help drive change and to become intimately involved in governance of their schools. Fulton County Schools' collective vision is that each of its independent schools that will have a Principal and a local School Governance Council (SGC) that is well equipped to lead effectively within a charter system environment so as to improve student achievement through innovation and flexibility. Schools would then be empowered to consider the best uses of resources at the local level and design innovative practices that align with their needs.

Banneker High School began the strategic planning process in the spring of 2015. In order to plan our strategic direction forward, we began with the engagement of a team of stakeholders to understand our specific challenges and to craft a path to address them collectively. The team consisted of \*Mr. Demarcos Holland, Principal; Mr. Ramon Garner, Assistant Principal; Ms. Shamona Harrel, Head Counselor; Ms. Sandra Mason and Ms. Vicki Benson, teachers; Ms. Ajai Craig, Ms. Tameka Strozier, Parents; and Ms. Sheila Brenes-Gonzalez and Pastor Sedrick Hamner, Community Leaders.

- **Note:** Dr. Duke Bradley, III has recently been named as Principal of Banneker High School and replaces Mr. DeMarcos Holland in the work of executing the school's strategic plan.

Our Strategic Plan development process included five distinct phases: (1) a needs assessment; (2) the identification of priority issues; (3) the establishment of long-term outcomes, focus areas, & short-term goals; (4) the formulation of strategic initiatives; and (5) the development of a monitoring plan. Developed over a period of several months and designed collaboratively with input and guidance from many stakeholders, the strategic plan represents our deliberate approach to clarify the forward-going work of the Banneker High School.

## **Section II: Context for the Strategic Plan: The School's Needs Assessment**

For Banneker, our strategic planning process began with a thorough consideration of the questions, "What is our current standing?" and "What are the key levers of reform?" By identifying strengths and weaknesses within the school and examining various other opportunities and challenges, we worked to establish the foundation for building a strategic plan that builds upon our positive attributes while overcoming any weaknesses or areas of improvement.

Our first action was to conduct a needs assessment. We sought to identify stakeholders' perceptions of our school while also increasing our understanding of the political, socio-economic, and demographic environment in which the school operates. By analyzing a comprehensive set of school data, our site-based leader clarified performance trends and identified the school's most critical areas for improvement.

## Needs Assessment – Process

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As a team, we decided on the essential data necessary to conduct a comprehensive needs assessment. We believed that it was vitally important to have a holistic view of our school in order to make sound data-driven decisions during the strategic planning process. Having gathered data from both Banneker’s external and internal outposts, we were able to gain a balanced understanding of the issues facing our school.

During this process, the Principal and the Head Counselor worked together to gather the needed data pieces together. The following data sources were selected and used to drive this process:

### Student Learning and Achievement:

- EOCT
- Graduation Rate
- School Quality Review

### School Culture and Climate

- Parent AdvancED Survey
- Student AdvancED Survey
- Mobility/Stability Results

### Community Engagement

- American Fact Finder Data

The council reviewed and discussed the data. Based on findings, the council identified and prioritized according to importance.

## Needs Assessment - Summary of Findings

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Using a variation of Dot-mocracy, the council prioritized the findings gathered from the various data sources. Data was disaggregated and council members were given stickers as markers to place on the findings they felt were most important. The findings were then ranked according to the number of markers received. Rankings were discussed and the top four findings were used to drive the work of developing long-term outcomes, focus areas, and short-term goals.

A summary list of findings are below:

Finding	Supporting Data
Banneker’s graduation rate has been consistently below the county average.	Between 2011 and 2013, Banneker High School has graduated approximately 40% of its students.  *Between 2011 and 2013, Banneker High School has graduated approximately 30% of its black male students.
9 <sup>th</sup> grade students performed below the county and state in Biology and Math.	Biology EOCT scores have declined over the past 3 years. <ul style="list-style-type: none"><li>• 2012- 55%</li><li>• 2013- 46%</li></ul>

Students at Banneker performed below the county and state in Physical Science, CCGPS Analytic Geometry, and US History.

Banneker has struggled to recruit and retain experienced, high quality teachers.

- 2014- 42%

*Students performed below the county and state averages*

In 2012, 19% of students passed CCGPS Coordinate Algebra, a pass rate that decreased to 13% in 2013.

Students performed below the county and state. Less than 20% of students passed CCGPS math courses since CCGPS adoption.

Physical Science scores increased by 11 points from 2012-2013 and decreased by 5 points from 2013-2014. Students performed below the county and state.

In 2014 11 % of students passed CCGPS Analytic Geometry

US History scores have remained below a 45% passing rate for the past 3 years.

Recent data indicates that 67 BHS teachers have 2 or fewer years of experience.

### Section III: Long-term Outcomes

#### **LONG-TERM OUTCOME 1. Increase the number of students who meet or exceed performance standards in the areas of Math and English.**

According to three-year trend data (2011-2012, 2012-2013, and 2013-2014) Banneker students have performed below district and state averages in the areas of Math and English. The 2014 End of Course Test (EOCT) pass rates in the area of Ninth Grade Literature was 73% compared to the district's 91%. The results in Eleventh Grade Literature were 88% compared to the district's 95%.

Banneker will measure this outcome by gauging student performance throughout the year through the use of formative assessments, unit common assessments and district benchmarks exams. The EOCT tests at the end of the year will be our culminating measure for this outcome. Banneker's target will be 81% for Ninth Grade Literature and 93% in Eleventh Grade Literature by the end of school year 2016.

#### **LONG-TERM OUTCOME 2. Increase Banneker's graduation rate.**

Banneker's graduation rate was 41.7% at the end of school year 2013, while the district had 75.5% graduation rate. In the same year, **\*Banneker had 37.4% of its Black males graduate as opposed to the district's 58%.** By the end of 2014, Banneker's graduation rate climbed to 50.9% while the district's graduation rate rose to 78.7%.

With the support of district office personnel, Banneker counselors will conduct two transcript audits for senior students to track their progress towards graduation. The school will incorporate senior class information sessions to keep parents engaged and communicate graduation requirements to families. Banneker will also offer SAT & ACT prep courses, form partnerships to include College advisement and provide opportunities for students to take college visits. Banneker's target graduation rate is 60% by the end of school year 2016.

**\*\* A note about addressing the attendant needs of African-American males \*\***

Banneker High School takes seriously the work of addressing the urgent needs of its African-American male students. For many of these young men, school has become a place where the importance of academics has been discussed, but the students have not been adequately supported in the learning process. Our answer to this educational challenge is to first be transparent and honest about the problem. Banneker plans to be a school that works to cultivate within our young men the character, skills, and knowledge required to succeed in the world as responsible and courageous citizens.

Urban male students have traditionally underperformed compared to their white and female counterparts in all areas of literacy- reading, writing, and communication. A strong command of the language arts (reading, writing, speaking, and listening) is vital for being a successful student and ultimately a productive member of the 21st century workforce. Language skills have always been fundamental for academic and professional success. However, black males are still experiencing significantly low levels of academic performance. Banneker High School will address the achievement gaps in literacy with an intense focus on the following methods:

- Balanced Literacy framework for literacy instruction
- Remediation of basic skills while differentiating for critical thinking skills in reading, writing, and communicating

Our focus on the development of literacy skills is informed by the belief that a well-rounded education depends a student's ability to read, write, and communicate effectively. With that in mind, our instructional priorities will take into account that all teachers regardless of content are teachers of literacy. The job of all teachers at Banneker will be to ensure maximum comprehension through vocabulary acquisition, comprehension skill building, and utilizing various comprehension strategies to understand the text across all content areas.

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**LONG-TERM OUTCOME 3. Students will graduate ready for college, career and life.**

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Analysis of data sources reveal that Banneker needs to implement structures necessary to accurately differentiate instruction to better meet the individual learning needs and learning styles of all students. Banneker needs to make instruction more effective through a clear focus on how students

learn rather than through teacher-dominated lecturing to result in greater student collaboration and involvement.

Banneker will implement an instructional leadership team that will include the Principal, Curriculum Assistant Principal, Talent and Development Coordinator, Data Specialist, and all Department Chairs.

This team will collect data through observation and assessments and curtail professional development to individual teacher weaknesses to address concerns.

## **Section IV. Focus Areas, Short-Term Goals, and Strategic Initiatives**

### **FOCUS AREA 1. School Climate & Culture**

Banneker's learning environment is progressing to a stage where greater emphasis on raising student achievement can be addressed. Although there have been positive gains during the 2014-15 school year in the area of school wide practices, there is much room for improvement.

**As measures of progress, we will:**

1. Decrease the number of OSS and ISS days.
2. Students will demonstrate an increased use of conflict resolution skills with between students, teachers and peers.
3. Increase parent presence through volunteer opportunities.
4. Increase the number of touch points between student and staff as it relates to post-secondary options.

#### **Strategic Initiatives:**

- Implement Restorative Practices
- Expand the scope an PBIS
- Ensure that all college eligible seniors apply for admission to multiple post-secondary institutions

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- Develop and execute a plan to increase parental involvement; Accompany the plan with a strategic hire (Parent Liaison) to ensure execution

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## **FOCUS AREA 2. Quality of Instruction**

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In recent years, teaching practice at Banneker High School has almost exclusively focused on delivering curriculum content rather than delivering instruction bent on meeting students’ academic and intellectual needs. As a result, Banneker will re-focus its instructional priorities around sound, research-based, instructional practices with a corresponding urgency placed on facilitating regular assessments to measure academic progress.

**As measures of progress, we will:**

- |    |  |
|----|--|
| 1. | Develop a school-wide professional learning plan – with intensive focus placed on the core content areas of Math, Science, Social Studies, and English |
| 2. | Increase the use of data to drive instruction, intervention, and remediation   |
| 3. | Implement a school-wide formative and summative assessment schedule, accompanied by data a review period to determine appropriate interventions        |

**Summary of strategic initiatives:**

- Expand AVID
- Implement Cornell note taking strategy, school-wide
- Hire a Coordinator of Talent Development and & Professional Learning to increase the efficacy of teachers and ensure the
- Provide additional summer professional development opportunities to train teachers on substantives Understanding by design (UBD) and Professional learning communities (PLC’s)
- Develop and implement a school-wide balanced literacy plan spanning all content areas

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## **FOCUS AREA 3. Student Engagement**

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Historically, Banneker has lacked a clear strategy focused on improving student engagement. Few opportunities have existed for students to become independent learners through performance tasks and a variety of intellectual investigations. Many students arrive at substandard skills of literacy and little interest in extracurricular activities. Additionally, higher skilled students are left disengaged and unchallenged due to a lack of personalized instruction and challenge in the classroom. We believe that this is a matter that is better addressed by improving adult practices.

**As measures of progress, we will:**

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1. Increase the percent of students enrolled in rigorous, higher level courses. These classes include Advanced Placement, Honors, and College level courses through dual enrollment and other alternative platforms.
2. Increase the number of customized course offerings for students.
3. Increase the number of 9<sup>th</sup> graders earning sufficient credits to move to 10<sup>th</sup> grade.
4. Increase the number of students involved in extracurricular activities.

**Summary of strategic initiatives:**

- Develop strategic partnerships for case management, after-school programming, tutoring and mentoring
- Implement Junior Achievement Magnet Business Academy (JA-MBA)
- Market extra-curricular activities during school functions, school website and social media

**Section V: Next Steps**

Banneker High School is in a period of significant transition. Leadership changes over the past few years have not only undermined progress, but have compromised the development of a clear vision and direction for the school. As a result, the school has consistently underperformed in nearly every meaningful category. In the summer of 2015, Fulton County Schools hired an experienced turnaround principal, Dr. Duke Bradley, III to lead Banneker. Much of Dr. Bradley’s work will focus on improving adult efficacy, particularly around instructional practices. Dr. Bradley has espoused his personal beliefs to be as follows:

**Serving All Children**

- Banneker High School will adopt a philosophy that all children can learn. This belief will be integrated into every aspect of the school community. Banneker will work tirelessly to ensure that it prepares every student for success in whatever their post-secondary options may be – but every student will graduate with the credentials necessary to enroll in a post-secondary institution. By developing a strong culture that is anchored in high expectations.

**No Excuses in Pursuit of Excellence**

- In order to execute our mission, we will not focus on external conditions beyond our control. Rather, we will prioritize adult proficiency as the key mechanism to ensure student proficiency and school-wide improvement.

**A Relentless Focus on Results**



- We will reverse the historical trend of focusing on inputs – efforts made, rather than outputs – results achieved. Banneker High School administrators, teachers, and students will all set end-of-year goals and will be evaluated based on their achievement of these goals. By focusing on results, Banneker will hold itself accountable to our families, our students, and the Fulton County Board of Education.

## **Section VI: Summary and Conclusion**

The trend of student achievement over the last three years at Banneker High School has shown only limited or no improvement on state standardized exams and district benchmarks. Students at all levels of ability receive instruction that leaves them uninspired and unchallenged, resulting in an unacceptable number of students failing to reach their full potential. This is an adult failure. To address these concerns, Banneker's School Governance Council has approved three long-term performance goals: 1) To increase the number of students who meet or exceed performance standards in Math and English 2) To increase the graduation rate, and 3) To graduate students ready for college, career, and life.

At the beginning of Dr. Bradley's administration, all certified instructional staff were asked to return to work seven days early to introduced to the schools' plan to accomplish its long-term outcomes and provide professional development in those areas. The plan was articulated once again during pre-planning, when all staff members were scheduled to return to work. Additionally, Dr. Bradley hired a Coordinator of Talent Development and Professional Learning to help develop teachers and to execute a comprehensive professional development program. The school has also formed an instructional leadership team that consists of the Principal, all Assistant Principals, the Talent Coordinator, a Data Specialist, and all Department Chairpersons. This team, along with the School Governance Council will be responsible for monitoring the implementation of the strategic plan throughout the year.

Sharing of the strategic plan will take place during school functions. It will be posted to the school's website, and will be discussed with staff during professional meetings as well. The School Governance Council will revisit the plan during monthly meetings and monitor progress accordingly. The school leadership team will gauge the success of the strategic plan by monitoring formative and summative achievement data, teacher lesson plans, visiting PLC meetings, and by conducting formal and informal observation and analysis of student progress reports.



**Banneker's Draft Budget (View Only - not the master file)**

**The 'Can't Fire your way to success' has merit. What is the additional cost of the 90 minute block? Where is that expensed?**

**BHS SIG Budget**  
 SIG schools are required to provide 240 hours of Increased Learning Time beyond the increase of 60 hours added to the school day, week, or year. ILT should include enrichment and interventions offered to all students. Will you provide transportation for ILT (evening, weekend or summer programs) funded through SIG? Where is that expensed?

**Is there a transportation plan to get students to the MOWR institutions if they wish to pursue off campus opportunities? Or, would partnering with a university for course offerings at BHS be a consideration?**

**Will needs assessment parse out college admissions with AP rigor vs. MOWR credits for college?**

**With 5 year span - should alumni be part of the plan? To help show current students the benefits that await?**

**Is there a way to bring work and school together as part of your new structure? Can a manufacturing industry or other industry of interest come to the school and students get paid and gain credit at the same time?**

**Reading lexile is low - doesn't that beg the question that vertical assistance is needed at the MS feeder schools as well?**

**Good job of painting the picture at Banneker and the need for dramatic change!**

**Student-focused (flex, choice, goals) shows students we care.**

**A large portion of your budget is designated to TFA and Content Specialists - what is the plan for PL and building capacity of sustainable faculty?**

**Can the math and science magnet be centered around a particular career field that is not offered anywhere else in the district?**

**How would you accommodate any facility changes necessary? funding?**

**Any thoughts about on site child care for the mothers that you mentioned? Early Childhood Pathway to help with this?**

**MOWR - Dual enrollment is a win-win: HS graduation and college credit benefits ALL!**

**think about the old HS model where we had "shifts" ...a morning session and an afternoon session (Amy's idea)**

**For night school, can that be funded through the existing budget or is it dependent on the SIG money to implement? Is it sustainable**

**Agree with vertical assistance comment with reading/math data.**

**Embrace the history of Banneker! Your alumni are here in the area.**

**School Level Descriptive Information**  
**School Comprehensive Needs Analysis: *Banneker High School***

Using the analysis of the data in the areas below, provide a summary and conclusion for each of the areas 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. (If considering the state-determined model, each school in the feeder pattern should complete this comprehensive needs analysis.)

<b>School Name: Benjamin Banneker High School</b>				<b>Selected Intervention Model: Transformation</b>				
<b>Provide a minimum of two years of data where indicated.</b>				<i>Provide a summary and conclusion of the analysis of each area.</i>				
<b>1. Student Profile Data</b>		<b>2014-15</b>	<b>2015-16</b>	<b>Data Summary:</b> Comparing Total Student Enrollment for 2014-15 (SY15) & 2015-16 (SY16), there is an 8% increase in enrollment. If we examine the grade levels by comparing SY15 to SY16, the data is as follows: 12 <sup>th</sup> grade increased by 4.2%, 11 <sup>th</sup> decreased by 3%, 10 <sup>th</sup> increased by 24%, & 9 <sup>th</sup> increased by 6.25%.  <b>Conclusion:</b> Student enrollment increased for 9 <sup>th</sup> , 10 <sup>th</sup> and 12 <sup>th</sup> grades, yet declined slightly 11 <sup>th</sup> grade. However, the real issue is the size of the 9 <sup>th</sup> grade class compared to the 12 <sup>th</sup> grade class; too many students are dropping out.				
<b>Total student enrollment</b>		1323	1429					
<b>Grade level enrollment</b>								
<b>12<sup>th</sup> Grade</b>		289	301					
<b>11<sup>th</sup> Grade</b>		260	252					
<b>10<sup>th</sup> Grade</b>		310	383					
<b>9<sup>th</sup> Grade</b>		464	493					
	<b>2014-2015</b>		<b>2015-2016</b>		<b>Data Summary:</b> For SY15, overall female enrollment is almost 19% greater than the males. For SY16, the female enrollment is 10% greater. <ul style="list-style-type: none"> <li>• In SY15, female 9<sup>th</sup> graders comprised 54% of the grade level; the next school year, female 10<sup>th</sup> graders comprised 55%.</li> <li>• In SY15, female 10<sup>th</sup> graders comprised 52% of the grade level; the next school year, female 11<sup>th</sup> graders comprised 50%.</li> <li>• In SY15, female 11<sup>th</sup> graders comprised 57% of the grade level; the next school year, female 12<sup>th</sup> graders comprised 60%.</li> </ul> <b>Conclusion:</b> By gender, females persist in high school better than their male counterparts. The gender persistence is most marked between 11 <sup>th</sup>			
	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>				
<b>Total Student Enrollment</b>	605	718	680	749				
<b>Grade level enrollment</b>								
<b>12<sup>th</sup> grade</b>	130	159	120	181				
<b>11<sup>th</sup> Grade</b>	113	147	126	126				
<b>10<sup>th</sup> Grade</b>	150	160	171	212				
<b>9<sup>th</sup> Grade</b>	212	252	263	230				

					and 12 <sup>th</sup> grade.
<b>Number of students in each subgroup:</b>					<p><b>Data Summary:</b> SY15 compared to SY16, subgroup enrollment changed:</p> <ul style="list-style-type: none"> <li>• Blacks-9% increase</li> <li>• Hispanic-17% decrease</li> <li>• White 0% same</li> <li>• Multi-Racial-13% increase</li> <li>• SWD-4.8% decrease</li> <li>• EL-33% increase</li> <li>• ED-24% increase</li> </ul> <p><b>Conclusion:</b> The increase in total enrollment was driven by the increase in Black students. More students were classified as ED in SY16. Banneker is not a diverse school. Poverty crosses all subgroups.</p>
		<b>2014-15</b>	<b>2015-16</b>		
<b>Black</b>		1258	1370		
<b>Hispanic</b>		49	42		
<b>White</b>		6	6		
<b>Multi-Racial</b>		8	9		
<b>Students with Disabilities</b>		262	250		
<b>English Learners</b>		3	4		
<b>Economically Disadvantaged</b>		1152	1427		
<b>No. of students in each subgroup</b>	<b>2014-2015</b>		<b>2015-2016</b>		<p><b>Data Summary:</b> Subgroup breakdown for females from SY15 to SY16:</p> <ul style="list-style-type: none"> <li>• Black female enrollment went from 54% in SY15 to 53% in SY16</li> <li>• Hispanic female enrollment went from 59% to 48%</li> <li>• White female enrollment went from 17% to 33%</li> <li>• Multi-racial female enrollment went from 38% to 67%</li> <li>• SWD female enrollment stayed flat at 40%</li> <li>• ED female enrollment went from 55% to 52%</li> </ul> <p>Banneker implemented the Community Eligibility provision in SY16 to provide free meals to all students. With this program change, all students are reported as economically disadvantaged beginning with that school year.</p> <p><b>Conclusion:</b> When examining subgroup gender data, we find significantly more male students are classified as having disabilities than their female counterparts. The district has been cited as having disproportionate suspension practices; BHS is an intervention school in</p>
	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	
<b>Black</b>	573	685	649	721	
<b>Hispanic</b>	20	29	22	20	
<b>White</b>	5	1	4	2	
<b>Multi-Racial</b>	5	3	3	6	
<b>SWD</b>	158	104	149	101	
<b>EL</b>	2	1	3	1	
<b>ED</b>	524	628	678	749	

					the district's Coordinated Early Intervening Services (CEIS) plan.	
			<b>2014-15</b>	<b>2015-16</b>	<b>Data Summary:</b> <ul style="list-style-type: none"> <li>• Students who were absent 6 days or more increased by 8 percentage points (state changed baseline from 10 days to 6 days). Too many students are missing critical instructional time.</li> <li>• Reported discipline referrals increased 5%; less than the 8% increase in enrollment. The number of Out-of-School Suspension (OSS) days increased less than one percentage point to 2,555 days. In-School-Suspension (ISS) was used as an intervention to help reduce OSS days and increased to 65 days.</li> <li>• Enrollment in advanced coursework declined.</li> <li>• Graduation Rate for males was 51% in 2014-15 versus 72.7% females.</li> </ul> <b>Conclusion:</b> We need to focus on improving school climate to encourage students to attend class and to manage their behavior so that it doesn't result in an office referral. We need to make sure male students, especially those classified SWD, are staying on track to graduate.	
<b>Attendance % (6+ days absent)</b>			43%	51%		
<b>Disciplinary Incidents (# Office Referrals)</b>			557	587		
<b>AP, IB, and Dual Enrollment (#)</b>			206	197		
<b>Graduation Rate Total</b>			62.5	TBD		
			<b>2014-2015</b>	<b>2015-2016</b>		
			<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>
<b>Graduation Rate</b>			78	125	TBD	TBD
<b>2. Staff Profile Data</b>			<i>Provide a summary and conclusion of the analysis of each area.</i>			
<b>Current Principal</b>			Principal: Duke Bradley (7/8/2015 to present)			
<b>Length of time in position</b>						
<b>Teaching Staff (Certified)</b>			*This value is based on the number of certified years (with zero indicating that the individual is currently entering into his/her first year of a certified position). We identified teaching staff as those employees paid via a district teaching salary scale (Regular Teacher, Special Education, and Pre-K).			
<b># of years' experience profession</b>						
<b>First Year Teachers</b>			23			

<b>1 to 3</b>	32	<p>District: Mean = 10.42 &amp; Median = 9  Banneker: Mean = 9.49 &amp; Median = 4</p> <p><b>Summary:</b> Banneker has a relatively diverse staff in terms of teaching experience. There are 23 first year teachers, and 21 teachers who have 21 plus years of experience.</p> <p><b>Conclusions:</b> It's important to note that nearly half of all teachers at Banneker have less than five years in the classroom. While this provides fresh energy this "high will" may not necessarily equate to "high skill." The reverse is true of the opposite of the spectrum for teachers who have been in education more than 15 years. As the landscape of education quickly changes, especially with the rise of disruptive classroom innovations, blended learning models, etc., veteran teachers may struggle with keeping up with the changing times.</p>	
<b>4-10 years</b>	21		
<b>11-20 years</b>	21		
<b>21+ years</b>	21		
<b>Teaching Staff (Certified) % of experience in the district:</b>	<p>*This value is based on the number of years that an individual has been employed with the district. When we transferred data to a new ERP system, we collapsed assignment details prior to 2006/2007 into one record per person. Consequently, we are not able to readily pull data for what school a teacher was assigned to prior to that time period.</p>		
<b>First Year in the District</b>	20.3	<p>District: Mean = 6.97 &amp; Median = 4  Banneker: Mean = 5.29 &amp; Median = 2</p> <p><b>Summary:</b> 64% of teachers at Banneker are new to Fulton within the last 3 years. Less than 6 percent of teachers have stayed with Fulton for 20 plus years.</p> <p><b>Conclusions:</b> Nearly 2/3 of all Banneker teachers are new to Fulton County. While this adds diversity and varied experience at the district level, it does speak to a problem in retention at not just the Banneker level, but the district level. Part of any organization's mission is retaining talented professionals, and no other industry does this prove critical than in the education. Banneker's Leadership Team needs to think how to better gauge teacher satisfaction.</p>	
<b>1 to 3</b>	44.0		
<b>4-10 years</b>	15.2		
<b>11-20 years</b>	14.4		
<b>21+ years</b>	5.93		
<b>Teacher attendance rate</b>	<b>2014-2015</b>	<b>2015-2016</b>	<p><b>Summary:</b> For FY16, Banneker had the highest teacher attendance rate in the district proportionate to the number of teachers in the school; the lowest rate in the district was 89.69%. For FY15 the best attendance rate in the district was 95.53% and lowest attendance rate was 90.10%.</p>
	94.04%	95.17%	

			<b>Conclusion:</b> Even though the school has its challenges, teachers consistently come to work.	
<b>Teacher evaluation data by levels (Level 1 is equivalent to Ineffective and Level 4 is equivalent to Exemplary on TKES)</b>		<b>2015-2016</b>	<b>Summary:</b> 95% of teachers were marked "3" last year on TKES. Less than 5% of teachers were marked "2" and no teacher in Banneker was designated a "1" or "4".  <b>Conclusions:</b> These ratings indicate that nearly all of Banneker teachers are proficient. The remaining 5% of teachers scored a "2". Although it is early in the year, many teachers, both nascent and experienced struggle to lesson plan. Too many teachers are listing or providing an agenda of what is to be done in class, but they fail to provide rationale as to why they are doing their chosen activities in class and how they align to the objective/standard. This low-level planning is also present in the actual delivery of the lesson in which teachers are either wading in the "kiddie pools" of instruction or throwing students into the deep end with no life jackets. While 95% is an incredible number, there is a discrepancy in scores given and actual teacher level skill. We need to better differentiate TKES ratings based on actual performance.	
		Level 1		0%
		Level 2		4.84%
		Level 3		95.16%
		Level 4		0%
<b>3. Student Data</b>				
<b>Student Achievement Data</b>	<b>2014-2015</b>	<b>2015-2016</b>	<i>Provide a summary of existing status and current needs.</i>	
<b>Reading/Language Arts Milestones (% at Levels 2-4)</b>	<b>9<sup>th</sup> Gr Lit / Amer Lit</b>	<b>9<sup>th</sup> Gr Lit/ Amer Lit</b>	<b>Summary:</b> The GA Milestones End of Course assessments were implemented in 2014-15. These assessments are more rigorous than the previous End of Course Tests that they replaced. With the launch of the new assessment, '2014-15' was a hold harmless year. Many students chose to "opt out" of the assessment since it did not count as part of the final class grade. Beginning in 2015-16, similar to the previous EOCT assessments, Milestones count 20% towards a student's final class grade. Ninth Grade Literature scores continue to show the impact of students entering Banneker performing below grade level in middle school. Performance of	
<b>All Students</b>	48.3/50.2	51.0/42.8		
<b>Subgroups:</b>				
<b>Black</b>	47.7/50.3	50.6/42.0		
<b>Hispanic</b>	45.5/40.0	55.6/66.7		
<b>White</b>	66.7/--	100/--		
<b>Multi-Racial</b>	80.0/--	60/100		
<b>Students with Disabilities</b>	10.2/4.8	7/2.7		

<b>English Learners</b>	0/--	66.7/--	white, Hispanic, multi-racial and English Learners is skewed by the small numbers of students in those groups. Students at Banneker continue to perform below the district and state average for 9th Grade Literature (80% and 77%, respectively) and American Literature (80% and 76%, respectively). There was incremental growth in the number of students scoring Developing or above in 9th Grade Literature (2.7 percentage points). There was a decrease of 7.4 percentage points in American Literature. The number of students with disabilities scoring at Developing or above decreased by 3.2 percentage points for 9th Grade Lit. and decreased by 2.1 percentage points for American Lit. Only 29% of Banneker's 2016 graduating class had a Reading Lexile of 1275 or higher - which is the expected performance benchmark for rising 12th grade students.
<b>Economically Disadvantaged</b>	48.3/49.8	51/42.8	
<b>Math</b> Milestones (% at Levels 2-4)	<b>Coordinate Algebra / Analytic Geometry</b>	<b>Algebra / Geometry</b>	<p><b>Conclusion:</b> Data indicate that there is no movement/growth occurring for our students. Our students lack basic literacy skills.</p> <p><b>Summary:</b> Algebra and Geometry were new assessments implemented in 2015-16. The curriculum is different from Coordinate Algebra and Analytic Geometry, thus the assessments are not comparable. Approximately one-third of students scored above the beginning level of the End of Course assessments in Algebra and Geometry. This is far below both the district and state average of 70% for Algebra and 70% and 71%, respectively, for Geometry. Math continues to be a challenge in high schools with students carrying over gaps from middle school.</p> <p><b>Conclusion:</b> Comparison date is not available; however, performance is below state and district averages. Attention is needed to insure 9th grade students receive the needed supports to fill in gaps from middle school and complete their first year in high school on track.</p>
<b>All Students</b>	29.3/31.7	36.6/38.7	
<b>Subgroups:</b>			
<b>Black</b>	29.4/30.6	35.6/38.3	
<b>Hispanic</b>	18.2/53.8	53.3/55.6	
<b>White</b>	50.0/--	100/100	
<b>Multi-Racial</b>	50.0/100.0	50/0	
<b>Students with Disabilities</b>	4.7/11.1	5.4/3.6	
<b>English Learners</b>	0/--	33.3/0	
<b>Economically Disadvantaged</b>	30.5/31.9	36.6/38.7	



<b>Graduation rate</b> (Estimate 2016 if data is not yet available)	62.5	TBD	<p><b>Summary:</b> In the 2014-2015 Georgia Student Health Survey, 746 Banneker students responded. For the question, ‘During the past 12 months, on how many occasions have you thought about dropping out of school,’ 19% of 9th graders, 23% of 10th graders, 27% of 11th graders, and 38% of 12th graders responded that they considered dropping out of school on 1 or more occasions. By far the highest percentage of students who considered dropping out cited school work as the most likely reason.</p> <p><b>Conclusion:</b> Clearly, as our students advance grade levels, they consider dropping out because of school work with greater frequency. We need to provide our students more flexibility and greater options related to their school work.</p>
	<b>2014</b>	<b>2015</b>	
<b>CCRPI</b>	<b>49.7</b>	<b>56.3</b>	<p><b>Summary:</b> Our CCRPI results have been negatively impacted by performance on the previous EOCT assessments and the current GA Milestones End of Course assessments. In 2013, our CCRPI was 56.6. For the last three years, our scores have fallen below 60 placing us on the Governor’s Opportunity School District list, indicating that our school is eligible for state takeover if the OSD amendment passes.</p> <p><b>Conclusion:</b> Student performance in the top two levels of GA Milestones (Proficient and Distinguished) needs to increase for CCRPI scores to show a significant impact.</p>

#### 4. School-Specific Focus Areas

*Provide a summary of existing status and current needs for each area of focus below:*

<b>School Culture and Climate</b>	<p><b>Existing Status:</b> Banneker High School (BHS) currently has a negative narrative that is defined by low expectations. There is a lack of teacher buy-in. BHS first implemented Positive Behavioral Interventions and Supports (PBIS) in 2012. Our goal for PBIS was to create an environment that promotes teaching and learning. In both 2014 and 2015, we earned 3 stars on the CCRPI School Climate Rating. In 2016, the PBIS District Coordinator recommended that we remain in the ‘Emerging’ level. Although Banneker High School’s Benchmarks of Quality assessment score was 89%, only 70% of students are at Tier 1 and there was an increase in ODRs and ISS days. See Appendix for Banneker’s PBIS End-of-Year Data Report for 2016.</p> <p>GaDOE conducted a survey of Banneker’s certified staff on 3/4/2016 as part of our Georgia School Assessment on Performance Standards (GSAPS). There were 99 respondents. See Appendix for a detailed report of survey findings. The percentage of teachers who responded ‘consistently’ or ‘often’ to survey questions included:</p> <ul style="list-style-type: none"><li>• 59% reported that our school provides a supportive and well-managed environment conducive to learning. I-1</li><li>• 60% reported that the school staff establishes a culture of trust and respect for students and adults that ensures positive interactions and promotes a sense of community. SC-2</li><li>• 75% reported that the school establishes a culture that supports the college and career readiness of students (e.g., positive and respectful interactions, appreciation of diversity, tolerance, and understanding). SC-3</li></ul> <p><i>Unedited survey comments included:</i></p> <ul style="list-style-type: none"><li>• “The culture is horrible.”</li><li>• “The morale is very low. Too much inconsistency. Too much change that is not targeted to the root of the school’s problem. Students are not being held accountable but the teachers are held accountable for student performance. No trust and support from administrators when it comes to making effective change.”</li><li>• “Banneker has the ability to be a great educational institution, however each teacher and school personnel has to believe that all students are able to learn given equal opportunity. Our students want to learn and but fail to do so because standards are set extremely low and have been for many years. We must undo the mindset of our teachers and students in order to make educational achievements. Our students deserve better!”</li><li>• “We are a struggling school. We have had a lot of turnover. By the time administrators figure it out, they are fired.”</li><li>• “The school is on the way to do things that are conducive to a good learning environment, however some students are still seem to have some "control" over the environment. Sometimes teachers are too busy handling issues instead of being able to provide instruction. Special education also is sometimes suffers with the amount of work placed on them at one time on top of daily teaching and due process demands.”</li></ul>
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	<ul style="list-style-type: none"> <li>• “Banneker High School Is The Best High School In South Fulton County. I work there and I observe the teachers, administrators, and students in action. However, it's always a few bad apples that give the school its reputation and we are working to make improvements.”</li> <li>• “I can see the progress that is being made here at Banneker, however we have long way to go before we have PLCs and a data driven culture school wide.”</li> <li>• “Banneker staff and community has made great effort towards improvement in the past two (2) years.”</li> <li>• “Banneker High School has a history of pride. We are on the edge of bringing that sense of pride back. It is a difficult process, but we need to have the current administration in place to yield the harvest. I have been involved with Banneker High School for over 20 years. I have seen what this school can do.”</li> <li>• “Teachers are simply not given professional training in areas that they score low on TKES. TKES is used to evaluate teachers but not to improve instruction in the classroom. Learning appears to take a secondary role to athletics. For example, after school tutoring for students might be cancelled but extracurricular activities are not cancelled.”</li> </ul> <p>Banneker High School takes seriously the work of addressing the urgent needs of its African-American male students. For many of these young men, school has become a place where the importance of academics has been discussed, but the students have not been adequately supported in the learning process. Our answer to this educational challenge is to first be transparent and honest about the problem. Banneker plans to be a school that works to cultivate within our young men the character, skills, and knowledge required to succeed in the world as responsible and courageous citizens.</p> <p><b>Current Needs:</b> It is difficult to enhance and improve culture due to high turnover rate of faculty and staff. We need to foster effective communication among staff, students and parents. We need to promote collegiality among staff. Further, we need to focus on staff retention and professional learning around school climate.</p>
<p><b>School Safety</b></p>	<p><b>Existing Status:</b> BHS has a lack of communication related to district and school policies and procedures. We lack consistency and follow through related to enforcements. We have ineffective protocols and need to update emergency procedures and policies (evacuation plan, drill, etc.).</p> <p>During the week of August 8, 2016, BHS administered a parent survey developed by the district’s Department of Strategic Planning and Program Evaluation across four domains: school goals, instructional programs, infrastructure, and leadership. Thirty-two parents responded. See Appendix for a detailed report of survey findings. Under the domain of ‘infrastructure’, the percentage of parents who agree or strongly agree included:</p> <ul style="list-style-type: none"> <li>• Only 53% report that the school is a safe and healthy environment for their child to learn.</li> </ul>

	<p><b>Current Needs:</b> We need to update the protocol for safety and emergency procedures, communicate safety policies and procedures, and consistently enforce compliance so that our staff and students feel safe on campus.</p>
<p><b>Student Health Services</b></p>	<p><b>Existing Status:</b> There is a lack of communication regarding the mental health needs of students. In SY2016, the school social worker made 35 mental health referrals. However, in large part these students did not receive the mental health treatment that they need. There is a bias in the African-American community against receiving mental health services.</p> <p><b>Current Needs:</b> We need to train staff to better support students with mental health issues, as well as other health-related topics such as good nutrition.</p>
<p><b>Attendance Support</b></p>	<p><b>Existing Status:</b> BHS students have high rates of unexcused absences and tardies.</p> <p><b>Current Needs:</b> We need to establish a strong school culture, engage students, and give them more flexible schedules and course offerings to improve attendance. We need to build student accountability for attendance.</p>
<p><b>Social and Community Support</b></p>	<p><b>Existing Status:</b> GaDOE conducted a survey of Banneker’s certified staff on 3/4/2016 as part of our GSAPS. There were 99 respondents. The percentage of teachers who responded ‘consistently’ or ‘often’ to the following survey questions included:</p> <ul style="list-style-type: none"> <li>• 64% reported that the school has created an environment that welcomes, encourages, and connects family and community members to the school. FCE-1</li> <li>• 61% reported that the school establishes relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) that build capacity for family and community engagement in the success of students. FCE-3</li> </ul> <p><b>Current Needs:</b> We need to reach out to business partners and local community leaders for support, especially for our CTAE pathways. We want to learn more about Atlanta CareerRise’s support of the Aerotropolis Workforce Collective to promote strategic economic development around Hartsfield-Jackson Atlanta International Airport. We want to participate in the Atlanta Regional Economic Competitiveness Implementation Plan, specifically on the Education Subcommittee led by Ann Cramer with Coxe Curry and Associates, to learn more about how we can prepare our students for 21st century manufacturing.</p>

<p><b>Parental Support</b></p>	<p><b>Existing Status:</b> Parent participation compared to student enrollment is very low.</p> <p>The parent survey that we conducted included questions under the domain of ‘leadership’ (n=32 parents); the percentage of parents who agree or strongly agree included:  78% report that school leaders communicate what is happening at school  75% report that they feel comfortable coming to school leaders if they have a concern  69% report that they are encouraged to participate in school activities  72% report being encouraged to participate in school-level decision making  66% report that school leaders are focused on what is best for students.</p> <p>If stakeholders were dissatisfied with Banneker’s leadership, some of their concerns included (unedited):  “I believe that parent engagement should be a primary focus.”  “The nurse was unavailable when my daughter was sick and the counselors are extremely lackluster with returning calls and following up after setting an arrangement”  “I just don’t receive the information or am aware of events the school has to bring parent/children and staff together.”</p> <p>As a Charter System, parents are elected to School Governance Councils (SGC). At Banneker last school year, 3 parents ran in the election to fill 1 open seat; however, only 6 parents voted (0.18% of the parent population). We need to do a better job of engaging our parents and including them in our school community. They should not just come to school if there is a discipline issue with their child.</p> <p><b>Current Need(s):</b> A Parent, Teacher, Student Association (PTSA) should serve as a system of support for student achievement. Our Parent Liaison can help us establish a "Parent University" to continue educating our parents for positive social, financial, and emotional growth.</p>
<p><b>Rigorous Curriculum</b>  - Alignment of curriculum with state standards across grade</p>	<p><b>Existing Status:</b> In recent years, teaching practice at Banneker High School has almost exclusively focused on delivering curriculum content rather than delivering instruction bent on meeting students’ academic and intellectual needs. BHS is ‘emerging’ in the following areas: academically-challenging learning environment, clear learning targets and success criteria established and communicated, timely, systematic, and data-driven interventions, and the use of researched based instructional strategies. Also, we are ‘emerging’ in the area of technology-based learning and student performance feedback. There is no evidence of students actively monitoring their own progress.</p> <p>In the GaDOE GSAPS survey of Banneker’s certified staff on 3/4/2016 (n=99), the percentage of teachers who responded</p>

<p><i>levels</i></p>	<p>‘consistently’ or ‘often’ to the following survey questions included:</p> <ul style="list-style-type: none"> <li>• 73% reported that our school uses systematic, collaborative planning processes so that teachers gain a shared understanding of expectations for standards, curriculum, assessment, and instruction. C-1</li> <li>• 80% reported that our curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps) are aligned with the intended rigor of the standards. C-2</li> <li>• 68% reported that our school uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed. C-3</li> </ul> <p><b>Current Need(s):</b> Banneker will re-focus our instructional priorities around sound, research-based, instructional practices with a corresponding urgency placed on facilitating regular assessments to measure academic progress. We need to continue to develop effective Professional Learning Communities. Our coaching opportunities need to be consistent and pervasive throughout the essential eight "E8" content areas and non-Milestones content areas.</p>
<p><b>Curriculum Intervention Programs</b></p>	<p><b>Existing Status:</b> In SY16, 75.9% of our 9th graders were on track to graduate based on completing 5 credits compared to the district average of 88.7%. However, the majority of 9<sup>th</sup> graders are not taking the core content classes they need to prepare for more advanced coursework.</p> <p>Urban African-American male students have traditionally underperformed compared to their white and female counterparts in all areas of literacy- reading, writing, and communication. A strong command of the language arts (reading, writing, speaking, and listening) is vital for being a successful student and ultimately a productive member of the 21st century workforce. Language skills have always been fundamental for academic and professional success. However, black males are still experiencing significantly low levels of academic performance. Banneker High School will address the achievement gaps in literacy with an intense focus on the following methods:</p> <ul style="list-style-type: none"> <li>-Balanced Literacy framework for literacy instruction</li> <li>-Remediation of basic skills while differentiating for critical thinking skills in reading, writing, and communicating.</li> </ul> <p>Our focus on the development of literacy skills is informed by the belief that a well-rounded education depends a student’s ability to read, write, and communicate effectively. With that in mind, our instructional priorities will take into account that all teachers, regardless of content, are teachers of literacy. The job of all teachers at Banneker will be to ensure maximum comprehension through vocabulary acquisition, comprehension skill building, and utilizing various comprehension strategies to understand the text across all content areas.</p> <p><b>Current Needs:</b> Additional training and professional development is needed to help instructors create effective</p>

	<p>assessments and plan lessons using a variety of instructional strategies. We need to do a better job of addressing school-wide academic interventions within the RTI framework. We want to strengthen Saturday Remediation, Saturday ECO Test-Prep, Credit Recovery options, Tutorials, Reading Program, FLIP Program, Summer Bridge, Extended Day, etc.</p>
<b>Enrichment Programs</b>	<p><b>Existing Status:</b> BHS offers very few enrichment programs and activities for students. Historically, Banneker has lacked a clear strategy focused on improving student engagement. Few opportunities have existed for students to become independent learners through performance tasks and a variety of intellectual investigations. Many students arrive at substandard skills of literacy and little interest in extracurricular activities. Additionally, higher skilled students are left disengaged and unchallenged due to a lack of personalized instruction and challenge in the classroom. We believe that this is a matter that is better addressed by improving adult practices.</p> <p><b>Current Needs:</b> BHS needs to create additional opportunities to enrich the learning experience for all students. We need to increase the number of students involved in extracurricular activities.</p>
<b>Dual enrollment</b>	<p><b>Existing Status:</b> A small number of BHS students participate in dual enrollment.</p> <p><b>Current Needs:</b> We want to provide additional opportunities for students to accelerate and expand student learning options through dual enrollment and Move On When Ready.</p>
<b>Advanced Placement</b>	<p><b>Existing Status:</b> Too few of our students take advanced course work and college entrance exams.</p> <p>In 2015:</p> <ul style="list-style-type: none"> <li>• 159 students took 215 AP exams. Of that number only 6 scored a 3 or higher to receive college-level credit.</li> <li>• 119 students took the SAT; their total math, critical reading and writing score was 1,196 compared to the district average of 1,558.</li> <li>• 114 students took the ACT; their composite score was 16.6 compared to the district average of 22.9.</li> </ul> <p><b>Current Needs:</b> We need to better prepare our students for the rigors of college-level coursework. As we improve school culture and raise expectations, more students will have the confidence to take advanced course work and succeed.</p>
<b>Instructional Program</b>	<p><b>Existing Status:</b> The parent survey that we conducted included questions under the domain of ‘instructional programs’ (n=32 parents); the percentage of parents who agree or strongly agree included:</p>

	<p>78% report that they know how their child is doing at school  75% report that they are well informed of their child’s academic progress  69% report that their child is encouraged to apply learning in a real-world context  56% report that their child is supported if having trouble with classes  72% report that the school does a good job supporting their child’s learning</p> <p>When parents were dissatisfied with Banneker’s instructional programs, some of their concerns included (unedited):  “Real world value is a bit of a problem in a classroom in which teachers are trying to keep students settled and/or respectful. Lots of disciplinary issues and some trite lesson plans make it difficult to dig into these subjects in a way that stimulates our daughter and perhaps her classmates.”  “Better teacher preparation and more communication with parents regarding opportunities for the student to succeed.”  “I believe some of the teachers need to be more proactive with students’ academic achievements.”</p> <p><b>Current Needs:</b> We need to improve: Reading/Writing Across the Curriculum, Internet Access for all students (at school &amp; home), Writers Workshop, Access to writing labs (school &amp; home), rigor of courses offered (resources, training, implementation), Book/Reading Club, Speed Reading training, STEM program, coding, programming, field trips (content specific to bridge real life experiences), etc.</p>
<p><b>Planning and implementation of research-based instructional strategies</b></p>	<p><b>Existing Status:</b> The trend of student achievement over the last three years at Banneker High School has shown only limited or no improvement on state standardized exams and district benchmarks. Students at all levels of ability receive instruction that leaves them uninspired and unchallenged, resulting in an unacceptable number of students failing to reach their full potential. This is an adult failure that we are addressing. During the 2016-2017 SY, BHS teachers are participating in weekly PLCs to plan engaging lessons using research based strategies. Additionally, this time is used to review data and create next steps.</p> <p><b>Current Needs:</b> Additional training and professional development is needed to help teachers create effective assessments and plan lessons using a variety of instructional strategies.</p>
<p><b>Use of instructional technology (by students and</b></p>	<p><b>Existing Status:</b> BHS teachers have access to the following tools to integrate technology into their instructional practices: school computer labs, classroom computers, Promethean boards, overhead projectors, etc. Further, they use software such as Kahoot, Plickers, Mentimeter, etc., to collect real-time formative assessment data.</p>



<p><i>teachers)</i></p>	<p>In the GaDOE GSAPS survey of Banneker’s certified staff on 3/4/2016 (n=99 teachers), the percentage of teachers who responded ‘consistently’ or ‘often’ to the following survey question included:</p> <ul style="list-style-type: none"> <li>• 71% reported that technology is used by both teachers and students to increase learning. I-6</li> </ul> <p>The parent survey that we conducted included questions under the domain of ‘infrastructure’ (n=32 parents); the percentage of parents who agree or strongly agree included:</p> <ul style="list-style-type: none"> <li>• 66% report that they are satisfied with the technology and other instructional resources available to their child</li> </ul> <p>When parents were dissatisfied with Banneker’s infrastructure, some of their concerns included (unedited):</p> <p>“School Infrastructure should be addressed ASAP”</p> <p>“Technology is not equivalent to north county schools”</p> <p>“No books or calculators for all students in class (some do, we just had a particular instructor who was difficult concerning this matter)”</p> <p>“I think more books are needed as she brought home few last year”</p> <p><b>Current Needs:</b> Our teachers need personalized learning professional development to integrate instructional technology into their lesson plans.</p>
<p><b>Use of data analysis to inform and differentiate instruction</b></p>	<p><b>Existing Status:</b> In the GaDOE GSAPS survey of Banneker’s certified staff on 3/4/2016 (n=99), 65% of teachers reported that they differentiate instruction ‘consistently’ or ‘often’ to meet specific learning needs of students. I-5</p> <p><b>Current Needs:</b> Even though the majority of teachers self-reported that they differentiate instruction, they need coaching support and PLC support (data digs) to effectively use data to integrate technology and differentiate instruction to support students’ personalized learning.</p>
<p><b>Number of minutes scheduled for core academic subjects</b></p>	<p><b>Existing Status:</b> The majority of our students come to us significantly below grade level. As such, we will continue to provide students with a systematic schedule of additional learning time. We use an A/B block schedule with 90 minutes allocated for the four core content academic subjects. However, the blocks are disproportioned.</p> <p><b>Current Needs:</b> BHS needs an extended day school design model for the specific purpose of increasing the amount and quality of academic engagement for our students. Our teachers need coaching on 90 minute block instruction.</p>

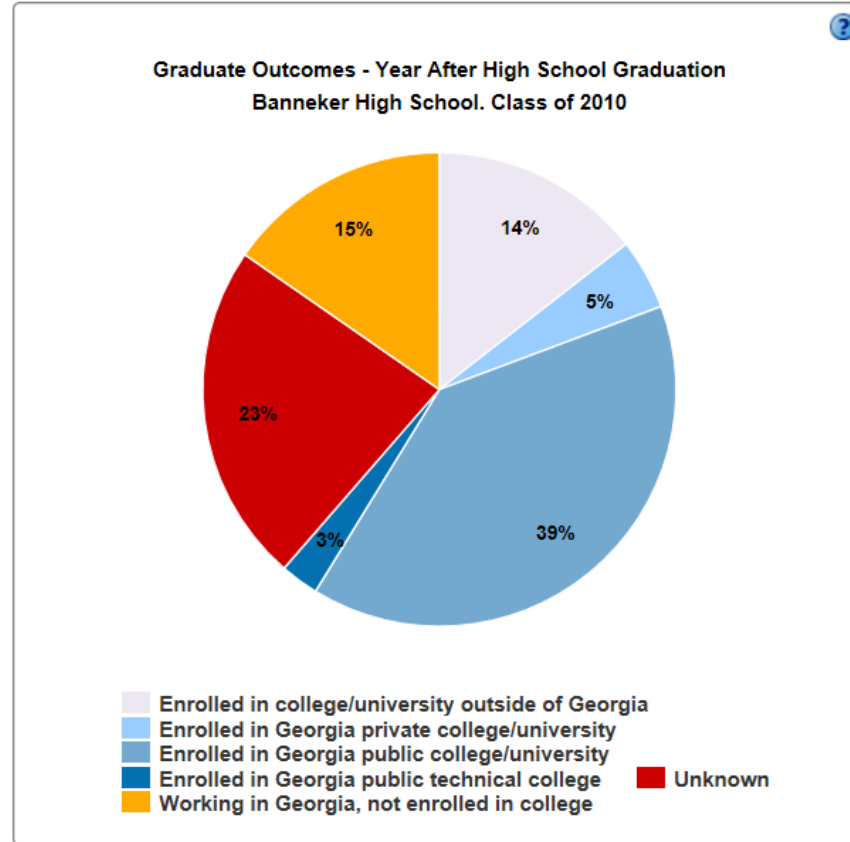
<p><b>Assessments</b></p>	<p><b>Existing Status:</b> E8 Common assessments, EOCTs, End of Course Assessments, Unit Assessments, Ongoing assessments in performing elective areas.</p> <p>In the GaDOE GSAPS survey of Banneker’s certified staff on 3/4/2016 (n=99), the percentage of teachers who responded ‘consistently’ or ‘often’ to the following survey questions included:</p> <ul style="list-style-type: none"> <li>• 72% reported that the principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning. L-3</li> <li>• 82% reported that assessments are aligned with the required curriculum standards. A-1</li> </ul> <p><b>Current Needs:</b> Building formatives from quizzes, Training on test-taking skills, Decoding strategies, Use data to build rigor, System of Monitoring and Accountability.</p>
<p><b>Use of formative, interim, and summative assessments to measure student progress</b></p>	<p><b>Existing Status:</b> BHS staff are developing common summative assessments in all Milestones courses that are aligned to the rigor of required standards and include selected response and constructed response items. Teachers are beginning to collect assessment data to check for understanding and gather information on progress towards students' mastery of the standards and to use to inform instructional planning and practices. Banneker teachers are not uniformly using common diagnostic and formative assessments, nor are they consistently following grading policies.</p> <p>In the GaDOE GSAPS survey of Banneker’s certified staff on 3/4/2016 (n=99), the percentage of teachers who responded ‘consistently’ or ‘often’ to the following survey questions included:</p> <ul style="list-style-type: none"> <li>• 78% reported that teachers use a balanced system of assessment including diagnostic, formative, and summative to monitor learning and to inform instruction. A-2</li> <li>• 80% reported that teachers use common assessments to monitor student progress, inform instruction, and improve teacher practices. A-3</li> <li>• 74% reported that teachers collaboratively analyze and use assessment results to adjust instruction. A-4</li> <li>• 65% reported that our grading practices provide an accurate indication of student progress related to the required standards. A-5</li> </ul> <p><b>Current Needs:</b> We will administer benchmark framework assessments and analyze results to guide instruction. We will collaborate with Zone staff to develop and use an assessment calendar, curriculum maps, and benchmark assessments to provide key structural supports. We will hold teachers accountable on grade reporting.</p>

<p><b>Timeline for reporting student progress to parents</b></p>	<p><b>Existing Status:</b> We report progress to parents via: 6-week progress reports, End of Semester (EOS) report cards, progress monitoring (IRR SEC – every six weeks), sporadic contact with parent/legal guardian (phone, email), etc.</p> <p><b>Current Needs:</b> We need a better process to maintain updated contact information for parent/legal guardian. We would like to have bi-weekly progress reports, regular weekly contact with parent/legal guardian (reporting positive behaviors as well as behavioral and or academic concerns/issues), etc.</p>
<p><b>Social, health, and community services to students and families</b></p>	<p><b>Existing Status:</b> There are services available, but the community is unaware of all services provided. For example, at Banneker, last year 66 of our students were coded as Homeless. Homeless students are eligible for specific services.</p> <p>The following service providers work in our school:</p> <ul style="list-style-type: none"> <li>• Communities in Schools of Atlanta – drop-out prevention services and case management</li> <li>• Future Foundation - College Park Enrichment Collaborative</li> <li>• Georgia Lions Lighthouse Foundation - vision and hearing services</li> <li>• Land of Promise - addresses students nutrition needs on weekends when school meals are not available</li> <li>• Next Generation Men - inspires students through professional exposure, leadership development, community service</li> <li>• Showcase Group - youth programs for creative expression, psychological growth, &amp; personal development</li> <li>• Stand Up for Kids – programs designed to end the cycle of youth homelessness</li> <li>• Teach for America – Metro Atlanta - initiative supports on-track 9th graders</li> <li>• Youth Enhancement Services (NAACP) - practical action strategies for children, youth and their families</li> </ul> <p><b>Current Needs:</b> Sub-sets of our students need specific wrap-around supports. We have a lot of non-profits who want to support our students; however, we currently do not have the internal capacity to effectively align our existing non-profit partners and research new ones to address the varied needs of our students. Our school will continue to work with non-profits and government agencies to offer mentoring, character development, health screenings, behavioral health sessions, etc., for at-risk students.</p>
<p><b>Additional needs identified by families and community</b></p>	<p><b>Existing Status:</b> Not enough of our students persist in college and earn a degree. Based on 2010 data analyzed by the Governor’s Office of Student Achievement, 228 of our students graduated from high school. The year after graduation, 61% were enrolled in a college or university, 15% were working, and 23% were unaccounted. Of the Banneker students enrolled in a Georgia college/university, 38.5% required remediation in English, and 58.3% required remediation in math. Five years later, only 13% of our graduates earned a post-secondary credential.</p>

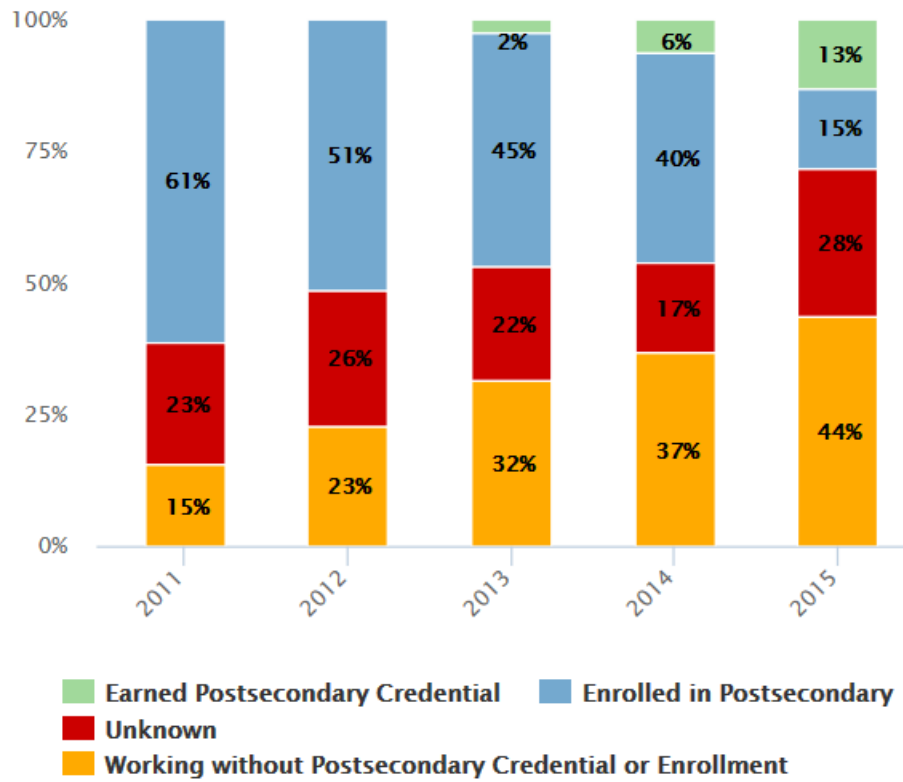
partners

**Current Needs:** We need to do a better job preparing our students for college.

In 2010, 228 students graduated from **Banneker High School**

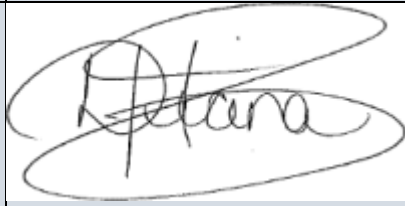


**Postsecondary Enrollment and Progress from High School Graduation  
Banneker High School. Class of 2010**



Source: <https://hsgrad.gosa.ga.gov/>

# PBIS End-of-Year Data Report 2015-2016

Identifying Information 2015-2016		
<b>School Name</b>	Banneker High School	
<b>School Type</b>	High School	
<b>State School Code Number</b>	0176	
<b>District</b>	Fulton	
<b>PBIS District Coordinator</b>	Deana Ingraham	
<b>School Climate Specialist</b>	Jackie Powell	
<b>Student Enrollment (October 2015)</b>	1431	
<b>Year 1<sup>st</sup> Implemented PBIS</b>	2012	
<b>School Climate Star Rating</b>	<b>FY14</b>	<b>FY15</b>
	3	3
<b>School Team Recommendation</b>	Operational	
<b>District Coordinator Recommendation</b>	Emerging	
<b>District Coordinator Signature</b>		
<p><b>If DC's recommendation is different than the PBIS Team, explain in a brief narrative below:</b> (Max of 800 Characters)</p> <p>Although the school's BOQ score is 89%, only 70% of students are at Tier 1 and there was an increase in ODRs and ISS days</p>		

# PBIS End-of-Year Data Report 2015-2016

For GaDOE Users Only	
Date Received from DC	
GaDOE Reviewer(s)	
Final Determination	

Progress Monitoring, Fidelity, and Outcome Data			
Most recent <b>Walkthrough</b>	Date	5/16/16	
Most recent <b>SAS</b> ( <i>schools trained 2015-16</i> )	Date		
Most recent <b>TIC</b>	Date	12/7/15	Score 86
Current <b>BoQ</b>	Date	5/13/16	Score 89
2014-2015 <b>BoQ</b>	Date	5/18/16	Score 76
Percentage of students at Tier 1 (0-1 ODRs)	70		
* Formula for % of students at Tier 1 = Number of students that received 0-1 ODRs/Student Enrollment			
<b>All schools must report ODRs, ISS, OSS data and calculate percent change.</b>			
To earn <i>Emerging</i> or <i>Operational</i> status, if your school experienced a 15% or more increase in ODRs, ISS and/or OSS from the 14-15 to 15-16 school year, answer questions A and B. <b>BE SPECIFIC and respond to each identified increase individually. If responses are repeated or not answered, recognition will not be warranted.</b>			
Data	2014-2015	2015-2016	Percent Change
Total number of <b>ODRs</b>	522	546	4.6
A. If 15% or more increase, describe why this occurred? (Max of 500 Characters)			
B. Describe the plan for next year to address this increase. (Max of 500 Characters)			
Data	2014-2015	2015-2016	Percent Change
Total number of <b>days of ISS</b>	29	65	124
A. If 15% or more increase, describe why this occurred? (Max of 500 Characters) ISS was used as an intervention to reduce OSS			
B. Describe the plan for next year to address this increase. (Max of 500 Characters) In the coming year, use more school based interventions to align with our new Code of Conduct.			
Data	2014-2015	2015-2016	Percent Change
Total number of <b>days of OSS</b>	2574	2555	-.74

# School Improvement Grant: *Stakeholder Survey Findings*

Banneker High School

August 2016



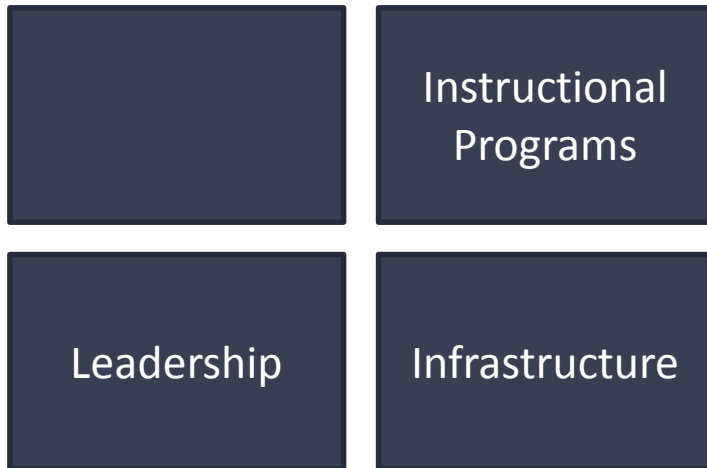
1<sup>st</sup>  
Students



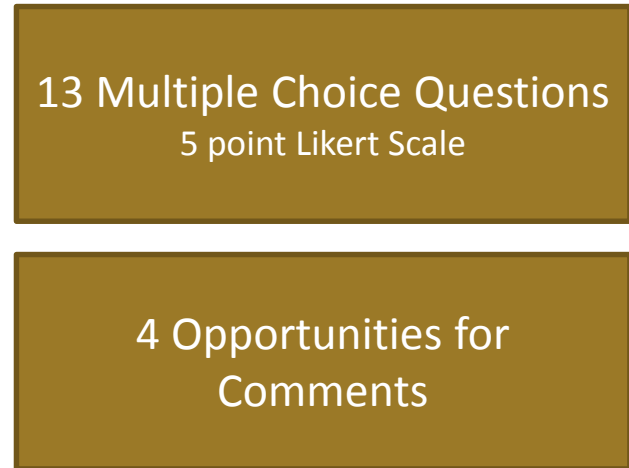
# Stakeholder Needs Assessment

Respondents: **32** Parents    **80** Teachers    **418** Students

## Information Gathered on 4 Domains

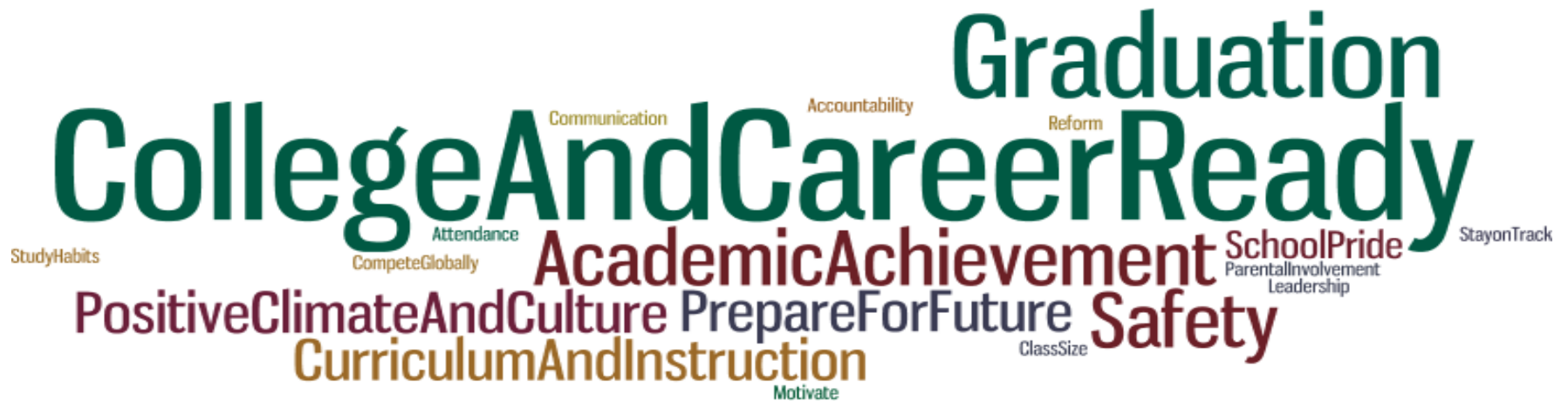


## Survey Format

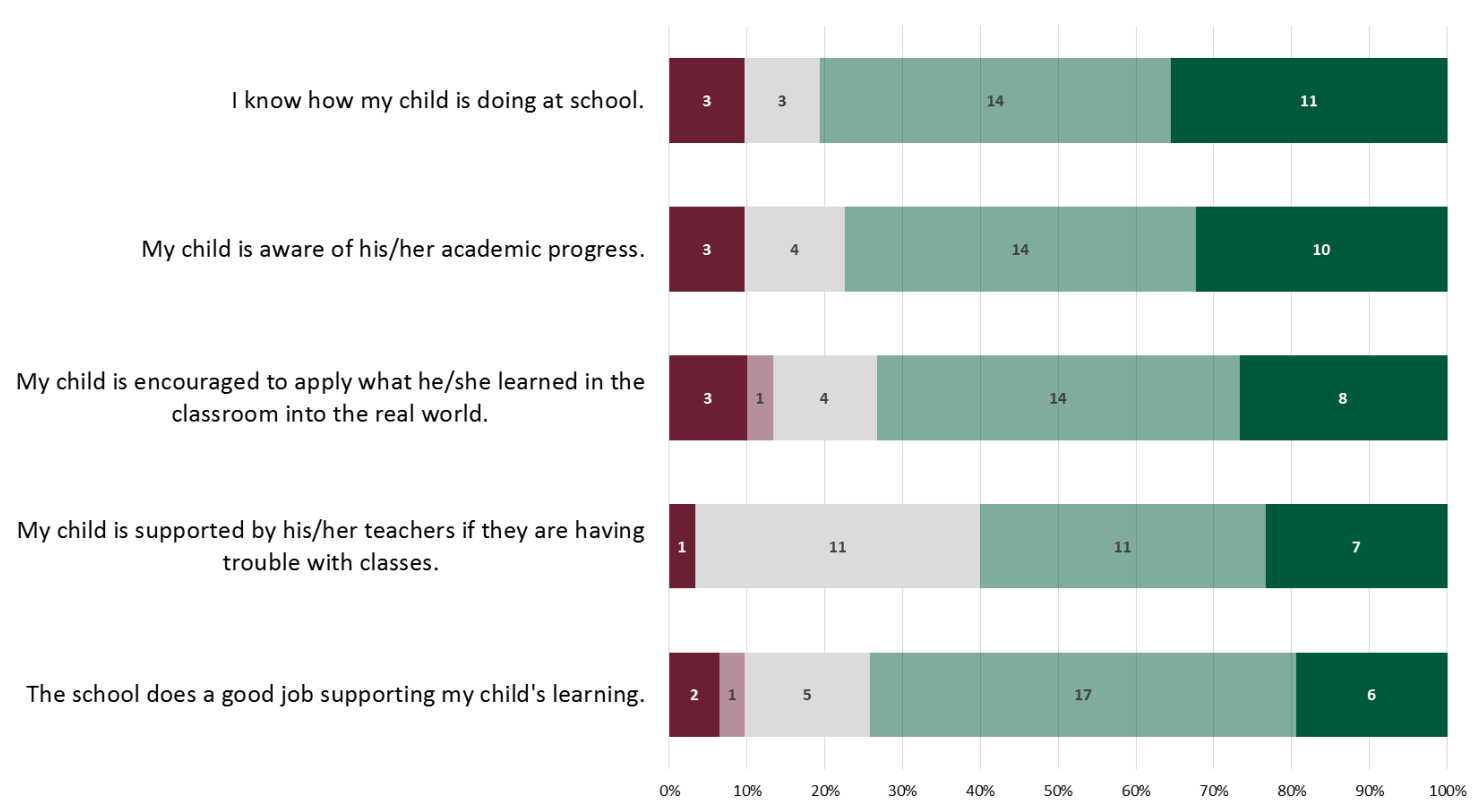


According to Stakeholders:

# What are the goals at Banneker High School?

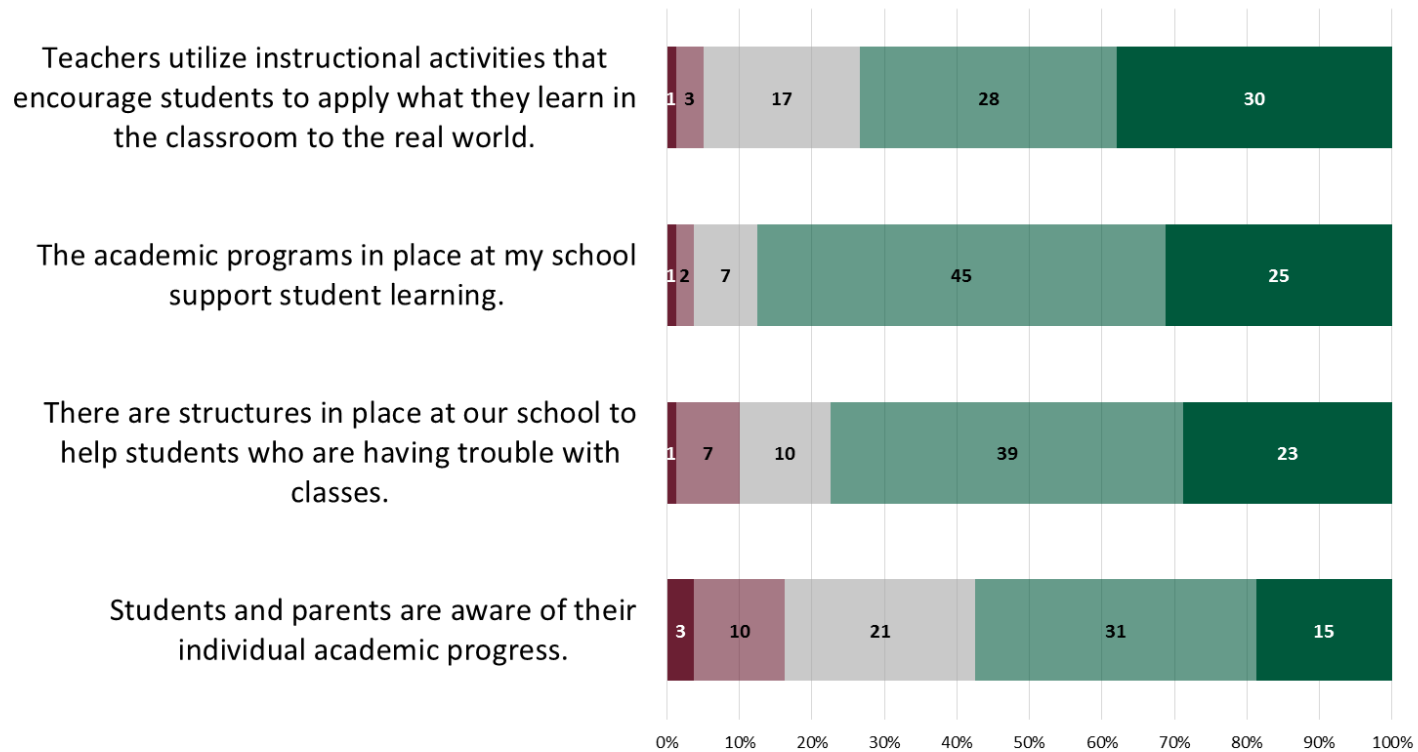


# How satisfied are Banneker parents with the school's instructional programs?



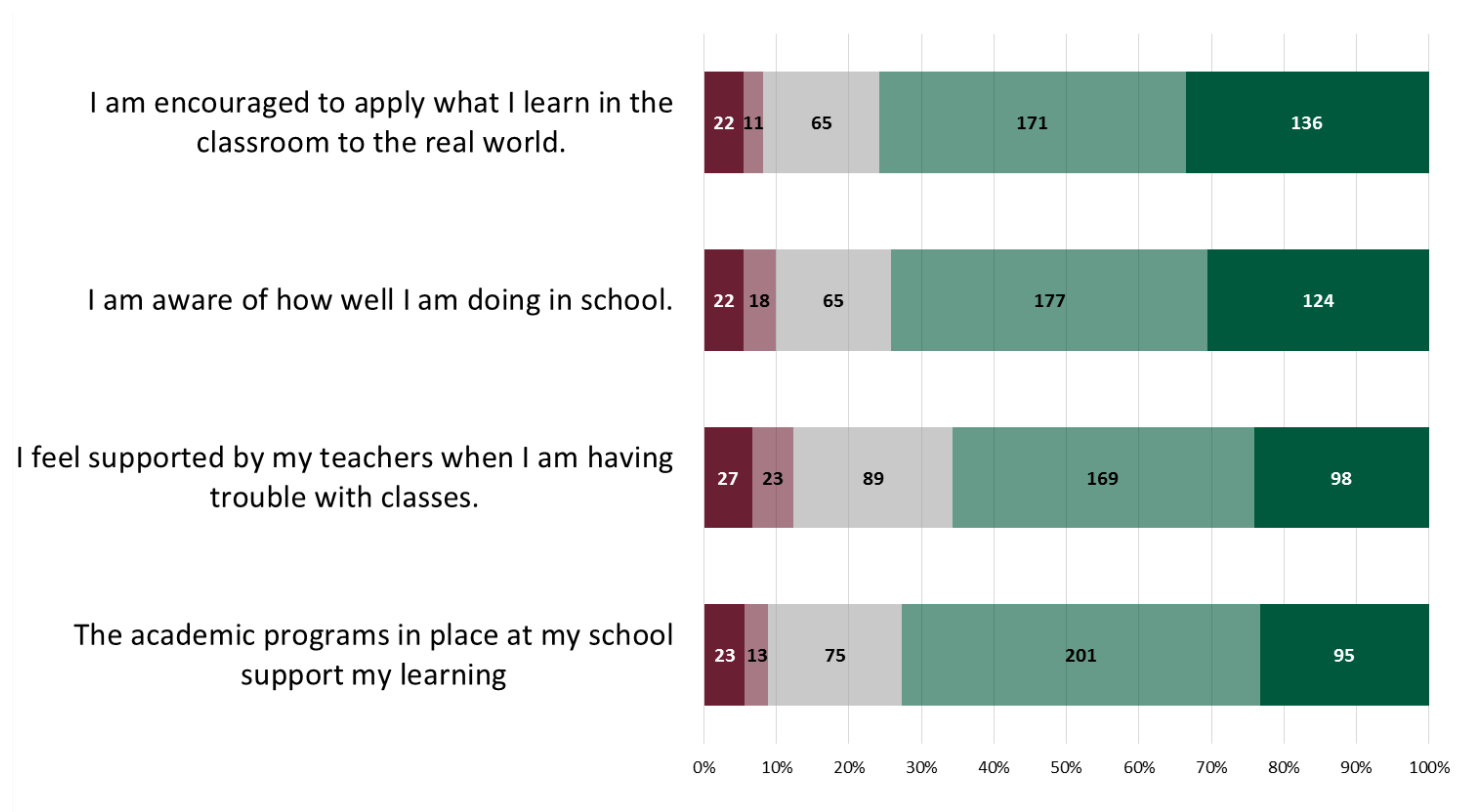
\*Please see supplemental file for open-ended responses

# How satisfied are Banneker teachers with the school's instructional programs?



\*Please see supplemental file for open-ended responses

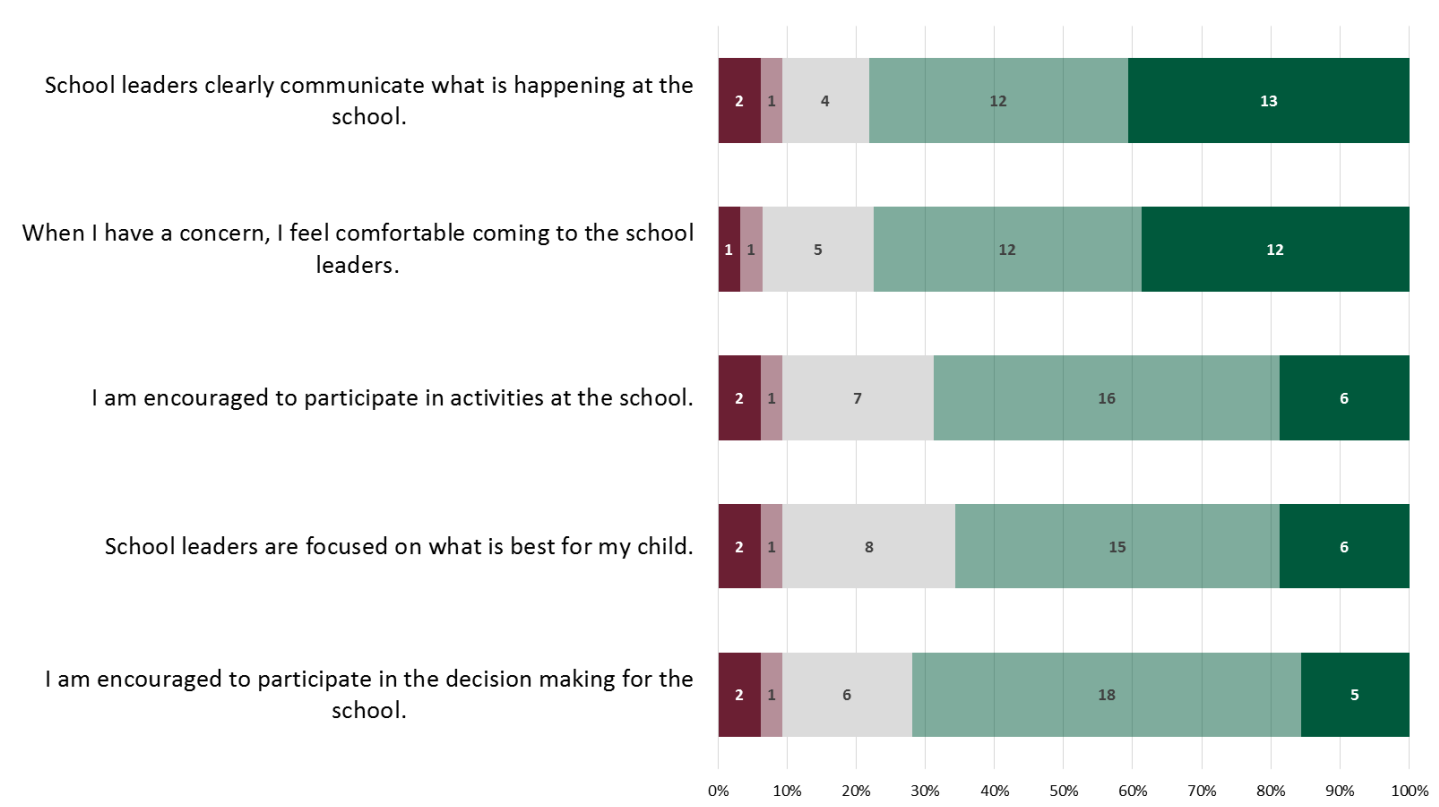
# How satisfied are Banneker students with the school's instructional programs?



\*Please see supplemental file for open-ended responses

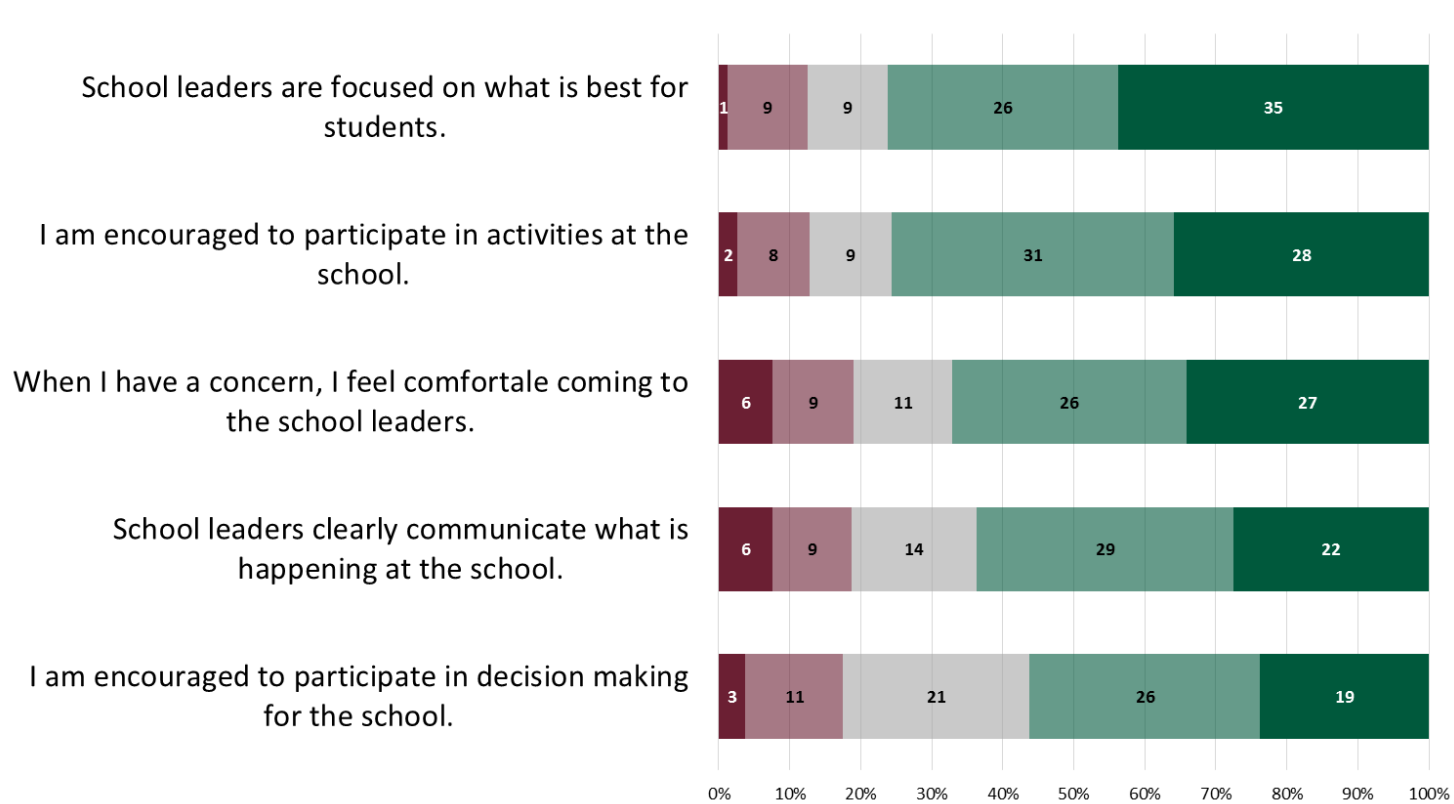
- According to key stakeholder groups, the goals at Banneker are aligned to the Fulton County Strategic Plan (graduation, college and career readiness).
- A consistently high percentage of teachers, students, and parents report that students are encouraged to apply what they learn in the classroom to the real world (73%, 76%, and 73%, respectively).
- 74% of students and 81% of parents report that they are well informed of their academic progress but only 57% of teachers feel that parents and students are well informed.
- 78% of teachers feel that students are supported when they are struggling. However, only 66% of students and 63% of parents feel that their child's teacher(s) support his learning, particularly when he is struggling in class.

# How satisfied are Banneker **parents** with the school's **leadership**?



\*Please see supplemental file for open-ended responses

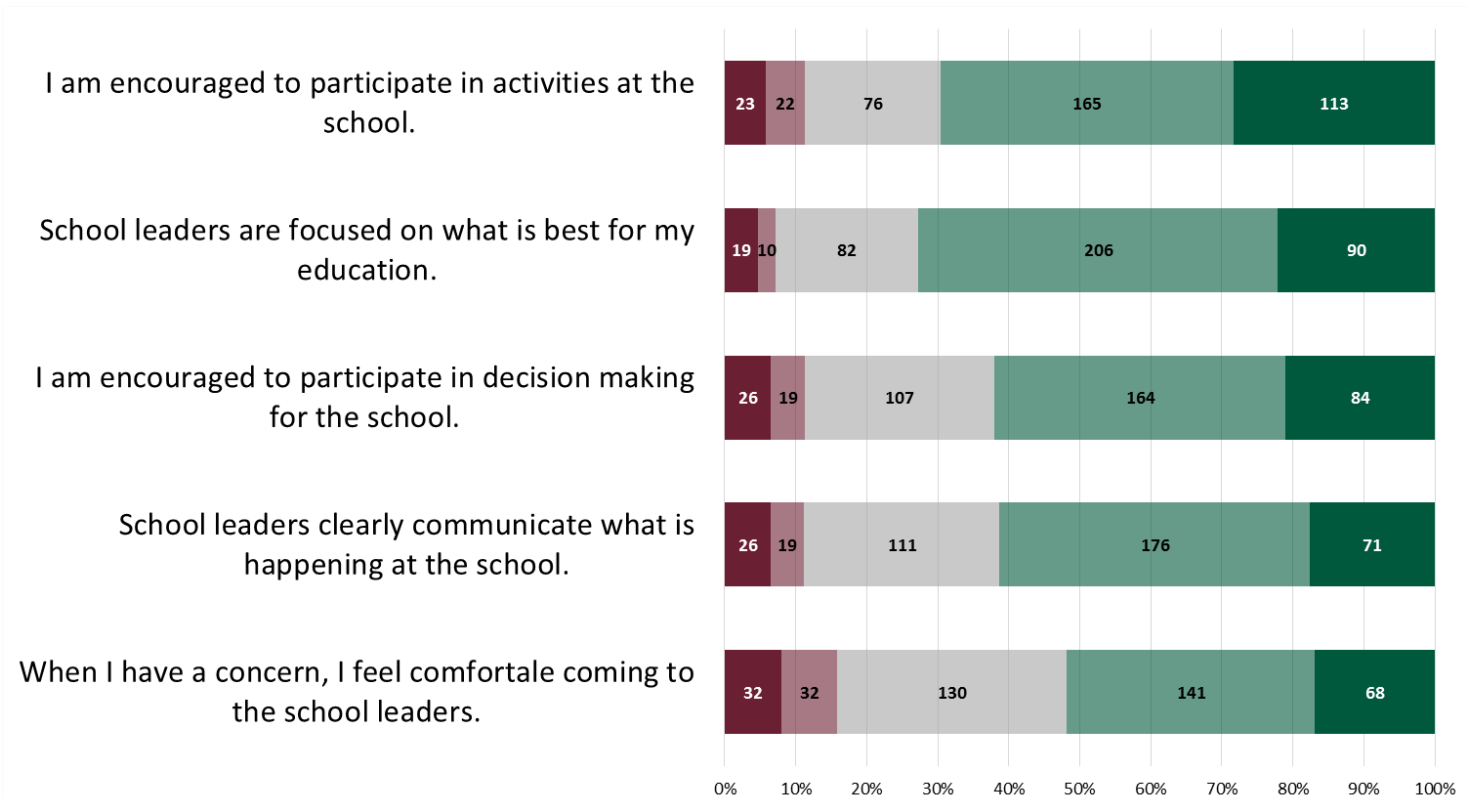
# How satisfied are Banneker teachers with the school's leadership?



\*Please see supplemental file for open-ended responses



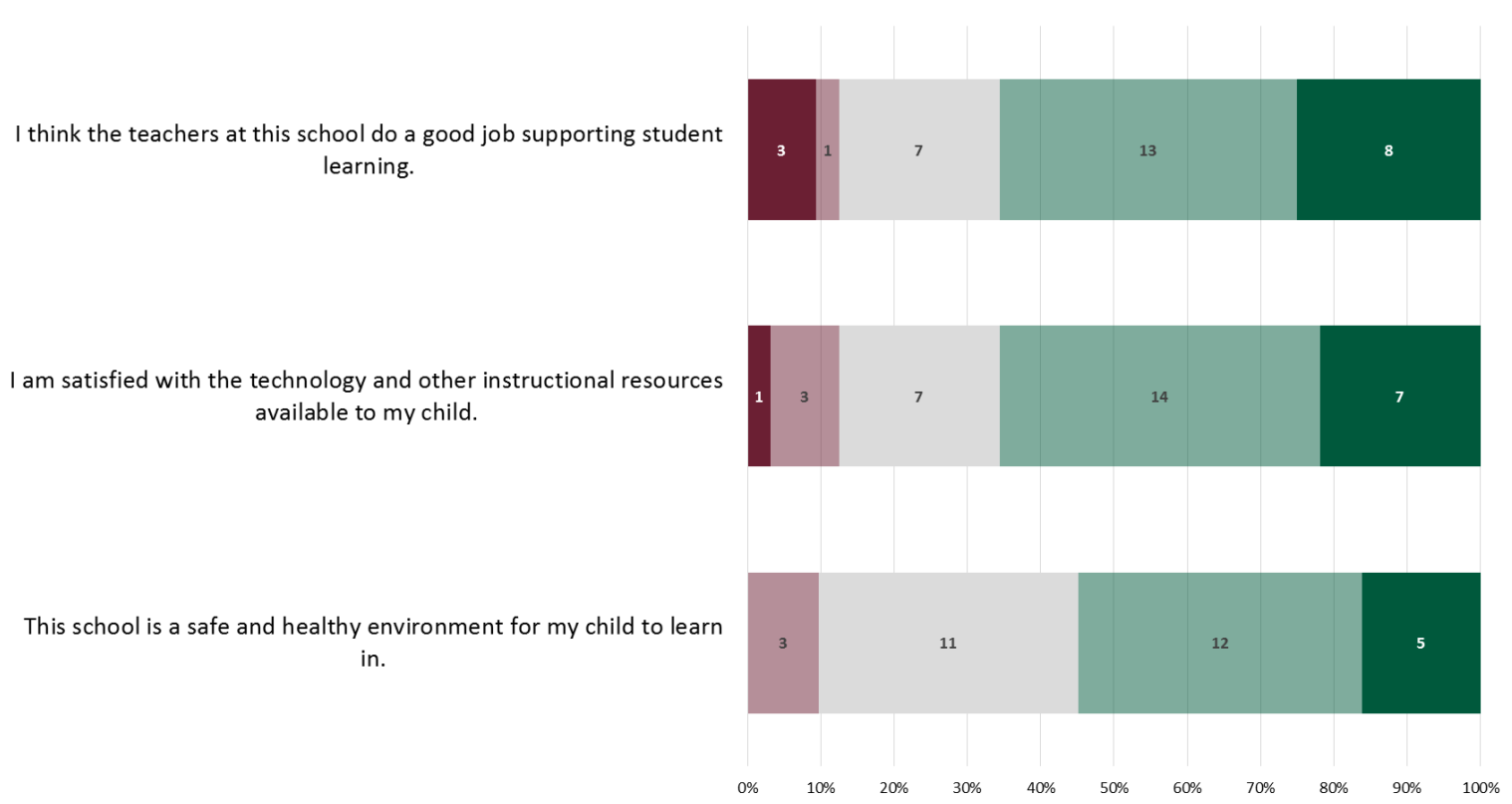
# How satisfied are Banneker students with the school's leadership?



\*Please see supplemental file for open-ended responses

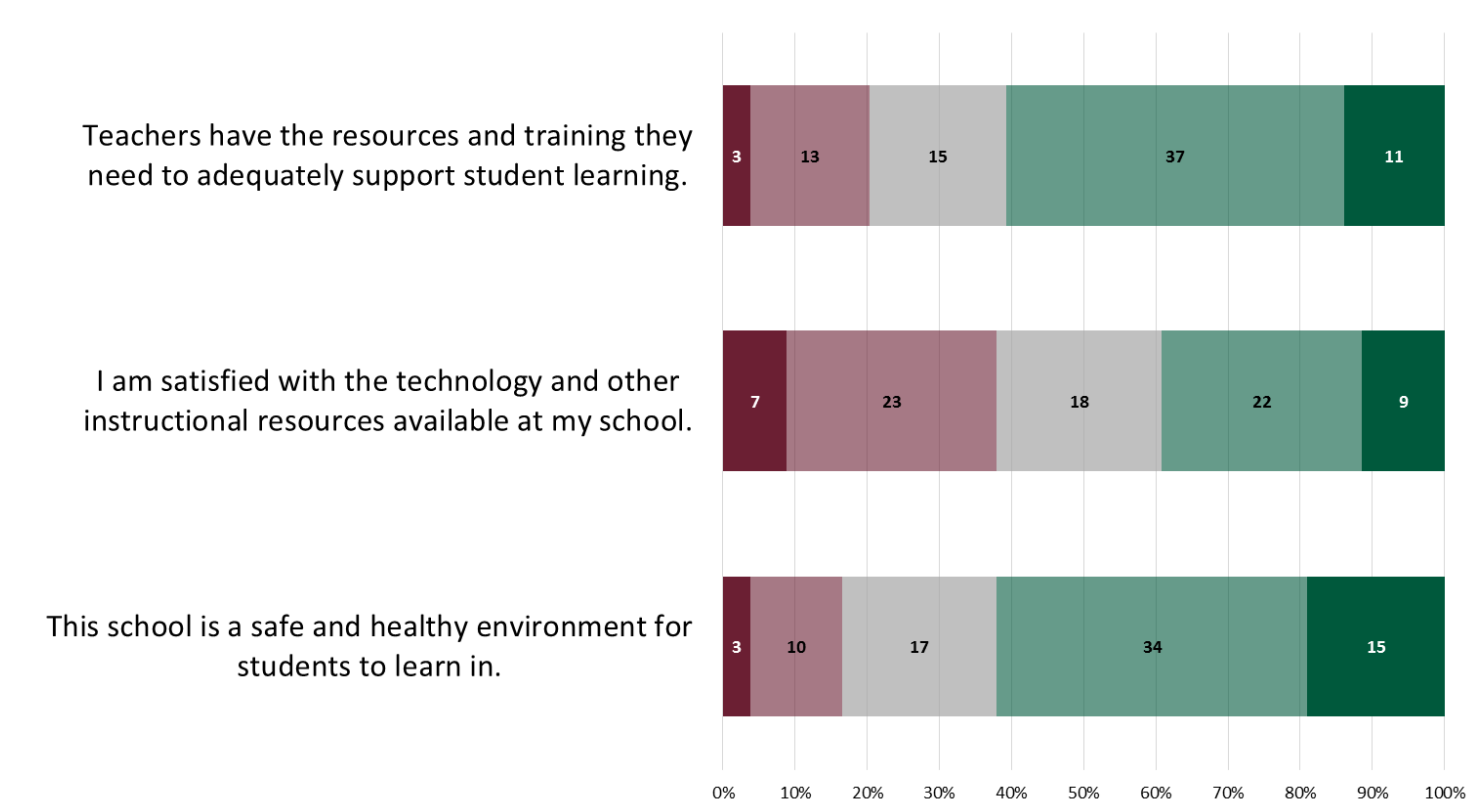
- Greater than 75% of parents and approximately 65% of teachers report that school leaders communicate what is happening at the school and that they feel comfortable coming to them with concerns.
- 61% of students report that school leaders communicate what is happening at the school but only 52% of students feel comfortable going to leaders with their concerns.

# How satisfied are Banneker parents with the school's infrastructure?



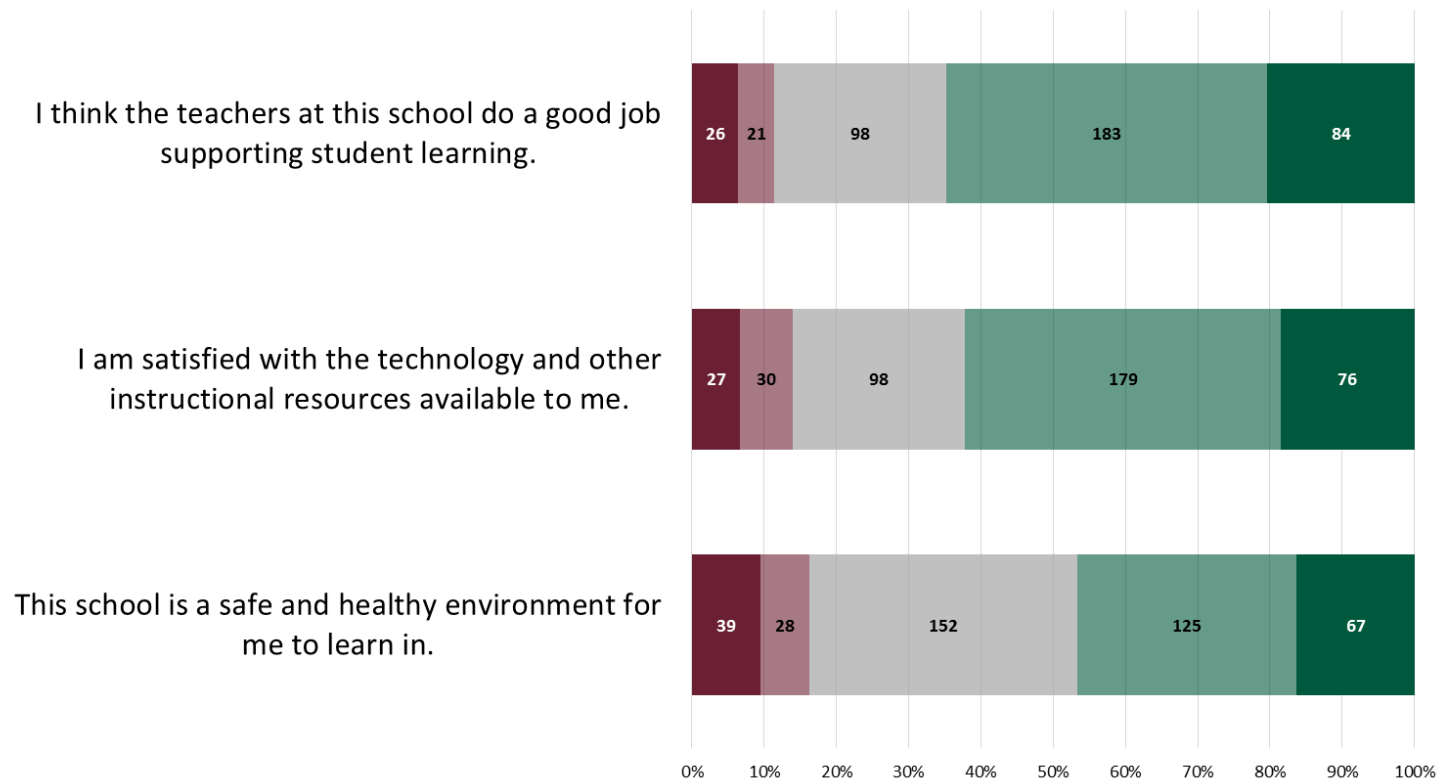
\*Please see supplemental file for open-ended responses

# How satisfied are Banneker teachers with the school's infrastructure?



\*Please see supplemental file for open-ended responses

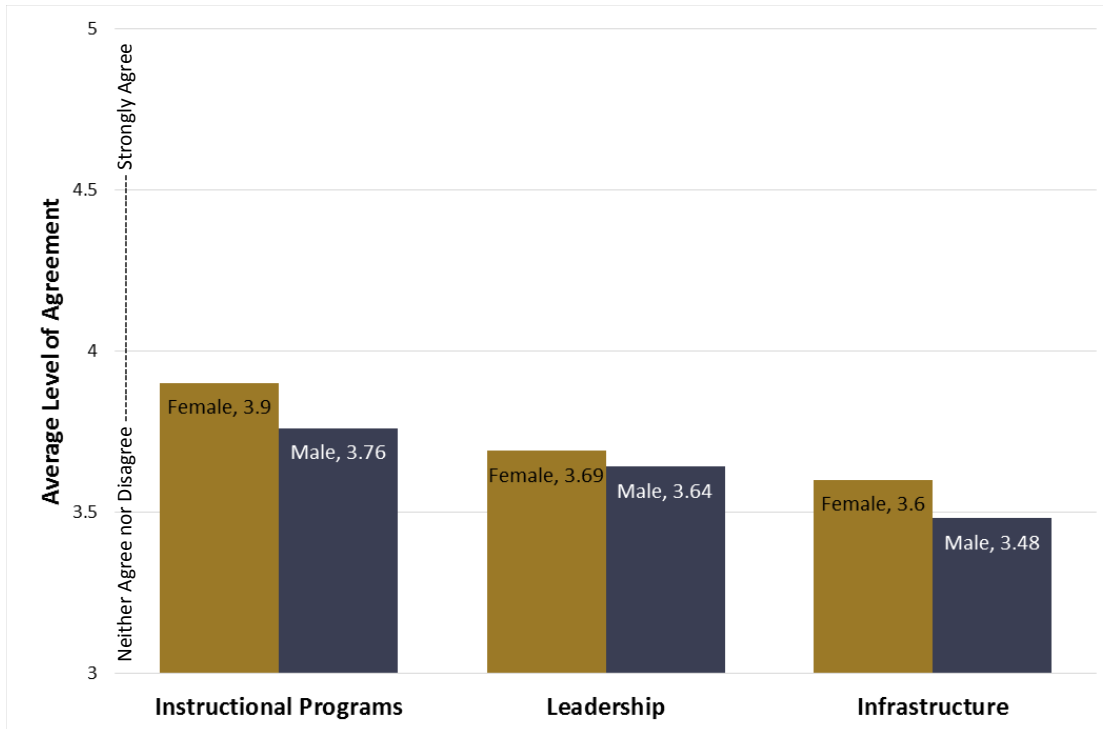
# How satisfied are Banneker students with the school's infrastructure?



\*Please see supplemental file for open-ended responses

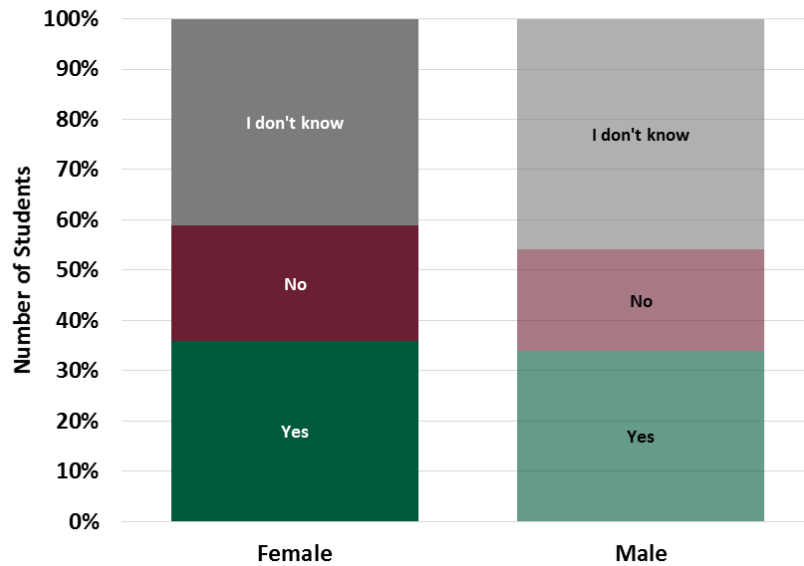
- Parents, teachers, and students have varying levels of agreement that the school has a safe and healthy environment for student learning.
  - 62% of teachers agree
  - 55% of parents agree
  - 47% of students agree
- 66% of parents and 62% of students are satisfied with the technology and other instructional resources available at the school. However, only 39% of teachers are satisfied with the availability of these resources.

# How satisfied are Banneker students according to their gender?



# How interested are Banneker students in CTAE programs?

Are you enrolled in or interested in enrolling in a Career Tech (CTAE) Pathway?



\*Please see supplemental file for open-ended responses



Report prepared by the Fulton County Schools Department of Strategic Planning and Program Evaluation. For additional support, please contact a member of our team.



**Department of Strategic Planning and Program Evaluation**

**Mahnaz Charania**, Director  
(470) 254 – 4933  
charaniam@fultonschools.org

**Kimberly Richards**, Analyst  
(470) 254 – 6863  
richardsk@fultonschools.org

# Banneker High School SIG Communications Plan

## Goals

- Inform all stakeholders (internal/external) about the upcoming SIG opportunity for Banneker HS
- Transparency of the SIG implementation process
- Establish a shared vision for School Improvement

## Stakeholders

- Impacted schools (faculty/teachers, students, SGC, PTA/PTO...)
- District leaders (school Board, principals, cabinet, executive staff, department heads...)
- All FCS staff (including school police, counselors, social workers, psychological services, etc...)
- External (Parents, partners, community members, local municipalities, chambers, elected officials...)

KEY DATE(S)
<ul style="list-style-type: none"> <li>• September 6, 2016 – SIG application submitted to GaDOE</li> </ul>

KEY MESSAGING
<ul style="list-style-type: none"> <li>• What is SIG</li> <li>• Process and timeline</li> <li>• McClarin HS currently participating (notable outcomes)</li> <li>• Desired outcomes for current schools applying</li> </ul>

Collateral
<ul style="list-style-type: none"> <li>• School Improvement overview sheet (specific to each school)</li> <li>• Fact Sheet</li> <li>• Talking points</li> <li>• Infographic poster</li> </ul>

## COMMUNICATIONS PLAN

Action	Expected outcome	Timeline	Responsible
<b>IMPACTED SCHOOLS</b>			
BHS Faculty meeting announcing SIG and the school's application <ul style="list-style-type: none"> <li>- SIG overview, process and timeline</li> <li>- Provide talking points for consistent school messaging</li> <li>- Their role in the process</li> </ul>	Informed staff to help communicate	TBD	Duke Bradley
BHS School Governance Council, PTA/PTO leadership meeting announcing SIG and the school's application <ul style="list-style-type: none"> <li>- SIG overview, process and timeline</li> </ul>	Informed school partners to help communicate	TBD	Duke Bradley

<ul style="list-style-type: none"> <li>- Provide talking points for consistent school messaging</li> <li>- Their role in the process</li> </ul>			
<p>Regular updates:</p> <ul style="list-style-type: none"> <li>- BHS Faculty meetings</li> <li>- Employee portal</li> <li>- School newsletter (or other school communication tool)</li> </ul>	Keep internal stakeholders informed and engaged	TBD	Duke Bradley
<p>Develop student champions</p> <ul style="list-style-type: none"> <li>- SIG overview, process and timeline</li> <li>- Provide talking points for consistent school messaging</li> <li>- Their role in the process</li> <li>- SGC students</li> </ul>	Students to support student to student communication	TBD	Duke Bradley or designee
Develop a feedback box	Receive ongoing input from students and staff	TBD	Principal designee
SIG posters displayed	Keep initiative top of mind	TBD	Principal designee

<b>DISTRICT LEADERSHIP</b>			
<p>Keep Board and Cabinet informed (News &amp; Notes)</p> <ul style="list-style-type: none"> <li>- Process/timeline</li> <li>- Talking points</li> </ul>	Maintain consistent understanding and messaging	TBD	Kelly Hopkins
Develop Cabinet Sharepoint SIG folder	Ongoing reference	TBD	Sam Maxey
<p>Information overview (definition, process, timeline, impacted schools, goals, talking points)</p> <ul style="list-style-type: none"> <li>- ALT</li> <li>- Ad Staff</li> <li>- Executive staff</li> </ul>	Maintain consistent understanding and messaging	TBD	Kelly Hopkins

<b>All FCS STAFF</b>			
Newsletter overview	Keep all staff informed	TBD	Carla Murphy
Employee portal story (ongoing)	Keep all staff informed	TBD	Carla Murphy
<p>Share in Top Stories</p> <ul style="list-style-type: none"> <li>- Calendar Item</li> <li>- News story</li> </ul>	Keep all staff informed	TBD	Carla Murphy

<b>EXTERNAL</b>			
<p>SIG overview (definition, process, timeline, impacted schools, goals)</p> <ul style="list-style-type: none"> <li>- School website</li> <li>- School newsletter</li> </ul>	Inform the public	TBD	Principal designee

-			
SIG overview (definition, process, timeline, impacted schools, goals) - District website - District newsletter	Inform the public	TBD	Daphne Ellison
Overview, process, timeline - District partners - Chambers	Inform the public	TBD	Sam Maxey
Develop a SIG fact sheet	Inform the public	TBD	Daphne Ellison

<b>MEDIA RELATIONS/SOCIAL MEDIA</b>			
News release (as appropriate)	Inform the public	TBD	Susan Hale
Enterprise stories - Implementation - Process (best practices)	Highlight process	TBD	Susan Hale
Develop a social media campaign	Engage stakeholders	TBD	Aaron Crute

<b>BROADCAST &amp; VIDEO</b>			
Capture process via video (as appropriate)	Build future story	TBD	Josh Lee

**Pedro Cherry, CFA**  
Senior Vice President  
Metro Atlanta Region

Bin 10240  
241 Ralph McGill Boulevard NE  
Atlanta, Georgia 30308-3374

Tel 404.506.4721  
Fax 404.506.2679  
ppcherry@southernco.com



September 28, 2016

To Whom It May Concern:

It's my pleasure to provide this letter of support for Banneker High School.

As the Chairman of the Aerotropolis Atlanta Alliance and a board member of the Georgia Department of Economic Development, I'm aware of how important it is for the metro Atlanta region to provide a workforce that supports burgeoning 21<sup>st</sup> century industries.

Engagement with secondary schools plays a critical role in these efforts. As you know, Banneker High School proposes to use grant funds to expand its Career and Technical Education course offerings – aligning them with many of the industries that have been identified as having a need for qualified personnel.

This smart and innovative approach will position Banneker High School students at the forefront of the many planned revitalization efforts in South Fulton County. Located minutes from Atlanta Hartsfield-Jackson International Airport, which employs more than 64,000 people and contributes approximately \$32 billion annually to the regional economy, Aerotropolis Atlanta's footprint will benefit from Banneker High School's ability to expand its course offerings. It's important that strategic efforts focus on ensuring that South Fulton County students are prepared to participate in targeted economic development efforts via the workforce readiness initiatives and priorities included in this proposal.

With grant funding, I'm confident Banneker High School students will develop the appropriate skills that 21<sup>st</sup> century industries both expect and require. I encourage you to consider the possibilities.

Kind thanks,

A handwritten signature in cursive script that reads "Pedro Cherry".

Pedro Cherry  
Chair, Aerotropolis Atlanta Alliance

## Office of the Mayor

THE CITY OF  
**UNION CITY**  
GEORGIA  
5047 Union Street, Union City, GA 30291  
(770) 964-2298  
www.UnionCityGa.org

September 21, 2016

To Whom it May Concern:

The City of Union City is pleased to support Banneker High School Ladders of Opportunity for the School Improvement Grant Application.

During my tenure as Mayor of Union City, Georgia, I have witnessed many successes and victories for our community, but none would be more pleasing than to see Benjamin Banneker High School continue its march toward improvement.

Not only does Banneker High School have the full thrust of support from my administration, the school's principal Dr. Duke Bradley does as well. I am confident that the school is in good hands under his steady and courageous leadership.

Having been briefed on Banneker's grant application, I am pleased that there is such an emphasis on workforce readiness. As you may know, South Fulton County is entering a period of prosperity, hope, and promise – and with many initiatives underway. Among them being Aerotropolis Atlanta, it is key that our young people are a part of that process. Banneker is focusing on the right work by making certain that their students have bright futures through access and opportunity. In fact, you'd be pleased to know that Union City is home to the Atlanta Metro Studios. It features the two largest purpose built-sound stages in North America. This infrastructure development is key to welcoming larger productions with longer production schedules and more locally hired jobs. I've communicated with the partners at Atlanta Metro Studios to ensure that Banneker students have access to internships and other employment opportunities with them. You might also be aware that Film, Video Production, and Digital Media have been designated as South Fulton County workforce priorities, of which Banneker is ensuring that their students are connected to through new academic programming.

In sum, it is clear to me that Banneker High School is well positioned going forward. I would respectfully ask that you consider their application on behalf of Union City, Georgia.

Kind Regards

Vince Williams  
Mayor

The Future is Now!

# Callouch/Williams & Associates

September 26, 2016

Georgia Department of Education  
Atlanta, Georgia

RE: Banneker High School SIG application

To Whom it May Concern:

I would like to include my support for the Banneker High School SIG application. As the chair of Metro Atlanta's United Way - South Fulton Advisory board (SFAB), we strongly support the effort to improve performance at Banneker High School. We have adopted this school as part of our focus on education in the South Fulton area.

## CTAE Pathways

In particular we support the expansion of CTAE Pathways to align with the 21st century workforce priorities projected by the Atlanta Regional Commission. In support of that effort United Way has partnered with the Atlanta Regional Commission on workforce development for the Atlanta Aerotropolis ([www.aeroatl.org](http://www.aeroatl.org)), a 20-mile area around the Atlanta Airport that includes Banneker.

In order to meet the workforce needs of the future and specifically the South Fulton geographical area, we need a readily available local workforce. Banneker is crucial in meeting this workforce need. The Atlanta Aerotropolis has defined the workforce needs for the area, and included as a priority the need for workforce training to meet those needs. What is needed now is training programs, including at the high school level that specifically address preparing students for known workforce needs to give them the skills and preparation to be productive citizens, locally! To let students know there is hope and support to allow them to help themselves mature into productive adults.

As a certified economic developer ([www.callouchwilliams.com](http://www.callouchwilliams.com)), I am personally committed to support Banneker in this effort. This workforce challenge is critical to the redevelopment and growth of South Fulton, and the entire Atlanta metro region.

We beseech you to support making South Fulton and the Atlanta region a thriving area with readily available, local workforce to meet the needs of local employers. If you have any questions feel free to contact me at [pcwill35@comcast.net](mailto:pcwill35@comcast.net) or 678-296-1059

Thank you for your consideration,

Patricia C. Williams  
President - Callouch/Williams & Associates  
Chair - United Way South Fulton Advisory Board



September 27, 2016

To Whom It May Concern:

Please accept this letter on behalf of the South Fulton County Chamber of Commerce in support of Banneker High School's, School Improvement Grant Application.

Having recently been made aware of the transformation efforts at Banneker, I was particularly struck by the school's intense focus on positioning students to transition into viable careers. More importantly, Banneker's efforts are equally focused on addressing the workforce needs of South Fulton County in a way that we've not seen from many schools.

Furthermore, the Chamber is aware that the increasing workforce demands of certain industries have outpaced our region's ability to supply qualified and well trained personnel. We believe that cultivating the talents of students in area high schools is one way to ensure a well employed citizenry while also contributing to local economic revitalization plans.

Lastly, the Chamber's support for Banneker High School extends beyond the substance of their School Improvement Grant proposal. We support Banneker High School because of the vast improvement we've seen in the school since the arrival of their new principal, Dr. Duke Bradley. As is the case with our member organizations, leadership matters – and we are confident in the forwardgoing direction of Banneker High School because of the leadership in place.

Sincerely,

A handwritten signature in black ink that reads "Y. Dyan Matthews". The signature is fluid and cursive, written over a light blue horizontal line.

Y. Dyan Matthews  
President and CEO



Friday, September 23, 2016

Dear Review Committee:

It is a privilege and pleasure for me to offer support for Banneker High School's, School Improvement Grant Application (SIG).

As the subcommittee chair for the Atlanta Regional Economic Competitiveness Implementation Plan, I lead a collaborative effort focused on addressing the region's most challenging issues using strategies identified by a variety of working committees. With regard to education, our committee has outlined three specific objectives:

- Elevate Public Education to the Top of local, regional and state Funding/Policy Priorities
- Integrate Innovative Programs into PreK-12 Classrooms throughout the Region
- Prepare the Region's Students/Workers for 21st Century Skills and Careers

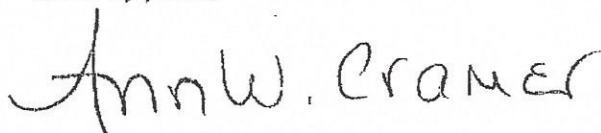
It has been brought to my attention that one of the foremost priorities of Banneker's grant application involves an expansion of career and technical education course offerings - courses that will be aligned to projected workforce priorities of South Fulton County. As a consequence, Banneker graduates will have an opportunity to be a part of the economic growth and vitality of the very communities in which they live. This work is vitally important on many fronts, but none more important than what these efforts represent for the future of South Fulton County.

It is abundantly clear that Banneker High School is appropriately focused and can eventually serve as a model of innovative practice whereby schools meaningfully contribute to economic progress and community revitalization. This is my greatest hope for Banneker High School.

It is with these thoughts in mind that I encourage your earnest consideration of their proposal!!

With deep appreciation and respect, I am

*Sincerely yours,*

A handwritten signature in cursive script that reads "Ann W. Cramer". The signature is written in dark ink and is positioned above the printed name and title.

Ann W. Cramer  
Chair, Atlanta Educated Workforce Committee

# Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

7/13/2016

Banneker High School NCES - na

Fulton County

**Georgia School Keys Standards**

Key Indicators are shown in RED.

## Curriculum

**A system for aligning, facilitating, and monitoring consensus-driven content, performance standards, assessments, and resources to maximize student learning**

**Indicator** **C-1 - Uses systematic, collaborative planning processes so that teachers can have a shared understanding of expectations for standards, curriculum, assessment, and instruction.(4543)**

**Status** Tasks completed: 5 of 8 (62%)

**Assessment** Level of Development: Initial: **Limited Development** 09/23/2015

Index: 6 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

Currently Banneker is focusing on Georgia Milestone courses to develop a systematic collaborative planning process so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction. The master schedule supports approximately 50% of all common course teachers with common planning time. All IRR teachers have a shared common planning with their general ed co-teacher, and approximately 50% plan with the course team during their common planning time. The Junior Achievement MBA magnet school Milestone course teachers do not have common planning with other content teachers. The JA-MBA teachers have common planning altogether as a magnet school to go through case studies as part of the JA curriculum and weekly common data digs.

During this planning time, Professional Learning Communities meet and receive training on Understanding by Design (UBD), building common assessments, and using data to guide instruction. This work is led by the Curriculum Assistant Principal, Professional Development Coach, Data Support Specialist and Math Coach. This team provides feedback to teachers after training and observations. At present our Data Support Specialist is preparing to roll into Professional Learning Communities and review common assessment data with teachers. Using a Mastery Tracker data analysis tool, teachers are able to see their individual class progress on common formative and summative assessments. The Data Support Specialist and PD Coach assist teachers in understanding the data, identifying strengths/challenges, root causes, and key actions for teachers to take to improve the quality of instruction, in addition to creating remediation plans. The Professional Development Coordinator is also coaching individual teachers on instructional strategies, and lesson planning.

Evidence to support current practices include the following: Mastery Tracker data analysis tools for each Milestone content area, class- and student-level analysis sheets for all Milestones teachers, Data Dig Summary Sheets for each content area, common formative and

		summative assessments, PLC agendas and minutes, common Unit Plans and pacing guides, and common lesson plans.
<b>Plan</b>	Assigned to:	Lamont Lauren
	How it will look when fully met:	This will be fully met at Banneker when 100% of core content collaborative planning teams, including IRR teachers, are consistently meeting weekly and following the collaborative planning process to develop a shared understanding of the expectations for standards, curriculum, assessment, and instruction. This will be evidenced by collaborative planning agendas and minutes; fully developed, standards-based unit plans using Understanding by Design framework; common assessments aligned to the rigor of the standards; and records of data analysis and data-driven instructional practices. Secondly, when 100% of teachers score Level 3 or Higher on TKES Standard 1: Professional Knowledge, Standard 2: Instructional Planning and Standard 6: Assessment Uses and when all administrators receive Level 3 or higher on LKES Performance Standard 1: Instructional Leadership.
	Target Date:	12/30/2016
	<b>Tasks:</b>	
	1. Schedule a focus walk calibration training for all admin and coaches with Fulton County TKES Evaluation Specialist or GA DOE TLE Specialist.	
	Assigned to:	Duke Bradley
	Added date:	09/23/2015
	Target Completion Date:	12/11/2015
	Comments:	Calibration walks were completed on January 26th and 27th.
	<b>Task Completed:</b>	<b>01/27/2016</b>
	2. Professional Learning Coach facilitates end of unit data digs with Milestones common planning teams. Data Digs include analysis of common summative unit assessment down to the item-level and identifies strengths and challenges, root causes, and key changes and next steps to be implemented in upcoming unit. Also includes a plan for remediation of standards that students did not meet proficiency from unit.	
	Assigned to:	Lamont Lauren
	Added date:	09/23/2015
	Target Completion Date:	12/30/2016
	Frequency:	monthly
	Comments:	
	3. Provide professional learning on analyzing student work samples to all Milestones common planning teams.	
	Assigned to:	Lamont Lauren
	Added date:	09/23/2015
	Target Completion Date:	12/30/2016
	Frequency:	monthly
	Comments:	
	4. Develop common planning protocols for unit plan development, LP development, formative/summative standards-based assessment creation	
	Assigned to:	Lamont Lauren

	Added date:	11/12/2015
	Target Completion Date:	12/09/2015
	Comments:	All Milestones PLC have received training on these protocols and currently being implemented with fidelity. Protocols will be uploaded into the C1 document upload.
	<b>Task Completed:</b>	<b>12/08/2015</b>
	5. Create student work analysis protocol to include standards-based performance tasks and rubric development.	
	Assigned to:	Lamont Lauren
	Added date:	11/12/2015
	Target Completion Date:	01/29/2016
	Comments:	
	<b>Task Completed:</b>	<b>12/18/2015</b>
	6. Modify 2016-17 master schedule to provide common planning for all common course teachers.	
	Assigned to:	Doryiane Gunter
	Added date:	11/12/2015
	Target Completion Date:	04/29/2016
	Comments:	2016-2017 Master Schedule has been created to include common planning for all core content areas, Fine Arts, and World Languages.
	<b>Task Completed:</b>	<b>05/26/2016</b>
	7. Conduct a grading evaluation of current grading practices and calibrate practices with leadership and staff.	
	Assigned to:	Lamont Lauren
	Added date:	12/08/2015
	Target Completion Date:	12/30/2016
	Comments:	
	8. Develop a student feedback protocol.	
	Assigned to:	Lamont Lauren
	Added date:	12/08/2015
	Target Completion Date:	01/29/2016
	Comments:	
	<b>Task Completed:</b>	<b>12/18/2015</b>
<b>Implement</b>	Percent Task Complete:	Tasks completed: 5 of 8 (62%)
<b>Indicator</b>	<b>C-3 - Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed.(4545)</b>	
<b>Status</b>	Tasks completed: 3 of 6 (50%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/06/2015
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of	Currently most Georgia Milestones course teachers are meeting in

	development:	professional learning communities (PLCs) and working as teams to adapt state pacing guides and unit plans and develop common unit assessments. Understanding by Design (UBD) is one of Banneker's strategic initiatives this year. Currently the essential eight teachers are working collaboratively to develop their units using the UBD framework. Teachers are beginning to review the data from common summative unit assessments to reflect on the effectiveness of daily instructional practices and modify curriculum documents based on data dig documentation. Planning teams are provided feedback on unit plans, performance tasks, and common assessments by Professional Learning Coordinator with the expectation to make modifications.
<b>Plan</b>	Assigned to:	Lamont Lauren
	How it will look when fully met:	Banneker will achieve operational level when a consistent and pervasive process is in place for reviewing curriculum documents to ensure alignment to the intent and rigor of the standards. Collected data, including student achievement data and performance work samples, lesson and unit plans, and observational data will be gathered for teachers to analyze, reflect and make instructional adjustment to curriculum documents. Evidence will include student achievement and performance data, revised curriculum documents, and 95% of teachers receiving a Level 3 or higher on TKES Performance Standard 2: Instructional Planning and TKES Performance Standard 6: Assessment Uses and when all administrators receive Level 3 or higher on LKES Performance Standard 1: Instructional Leadership.
	Target Date:	06/30/2016
	<b>Tasks:</b>	
	1. Talent Coordinator will meet with E8 PLCs to deliver professional learning on unpacking standards in order to create unit plans.	
	Assigned to:	Lamont Lauren
	Added date:	01/10/2016
	Target Completion Date:	05/20/2016
	Comments:	Algebra: complete Geometry: complete 9th Lit: complete American Lit: incomplete Biology: complete Physical Science: incomplete U.S. History: complete Economics: complete
	<b>Task Completed:</b>	<b>03/01/2016</b>
	2. Talent Coordinator will meet with E8 PLCs to deliver professional learning on creating instructional calendars for each unit to map out which standards will be taught throughout the year.	
	Assigned to:	Lamont Lauren
	Added date:	01/10/2016
	Target Completion Date:	05/20/2016
	Comments:	Algebra: complete Geometry: complete 9th Lit: complete American Lit: complete Biology: complete Physical Science: complete

		U.S. History: complete Economics: complete
	<b>Task Completed:</b>	<b>01/08/2016</b>
	3. Talent Coordinator meets with PLCs to deliver professional learning on common creating/compiling unit summatives.	
	Assigned to:	Lamont Lauren
	Added date:	01/10/2016
	Target Completion Date:	12/30/2016
	Comments:	Algebra: complete Geometry: complete 9th Lit: complete American Lit: incomplete Biology: complete Physical Science: incomplete U.S. History: complete Economics: complete
	4. Talent Coordinator will meet with E8 PLCs to deliver professional learning on creating/compiling common formative assessments.	
	Assigned to:	Lamont Lauren
	Added date:	01/10/2016
	Target Completion Date:	05/20/2016
	Comments:	Algebra: complete Geometry: complete 9th Lit: incomplete American Lit: incomplete Biology: complete Physical Science: incomplete U.S. History: complete Economics: complete
	<b>Task Completed:</b>	<b>05/20/2016</b>
	5. Talent Coordinator will meet with E8 PLCs to deliver professional learning on creating rigorous lesson plans that are aligned to the lesson objectives, crafted from the standards.	
	Assigned to:	Lamont Lauren
	Added date:	01/10/2016
	Target Completion Date:	09/30/2016
	Comments:	Algebra: incomplete, but will not need much support Geometry: incomplete 9th Lit: incomplete American Lit: incomplete Biology: incomplete Physical Science: incomplete U.S. History: complete Economics: incomplete
	6. Talent Coordinator will meet with E8 PLCs to deliver professional learning on creating/compiling rigorous performance tasks as part of each unit.	
	Assigned to:	Lamont Lauren
	Added date:	01/10/2016
	Target Completion Date:	09/30/2016
	Comments:	PL for E8 teams to create rigorous performance tasks will take place in April for teams to execute in May and plan for fall.

Algebra: incomplete  
 Geometry: incomplete  
 9th Lit: incomplete  
 American Lit:  
 Biology: incomplete  
 Physical Science: incomplete  
 U.S. History: incomplete  
 Economics: incomplete

**Implement** Percent Task Complete: Tasks completed: 3 of 6 (50%)

**Assessment**

**The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions**

**Indicator A-2 - Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction. (4547)**

**Status** In Plan / No Tasks Created

**Assessment** Level of Development: Initial: Limited Development 11/06/2015

Index: 6 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: Currently, all Georgia Milestones course teachers are giving common summative unit assessments. Approximately 50% of Milestones teachers are creating and administering common formative assessments. Diagnostic assessments are not being used. Fulton County has implemented Fall, Winter, and Spring benchmark assessments for Milestones courses, however they are not being implemented with fidelity due to technical issues.

The Coordinator for Talent Development and Professional Learning works closely with the Data Support Specialist to assist teachers with data analysis. Data PLCs are held after each common assessment. Prior to these Data "Digs" teachers are presented with at mastery tracker, global trends, and individual student data for review. At these meetings teachers review the data, make conclusions on standards mastered and not mastered, and begin the work of determining how to reteach standards not mastered.

**Plan** Assigned to: Doryiane Gunter

How it will look when fully met: Banneker will be fully operational when all teachers have implemented a balanced system of diagnostic, formative, and summative assessments that include selected response, constructed response, writing prompts, performance tasks, and culminating projects. Evidence will include developed standards-based assessments and 100% of teachers scoring a Level 3 or higher on TKES Performance Standard 5: Assessment Strategies.

Target Date: 12/16/2016

**Indicator A-3 - Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices.(4548)**

**Status** Tasks completed: 0 of 3 (0%)

**Assessment** Level of Development: Initial: Limited Development 11/10/2015

Index: 6 (Priority Score x Opportunity Score)

	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently, we are developing common summative assessments in all Milestones courses that are aligned to the rigor of required standards that include selected response and constructed response items. Instructors are beginning to collect assessment data to check for understanding and gather information on progress towards students' mastery of the standards and use the data to inform instructional planning and practices. Banneker teachers are not uniformly and consistently using common diagnostic and formative assessments.	
<b>Plan</b>	Assigned to:	Keisha Shields	
	How it will look when fully met:	Banneker will reach operational level when a consistent and pervasive practice of implementing a balanced system of common assessments that are aligned with the required standards is in place prior to instruction occurring using the Understanding by Design framework. This practice will be evident when all teachers use the established data protocol to analyze student achievement and performance data to monitor student progress, inform instruction, and improve teacher practices. Additional evidence will include 100% of teachers scoring a Level 3 or higher on TKES Performance Standard 1: Professional Knowledge, Standard 5: Assessment Strategies and Standard 6: Assessment Uses.	
	Target Date:	09/30/2016	
	<b>Tasks:</b>		
	1. Create common unit assessments. After determining pacing for units to be covered, PLCs will develop common unit assessments. These assessments will given and loaded into Fulton Connect for data collection. The Data Support Specialist, Math Coach, and Coordinator of Talent Development will add data to the Mastery Tracker and provide data digs with teachers. Teachers will analyze data down to the item level and use results to inform instruction.		
	Assigned to:	Keisha Shields	
	Added date:	11/10/2015	
	Target Completion Date:	10/31/2016	
	Frequency:	monthly	
	Comments:		
	2. Implement the use of a data protocol during data talks. Teachers will be provided with data in the mastery tracker prior to the data talk PLC. There pre-work includes reviewing the data, determining strengths (highest performing standards) and challenges (lowest performing standards) and the causes of each. Teachers will discuss as a PLC ways to adjust instruction based on data and determine next steps.		
	Assigned to:	Keisha Shields	
	Added date:	11/10/2015	
	Target Completion Date:	10/31/2016	
	Frequency:	monthly	
	Comments:		
	3. Disaggregate data and create next steps. Teachers will review their individual student data prior to the Data Dig and come to the Data Dig PLC ready to determine what individual groups of students need for remediation or acceleration. Teachers will outline specific next steps with the assistance of the Data Support, Coordinator of Talent Development, Math Coach, Curriculum Assistant Principal and Department Chairs. Next steps include determining when and how (what instructional strategies) to reteach the		



material.

Assigned to:	Keisha Shields
Added date:	11/10/2015
Target Completion Date:	10/31/2016
Frequency:	monthly
Comments:	

**Implement** Percent Task Complete: Tasks completed: 0 of 3 (0%)

**Instruction**

**Designing and implementing teaching—learning—assessment tasks to ensure that all students increase their learning and achieve proficiency on curriculum standards**

**Indicator I-4 - Uses research-based instructional practices that positively impact student learning.(4554)**

**Status** Tasks completed: 0 of 3 (0%)

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/10/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:	Observation data has shown that most teachers do not demonstrate knowledge or a use of a repertoire of highly effective, research-based instructional practices that positively impact student learning. Inconsistent observed practices include sporadic use of cooperative learning, graphic organizers, non-standards based feedback, and limited note-taking strategies. In observations, a majority of teachers use Level 1 questioning techniques during classroom discussions. There is an expected instructional framework (SEATS) in place; however, it is not consistently and pervasively followed.
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<b>Plan</b>	Assigned to:	Duke Bradley
	How it will look when fully met:	Banneker will reach operational level when 80% of teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning as documented by research-based instructional strategies evident in lesson plans and a Level 3 or higher on TKES Performance Standard 3: Instructional Strategies and TKES Performance Standard 4: Differentiated Instruction.
	Target Date:	09/30/2016

**Tasks:**

1. Professional development- research based instructional strategies

Assigned to:	Lamont Lauren
Added date:	11/10/2015
Target Completion Date:	09/30/2016
Frequency:	monthly
Comments:	

3. Research based professional development on how to unpack content standards for core content teachers.

Assigned to:	Lamont Lauren
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	Added date:	11/14/2015
	Target Completion Date:	12/30/2016
	Comments:	
4. Research based professional development on building rigorous assessments for core content teachers.		
	Assigned to:	Lamont Lauren
	Added date:	11/14/2015
	Target Completion Date:	12/30/2016
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 3 (0%)
<b>Indicator</b>	<b>I-8 - Establishes a learning environment that empowers students to actively monitor their own progress.(4558)</b>	
<b>Status</b>	Tasks completed: 1 of 3 (33%)	
<b>Assessment</b>	Level of Development:	<b>Initial: No development or Implementation</b> 11/10/2015
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently, Banneker does not have a uniform system in place to support students' ability to monitor their academic progress towards mastery of the standards. Some teachers have implemented the use of rubrics and standards-based student-level mastery trackers.
<b>Plan</b>	Assigned to:	Doryiane Gunter
	How it will look when fully met:	Banneker will be operational when students are using uniform standards-based rubrics, exemplars, checklists, and trackers in 80% of classes to monitor their own progress towards mastery of standards. This will be evidenced by students' ability to articulate how they monitor their progress towards mastery during observations and focus walks. Teachers and students will be able to articulate how they use assessment data to communicate expectations for mastering the content standards. Additionally, 100% of teachers will be at a Level 3 or higher on TKES Performance Standard 8: Academically Challenging Environment.
	Target Date:	09/30/2016
	<b>Tasks:</b>	
	1. Instructors develop common formative, summative, and unit assessments as a part of the unit planning (UBD) process during PLCs. Teachers will update assessments based on feedback provided. The number of assessments given, will vary based on content area.	
	Assigned to:	Lamont Lauren
	Added date:	11/10/2015
	Target Completion Date:	09/30/2016
	Frequency:	monthly
	Comments:	1/10 Update: All E8 teams are giving common summative and formative assessments for each unit.
	2. Coordinator of Talent Development and PL, Math Coach, and Curriculum Assistant Principals will review assessments and provide feedback to instructors during PLC meetings. Instructors will revise based on	

	feedback.	
	Assigned to:	Doryiane Gunter
	Added date:	11/14/2015
	Target Completion Date:	09/30/2016
	Frequency:	monthly
	Comments:	
	3. Develop student progress monitoring tool that assess student mastery for each standard and domain.	
	Assigned to:	Lamont Lauren
	Added date:	11/10/2015
	Target Completion Date:	09/30/2016
	Comments:	<p>Student progress monitoring tracker is uploaded.</p> <p>The student tracker sheet is being used by subgroups of teachers - Mr. Willingham, Ms. Goggins, 9th Lit, and Econ and Biology Teams will begin using it with students during the spring semester. PL session on goal-setting and student tracking will be delivered to teams towards the end of the spring semester so that teams can plan to roll out with their students in Fall 2016.</p>
	<b>Task Completed:</b>	<b>12/18/2015</b>
<b>Implement</b>	Percent Task Complete:	Tasks completed: 1 of 3 (33%)
<b>Indicator</b>	<b>I-9 - Provides timely, systematic, data-driven interventions.(4559)</b>	
<b>Status</b>	Tasks completed: 7 of 8 (88%)	
<b>Assessment</b>	Level of Development:	<b>Initial: Limited Development</b> 11/06/2015
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently Banneker offers After-school tutorial in each core content area. Elective classes offer tutorial as well. Students are allowed to come in for tutoring and the opportunity to improve low grades by re-taking assessments. Some of our Junior Achievement (JA) Magnet Business Academy classes are taught using the Flipped classroom model. JA students have daily access to laptops to assist with this model. Students that fail 8th grade Math and or Reading are placed in Math and Reading Support classes. CRCT and Georgia Milestone scores are also used as criteria for placement. The Reading and Math support teachers use STAR Reading and Math, along with the Scholastic Reading Inventory (SRI) to assist with determining student levels of success.
<b>Plan</b>	Assigned to:	Doryiane Gunter
	How it will look when fully met:	Banneker will be fully operation nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. These interventions will include real-time remediation and review that is individualized to meet student needs, successful implementation and monitoring of RTI process, and vertical planning with middle to high school transition of 9th graders. It also includes the successful

		implementation of Operation Graduation which will provide intense support for our students that are at-risk of not graduating. The effectiveness of these interventions will be monitored and identified by administration and leadership team members with the use of TKES Evaluation instrument Standards 3, 4, and 5. Additionally, 100% of teachers will be at a Level 3 or higher on TKES Performance Standards 3, 4, and 5.
	Target Date:	12/16/2016
	<b>Tasks:</b>	
	1. Create a school-wide RTI team to identify students at-risk.	
	Assigned to:	Ramon Garner
	Added date:	01/09/2016
	Target Completion Date:	10/30/2015
	Comments:	Task completed.
	<b>Task Completed:</b>	<b>09/30/2015</b>
	2. Give the Scholastic Reading Inventory assessment and the STAR Math assessment 3 times annually to assess students deficits.	
	Assigned to:	Igola Richardson
	Added date:	01/09/2016
	Target Completion Date:	04/29/2016
	Comments:	The Scholastic Reading Inventory test as well as the STAR Math test have been given twice as of 3/1/2016
	<b>Task Completed:</b>	<b>05/20/2016</b>
	3. PLCs develop real-time remediation plans for students during units of instruction.	
	Assigned to:	Lamont Lauren
	Added date:	01/09/2016
	Target Completion Date:	12/30/2016
	Comments:	
	4. Develop 9th Grade Transition team to ensure successful support of incoming 9th grade students.	
	Assigned to:	Ramon Garner
	Added date:	01/09/2016
	Target Completion Date:	01/29/2016
	Comments:	Team has been developed. Rising 9th graders have come for school visit and exposure. BHS Counselors have visited feeder middle schools to support admin and teachers with successful course placement of students.
	<b>Task Completed:</b>	<b>01/29/2016</b>
	5. Identify, assign, and communicate Operation Graduation Success Managers.	
	Assigned to:	Duke Bradley
	Added date:	01/10/2016
	Target Completion Date:	01/29/2016
	Comments:	Support has been identified and students assigned to 20 support staff members for support.
	<b>Task Completed:</b>	<b>01/29/2016</b>

6. Create Operation Graduation Success Manager tools. These include success manager handbook, accountability tool, and meeting schedule.

Assigned to:	Duke Bradley
Added date:	01/10/2016
Target Completion Date:	01/29/2016
Comments:	These items can be found in the documents section in the Instruction folder
<b>Task Completed:</b>	<b>02/01/2016</b>

7. Provide Success Manager Orientation

Assigned to:	Duke Bradley
Added date:	01/10/2016
Target Completion Date:	01/29/2016
Comments:	Orientation was held of Thursday, February 4th.
<b>Task Completed:</b>	<b>02/04/2016</b>

8. Communicate Operation Graduation information to stakeholders (teachers, parents, students).

Assigned to:	Duke Bradley
Added date:	01/10/2016
Target Completion Date:	01/29/2016
Comments:	Senior parent meeting was held of February 8th at 6:30. Success managers were introduced and available to answer questions for parents.
<b>Task Completed:</b>	<b>02/08/2016</b>

**Implement** Percent Task Complete: Tasks completed: 7 of 8 (88%)

### Professional Learning

The means by which teachers, administrators, and other staff acquire, enhance, and refine the knowledge, skills, practices, and dispositions necessary to create and support high levels of learning for all students

**Indicator** **PL-6 - Monitors and evaluates the impact of professional learning on staff practices and student learning.(4565)**

**Status** In Plan / No Tasks Created

<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/10/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:	<p>Currently GA Milestones teachers are receiving professional learning centered around Understanding by Design in their PLCs. These teachers use their unit plans to direct instruction for lessons. Teachers are reviewing student data using mastery trackers and beginning to adjust instruction based on common assessment data. Some barriers the team faces are accountability measures, man power and personnel to monitor and meaningful meeting times.</p> <p>The effectiveness of professional development activities will be monitored by examining changes in instructional practices using data collected from weekly focus walks and TKES walkthroughs and formative evaluations. Additionally student performance data will be</p>
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		collected after each benchmark and common assessment to determine the effect of professional development on student performance.
		Currently non-milestone teachers do not receive PL support centered around Understanding by Design (UBD) in their PLCs; however, the leadership team will roll out PL support for UBD and PLCs to one non-milestone course in each subject before the end of the 2015-2016 school year.
<b>Plan</b>	Assigned to:	Duke Bradley
	How it will look when fully met:	Banneker will reach operational when there is a system in place for monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs.  Evidence will include a school-wide Professional Learning calendar with differentiated professional learning opportunities for teachers and staff. It will also include opportunities for new and struggling teachers to receive mentoring and support when needed.
	Target Date:	09/30/2016

### Leadership

**The practice through which individuals and groups engage others to foster the success of all students through the development, communication, implementation, and evaluation of a shared vision of learning that leads to school improvement**

<b>Indicator</b>	<b>L-6 - Establishes and supports a data-driven school leadership team that is focused on student learning.(4571)</b>		
<b>Status</b>	Tasks completed: 2 of 3 (67%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/10/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently leadership team meetings are inconsistent and not data-driven. Some barriers that the team faces are making time for meeting consistently and utilizing a data driven agenda to lead the work. The school does not have an established data room and the leadership team does not have a stable meeting location where data can be viewed, discussed and updated regularly to drive leadership team discussions focused on student learning.	
<b>Plan</b>	Assigned to:	Duke Bradley	
	How it will look when fully met:	Banneker will be operational when the data-driven school leadership team is meeting regularly and uses norms and protocols to work effectively and efficiently. The leadership team will address nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.  Evidence will include leadership minutes that reflect instructional teams use of data to make informed decisions and solve problems, review of PL, modification of the school improvement plan, and implementation of data. It will also be evident when leadership meetings are held in the school's data room during which student data is constantly being updated, reviewed and discussed.	
	Target Date:	09/30/2016	

<b>Tasks:</b>	
1. Establish a school-wide leadership meeting schedule	
Assigned to:	Duke Bradley
Added date:	01/09/2016
Target Completion Date:	11/27/2015
Comments:	Meeting schedule has been created and is noted on the Essential Meetings memorandum in the Leadership folder.
<b>Task Completed:</b>	<b>11/27/2015</b>
2. Create a school-wide data room	
Assigned to:	Brandon Law
Added date:	01/09/2016
Target Completion Date:	01/29/2016
Comments:	Data room has been created to currently include Senior class data for Operation Graduation.
<b>Task Completed:</b>	<b>01/08/2016</b>
3. Establish data protocol to be used during LT meetings to discuss data.	
Assigned to:	Keisha Shields
Added date:	01/09/2016
Target Completion Date:	10/28/2016
Comments:	
<b>Implement</b>	Percent Task Complete: Tasks completed: 2 of 3 (67%)

### Planning and Organization

**The processes, procedures, structures, and products that focus the operations of a school on ensuring high levels of learning for all students**

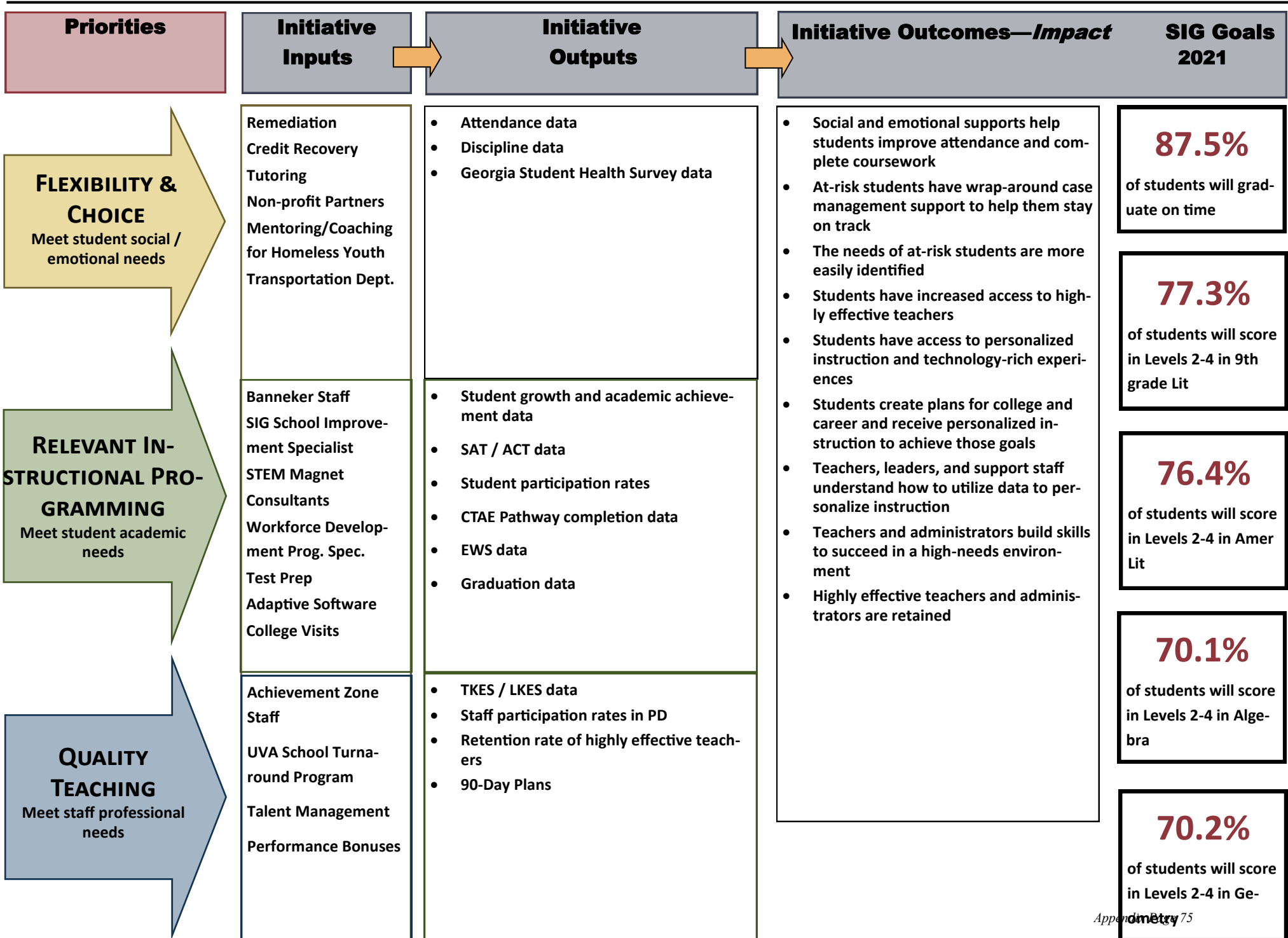
<b>Indicator</b>	<b>PO-1 - Shares a common vision/mission that defines the school culture and guides the continuous improvement process. (4574)</b>		
<b>Status</b>	Tasks completed: 0 of 4 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>No development or Implementation</b> 11/10/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently, Banneker does not have an established vision and mission statement that defines the school culture and guides the continuous improvement process.	
<b>Plan</b>	Assigned to:	Duke Bradley	
	How it will look when fully met:	Success in meeting this standard will be demonstrated by the collaborative development of the mission and vision statements, aligned with the school improvement plan, which defines our school culture, is regularly communicated to all stakeholders and continuously guides the daily work of improving practices of the schools staff.  Evidence will include documentation of the process used to create, communicate and continuously review the mission and vision statements in leadership team, school governance, SGA and faculty	

		meeting minutes. Secondly, when all administrators obtain a level 3 or higher on Standard 1: Instructional Leadership.
	Target Date:	09/30/2016
	<b>Tasks:</b>	
	1. Review the existing mission and vision statement to examine it relevance and accuracy.	
	Assigned to:	Duke Bradley
	Added date:	11/10/2015
	Target Completion Date:	08/31/2016
	Comments:	We will engage the faculty and staff, the student government association SGA and parent groups in the revision or development of a strong mission and vision statement that focuses on school culture and continuous school improvement.
	2. Devise a plan to involve staff in either revising the existing mission and vision statement or creating a new ones.	
	Assigned to:	Duke Bradley
	Added date:	11/10/2015
	Target Completion Date:	08/31/2016
	Comments:	Faculty and staff provide feedback to department chairs and department chairs share feedback with leadership team when developing the mission and vision statement.
	3. Feedback from all groups considered and examined by the school leadership team in the development of the mission and vision statement.	
	Assigned to:	Duke Bradley
	Added date:	11/10/2015
	Target Completion Date:	08/31/2016
	Frequency:	twice monthly
	Comments:	School governance & SGA meeting agenda and minutes: feedback provided to administrative team and later shared with leadership team when developing the mission and vision statement.
	4. Mission and Vision statement posted in offices, classrooms, hallways, school website...	
	Assigned to:	Duke Bradley
	Added date:	11/13/2015
	Target Completion Date:	09/30/2016
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 4 (0%)
<b>Indicator</b>	<b>PO-2 - Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance. (4575)</b>	
<b>Status</b>	In Plan / No Tasks Created	
<b>Assessment</b>	Level of Development:	Initial: Limited Development 11/12/2015
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of	



	Describe current level of development:	Currently we are emerging in a using a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance. For the 2015-16 school-wide plan our Title I coordinator led a team composed of our Data Support Specialist, Math Coach, Core Content Department chairs, Parent Liaison, and School Governance council members. Using the data from 2013-14 EOCT scores developed goals and determined targets for the school year. The SIP has not reviewed by the entire faculty , therefore not all faculty members participated in a consensus oriented process. SIP does not currently guide the work on the school. Barriers to implementation include a lack of data-drive leadership team meeting and a process for collecting and analyzing the appropriate data to make instructional decisions and transform the teaching and learning experience.
<b>Plan</b>	Assigned to:	Duke Bradley
	How it will look when fully met:	Banneker will be operational when a school improvement plan has been developed using a data-driven and consensus oriented process with input from most plan stakeholders. The plan will include goals and strategies that focus on increasing student performance and improving school culture.  Evidence will include school improvement plan goals visible around the school and a data room for continuous discussion with leadership around school academic performance.
	Target Date:	09/30/2016
<b>Indicator</b>	<b>PO-3 - Monitors implementation of the school improvement plan and makes adjustments as needed. (4576)</b>	
<b>Status</b>	In Plan / No Tasks Created	
<b>Assessment</b>	Level of Development:	Initial: Limited Development 11/12/2015
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently Banneker functions at the emerging level when monitoring the implementation of the school improvement plan and making adjustments as needed. Currently the SIP is not monitored on a continuous basis to make adjustments based on various performance, process, and perception data. Currently the Data Support Specialist is building a data room that will display school improvement goals, student achievement data, and CCRPI indicators. There is a lack of communication prohibiting all stakeholders from knowing and understanding the goals and strategies within the SIP.
<b>Plan</b>	Assigned to:	Duke Bradley
	How it will look when fully met:	Banneker will be operational when the goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.  Evidence will include an annual process to share how the school improvement plan was created and on-going review of the school improvement plan.
	Target Date:	09/30/2016

# School Improvement Grant — Logic Model for Banneker High School



DRAFT

FULTON COUNTY SCHOOLS  
JOB DESCRIPTION



<b>Job Title:</b> Administrative Assistant, STEM Magnet (SIG)	<b>SAP Job Number:</b> 30000147
<b>Organization:</b> Academics	<b>Work Schedule:</b> 190 Days
<b>Reports To:</b> Principal or Designee	<b>Comp. Schedule:</b> Teacher Salary Schedule
<b>FLSA Status:</b> Exempt	<b>Pay Scale Level:</b> N/A

**Position Summary**

The Administrative Assistant for the SIG STEM Magnet Program will provide guidance and support to magnet students to complete their pathways, apprenticeships, and earn industry credentials. This incumbent in this position will coordinate the program by embedding core academics into CTAE pathways (manufacturing and IT) and will collaborate with the Workforce Development Specialist to explore and secure local businesses to partner on the Apprenticeship Program. The AA will also assist school administration in providing effective leadership and guidance in the operations of the school.

**Essential Duties**

- ◆ Assists the total school program in accordance with District philosophy, school board requirements, accrediting agency standards, and state school statutes
- ◆ Assists with student behavior management, citizenship responsibilities, and positive growth
- ◆ Assists in supervising, directing, and improving the instructional program
- ◆ Provides information and assistance to the administrators for effective decision-making
- ◆ Encourages staff interaction conducive to the maintenance of a positive working atmosphere
- ◆ Assists in registering, orienting, and scheduling students
- ◆ Assists in organizing and implementing staff development opportunities
- ◆ Assists with organization and supervision of extracurricular activities
- ◆ Assists with the coordination of functions related student transportation for STEM related activities
- ◆ Assists in providing and/or supervising auxiliary services, including pupil attendance
- ◆ Helps to ensure the health, safety, and welfare of students and staff members
- ◆ Assists in supervising the maintenance and operation of the STEM magnet program

**Additional Responsibilities**

- ◆ Stays abreast of educational research, trends, and issues
- ◆ Performs other duties as assigned by the appropriate administrator

**Minimum Qualifications**

**Education:** Master’s Degree required  
**Certification/Licensure:** Must hold or be eligible to hold a valid Georgia Teaching(T), Service(S), or Leadership(L) Certificate  
**Experience:** Minimum 3 years of successful teaching or other related experience in an educational environment at the school level  
**Knowledge/Skills/Abilities:**

- Knowledge of instructional strategies that connect the curriculum to the learners
- Ability to function calmly and effectively under pressure
- Classroom management skills
- Demonstrated ability to multi-task
- Excellent organizational skills
- Excellent communication skills both orally and in writing

FULTON COUNTY SCHOOLS  
JOB DESCRIPTION



**Position Title:** Administrative Assistant, STEM Magnet (SIG)  
**Organization:** Academics  
**Pg. 2**

**Minimum Qualifications (cont)**

**Working Conditions:**

- Normal office and/or classroom environment

**Physical Demands:**

- Routine physical activities associated with normal office and/or classroom environment

**Important Notes**

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**Reviewed By:** Judy Claybrook

**Date:** 11/16

**Approved By:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Created/Revised:** \_\_\_\_\_

DRAFT

FULTON COUNTY SCHOOLS  
JOB DESCRIPTION



<b>Job Title:</b> Program Specialist, Workforce Development (SIG)	<b>SAP Job Number:</b> 30000113
<b>Organization:</b> Academics	<b>Work Schedule:</b> 235 Days
<b>Reports To:</b> Principal	<b>Comp. Schedule:</b> Non-Teaching Executive Salary (B) Schedule
<b>FLSA Status:</b> Exempt	<b>Pay Scale Level:</b> Grade 30

**Position Summary**

The Program Specialist for Workforce Development is responsible for implementing workforce development initiatives to align career clusters at Banneker with local workforce needs. The Workforce Development Program Specialist coordinates all of the school transformation partners with a particular focus on the local business community.

**Essential Duties**

- ◆ Researches new engagement opportunities and programs and cultivates business partnerships to support the school and promote workforce development goals
- ◆ Performs due diligence on prospective school partners, including analyzing effectiveness/outcomes of proposed partnership project
- ◆ Negotiates Memorandum of Agreement with proposed school partner in support of the school’s strategic plan
- ◆ Ensures that programs are implemented as outlined in the grant memorandum of agreement
- ◆ Builds a network of local leaders critical to school success: public officials, businesses, non-profits, Institutes of Higher Education, etc.
- ◆ Develops and maintains project management documents outlining the persons responsible, the tasks, and the timelines associated with program
- ◆ Leads stakeholder engagement efforts to support CTAE
- ◆ Develops apprenticeships for students
- ◆ Writes grants to seed new approaches to improve student achievement
- ◆ Stays abreast of key developments and initiatives in the local school community
- ◆ Collaborates with school leadership team to communicate school priorities with community partners
- ◆ Serves as the single point of contact with workforce development partners and facilitates discussions with District staff, e.g., facilities, transportation, research and evaluation, data utilization, etc.
- ◆ Writes grant proposals to support school’s strategic plan
- ◆ Serves as grant manager for additional workforce development grant proposals that are awarded

**Additional Responsibilities**

- ◆ Performs other duties as assigned by the appropriate administrator

**Minimum Qualifications**

**Education:** Bachelor’s Degree required; Master’s Degree preferred  
**Certification/Licensure:** None required  
**Experience:** Minimum 3 years of experience working in a role responsible for establishing community partnerships/networks or -other related fields

FULTON COUNTY SCHOOLS  
JOB DESCRIPTION



**Position Title:** Program Specialist, Workforce Development (SIG)  
**Organization:** Academics  
**Pg. 2**

**Minimum Qualifications (cont.)**

**Knowledge/Skills/Abilities:**

- Knowledge of project management and process improvement methods
- Ability to plan and coordinate programs and administrative activities of a complex, interrelated and interdependent nature, where unknowns and numerous contingency factors are involved
- Demonstrated experience coordinating the work of others as part of a cross-functional team
- Ability to manage conflicting high-priority projects
- Must be able to successfully manage multiple tasks, projects, and responsibilities
- Ability to apply critical thinking skills in rendering solutions to various issues
- Must be able to collaborate effectively with District personnel, the general public, and work with diverse groups of people
- Excellent communication skills both written and verbal

**Working Conditions:**

- Normal office environment and school environment

**Physical Demands:**

- Routine activities associated with normal office environment

**Important Notes**

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**Reviewed By:** Judy Claybrook

**Date:** 11/16

**Approved By:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Created/Revised:** \_\_\_\_\_

**DRAFT**

**FULTON COUNTY SCHOOLS  
JOB DESCRIPTION**



**Job Title:** Assistant Principal, School Improvement Grant

**SAP Job Number:** 30000829

**Organization:** Academics

**Work Schedule:** 225 Days

**Reports To:** Principal

**Comp. Schedule:** Principal/Assistant Principal (C)

**FLSA Status:** Exempt

**Pay Scale Level:** Grade 32

**Position Summary**

The Assistant Principal for the School Improvement Grant is a member of the school leadership team. This role supports the Principal in providing the instructional and organizational leadership of the K-12 schools. The role serves as the school's advocate and works with all stakeholders to create a common vision for the school that best positions the school for success and engages students and their community. The SIG AP also works with others to execute a school improvement plan and allocates resources to continually improve student achievement. The SIG APs are also committed to building a talented instructional team and working with the Principal to ensure a safe, engaging learning environment for all students.

**Essential Duties**

- ◆ Oversees and manages grant funds & the associated grant budget
- ◆ Oversees and manages the third party District contracting process
- ◆ Liaises with key District departments to further the aims of the grant
- ◆ Drives instructional excellence
- ◆ Participates in the supervision and evaluation of professional and classified personnel
- ◆ Builds an environment that fosters collaboration and continuous improvement
- ◆ Manages school financial, physical, and personnel resources to support optimal instruction
- ◆ Serves as school's advocate and regularly communicates with all stakeholders
- ◆ Manages diverse opinions, ideologies, and expertise to achieve school vision and objectives
- ◆ Conducts routine administrative duties as assigned by the Principal

**Additional Responsibilities**

- ◆ Performs other duties as assigned by the appropriate administrator

**Minimum Qualifications**

**Education:** Master's Degree in Education is required

**Certification/Licensure:** Must hold or be eligible for Georgia provisional or clear renewable Leadership Certification

**Experience:** Minimum of 3 years of certified school experience required; Experience managing state or federal grant funds preferred; Experience as a classroom teacher at the applicable grade level preferred

**Knowledge/Skills/Abilities:**

- Ability to relate to a wide variety of people and to observe, listen, and provide leadership which results in the best possible teaching and learning atmosphere
- Good decision-making and problem solving skills
- Ability to develop, implement, monitor, and evaluate program goals and initiatives
- Ability to exercise strict confidence in handling sensitive information
- Excellent communication skills both written and verbal

**FULTON COUNTY SCHOOLS  
JOB DESCRIPTION**

**Position Title:** Assistant Principal, School Improvement Grant  
**Organization:** Academics  
**Pg. 2**

**Minimum Qualifications (cont.)**

**Working Conditions:**

- Normal office and school environment

**Physical Demands:**

- Routine physical activity associated with normal office and school environment

**Important Notes**

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**Reviewed By:** Judy Claybrook

**Date:** 11/16

**Approved By:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Created/Revised:** \_\_\_\_\_



FULTON COUNTY SCHOOLS  
JOB DESCRIPTION



**Job Title:** Program Specialist, School Improvement Grant (SIG)

**SAP Job Number:** 30000113

**Organization:** Academics

**Work Schedule:** 235 Days

**Reports To:** Principal

**Comp. Schedule:** Non-Teaching Exec (B) Salary Schedule

**FLSA Status:** Exempt

**Proposed Pay Scale Level:** Grade 30

**Position Summary**

The Program Specialist for the School Improvement Grant (SIG) will provide direction and leadership which includes monitoring the overall School Improvement Grant from the school level perspective to ensure consistency and fidelity to the goals of the Grant. The incumbent in this position will also work with the leadership team to assess the progress of the transformation and improvement efforts and implementation of the grant.

**Essential Duties**

- ◆ Oversees and monitors the implementation process of the School Improvement Grant
- ◆ Assists in supervising, directing, and improving the instructional program
- ◆ Provides information and assistance to the principal for effective decision-making
- ◆ Provides leadership support and training to a data team to support data-based decision making progress towards graduation goals, Milestone goals, and improved classroom instruction
- ◆ Provides various reports and other necessary documentation related to school improvement to the school principal to align SIG strategies
- ◆ Assists in organizing and implementing staff development opportunities
- ◆ Assists in implementing student support team functions according to the School Improvement Grant guidelines
- ◆ Assists in providing and/or supervising auxiliary services, including pupil attendance and accounting
- ◆ Provides data analysis for differentiation and ongoing assessment
- ◆ Assists with proper compliance and implementation of the collection and use of school funds
- ◆ Assists with reviews of disbursement packages for proper documentation, appropriateness of purchases, and signatures in accordance with local school accounting procedures, as assigned

**Additional Responsibilities**

- ◆ Helps to ensure the health, safety, and welfare of students and staff members
- ◆ Administers and/or supports the state and local standardized testing processes and policies
- ◆ Performs other duties as assigned by the appropriate administrator

**Minimum Qualifications**

**Education:** Master's Degree required; Higher degree preferred

**Certification/Licensure:** Must hold or be eligible to hold a valid Georgia Teaching or Service Certificate; Certification in Educational Leadership (L5-L7) required

**Experience:** Minimum of 3 years of successful experience working with school improvement processes at a school or district level

**Knowledge/Skills/Abilities**

- ◆ Knowledge of alternative education opportunities and school improvement plans
- ◆ Ability to analyze, develop, implement, and track intervention plans and strategies
- ◆ Ability to apply critical thinking skills in rendering solutions to various issues
- ◆ Ability to work in collaborative teams
- ◆ Excellent communication and organizational skills

FULTON COUNTY SCHOOLS  
JOB DESCRIPTION



**Position Title:** Program Specialist, School Improvement Grant (SIG)  
**Organization:** Academics  
**Pg. 2**

**Minimum Qualifications (cont)**

**Working Conditions**

- ◆ Normal Office Environment

**Physical Demands**

- ◆ Routine physical activities associated with normal office environment

**Important Notes**

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**Reviewed By:** Judy Claybrook

**Date:** 9/13

**Approved By:** Department (Karen Cox)

**Date:** 9/13

**Created/Revised:** 9/13

**Banneker High School SIG Budget Narrative**

<b>Function Code</b>	<b>Item Description</b>	<b>Comments</b>	<b>Year 1 (FY17)</b>	<b>Year 2 (FY18)</b>	<b>Year 3 (FY19)</b>	<b>Year 4 (FY20)</b>	<b>Year 5 (FY21)</b>	<b>Total</b>
<b>Personnel Services</b>			<b>Personnel Services</b>					
2400	SIG Administrative Manager - SAM (Grade 32, Step 9, 225 Days), increase 3%/year; Year 1 prorated for 6 months	SIG Administrative Manager will support day-to-day school operations. Sustainability Plan: Position goes away	\$42,904.00	\$88,382.24	\$91,033.71	\$93,764.72	\$96,577.66	\$412,662.33
2230	SIG School Improvement Specialist (Grade 30, Step 9, 235 Days), increase 3%/year, Prorated 6 months in Year 1	The Banneker SIG School Improvement Specialist (SIS) will monitor SIG to ensure consistency and fidelity to the goals of the grant, will collaborate with the GaDOE School Effectiveness Specialist, and will work with the school leadership team to assess the progress of improvement efforts. The SIS will collaborate with all the SIG-funded positions and serve as the liaison with the SIG District School Improvement Specialist. Sustainability Plan: Position goes away	\$36,871.50	\$75,955.29	\$78,233.95	\$80,580.97	\$82,998.40	\$354,640.10
2210	Program Specialist - Workforce Development (Grade 30, Step 9, 235 Days), increase 3%/year, Prorated 6 months in Year 1	This person would coordinate all of the school turnaround partners with a particular focus on the local business community. This person would cultivate business partnerships to support the school and to develop internships for students. This person would write grants to help sustain the turnaround work. Sustainability Plan: Cost Center	\$36,871.50	\$75,955.29	\$78,233.95	\$80,580.97	\$82,998.40	\$354,640.10
2210	STEM Administrative Assistant (Teacher Support Schedule, Doctorate Scale, Step 9, 190 Days), increase 3%/year, Prorated 6 months in Year 1	The STEM Magnet Admin Assistant will coordinate the program: embedding core academics into CTAE pathways (manufacturing and IT), exploring and securing local businesses to partner on the Apprenticeship Program. Sustainability Plan: Cost Center.	\$36,282.00	\$74,740.92	\$76,983.15	\$79,292.64	\$81,671.42	\$348,970.13

**Banneker High School SIG Budget Narrative**

<b>Function Code</b>	<b>Item Description</b>	<b>Comments</b>	<b>Year 1 (FY17)</b>	<b>Year 2 (FY18)</b>	<b>Year 3 (FY19)</b>	<b>Year 4 (FY20)</b>	<b>Year 5 (FY21)</b>	<b>Total</b>
1000	Substitutes (\$100/day x 5 days of PD x 30 teachers)	In order to retain and attract quality instructors, BHS will provide ongoing teacher professional development to keep teachers up-to-date on new research, tools and curriculum resources. Teachers will redeliver information gained from their professional development session to other staff members. Sustainability Plan: Cost Center		\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$60,000.00
1000	Tutoring Additional Pay to provide remedial support to students (\$28/hr x 1200 hours)	BHS will provide evening and weekend tutorial services for students needing additional support. Sustainability Plan: Title I		\$28,000.00	\$28,000.00	\$28,000.00	\$28,000.00	\$112,000.00
1000	Extended Day for Credit Recovery (Teachers, Administrators, Certified and Noncertified Staff at \$28/hour x 1200 hours)	BHS will provide options for students to complete course work outside of the normal school day. Sustainability Plan: District Extended Day Budget		\$28,000.00	\$28,000.00	\$28,000.00	\$28,000.00	\$112,000.00
2230	Performance Bonuses for Classified and Certified Staff	45 Classified staff could receive \$150/yr for meeting graduation rate goal, \$150/yr for meeting Milestones goals, and \$300/yr for receiving an overall 'Exemplary' rating and on PKES (assume 5, ~10%). 145 Certified staff (teachers, principal, APs) could receive \$350/yr for meeting graduation rate goal, \$350/yr for meeting Milestones goals, and \$700/yr for receiving 2 'Exemplary' ratings and no 'Ineffective' ratings on TAPS (assume 15, ~10%). Sustainability Plan: Bonuses go away at the end of the grant	\$115,000.00	\$115,000.00	\$115,000.00	\$115,000.00	\$115,000.00	\$575,000.00

**Banneker High School SIG Budget Narrative**

<b>Function Code</b>	<b>Item Description</b>	<b>Comments</b>	<b>Year 1 (FY17)</b>	<b>Year 2 (FY18)</b>	<b>Year 3 (FY19)</b>	<b>Year 4 (FY20)</b>	<b>Year 5 (FY21)</b>	<b>Total</b>
1000	Certified teacher signing / retention bonuses of up to \$2,500/each; starting with 30 positions in year 1; dropping positions each year of the grant	Signing / retention bonus of \$2,000 for targeted teachers. An additional \$500 bonus for hard to staff positions (Math, Science, Special Education, World Languages, and certain CTE areas). Eligibility: full time, direct instruction. Payment made in 2 installments (Sept and May). Recipients must remain employed all school year. Sustainability Plan: Bonuses go away at the end of the grant	\$45,000.00	\$40,500.00	\$36,000.00	\$31,500.00	\$27,000.00	\$180,000.00
<b>Personnel Total</b>			<b>\$312,929.00</b>	<b>\$541,533.74</b>	<b>\$546,484.75</b>	<b>\$551,719.29</b>	<b>\$557,245.87</b>	<b>\$2,509,912.66</b>
<b>Benefits</b>	See sustainability plan for each position detailed above		<b>Benefits</b>					
2240	SIG Administrative Manager (32% of FTE Salary)		\$13,729.28	\$28,282.32	\$29,130.79	\$30,004.71	\$30,904.85	\$132,051.94
2230	SIG School Improvement Specialist (32% x salary)		\$11,798.88	\$24,305.69	\$25,034.86	\$25,785.91	\$26,559.49	\$113,484.83
2210	Program Specialist - Workforce Development (32% of FTE Salary)		\$11,798.88	\$24,305.69	\$25,034.86	\$25,785.91	\$26,559.49	\$113,484.83
2210	STEM Magnet Administrative Assistant (32% of FTE salary)		\$11,610.24	\$23,917.09	\$24,634.61	\$25,373.65	\$26,134.85	\$111,670.44
1000	Substitutes (1.45% to cover FICA x wage)			\$217.50	\$217.50	\$217.50	\$217.50	\$870.00
1000	Tutoring Additional Pay (1.45% to cover FICA x wage)			\$406.00	\$406.00	\$406.00	\$406.00	\$1,624.00
1000	Extended Day Additional Pay (1.45% to cover FICA x wage)			\$406.00	\$406.00	\$406.00	\$406.00	\$1,624.00
2230	Performance Bonuses (1.45% to cover FICA x wage)		\$1,667.50	\$1,667.50	\$1,667.50	\$1,667.50	\$1,667.50	\$8,337.50
1000	Signing Bonuses / Retention Bonuses (1.45% to cover FICA x wage)		\$652.50	\$587.25	\$522.00	\$456.75	\$391.50	\$2,610.00
<b>Benefits Total</b>			<b>\$51,257.28</b>	<b>\$104,095.05</b>	<b>\$107,054.12</b>	<b>\$110,103.92</b>	<b>\$113,247.18</b>	<b>\$485,757.55</b>
<b>Contracted Services</b>			<b>Contracted Services</b>					

**Banneker High School SIG Budget Narrative**

<b>Function Code</b>	<b>Item Description</b>	<b>Comments</b>	<b>Year 1 (FY17)</b>	<b>Year 2 (FY18)</b>	<b>Year 3 (FY19)</b>	<b>Year 4 (FY20)</b>	<b>Year 5 (FY21)</b>	<b>Total</b>
1000	Consulting support to assess school's CTAE program and quality of instruction. Assume \$150/hour x 200 hours.	A service provider like SREB will collect and analyze data to assess current CTAE offerings and will make recommendations for improvement. Sustainability Plan: Investment does not need to be sustained after the grant period	\$30,000.00					\$30,000.00
2210	Communities in Schools Student Support Services	A service provider like Communities in Schools will provide wraparound, case management services to improve attendance, decrease discipline infractions and improve the academic performance of at risk students at BHS. Sustainability Plan: Cost Center	\$35,000.00	\$72,100.00	\$74,263.00	\$76,490.89	\$78,785.62	\$336,639.51
1000	Mentoring and coaching support for homeless youth: \$500/student x 40 students.	A service provider like Orange Duffel Bag to provide programming to students who are homeless, in foster care, and low income, executive-level coaching to empower students toward self-advocacy, self-reliance and education success. Sustainability Plan: Grant funded		\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00	\$80,000.00
1000	Classroom Observation Software - \$2,000 / license / year	Classroom Observation Software. Aggregates and disaggregates data to assist administrators make school wide instructional and professional development decisions. Sustainability Plan: Title I	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$10,000.00
<b>Contracted Services Total</b>			<b>\$67,000.00</b>	<b>\$94,100.00</b>	<b>\$96,263.00</b>	<b>\$98,490.89</b>	<b>\$100,785.62</b>	<b>\$456,639.51</b>
<b>Other Purchased Services</b>			<b>Other Purchased Services</b>					
2700	Travel for College Visits (@\$1500/charter bus/day x 4 days + @\$327/school bus/trip x 4 trips to local universities), assume 3% increase / year	College tours for students. Sustainability Plan: Grant funded	\$7,308.00	\$7,527.24	\$7,753.06	\$7,985.65	\$8,225.22	\$38,799.16

**Banneker High School SIG Budget Narrative**

<b>Function Code</b>	<b>Item Description</b>	<b>Comments</b>	<b>Year 1 (FY17)</b>	<b>Year 2 (FY18)</b>	<b>Year 3 (FY19)</b>	<b>Year 4 (FY20)</b>	<b>Year 5 (FY21)</b>	<b>Total</b>
1000	Refurbish CTAE pathway labs based on the consultant recommendations	Exact costs will be determined after service provider conducts an assessment of existing CTAE offerings. Estimate is from Executive Director of CTAE based on previous lab upgrades. Sustainability Plan: Carl Perkins Grant	\$400,000.00					\$400,000.00
1000	Technology to be used in the refurbished CTAE labs, decreases 20% year to year	Computer equipment including robotic and automated systems. Exact costs will be determined after service provider conducts the assessment. Sustainability Plan: Carl Perkins Grant	\$90,959.12	\$150,000.00	\$120,000.00	\$96,000.00	\$76,800.00	\$533,759.12
1000	CTAE instructional materials including digital resources for expanded pathway offerings	These resources are critical because there are no textbooks for the new pathway courses. Teachers need access to current information for instructional purposes. Estimate came from Executive Director of CTAE based on existing pathway instructional material expenses. Sustainability Plan: Carl Perkins Grant	\$25,000.00	\$25,000.00	\$15,000.00	\$10,000.00	\$5,000.00	\$80,000.00
	<b>Other Purchased Services Total</b>		<b>\$523,267.12</b>	<b>\$182,527.24</b>	<b>\$142,753.06</b>	<b>\$113,985.65</b>	<b>\$90,025.22</b>	<b>\$1,052,558.28</b>
<b>Supplies</b>	<i>(Refresh some of the supplies in Years 3 and 5)</i>		<b>Supplies</b>					
2230	Dell Latitude E5450 Laptop for 4 SIG-funded staff members (\$1,100 / laptop)	District contracted rate. Investment does not need to be sustained after the grant period	\$4,400.00					\$4,400.00
2230	Dell Dual Monitor, port replicator, mouse and keyboard for 4 SIG-funded staff members (\$650 / dual monitor)	District contracted rate. Investment does not need to be sustained after the grant period	\$2,600.00					\$2,600.00
1000	Calculators (classroom sets \$50/calculator x 1,000 calculators), refresh in Years 3 and 5	Provide classroom sets of calculators for math courses. Sustainability Plan: Cost Center	\$50,000.00		\$50,000.00		\$50,000.00	\$150,000.00

**Banneker High School SIG Budget Narrative**

<b>Function Code</b>	<b>Item Description</b>	<b>Comments</b>	<b>Year 1 (FY17)</b>	<b>Year 2 (FY18)</b>	<b>Year 3 (FY19)</b>	<b>Year 4 (FY20)</b>	<b>Year 5 (FY21)</b>	<b>Total</b>
1000	Advisement Materials (Student workbooks- 11 books x 45 advisement sections x \$10.00= \$4,950.00)	Sustainability Plan: Cost Center	\$4,950.00		\$4,950.00		\$4,950.00	\$14,850.00
2230	Promotional Material BHS, e.g., (\$12,500), flyers/ posters (\$12,500), logo (\$12,500), etc. (\$12,500).	To help market Banneker's new vision. Sustainability Plan: Cost Center	\$25,000.00		\$25,000.00		\$25,000.00	\$75,000.00
2230	Promotional Material JA-MBA, e.g., banners (\$6,250), flyers/ posters (\$6,250), logo (\$6,250), etc. (\$6,250).	To help market the JA-MBA as a magnet option for students. Sustainability Plan: Cost Center	\$12,500.00		\$12,500.00		\$12,500.00	\$37,500.00
2100	PBIS (training materials and supplies \$300 x 4 grade levels= \$1,200.00)	Promote positive behavior intervention and support (PBIS) program. Sustainability Plan: Cost Center		\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00	\$4,800.00
<b>Supplies Total</b>			<b>\$99,450.00</b>	<b>\$1,200.00</b>	<b>\$93,650.00</b>	<b>\$1,200.00</b>	<b>\$93,650.00</b>	<b>\$289,150.00</b>
<b>Other Objects</b>			<b>Other Objects</b>					
2210	Conference Registration (20 participants x \$500 registration cost= \$10,000)	Staff incentive to attend research-based conferences, eg., HSTW, Blended learning, Differentiated Instruction, etc. Sustainability Plan: Cost Center	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$25,000.00
2210	Conference Travel (20 participants x \$1,351.50/participant)	Conference travel assumptions include \$600 for the flight + (\$150/night * 3 nights in a hotel) + (2 days * 75% of Per Diem rate of \$69 for first and last day of travel + 2 days at 100% Per Diem rate of \$69) + \$60 ground transportation=\$1,351.50 Sustainability Plan: Cost Center	\$13,515.00	\$13,515.00	\$13,515.00	\$13,515.00	\$13,515.00	\$67,575.00
2700	Transportation Costs for ILT - Nigh School 11 weeks x 3 days/week x 2 hours/day= 66 hours	SWEEP Buses: \$150/bus x 3 buses x 33 days = \$14,850	\$0.00	\$14,850.00	\$14,850.00	\$14,850.00	\$14,850.00	\$59,400.00
2700	Transportation Costs for ILT - 4 days that were Teacher Work Days	Yr 2: \$450/bus x 40 buses x 4 ILT days = \$72,000 / year; Yrs 3-5: \$550/bus x 40 buses x 4 ILT days	\$0.00	\$72,000.00	\$88,000.00	\$88,000.00	\$88,000.00	\$336,000.00



**Banneker High School SIG Budget Narrative**

<b>Function Code</b>	<b>Item Description</b>	<b>Comments</b>	<b>Year 1 (FY17)</b>	<b>Year 2 (FY18)</b>	<b>Year 3 (FY19)</b>	<b>Year 4 (FY20)</b>	<b>Year 5 (FY21)</b>	<b>Total</b>
	<b>Other Objects Total</b>		<b>\$18,515.00</b>	<b>\$105,365.00</b>	<b>\$121,365.00</b>	<b>\$121,365.00</b>	<b>\$121,365.00</b>	<b>\$487,975.00</b>
	<b>Total</b>		<b>\$1,072,418.40</b>	<b>\$1,028,821.03</b>	<b>\$1,107,569.93</b>	<b>\$996,864.76</b>	<b>\$1,076,318.89</b>	<b>\$5,281,993.00</b>
Note: by design, the district did not charge indirect.								