

Grady High School 2015-2016



“Individually we are different.
Together we are Grady.”

Grady Cluster Plan

Signature Theme – College and Career Preparatory

Cluster Vision - A high-performing cluster where educators inspire, families engage, and students love to learn.

Cluster Mission - Every student will graduate ready for college and career.

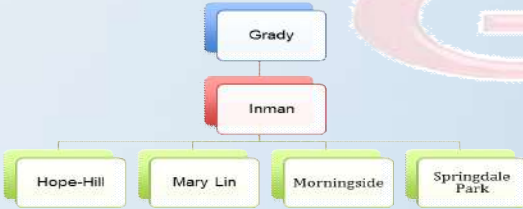
Grady Cluster



Vision:
A high-performing cluster where educators inspire, families engage, and students love to learn.

Mission:
Every student will graduate ready for college and career.

Signature Program:
College and Career Prep



Priorities:

1 Implement with fidelity a learning framework throughout the cluster.

2 Ensure Grady graduates develop and apply the following knowledge and skills required for college and career.

3 Support the cluster mission by creating, improving and aligning systems and resources

2015-2016 Plan:

Priority 1: Implement with fidelity a learning framework throughout the cluster.

- Strategy 1: Research and Determine a Learning Framework
 - 2015-2016 Action 1: Complete research on potential learning frameworks
 - 2015-2016 Action 2: Bring in experts or complete site visits for schools implementing frameworks
 - 2015-2016 Action 3: Determine a learning framework for the cluster
 - 2015-2016 Action 4: Provide community information sessions on the learning framework
 - 2015-2016 Action 5: Provide professional development on the learning framework

Priority 2A: Mastery of core content knowledge and 21st century themes (global awareness, financial literacy, civic literacy, health literacy, environmental literacy)

- Strategy 1: Increase Advanced Placement enrollment and achievement
 - 2015-2016 Action 1: Develop strategies to expand economically disadvantaged, DSE, and African American student participation in AP
 - 2015-2016 Action 2: Research and develop plan to implement AP Capstone program
 - 2015-2016 Action 3: Increase the number of gifted certified teachers across the cluster
 - 2015-2016 Action 4: Expand accelerated math enrollment (4th – 12th)

Strategy 2: Establish and implement a rubric to measure grade level progress of college/career readiness

Priority 2B: Development of learning and innovation skills (creativity, innovation, critical thinking, problem solving, communication, collaboration)

- Strategy 1: Implement a comprehensive arts program across the cluster (K-12)
 - 2015-2016 Action 1: Band and Orchestra across the elementary schools
 - 2015-2016 Action 2: Band, Orchestra, Chorus, Visual Arts, and Theater Arts at Inman and Grady
 - 2015-2016 Action 3: Continue to expand, promote, and align extra-curriculars in the arts

Strategy 2: Based on research, develop critical thinking, global citizens.
 2015-2016 Action 1: Using research, determine what developmentally-appropriate skills each grade level requires for success. (e.g. Habits of work, what does a 6th grader need?, etc.)

Strategy 3: Increase student engagement across the cluster.
 2015-2016 Action 1: Cluster-wide partnerships across extra-curriculars.

Strategy 4: Enhance and integrate career interests and pathways at Grady and Inman
 2015-2016 Action 1: Complete career inventories (Georgia 411) at Inman in order to align pathways at Grady.

Priority 2C: Development of information, media and technology skills

- Strategy 1: Increase information, media and technology skills across the cluster
 - 2015-2016 Action 1: As part of the facilities plan, complete an infrastructure technology study
 - 2015-2016 Action 2: Integrate technology throughout the curriculum
 - 2015-2016 Action 3: Develop a profile for technology skills needed at different levels

Priority 2D: Life and career skills (flexibility, adaptability, initiative, self-direction, social & cross-cultural skills, productivity, accountability, leadership, responsibility)

- Strategy 1: Increase student engagement across the cluster.
 2015-2016 Action 1: Cluster-wide partnerships across extra-curriculars.
- Strategy 2: Enhance and integrate career interests and pathways at Grady and Inman
 2015-2016 Action 1: Complete career inventories (Georgia 411) at Inman in order to align pathways at Grady.
 2015-2016 Action 2: Expand Grady career partnerships with various community entities.

Strategy 3: Increase number of students in *Move on When Ready* dual enrollment through various colleges and universities (on site and off site).

2015-2016 Action 1: Develop a plan to increase student participation in dual enrollment opportunities (partnerships, internships, certifications)

Priority 3: Support the cluster mission by creating, improving and aligning systems and resources (e.g. facilities, long-term planning, technology, community engagement, partnerships, funding, flexibility)

- Strategy 1: Develop and implement a plan to address cluster growth
 - 2015-2016 Action 1: Based on instructional needs, complete a Facilities Plan that thoroughly and strategically assesses facilities across the cluster.
 - 2015-2016 Action 2: Develop and implement a plan to address residence verification procedures

Strategy 2: Maximize and align partnerships to support cluster needs
 2015-2016 Action 1: Develop and expand partnerships, based on the priorities of the cluster
 2015-2016 Action 2: Align and maximize existing partnerships across the cluster

Strategy 3: Increase school/cluster input in site-based/cluster-based financial and staffing decisions
 2015-2016 Action 1: Provide/obtain the training required to make site-based financial and staffing decisions
 2015-2016 Action 2: Participate in district-wide LSGT training with LSGT members.

Strategy 4: Maximize community engagement
 2015-2016 Action 1: Build consensus across the cluster on mission, vision, and priorities
 2015-2016 Action 2: Community meetings/sessions as we continue to build out plans

Operational Structure

- 9th Grade Counselor and AP – Dr. Blankenship & Ms. MacBrien (Dr. Wayne Jack for interim period)
- 10th Grade Counselor and AP – Ms. Oliver and Mr. Howard
- 11th Grade Counselor and AP – Ms. Hines and Mr. Dawson
- 12th Grade Counselor and AP – Mr. Young and Mr. Vincent

Dr. Propst – AP with various responsibilities (see Faculty Handbook for specifics).

APS and Grady Student Handbooks

- APS Student Handbook will be distributed in first week. Please sign applicable signature pages (pp. 75 – 78) and return to advisement teacher.
- Grady Student handbook has been revised this year. It is available electronically on the Grady website. A notification letter will be sent to all parents.
- Student dress code section has been revised and is imbedded in the Grady handbook, but also posted separately on the website.
- Emphasis on 9th grade students' attendance and timeliness for the next four years.

Student Dress Code

The Grady High School Administration recognizes as fashion is constantly evolving it will be at the administration's discretion to make sure students are dressed neatly and appropriately. When the administration determines that a student's attire does not comply with Grady High School requirements a parent/guardian will be required to bring appropriate clothing to the school for the first and applicable subsequent violations.

Consequences: Headgear will be confiscated; the retrieval date will vary depending on the circumstances. Repeated dress code violations constitute insubordination and will result in disciplinary consequences including, but not limited to, warning, parent conference, after school detention, ISS, and OSS.

Unacceptable dress includes, but, is not limited to the following:

<ul style="list-style-type: none"> Headgear for boys or girls (hats, bandanas, sweatbands, beanies, hoods, caps, etc.) 	<ul style="list-style-type: none"> Sagging pants or shorts exposing undergarments
<ul style="list-style-type: none"> Clothing with underwear showing or clothing that results in exposed cleavage 	<ul style="list-style-type: none"> Backless shirts (shirts that do not cover the back entirely)
<ul style="list-style-type: none"> Spaghetti straps <i>(straps must be two inches in width across the shoulder)</i> 	<ul style="list-style-type: none"> Muscle tank shirts / Undershirts
<ul style="list-style-type: none"> Strapless/tube shirts / Halter shirts or halter dresses 	<ul style="list-style-type: none"> Bare midriff (stomach) may not be exposed Jeans/pants/shorts cannot have excessive rips or tears (store jeans with small number of designed rips will be exempted).
<ul style="list-style-type: none"> Slippers and pajamas 	<ul style="list-style-type: none"> Off-shoulder or single strap garments
<ul style="list-style-type: none"> Garments displaying logos of racist groups or juvenile gangs, obscene language, intolerance or discrimination, vulgar gestures, racist, ethnic or sexually suggestive symbols, or symbols of hate or prejudice 	<ul style="list-style-type: none"> Short skirts /dresses (must be no shorter than three inches above the kneecap at its shortest point)
<ul style="list-style-type: none"> Wearing apparel advertising alcohol, tobacco, drugs, death and violence 	<ul style="list-style-type: none"> All shorts must have at minimum of 5 inch inseam Tights, leggings, and yoga pants are not allowed unless worn underneath acceptable shorts/skirts/dresses.

Additionally, a student may need to wear specific apparel for medical purposes or as a part of a bona fide personal religious practice. The parent or guardian must provide written documentation to the principal of the medical necessity or the bona fide personal religious practice that requires a deviation from this dress code policy.

Students will not be allowed to go to class until dress code violations are corrected. Temporary placement in ISS will occur when parent cannot quickly arrive to the school.

Dress Code Consequences Matrix

<u>Offense Number</u>	<u>Consequence(s)</u>
First Offense	Correct violation, parent contact, warning
Second Offense	Correct violation and parent conference
Third Offense	Correct violation and after school detention
Fourth Offense – Sixth Offense	Correct violation and ISS (ISS ranges from 1 day for fourth offense, 2 days for fifth offense, and 3 days for sixth offense)
Seventh and subsequent offenses	Out of School Suspension (Administrators will utilize progressive discipline consequences based on infraction number).

Positive Behavior School-wide Expectations

- Be Present
- Be Respectful
- Be Responsible
- Be on Task
- Be a Peaceful, Productive, Problem Solver

Maximizing the High School Experience

- New and more rigorous assessment in 2015 – organize your time and complete homework/study nightly.
- Set academic goals for each class. When having difficulty, ask for help.
- There is something for everyone – get involved in athletics, fine arts, clubs, and organizations. Comprehensive list forthcoming.
- Start thinking about college and careers.
- Take pride in your school.

Parents

- Multiple opportunities to volunteer at the school.
- Take an active role in your child's education and his/her extra-curricular activities.
- Parent programs/workshops TBA – attend if possible.
- Notify the school with concerns (Teacher, Guidance Counselor, Parent Liaison, Graduation Coach, AP, etc.).

Grady H.S. Successes

- State School Superintendent Richard Woods named 609 Advanced Placement (AP) Honor Schools. **Grady was recognized in the following categories:**
- AP Merit School
- AP Humanities School
- AP STEM School
- AP STEM Achievement School

Grady H.S. Successes

- PIK Me organization/Kiana Woods recognized by Donna Lowry/11 Alive News "Kids who care" program
- *The Southerner* won all three National H.S. Journalism awards.
- Debate team championship and Hall of Fame induction.
- Ms. Ramey's class won *Reading Plus* Achievement award in February.
- *G3 Robotics* team qualified for World Championship in St. Louis.
- 15 Finalists for Governor's Honors Program (more than any other school in APS).
- Music programs w/ Superior ratings in performance evaluations.
- For further accolades, please go to Grady Brag Sheet on school website - <http://www.atlanta.k12.ga.us/site/Default.aspx?PageID=14554>

Success for All

- Grady H.S. has a rich tradition of excellence.
- Numerous recognitions and achievements for academics, athletics, Fine Arts, and extra-curricular activities – get involved to maximize your H.S. experience!
- Come to school and do your best every day; you will be successful!
- “Individually we are different. Together we are Grady.”