One Page Summary for Clarkston High School SIG

Revised 7-21-10

As a result of critical strategic analysis of Clarkston High School data, the transformation model has been selected as one that allows us to implement radical change without dramatically replacing instructional staff. The requirements of the Transformation Model closely align with the needs of the school and community and the direction for improvement as indicated by the GAPSS analysis and other achievement data.
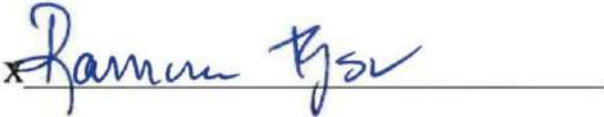
We believe that the assistant principals and the majority of staff members have shown significant growth in moving the school forward. Although some staff may need to be replaced, we believe that job-embedded professional development opportunities led by professionals such as the Cluster Leader and ELL Coach, the implementation of comprehensive instructional reform, and additional technology geared toward the needs of our ELL population will facilitate increased staff effectiveness and student achievement. The needs assessment process included a review of the 2008-2009 GAPSS study along with student data to better guide the school improvement process. Areas identified through review of the GAPSS study, Adequate Yearly Progress (AYP), attendance and discipline data, and stakeholder feedback informed the decision to select the Transformation Model. Areas in need of improvement to impact student achievement, especially among the ELL population, include instruction, engagement, and improved best practices.

A comprehensive evaluation system, *CLASS Keys* and *Leader Keys*, will provide guidance and support for leader, teacher, and staff change. The Transformation Model will serve to continue to improve overall performance through comprehensive instructional reform, job-embedded professional learning, extended learning time, and flexible support. This model closely aligns with initiatives for school improvement already in progress at Clarkston High School, such as America's Choice, Thinking Maps, Standards-Based Instruction, and Standards-Based Grading protocol. The addition of three 21st Century classrooms and a language lab for the International Transition Academy will be included to impact student achievement.

Clarkston is well on its way to using data to adjust instruction in a data-driven approach to instruction and assessment with formative and summative assessments, along with common assessments and benchmark assessment practices being incorporated into the instruction program. The support of the School Improvement Grant will allow the opportunity for the school to continue to develop capacity over the three-year period to sustain improvement and create enduring academic success for students.

School Improvement Grant 1003(g)

Part II: LEA Application 2010

LEA Name: DeKalb County School System	LEA Mailing Address: DeKalb Schools Administration and Instruction Complex 1701 Mountain Industrial Boulevard Stone Mountain, GA 30083
LEA Contact for the School Improvement Grant: Name: Ramona Tyson Position and Office: Interim Superintendent Contact's Mailing Address: 3770 N. Decatur Rd., Decatur, GA 30032 Telephone: 678.676.1200 Fax: 678. 676.0394 Email Address: Ramona_Tyson @fc.dekalb.k12.ga.us	
Superintendent (Printed Name):Ramona Tyson (Interim)	Telephone: 678.676.1200
Signature of Superintendent: x _Ramona Tysv_	Date: 4/15/2010
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.	

School Improvement Grant 1003(g)

LEA Application 2010

LEA Name: <u>DeKalb County School System</u>

Section A. SCHOOLS TO BE SERVED: The LEA must include the following information with respect to the schools it will serve with a School Improvement Grant. Using the attached list of eligible schools, identify each Tier I, Tier II, and Tier III school the LEA commits to serve and select one of the four intervention models (turnaround model, restart model, school closure model, transformation model) that the LEA will use in each Tier I and Tier II school.

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of the schools.

School Name	NCES ID#	Tier I	Tier II	Tier III	Intervention Models (Tier I and Tier II Only)			
					Turnaround	Restart	Closure	Transformation
Clarkston HS	130174000708	x						x
McNair HS	130174000712	x						x
Elizabeth Andrews HS	Not applying		x					
Southwest DeKalb HS	130174000679		x					x

School Improvement Grant 1003(g)

LEA Application 2010

LEA Name: <u>DeKalb County School System</u>

School Name:

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

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Section B. DESCRIPTIVE INFORMATION: The LEA must include the following information to complete the School Improvement Grant application.

</div>

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

   c)   Provide a narrative describing the outcomes of analyzing the data (school needs).
   As a result of analyzing the data from the 2008 GAPSS Analysis, the Target Areas for Improvement will be addressed through implementation of the Transformation Model as such:

   A comprehensive needs assessment of Clarkston High School shows that the school would benefit from strategies, programs, and organizational initiatives that target the large ELL population, many of whom are refugees and economically disadvantaged. Achievement gaps in all content areas must be addressed. Student achievement and the graduation rate must continue to improve in order to meet state and federal goals.

   A review of the GAPSS results for 2008-2009 indicates room for instructional improvement in the areas of rigor, differentiation, and flexible grouping. Professional learning would benefit from in-depth application and monitoring. Classroom management would benefit from revisiting referral and tardy policies. In addition, GAPSS results recommend expanding shared decision making and utilizing coaches more strategically. School culture results show that increasing school/community pride and teacher recognition would benefit the entire school program. Results of the analysis are included in the appendices of this document; however, some of the primary areas of concern are identified as follows:

   - Lack of rigorous and differentiated instruction
   - Lack of depth of content knowledge
   - Lack of student motivation
   - Lack of student engagement in learning
   - Lack of school/community connection

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The School Improvement Grant writing team worked to identify a systematic plan for addressing solutions to these identified areas of concern. Several practices for school improvement are included in the document and outlined below are the strategic initiatives that Clarkston High School considers to be the framework for an extreme makeover:

- Implement an International Transition Academy (ITA) @ Clarkston- Students will have the advantage of academic support in sheltered academic classes in all content areas which are offered to students for the purpose of remediation or enrichment based on analysis of student data. Students will also have the opportunity of extended day content-area tutorials from 4-6 PM Monday-Thursday. All students will receive intensive language support in all academic classes taught using the sheltered class model by ESOL certified teachers. Elective courses will be available to students in the ITA as well as dual enrollment programs with DeKalb Technical College

- Continue to implement a Smaller Learning Community Framework-Ninth Grade Academy (NGA) @ Clarkston High School- The mission of the Ninth Grade Academy (NGA) is to provide a rigorous academic program to prepare students for post secondary opportunities. Students will have the advantage of specially designed college preparatory courses that focus on rigorous standards-based instruction. Students will be able to take advantage of advanced placement coursework, dual/joint enrollment programs, and SAT prep courses as well as elective course offerings.

- Continue to implement a Career Academy (CA) @ Clarkston- The mission of the Career Academy is to ensure that all students are prepared for academic success in our technological society. Students will be able to learn in a rigorous academic environment while experiencing a technology-rich instructional program that prepares them for 21st century global learning. Students will have the advantage of 21st century technology as they complete a rigorous academic program that will prepare them for post secondary opportunities or employment after completing the program. Students will explore existing and future technologies in an effort to expand and strengthen their knowledge base. Students will have the advantage of a learning environment that blends with face to face instruction and on-line instruction. Students will have the advantage of a rigorous academic program while focusing on one of the career academy pathways. Clarkston HS will install three 21st Century classrooms that include software, laptop carts, printers, Elmos, and digital cameras in order to expose students to 21st century learning.

- Increase use of 21st Century Technology- expand classroom technology use designed to engage learners and increase instructional rigor.

- Develop programs to enhance vertical alignment to support student transitions; develop transition plans with the feeder middle school and within content area teams within Clarkston.

- Improve student achievement through the use of extended time options in the academies that will provide for Extended Learning Time for students. Flexible scheduling will provide year long classes for juniors in both math and English.

- Provide extended learning time (tutorials) for students in core content areas.

- Improve use of Instruction and Assessment Best Practices- increase rigor and differentiation in standards-based classrooms with the support of instructional coaches and professional learning opportunities. Provide content area supplies and materials to enhance the America's Choice program and increase the quality of classroom practice.

- Increase stakeholder engagement and relationships involvement with a parent outreach component.

- Increase leadership capacity of school leaders, teacher leaders, and student leaders. Members of the administrative team (principal, assistant principal), instructional coaches, and teachers will attend the GaDOE Summer Thinking Maps training institute.

d)   Provide rationale for the intervention model selected.

As a result of critical strategic analysis of Clarkston High School data, the transformation model has been selected as one that allows us to implement radical change without dramatically replacing instructional staff. We believe that the assistant principals and the majority of staff members have shown significant growth in moving the school forward. Although some staff may need to be replaced, we believe that job-embedded professional development opportunities, flexible scheduling, and the implementation of comprehensive instructional reform will facilitate increased staff effectiveness and student achievement.

The needs assessment process included a review of the 2008-2009 GAPSS study along with student data to better guide the school improvement process. Areas identified through review of the GAPSS study, Adequate Yearly Progress (AYP), attendance and discipline data, and stakeholder feedback informed the decision to select the Transformation Model.

Areas in need of improvement to impact student achievement include instruction, engagement, and improved best practices. A comprehensive evaluation system, *CLASS Keys* and *Leader Keys*, will provide guidance and support for leader, teacher, and staff change. The Transformation Model will serve to continue to improve overall performance through comprehensive instructional reform, job-embedded professional learning, extended learning time, and flexible support.

This model closely aligns with initiatives for school improvement already in progress at Clarkston High School, such as America's Choice, Standards-Based Instruction, and Standards-Based Grading protocol. Additionally, Thinking Maps will be included to impact student achievement. Clarkston is well on its way to using data to adjust instruction in a data driven approach to instruction and assessment with formative and summative assessments, along with common assessments and benchmark assessment practices being incorporated into the instruction program The support of the School Improvement Grant will provide an opportunity for the school to continue to develop capacity over the three year period to sustain improvement and create enduring academic success for students. The requirements of the Transformation Model closely align with the needs of the school and community and the direction for improvement as recommended by the GAPSS analysis and other achievement data that has been analyzed.

America's Choice was implemented in the 9th Grade Academy at Clarkston High School in the 2009-2010 school year with highly successful results. 9th Grade Academy students performed at an above 50% pass rate on the EOCT for Math 1, which is improved over past performance. In addition, the America's Choice rigor and readiness design for the English/Language Arts curriculum resulted in improved reading performance for our 9th grade students. English/Language Arts EOCT performance for 9th grade students positively increased over past performance. Further, the ninth grade teachers were able to implement the best practices that are an integral part of the America's Choice design to meet individual student needs as specified by the Pyramid of Intervention's emphasis on data-driven decision making. Last, the America's Choice implementation rubric provided focus for the leadership team that specifically addressed student achievement at all grade levels. For this reason, Clarkston intends to use SIG funds to extend the America's Choice model to all grade levels for 2010-2012. As the addition of America's Choice in grades 10 -12 was not an intended expansion, this will supplement, not supplant, the current program.

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

DCSS and Clarkston High School have experience and demonstrated success in managing grant funds and supporting staff in the implementation of new strategies. The framework is in place for grant implementation to begin as soon as funds are disbursed. The proposed budget for this grant includes funding for one Director of High School Transformation to facilitate programmatic grant activities. The need for outside funding for these positions is due to necessary personnel cuts within the district, and the cost of this position will be shared with another DCSS school that has received a School Improvement Grant.

2. Complete the appropriate portion of Attachment 2 (2a: Turnaround Model, 2b: School Closure Model, 2c: Restart Model, 2d: Transformation Model) that corresponds to the model selected for each Tier I and Tier II school. Attachment 2 addresses the LEA's actions it has taken, or will take, to:
   a. Design and implement the interventions consistent with the final requirements of the model selected for each school. Provide support to individual schools to support selected interventions. (Prof. learning, OSI, T and L)
   b. Recruit, screen, and select external providers, if applicable, to ensure their quality.
   c. Align other resources with the interventions.
   d. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively. LEA will allow flexibility?
   e. Sustain the reforms after the funding period ends.

3. Complete the appropriate portion of Attachment 2 that delineates the timeline to implement the selected intervention model in each Tier I and Tier II school.

4. Complete the appropriate portion of Attachment 2 that pertains to annual goals. The annual goals will be used to monitor the Tier I and Tier II schools that receive school improvement funds. The LEA must report each school's annual goals for student achievement on the State's assessment in Reading/English Language Arts and Mathematics, as well as graduation rate for high schools. This does not apply to the school closure model.

6/7. Complete Attachment 3 for each Tier III school the LEA commits to serve. The LEA must describe the services the school will receive and/or the activities the school will implement as well as the annual goals that the LEA will use to monitor progress.

8. The LEA must describe and provide evidence of how it has consulted with relevant stakeholders (e.g., parents, community representatives, business and industry leaders, school staff, school council members, students, higher education leaders, etc.) regarding the LEA's application and plans for implementation of school improvement models in its Tier I and Tier II schools.

   Upon notification of eligibility for School Improvement Grants, the DCSS Interim Superintendent, Deputy Chief Superintendent for School Operations, Deputy Superintendent for Teaching and Learning, Associate Superintendent for Instructional Transition, Area Assistant Superintendents, Executive Director of the Office of School Improvement, Director of High School Instruction, Director of Research and Evaluation, and the principals involved met to discuss the opportunity. The group met several more times to explore the various implementation models and to create a communications plan. The Interim Superintendent notified the Board of Education, shared information, and solicited feedback. Principals held staff meetings to inform the staff of the opportunity and then worked with school teams on several occasions to develop plans. The Executive Director of the Office of School Improvement met with a school council as well. District senior staff, along with Area Assistant Superintendents, attended community meetings held by principals to announce the opportunity and solicit input. The agenda and minutes from the Clarkston community meeting are attached to this application.

Section C. BUDGET: An LEA must complete a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

1. The LEA must provide a budget (Attachment 4: Budget Detail) that indicates the amount of school improvement funds the LEA will use each year to:
    a. Implement the selected model in each Tier I and Tier II school it commits to serve.
    b. Conduct LEA-level strategies designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools.
    c. Support school improvement strategies, at the school or LEA level, for each Tier III school identified in the LEA's application.

> Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by $2,000,000. The funding range for each school is between $50,000 and $2,000,000 annually. The actual award for each school may vary. The LEA should submit a comprehensive, three-year budget that provides an explanation of expenditures for each year. Budget renewal for years 2 and 3 will be based upon annual approval.

Section D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will:
(1) Use its School Improvement Grant to implement fully and effectively an intervention in Tier I and Tier II school that the LEA commits to serve consistent with final requirements.
(2) Establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.
(3) If the LEA implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
(4) Report to the SEA the school-level data required under section III of the final requirements.

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Section E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- ■ Extending the period of availability of school improvement funds.

> Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

- ☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

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

> Note: If an SEA has not requested and received a waiver of any of these requirements, an LEA may submit a request to the Secretary.

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LEA Application 2010   **Attachment 2d**
                                             Transformation Model

LEA Name: <u>DeKalb County School System</u>

School Name: <u>Clarkston High School</u>

The LEA must:

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

Please Note: GaDOE *School Keys* and implementation resource performance actions are referenced throughout this document to reflect this application's alignment with the Georgia standards. The senior staff of the DeKalb County School system collaborated and selected the Transformation Model for the School Improvement Grant for Clarkston High School. This model requires replacing the principal, unless assigned to the school for two years or less as provided in the guidance from the GaDOE, page 19 of 22. **ACTIONS** **Action 1:** Appoint a turn-around principal with a proven history of effective leadership and increasing student achievement. **Turnaround Principal Job Description** **Education And Experience**: The minimum requirements include a Master's degree, a valid GA Professional Standards Commission approved certificate in educational leadership at level L-5, NL-5, PL-6, and a minimum of seven years of experience in education, including experience as a classroom teacher. At least 5 years prior supervisory/administrative experience with proven success in raising student achievement and transforming school culture is preferred. **Responsibilities And Skills**: Responsibilities will include serving as the instructional leader for the school; providing instructional and professional leadership to faculty and staff members; administering all components of a local school including instructional leadership, maintenance of physical plant, budget management and ensuring compliance with state and federal laws. Additionally, the applicant must have knowledge of organizational and department planning, operational procedures of a standards based curriculum, standardized testing in accordance with state laws and programs and procedures pertinent to learning disabilities and support services. The applicant must also have the ability to establish objectives and procedures, and to develop and understand financial reports and budgets. The applicant must be able to demonstrate data-driven decision making skills and have a strong	Timeline: July 15, 2010 (contingent upon grant approval date)

working knowledge of how to analyze data to improve student achievement and impact the overall school culture.

Additional requirements for a turnaround principal are based on the work of Hassel, E.A. & Hassel, B.C. (2009) The Big U-Turn: How to Bring Schools from the Brink of Failure to Stellar Success.

Turnaround competencies include driving for results, influencing for results, problem solving, and showing confidence to lead.

Turnaround principal expected actions include focusing on a few early wins; getting the right staff and "righting the remainder;" breaking organization norms; leading a turnaround campaign; pushing rapid-fire experimentation; and driving decisions with open-air data. The turnaround principal will be held accountable for results with a short timeline for results, ongoing monitoring and reporting, and rapid "retry." The turnaround principal will proactively engage the community by creating a vision for the future and publicizing early wins.

DeKalb County School System-Principal Selection Process

The DeKalb County School System will select a turnaround principal in accordance with policies set in place by the Human Resources Department. The following phases are based on procedures as of 12-15-09.

Phase I

Position is declared vacant by the Superintendent and posted for a minimum of (5) office days

Superintendent shall utilize a formal interview process for the selection of the school principal

Current principal and/or Area Assistant Superintendent (AAS) identify school/community representatives/stakeholders to participate in the web-based Leadership Attributes Survey and submits list with email contacts to the AAS, if applicable. School Representatives/Stakeholders must include members of the School Council, Parent Teacher Association, certified teachers, and students (high school students only)

July 15-30, 2010

AAS forwards email list of school representatives/stakeholders to Human Resources

Human Resources sends letter from the Chief Human Resources Officer to identified school representatives/stakeholders requesting their participation in the web-based Leadership Attributes Survey

Letter to identified school representatives/stakeholders will include a link to the web-based Leadership Attributes Survey and indicate a five (5) day time frame in which to participate

Hard copies of the web-based Leadership Attributes Survey will be provided for identified school representatives/stakeholders who do

not have access to a computer or are unable to use technology	
Phase II	
Human Resources compiles information from the electronic and/or hard copies of the Leadership Attributes Survey and provides a copy of the results to the Superintendent, Chief Human Resources Officer, and the AAS for the school/center	
AAS identifies four administrators to serve on the Resume Review Panel and sends the Resume Review Panel to the Deputy Chief Superintendent for School Operations for approval. Panel members may include AASs/ Cabinet members, Executive Directors, Directors, and Principals	July 15-30, 2010
After the Resume Review Panel has been approved by the Deputy Chief Superintendent for School Operations, the AAS notifies and schedules the Resume Review with Human Resources	
AAS for the local school/center secures Resume Review Panel members, notifies them of the date, time, and location of the interviews, and provides names of Resume Review Panel members to Human Resources	
Human Resources initiates the Resume Review process by reviewing written guidelines for completing the process	
AAS shares the results of the Leadership Attributes Survey with the Resume Review Panel	
Resume Review Panel members review the resumes submitted for all qualified applicants, evaluate applicant credentials on the Assessment of Resume Form, and recommend top applicants for an interview	
AAS ensures that all Resume Review forms are completed and signed by all Resume Review Panel members. The complete Resume Review packet, with applicant recommendations for interviews, are submitted to Human Resources	
Human Resources reviews applicant recommendations to ensure that recommended applicants are qualified for the position, and submits the names of the recommended applicants to interview for the position to the Superintendent	
Phase III	
After Superintendent/Designee approval, Human Resources contacts the AAS of the local school/center to schedule interviews for the principal position	
AAS identifies panel members to serve on the Interview Panel and sends the Interview Panel members to the Deputy Chief Superintendent for School Operations for approval	July 15-30, 2010
Panel members may include AASs/Cabinet members, Executive Directors, Directors, and Principals that did not serve on the Resume Review Panel, with the exception of the AAS for the local	

school/center or exceptions made by the Superintendent	
After the Interview Panel has been approved by the Deputy Chief Superintendent for School Operations, the AAS notifies and schedules the Interview Panel with Human Resources	
AAS for the local school/center secures Interview Panel members, notifies them of the date, time, and location of the interviews, and provides names of Interview Panel members to Human Resources	
AAS may provide specific interview questions to Human Resources that address some of the preferences in the results of the Leadership Attributes Survey	
Human Resources schedules and notifies interview candidates of the date, time, and location of the interviews	
Phase IV	
Human Resources facilitates the formal interview process for principals	
AAS shares the results of the Leadership Attributes Survey with the Interview Panel	
All interview candidates are allowed one hour to respond to a writing prompt	July 15-30, 2010
All interview candidates are asked the same set of pre-determined questions and requested to make an oral presentation in reference to their written response to the writing prompt	
The Interview Panel makes two recommendations for the position	
Human Resources facilitator, along with the AAS, shares the recommendation of the Interview Panel with the Superintendents Designee	
Phase V	
Superintendent makes the decision of whom to appoint to the position and notifies Human Resources	
Human Resources contacts AAS to notify Board member(s) for the local school/center	July 15-30, 2010
After notifications are made, the AAS notifies the Superintendent's office	
Superintendent's Designee notifies the Board of Education of the candidate the Superintendent intends to appoint	
Superintendent's Designee sends an "Appointment Notice" to the Board of Education	
Human Resources offers the position to the appointed candidate	
After the position is accepted, Human Resources notifies the AAS that the position has been accepted. The AAS notifies Human Resources of the start date	

AAS contacts the candidate for congratulations, notifies the Interview Panel and the School Council and/or PTSA, and facilitates the announcement at the school. The AAS facilitates the transition, if applicable	
Human Resources sends the official congratulatory letter from the Superintendent to the appointee and notifies other interview candidates that the job has been filled	

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

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

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

Clarkston High School was at NI 5 status this past year and as a result was given the opportunity to receive training from the GA DOE on *Class Keys*. (The *Class Keys* is a performance appraisal process based on teacher standards designed to evaluate teacher performance, promote professional growth, and positively impact student learning. In the same manner that the Georgia Performance Standards guide student learning, the *Class Keys* guides the instructional practices of teachers.)	Timeline: Fall 2010-Spring 2011 Fall 2011-Spring 2012 Fall 2012-Spring 2013

The Clarkston HS principal, assistant principal for instruction and instructional coaches attended training designed to introduce *Class Keys* as an evaluation instrument for teachers. The principal then re-delivered to the faculty to begin the process of introducing *Class Keys* as the evaluation instrument for teachers.

ACTIONS

Action 1: Clarkston will continue the study and roll-out of *Class Keys* beginning in August, 2010 and continuing throughout the 2010-2011 school year, with full implementation to begin in August, 2011 and continue through 2013.

Action 2: Utilize the Georgia *Class Keys* to assess teachers' levels of performance in the areas of Curriculum and Planning, Standards-Based Instruction, Assessment of Student Learning, Professionalism, and Student Achievement.

Action 3: Clarkston utilizes the GaDOE *Class Keys* to evaluate teachers, which includes student growth data as a means of evaluation.

Action 4: Clarkston will begin the study of the GaDOE *Leadership Keys* in the 2010-2011 school year and will fully implement the evaluation model for school administrators in 2011-2012 and 2012-2013.

Action 5: The DeKalb County School System also utilizes the *Georgia Leadership Evaluation Instrument* (GLEI) to evaluate principals. Student growth is not currently a component of that instrument. Therefore, Clarkston will utilize the *America's Choice Rigor & Readiness Principals' Performance Evaluation Rubric* in addition to the Georgia Leadership Evaluation Instrument (GLEI) to evaluate principals' performance relative to implementation of the America's Choice model which is linked to student growth. (See attached *America's Choice Rigor & Readiness Principals' Performance Evaluation Rubric*.)

Action 6: Teachers are continuously assessed through observation and benchmark results. This occurs through the use of instruction focus walks, classroom observations, and data assessment meetings. Teachers are provided assessment and feedback through site-based America's Choice Instructional Coaches and through third party observers (America's Choice Cluster Leaders).

Action 7: Utilize the America's Choice model of embedded assessment at the classroom and school-wide level. This includes the collection and analysis of formative, summative, observational, and perception data on on-going basis that provides systematic feedback and follow-up.

Action 8: Utilize the America's Choice Rigor & Readiness Principals' Performance Evaluation Rubric in addition to the Georgia Leadership Evaluation Instrument (GLEI) to evaluate principals' performance relative to implementation of the America's Choice model which is linked to student growth.

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.

School Keys Leadership Standards 1 and 3: The principal and school administrators provide leadership that reinforces a commitment to high expectations for student achievement while promoting the school as a true community of learning. School governance and leadership are distributed and school improvement is viewed as a collective responsibility.	Timeline: Fall 2010-Spring 2011 Fall 2011-Spring 2012 Fall 2012-Spring 2013
School Keys School Culture Standard I: The school culture reflects norms, values, standards, and practices that reinforce the academic, social, emotional, and relational growth of each student and commitment to the professional growth for all educators.	
ACTIONS	
Action 1: Collect and analyze data to ascertain teacher effectiveness relative to student achievement goals by using the Georgia *Class Keys* assessment instrument.	
Action 2: Provide a $1,000 academic progress bonus linked to both a yearly 10% increase in GHSGT performance **and** improved Graduation Rate data of 5% yearly.	Fall 2010-Spring 2011 Fall 2011-Spring 2012 Fall 2012-spring 2013

Action 3: Provide site-based feedback, professional learning opportunities, and monitoring of faculty/staff based on data analysis results.

Action 4: Utilize the DCSS *Moving Towards Excellence* (MTE) process to monitor and support staff members who have consistently demonstrated a need for improvement. This process entails support for teachers with instructional deficiencies from local and central office instructional staff. This tiered process allows for job-embedded professional learning opportunities, modeling, coaching, and remediation.

Action 5: Utilize the MTE process to facilitate the removal of staff members who have not improved their professional practices after ample opportunities have been provided to them. This process allows for the development of Professional Development Plans that support improved instructional practice; however, failure to evidence improvement will lead to removal from the school.

A4. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

	Timeline:
School Keys Professional Learning Standards 2 and 3: The process of professional learning is aligned with articulated goals and purposes, data-driven, research-based, evaluated to determine its impact, aligned with adult learning theory, and collaborative in design and implementation. The content of professional learning reinforces educators' understanding and use of strategies for promoting equity and high expectations for all students, application of research-based strategies and assessment processes, and involvement of families and other stakeholders in promoting student learning. **ACTIONS** **Action 1:** Implement the three-year outline of America's Choice professional learning based on GAPSS. **Action 2**: Provide a teacher stipend per semester in the first and third year of SIG implementation to compensate for mandatory professional learning based on data analysis of school needs. **Action 3:** Monitor professional learning in a variety of ways, depending upon the area of professional learning. First, the <u>administrative team and leadership team</u> will monitor the impact of professional learning through reviewing lesson plans, conducting instructional focus walks, and completing formal/informal observations. Second, each of the <u>Instructional Coaches </u> included in the SIG will monitor the impact of professional learning related to their specific areas of content expertise. Instructional coaches will utilize the process of the coaching cycle: professional learning occurs with given faculty members as a result of data analysis on a given concept from focus walks, student work, and collaborative planning sessions. Instructional coaches will provide job-embedded support for a prescribed amount of time subsequent to the professional learning to include modeling, feedback, and observation. Teachers will ultimately be supported to implement the concept with fidelity, while coaches will continue to re-visit concepts throughout the coaching cycle to ensure that all instructional goals are addressed by teachers for improved student achievement.	August 2010-May, 2011 August, 2011-May, 2012 August, 2012-May, 2013 August 2010-May, 2011 August, 2011-May, 2012 August, 2012-May, 2013

Third, in order to provide America's Choice design implementation monitoring and support, the America's Choice Cluster Leader will facilitate professional learning opportunities, monitor implementation of America's Choice practices, and provide feedback, modeling, and follow-up.	October 2010, 2011, 2012 March 2011, 2012, 2013
The ELL Coach will work specifically with teachers in sheltered classes in the International Transition Academy and will provide professional learning opportunities, monitor implementation of WIDA standards and SIOP practices, and provide feedback, modeling, and follow-up. The Science and Social Studies Coaches will provide model teaching, feedback, and monitoring of instructional delivery and student success in second and third year of the grant. Clarkston already has an on-site Math and ELA Coach as part of the district-wide Title I/America's Choice program. These coaches will also provide model teaching, feedback, and monitoring of instructional delivery and student success in their content areas for all three years of grant implementation.	August 2010-April 2011 August 2011-April 2012 August 2012-April 2013
Action 4: Implement 21st Century Classrooms professional learning.	
The professional learning for 21st Century Classrooms will be specifically tailored to ensure successful implementation at Clarkston H.S. Based on the assessed needs of school staff; the professional learning may include the use of modern technologies, curriculum integration, classroom management, new pedagogy and new designs for teaching and learning. Professional learning instructors will provide many examples of effective technology-based strategies that support and enhance curriculum and can serve as a catalyst for fundamental change in the overall teaching and learning process. The Educational Technology Center (KSU) that serves DCSS will play a vital role in the professional learning design and implementation and will provide instructional and technical support.	Weekly
Action 5: Expand summer Thinking Maps training during the school year (five sessions per semester) with follow-up job-embedded support	Semi-monthly
Action 6: Utilize and expand the professional learning opportunities provided through the America's Choice reform model	Weekly
Action 7: Enhance Professional Learning Communities (PLC) through professional development (3 Saturday sessions per semester in the first and third years of the grant), follow-up monitoring and feedback, and job-embedded support to analyze student work and plan effectively	Every three-four weeks beginning Fall 2010

Action 8: Conduct instructional focus walks weekly	August 2010-May, 2011
Action 9: Implement Sheltered Instructional Observation Protocol (SIOP) for English Language Learners (Additional teacher training occurred June, 2010)	August, 2011-May, 2012 August, 2012-May, 2013
Action 10: Provide on-going, research-based professional development which is linked to the annual comprehensive needs assessment on a year round basis. • On-site and web-based content area training • Peer shadowing and peer observation protocols • Teacher industry externships • Interdisciplinary collaboration between content area teachers • Training in the areas of cultural diversity, gender specific strategies, and advanced placement/gifted instruction **CLARKSTON PROFESSIONAL LEARNING BLUEPRINT** **Curriculum** Teachers work during pre-planning to look at requirements in pre-requisite courses and subsequent courses to plan focus standards, performance tasks, and skills **Depth of Knowledge (DOK)** Benchmark Analysis Sheets and Online Analysis Teachers use county designed, standards-based benchmarks that are aligned to EOCT domains and labeled with DOK level. **Developing Interdisciplinary Units** Smaller Learning Community (SLC) Teachers; SLC Instructional change coach; SLC Coordinator Academy teachers work across content areas to develop at least one interdisciplinary unit per semester enabling students to make connections from subject to subject. **Training in Professional Learning Communities on Coaching Cycle with Title I Coach; Modeling Focus** Leadership team and teachers build consensus regarding rigor and relevance in the standards-based classroom. Awareness walks are conducted regarding rigor and relevance evaluating teacher plans, board postings, performance tasks, teacher questions and student work	

Data Analysis Training in PLC

Collaborative team data talks are held once per unit to review data collected from pre and post benchmarks and classroom formative and summative assessments as reflected in grade book

Assessment

Data training by Title I Coaches – student data from state assessments and benchmarks are disaggregated to identify patterns and to inform and revise instruction.

Differentiated Instruction and Data Analysis

Teachers participate in on-going gathering and analysis of data to define goals and develop strategies

Teachers work during common collaborative planning time to develop units, performance tasks w/ rubrics, models, and assessments. They analyze student work to determine rigor and find exemplars. They develop differentiated strategies and use best practices to meet the needs of all students. They analyze and disaggregate data collected from benchmark, formative and summative assessments.

Portfolios in PLCs

Teachers and students keep academic portfolios documenting student mastery of standards over the length of a course. Students also include revised work.

Informal GHSWT rubric and scoring;

Data Analysis

Raising the Standards Training

Conferencing Data

 Instruction-Planning conferences and PLC's

Awareness Walks, Collaboration Logs, Agendas

L-Team and Teachers determine school-wide expectations in the delivery/ routines of lessons

All teachers use follow the same instructional framework: bell-to-bell instruction, opening/ work period/ closing, standards posted, essential question posted, flexible grouping, differentiated instruction, conferencing, academic portfolios, co-teaching, reading strategies.

ICE training; Co-teaching training; Flexible grouping training **Agendas, Awareness Walks, Unit Plans**	August 2010-May, 2011 August, 2011-May, 2012 August, 2012-May, 2013
Lesson Studies Teachers participate in professional learning on differentiated instruction. In collaborative teams, led by the instructional coach, teachers complete 2 lesson studies a year that examine standards and delivery methods to ensure best practices.	
America's Choice Training **Master Schedule; Unit Plans** Leadership Team develops pyramid of intervention to provide support	
SIOP Training	Fall, 2010
WIDA Training	
Can-Do Descriptors	Monthly
Using Access Scores in Class	Fall 2010
Awareness Walks; Master Schedule; Unit Plans	

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.	

School Keys Leadership Standard 3: School governance and leadership are distributed and school improvement is seen as a collective responsibility.	Timeline:
Clarkston High School will continue its efforts to recruit and retain highly qualified and highly effective instructional staff by providing a supportive school climate that promotes professional growth and builds capacity for future success. In fact, the school includes a goal in the Consolidated School Improvement Plan (CSIP) that represents the partnership of best practices in teacher retention and academic high standards for all students. In addition to extensive professional learning opportunities in the areas of SIOP training, Thinking Maps training, and content-specific professional learning opportunities, and financial incentives provided to staff members, Clarkston High School has identified the following action steps regarding teacher retention:	August 2010-May, 2011 August, 2011-May, 2012 August, 2012-May, 2013

ACTIONS	
Action 1: The Teacher Retention Committee will conduct a needs assessment to determine strengths and areas in need of improvement.	
Action 2: The principal will schedule monthly individual conferences with all new teachers and administrators to address teacher concerns and express support. Follow-up regarding supportive actions will be documented.	
Action 3: The school will adhere to the DCSS Department of Professional Learning policies, procedures, and protocols for the Teacher Support Specialists (TSS) Program through the following actions: • Assign a TSS to every new teachers (0-3 years previous experience) • Schedule a formal time for mentors and mentees to meet at least once per month • Ensure that all TSS have received training from the Department of Professional Learning regarding how to effectively serve in their roles • Adhere to TSS guidelines regarding the scheduling of meetings/activities, the collection of data, and the reporting of results	
Action 4: Provide career growth opportunities and incentives for faculty to serve as content area coaches, ELL coach, Local School Community Outreach Liaison, and Language Lab Coordinator	
Action 5: Utilize *Class Keys* Performance Appraisal Process to assess teacher performance and facilitate professional growth	
Action 6: Provide a $1,000 academic progress bonus linked to both a yearly 10% increase in GHSGT performance **and** improved Graduation Rate data of 5% yearly.	

A6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	
School Keys Curriculum Standard 3: Teachers and administrators use a systematic process for monitoring and evaluating implementation of the curriculum. **Instruction Standards 1 and 2:** Instructional design and implementation are clearly and consistently aligned with GPS and district expectations for learning. Research-based instruction is standard practice.	Timeline:

With the award of SIG funds, Clarkston will implement the America's Choice reform model school-wide. The America's Choice Cluster Leader will provide design implementation monitoring and support and will provide feedback, modeling, and follow-up to all staff. (**See attached Cluster Leader Job Description.)**

Instructional Coaches (one in each of the content areas of E/LA, math, science, and social studies) included in the SIG will monitor implementation related to their specific areas of content expertise. Instructional coaches will utilize the process of the coaching cycle: professional learning occurs with given faculty members as a result of data analysis on a given concept from focus walks, student work, and collaborative planning sessions. Instructional coaches will provide job-embedded support for a prescribed amount of time subsequent to the professional learning to include modeling, feedback, and observation. Teachers will ultimately be supported to implement the concept with fidelity, while coaches will continue to re-visit concepts throughout the coaching cycle to ensure that all instructional goals are addressed by teachers for improved student achievement.

The following personnel will be funded through the School Improvement Grant in order to support the instructional program.

America's Choice Cluster Leader will monitor implementation of AC model and practices, provides professional learning opportunities, and provides feedback, modeling, and follow-up. (See attached job description.)

ELL Coach will provide support to teachers of sheltered classes in the International Transition Academy, facilitate professional learning opportunities, monitor implementation of WIDA standards and SIOP practices, and provide feedback, modeling, and follow-up.

America's Choice has drawn from the concept of Response to Intervention (RTI) to develop a tiered set of interventions to support student's academic growth. Tier 1 of this system is the core instructional program built around the rigorous curriculum provided by Quality Core. For this system to achieve its goal, it is critical that the core instructional program serves the needs of as many students as possible. Professional development for teachers implementing the curriculum will include a systematic focus on strategies for assisting English Language Learners (ELL) and students with special needs. The professional development will also focus on helping teachers develop instructional routines and make systematic use of assessment information to drive instructional decision-making so that they differentiate in response to students' assessed needs. Tiers 2 and 3 are designed to address

Math/ELA Coaches implemented (through school-wide Title I funds)
August, 2010-June, 2011
August, 2011-June, 2012
August, 2012-June, 2013

Science/Social Studies Coaches implemented (through SIG funds)
August, 2011-May, 2012
August, 2012-May, 2013

ELL Coach implemented (through SIG funds)
August 2010-May, 2011
August, 2011-May, 2012
August, 2012-May, 2013

America's Choice Cluster Leader implemented (through SIG funds)
August 2010-May, 2011
August, 2011-May, 2012

Fall 2010-Year 1-AC Rigor and Readiness expand to 10th grade

Fall 2011-Year 2-AC Rigor and Readiness expand to 11th grade

Fall 2012-Year 3-AC Rigor and Readiness expand to 12th grade

the needs of students who cannot be served by the core instructional program, as indicated by EXPLORE, PLAN, and other sources of assessment information. The America's Choice Navigator programs provide the curriculum for Tier 2 of the academic program – directed at providing supplementary support in addition to the core instructional program. The Navigator programs include Literacy and Mathematics each of the Navigator programs is linked to the College Readiness Benchmarks, and thus aligned to the system overall. These programs have built-in screening assessments to ensure that students are assigned the modules they need.

An integral component of the model at Clarkston High School will be the International Transition Academy (ITA). The mission of ITA is to provide support to international refugee students who complete the Intensive English Program at the International School or are new arrivals to the country, with the overall goal of supporting students in completing their high school program with a diploma from Clarkston High School.

August 2010-May, 2011
August, 2011-May, 2012
August, 2012-May, 2013

America's Choice incorporates the following research-based best practices for critical second language acquisition.

- Second language develops much like first language. Linguist Gordon Wells (1986) observes that children are exposed to language throughout their daily activities.
- Learning a second language is complex. Dell Hymes, Lily Wong Fillmore, Virginia Collier, and Stephen Krashen have all contributed important theories about how second languages are acquired. Their work can be summarized by three fundamental principles: language must be meaningful; language is acquired socially; language is acquired in a natural, predictable sequence.
- Children learn language at different rates. Although second language acquisition is similar in many ways to first language acquisition, there are important differences. Many second language learners still sound different from native speakers even after many years (Harley and Wang, 1997).
- Social English is different from academic English. Researcher Jim Cummins (1984) proposes that social English and academic English are, in fact, two distinct types of proficiency. Learners who have mastered social English appear fluent because they are able to make use of visual cues, gestures, tones of voice, and other non-verbal signals as they engage in face-to-face conversations.
- First language development affects second language development .Research confirms that balanced bilinguals experience a host of cognitive benefits because they can call on both of their languages as resources for reasoning, problem-solving, and generating original ideas (Cummins,

2005).

- Students transfer what they know in their first language to their second language. Jim Cummins (1991) suggests that other kinds of skills and knowledge are stored in a central processing center in the brain, accessible through any language a person can understand.
- English Language Learners are diverse.
- Cultural differences can affect students' understanding.
- Collaboration between mainstream teachers and second language staff is essential. Research confirms that some of the most effective programs for diverse students incorporate a well-implemented inclusion model in which school staff collaborate to plan and adapt instruction together (Van Loenen and Haley 1994).
- Academic standards are for all students.

Thus, the America's Choice reform model is designed with the needs of the students in the ITA in mind. Further, these students will have the advantage of academic support in sheltered academic classes in all content areas which are offered to students for the purpose of remediation or enrichment based on analysis of student data. Students will also have the opportunity of extended day tutorials from 3:30-5:30 PM Monday-Thursday. All students will receive intensive language support in all academic classes taught using the sheltered class model by ESOL certified teachers. Elective courses will be available to students in the ITA as well as dual enrollment programs with DeKalb Technical College. The ELL Coach will work specifically with teachers in sheltered classes in the International Transition Academy and will provide professional learning opportunities, monitor implementation of WIDA standards and SIOP practices, and provide feedback, modeling, and follow-up.

In order to further enhance the instructional program at Clarkston High School, SIG funds will be used to develop three 21st Century Classrooms. The 21st Century Classroom provides 21st Century instructional technology tools and equipment in order to ensure standards-based teaching with engaged learners in a technology-enabled classroom. This classroom focuses on intensive student instruction in electronic resources such as GALILEO and digital era tools of podcasting, blogging, and multimedia production. The 21st Century Classroom recognizes that our students live in a global society, and one way to expand their world is to collaborate outside the boundaries of their own building.

Clarkston High School's 21st Century classrooms will be each be equipped with a projector, interactive whiteboard, student and teacher laptop computers, student response systems, digital camera, digital video camera, laser printer, video editing equipment, and pod casting capable MP3 player with microphone equipment. This will allow the teachers to provide more focus

Installed Fall, 2010
Implemented:
September 2010-May, 2011
August, 2011-May, 2012
August, 2012-May, 2013

showing students new ways to evaluate their understanding of concepts. The teachers and students will be able to ask challenging higher order thinking questions. Students will be actively engaged and use the technical tools and resources to strengthen their skills. Students will have opportunities to work independently or in groups. In addition, students will work at their own pace for content mastery. Students will be given choices and will have the opportunity to use their creativity to express their knowledge. Instruction and assessments will be differentiated, based on the ability level of the student. By giving more ownership to the students for their learning, there will be a heightened interest level where students are motivated. **ACTIONS** **Action 1**: Expand the current 9th Grade America's Choice Rigor and Readiness Model to include Grades 10 – 12 using a tiered approach to implementation **Action 2**: Continue vertical teaming meetings with the feeder middle school with targeted intervention strategies for the black, ELL, and exceptional education subgroups **Action 3:** Expand the current Ninth Grade Academy Summer Bridge Program to include America's Choice Rigor and Readiness Literacy and Math Navigator Programs **Action 4:** Fully implement vertical articulation and planning	

A7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

School Keys Assessment Standard 1: A cohesive and comprehensive system is in place to ensure that all administrators and instructional personnel use assessment data to design and adjust instruction to maximize student achievement. **ACTIONS** **Action 1**: Schedule routine and protected time for faculty to meet weekly by grade level and content area (horizontal and vertical articulation) to analyze formative, interim, and summative data to reflect on instructional effectiveness and to revise instruction as needed	Timeline: August 2010-May, 2011 August, 2011-May, 2012 August, 2012-May, 2013

Action 2: Schedule routine and protected time for instructional coaches to meet with content area teachers every three weeks to analyze student data, determine trends, and develop plans to address identified needs.	August 2010-May, 2011 August, 2011-May, 2012 August, 2012-May, 2013
Action 3: Use data and feedback from instructional focus walks, America's Choice technical assistance visits, America's Choice DAT Reviews, GAPSS Reviews, and benchmark scores to differentiate instruction by flexible grouping, sheltered classrooms, portfolios, rubrics, etc. Teachers will develop standards-based lesson plans that address needs identified in benchmarks through activities that differentiate by process, product, assessment, and learning style.	August 2010-May, 2011 August, 2011-May, 2012 August, 2012-May, 2013
Action 4: Participate in a continuous process of data analysis at summer data retreats (every summer) to inform and differentiate instruction with the objective to analyze data in each content area and plan for results in key domain areas of the End-of-Course Tests and Georgia High School Graduation Test in addition to the development of the Consolidated School Improvement Plan (CSIP) action plans. Teachers will develop action plans to improve student achievement in these areas and identify resources to implement the action plans.	June-July 2011 June-July 2012 June-July 2013

A8. Establish schedules and strategies that provide increased learning time (as defined in this notice).	
School Keys Leadership Standard 2: The principal and school administrators facilitate the development, implementation, and maintenance of a supportive learning environment for teachers and students through strong management and organizational skills.	Timeline:
School Culture Standard 2 School rules, practices, and procedures foster a sense of community and belonging to ensure that staff and students maximize their capacity for teaching and learning.	
Instruction Standard 3: High Expectations for all learners are consistently evident, with students playing an active role in setting personal learning goals and monitoring their own progress based upon clear evaluation criteria.	
The master schedule will not be changed to implement extended day learning opportunities for the students of Clarkston High School. Tutorial opportunities will be provided to all students after school and on Saturdays. After school tutorials will be scheduled from 3:30-5:30 Monday – Thursday with sign-in attendance sheets and a clear purpose for each student's attendance, based on targeted areas of need as identified through analysis of student work and formative assessment data. Saturday extended learning opportunities will include remediation, practice, and enrichment as appropriate. Instructional Coaches will work with teachers in planning appropriate student work. Transportation will be provided, using school-wide Title funds.	August 2010-May, 2011 August, 2011-May, 2012 August, 2012-May, 2013
ACTIONS	
Action 1: Extend school day for the Ninth Grade Academy, International Transition Academy, and Career Academy in the form of extended day and Saturday opportunities to include the following: • Tutorial • Test Preparation • Credit recovery • Parent/community outreach activities • Childcare through Health and Human Service Academy on a phase-in plan	August 2010-May, 2011 August, 2011-May, 2012 August, 2012-May, 2013

A9. Provide ongoing mechanisms for family and community engagement.	
School Keys Student, Family, and Community Standards 1-3: The school reinforces the continuous improvement process through active and sustained involvement of student, family, and community.	Timeline:
The school has organizational structures and processes to ensure that students, families, and community members play an active and sustained role in school governance, decision making, and problem-solving.	
The school addresses student, family, and community needs through appropriate services and cross-institutional partnerships.	
ACTIONS	
Clarkston High School recognizes that parents who are comfortable with the English language and familiar with school practices and procedures are more involved in the overall school community. Therefore, we will implement the following actions:	
Action 1: Establish two Language Labs to facilitate language growth for English Language Learners as described below:	
Renaissance 2200 systems drop down from the ceiling to covert a regular classroom into a state of the art language lab	
Renaissance 2200 system provides a technology rich environment where community members and parents can utilize state of the art equipment for language acquisition and extended learning opportunities	August, 2011-May, 2012 August, 2012-May, 2013
Renaissance 2200 system will allow students to simultaneously record their individual speaking responses to aid with language acquisition	
Action 2: Implement Refugee School Impact Outreach Program with modules such as ESOL classes, *How to read and interpret a report card; How to read and interpret a free or reduced lunch form; How to check a student out of school; How to volunteer in the local school; How to arrange bus transportation; How to get and follow through with immunizations; How to read and interpret students' promotion policies; and How to read and interpret the Code of Student Conduct.*.	
Action 3: Develop and expand partnerships with the following community based agencies and services by inviting them to school events and allowing the use of the school for after school tutorials and collaborating on plans for school and community partnerships: o World Relief Outreach Organization o International Rescue Committee Organization	August 2010-May, 2011 August, 2011-May, 2012 August, 2012-May, 2013

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.

	Timeline:
School Keys Leadership Standard 2: The principal and school administrators facilitate the development, implementation, and maintenance of a supportive learning environment for teachers and students through strong management and organizational skills.	
Planning and Organization Standard 3: Collaborative planning involving the district and the school is present in all aspects of fiscal management and resource distribution. This process reinforce the ability of the school to achieve its articulated continuous improvement goals, including ensuring the academic success of all learners.	
The creation and maintenance of an International Transition Academy will provide sheltered instruction in all content area classes designed to improve student achievement and increase graduation rate. Students will have the advantage of extended day tutorials from 4-6 PM Monday-Thursday as well as Saturday extended week opportunities. All students will receive intensive language support in all academic classes taught using the sheltered class model by ESOL certified teachers. Elective courses will be available to students in the ITA as well as dual enrollment programs with DeKalb Technical College.	August 2010-May, 2011 August, 2011-May, 2012 August, 2012-May, 2013
ACTIONS	
Action 1: Expand the instructional day to include extended day tutorials	
Action 2: Create an International Transition Academy (see section (B) 1c) that will require operational flexibility for staffing and budgeting due to smaller class sized and the need for ESOL certified teachers.	August 2010

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

	Timeline:
Planning and Organization Standard 3: Collaborative planning involving the district and the school is present in all aspects of fiscal management and resource distribution. This process reinforce the ability of the school to achieve its articulated continuous improvement goals, including ensuring the academic success of all learners. **ACTIONS** **Action 1:** The DeKalb County School System (the LEA) will establish a Director of High School Transformation to monitor data analysis, funding/budgets, student progress, and school improvement initiatives.	
DeKalb County School System (DCSS) <u>Director of High School Transformation</u> will:	August 2010-May, 2011 August, 2011-May, 2012 August, 2012-May, 2013

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

Action 2: Utilize and expand existing America's Choice Monitoring Process. America's Choice on-site Cluster leader will visit classrooms daily to model lesson delivery; assist teachers with data analysis; coach teachers in differentiating instruction; assist teachers with lesson/unit plan development; provide on site professional development, and provide technical feedback on the implementation of the America's Choice model. America's Choice on site Cluster leader will work the leadership team to enhance the leadership function, roles, and responsibilities.

Action 3: Utilize LEA Departmental Resources in the following manner:

Assessment, support, and monitoring are provided to all DeKalb County School Schools on a tiered continuum based on AYP status. Collaborative implementation is provided through the Department of Teaching and Learning with the assistance of other departments such as Professional Learning and Support Services, as needed. Clarkston High School will benefit from the following district level support related to the implementation of this grant:

August 2010-May, 2011
August, 2011-May, 2012
August, 2012-May, 2013

Department of High School Teaching and Learning will provide targeted assistance to Clarkston through specific action steps. End of Course Test (EOCT) data is disaggregated to identify targeted students and content domains that need to be addressed. Rigor and academic achievement are increased in content areas through America's Choice. Focus walks are conducted based on data and teacher needs. Benchmark tests are aligned with GPS curriculum in Math and ELA and the resulting data is analyzed to inform and revise support efforts.

Department members assist in monitoring classroom instruction to ensure that effective instructional practices are utilized and that the curriculum taught is aligned with GPS. Content specific professional learning opportunities are provided for both general education and special education teachers. Support is also provided for preferred teaching models.

Clarkston will be provided training and monitoring of the Project ICE (Instruction, Collaboration, and Environment) Road Map which includes high yield strategies to improve the achievement/performance of students with disabilities. Strategies include scheduling students for maximum impact, i.e., least restrictive environment, collaborative instruction, and FTE funding; utilizing the three preferred models of instruction for students with disabilities; using best practices for proactive and reactive classroom management; enhancing instruction through language/vocabulary acquisition and targeted feedback .

Clarkston will receive support from a Special Education and Vocation Lead Teacher (SEVLT). The SEVLT works with the school leadership team and the staff to 1) improve the achievement/performance of students with disabilities (SWD), and 2) ensure compliance with federal and state requirements. It is a goal that all high schools will be assigned a Project ICE coach. Every high school is assigned an additional special education paraprofessional to function as a Project ICE paraprofessional to

provide support to SWDs in general education classes during all segments of the school day in a "supportive instruction" model. As a Needs Improvement District, the DeKalb County School System has analyzed the data and identified two critical needs at the high school level: mathematics and graduation rate. To that end, the Office of School Improvement has assigned a coordinator who is an expert in the field of mathematics to address mathematics grades 9-12. This coordinator collaborates with the Department of Teaching and Learning to interpret and analyze assessment data, plan and support appropriate activities for district-wide initiatives, and support school level administrators and teachers in implementing the high school math curriculum. Additionally, the DeKalb Graduates program collaborates with Communities in Schools to provide data on attendance, discipline, and academics for ninth graders and meets with schools to assist in strategically targeting the appropriate interventions for high impact students. Schools that have met AYP and are not currently in NI status receive technical assistance from an Office of School Improvement (OSI) coordinator. Each Region team has a designated OSI Coordinator who is responsible for supporting the schools in that region. The role of the OSI coordinator is to provide training, technical assistance, and monitoring regarding the Consolidated School Improvement Plan (CSIP), Title I Budgets, the *Georgia School Keys*, and other areas of need as requested by the school. Forty Title I schools are currently utilizing the Americas' Choice model. This model includes technical assistance visits (TAVs) that serve in lieu of supervised self-assessments and OSI Reviews.	August 2010-May, 2011 August, 2011-May, 2012 August, 2012-May, 2013

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

C. Align additional resources with the interventions.	
School Keys Planning and Organization Standard 3: Collaborative planning involving the district and the school is present in all aspects of fiscal management and resource distribution. **ACTIONS:** **Action 1**: America's Choice – Utilize Title I, School Improvement Title I, SIG **Action 2**: Ninth Grade Academy and Career Academies – Utilize *Smaller Learning Communities Grant* **Action 3**: International Transition Academy – Utilize Title I, SIG **Action 4**: Technology – Utilize SIG for 21st Century Classroom and Language Lab, SPLOST for Building Renovation, Enhanced Instructional Technology **Action 5:** Parent Outreach, Language Line, Interpreters, Translation Services- Utilize Title III, SIG	Timeline: August 2010-May, 2011 August, 2011-May, 2012 August, 2012-May, 2013

D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.	
School Keys Planning and Organization Standard 3: Collaborative planning involving the district and the school is present in all aspects of fiscal management and resource distribution. This process reinforces the ability of the school to achieve its articulated continuous improvement goals, including ensuring the academic success of all learners. Current practices and policies that may need modification include flexible scheduling, class size requirements, and mandated professional development. Upon approval of this grant and specific strategies and expenses, the principal of Clarkston HS will make requests for exceptions to current practices and policies to the Area Assistant Superintendent who will consult with and receive permission from the Director of Budget, Staffing, and Scheduling; the Division of Human Resources staffing administrators; and/or the Chief Financial Officer. All action steps included in this grant application have been reviewed and approved for submission by the Deputy Superintendent of Teaching and Learning, the Deputy Chief Superintendent for School Operations, and the Interim Superintendent of the DeKalb County School System. **ACTIONS** **Action 1:** Receive exception/waiver/permission to mandate Saturday professional development for all certified staff for first and third years of grant implementation **Action 2:** Receive exception/waiver/permission to lower class sizes to accommodate sheltered classes in all content areas for ELL students	 Timeline: July 2010

E. Sustain the reform after the funding period ends.	
School Keys Planning and Organization Standard 3: Collaborative planning involving the district and the school is present in all aspects of fiscal al management and resource distribution. This process reinforces the ability of the school to achieve its articulated continuous improvement goals, including ensuring the academic success of all learners. Clarkston High School and the DeKalb County School System will sustain the reform by building capacity through a variety of avenues. Coaches hired through this grant will facilitate staff-wide professional growth that will continue to impact school culture and student achievement long after the grant ends. Job-embedded professional learning, smaller learning communities, and tiered teacher-leader development will be utilized to achieve this goal. Individualized professional learning plans will be designed and implemented for each teacher to reflect both career stage and skill level. After three years, the America's Choice model will have become a routine and systematic part of the school culture and operations. At the end of the grant period, Title I funds will be used to purchase any necessary America's Choice materials for the purpose of content delivery. The International Transition Academy language lab is a durable resource and will only require maintenance and upkeep. **ACTIONS** **Action 1:** Utilize Title 1, ARRA, Smaller Learning Communities, and Professional Learning funds **Action 2:** Continue partnerships with higher education **Action 3**: Continue partnerships with community based organizations	Timeline: August 2010-May, 2011 August, 2011-May, 2012 August, 2012-May, 2013

Attachment 2d
Transformation Model

LEA Name: <u>DeKalb County School System</u>

School Name: <u>Clarkston High School</u>

Annual Goals: The LEA must establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics to be used to monitor Tier I and Tier II schools. Write the annual goals below.
Reading/English Language Arts
2010-2011 School Year Increase by 10% in all subgroups the number of students meeting or exceeding the standard in English/Language Arts for SY 2011 for 11th Grade first time test takers
2011-2012 School Year Increase by 10% in all subgroups the number of students meeting or exceeding the standard in English/Language Arts for SY 2012 for 11th Grade first time test takers
2012-2013 School Year Increase by 10% in all subgroups the number of students meeting or exceeding the standard in English/Language Arts for SY 2013 for 11th Grade first time test takers
Mathematics
2010-2011 School Year Increase by 10% in all subgroups the number of students meeting or exceeding the standard in mathematics for SY 2011 for 11th Grade first time test takers
2011-2012 School Year Increase by 10% in all subgroups the number of students meeting or exceeding the standard in mathematics for SY 2012 for 11th Grade first time test takers
2012-2013 School Year Increase by 10% in all subgroups the number of students meeting or exceeding the standard in mathematics for SY 2013 for 11th Grade first time test takers
Graduation Rate
2010-2011 School Year Increase the number of students who graduate in four years to 85% in SY 2011
2011-2012 School Year Increase the number of students who graduate in four years to 90% in SY 2012
2012-2013 School Year Increase the number of students who graduate in four years to 95% in SY 2013

School Improvement Grant 1003(g)

LEA Name: DeKalb County Schools

School Served: Clarkston High School

Intervention Model: Transformation Model   **Tier Level: 1**

Fiscal Year: July 1, 2010   **Through June 30,2011**

Instructions: Please provide a comprehensive three-year budget for each school to be served with SIG funds. Each fiscal year should be represented by a separate budget detail page. Please provide an accurate description of the services, personnel, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the chosen intervention model. Please reference Appendix B.

Object Class		Item Description	Costs	
100	**Personal Services (Salaries)**	Director of High School Transformation	50,000	
		ELL Coach	60,000	
		Extended Day/Saturday Tutorial for Content Areas	48,000	
		Navigator Tutorial (ELA and math)	6,000	
		Professional Learning Stipends : 63 teachers X 48 hours x $10	30,240	
		Data Retreat: 39 content area teachers X 40 hours X $10	15,600	
		Substitutes/Release Time: 25 X $90	2,250	
		Academic Progress Teacher Incentives	75,000	**Object Total**
				$287,090
200	**Benefits**	Director of High School Transformation Benefits (33%)	16,500	
		ELL Coach Benefits (33%)	19,800	
		Navigator Tutorial Benefits (7.65%)	459	
		Extended Day/Saturday Tutorial Benefits (7.65%)	3,672	
		Professional Learning Stipend Benefits (7.65%)	2,313	
		Data Retreat Benefits (7.65%)	1,193	
		Substitutes Benefits (7.65%)	172	
		Teacher Incentives Benefits (7.65%)	5,738	**Object Total**
				$49,847
300	**Purchased Professional & Technical Services**	America's Choice Rigor and Readiness SIG High School	310,000	**Object Total**
				$310,000
600	**Supplies**	America's Choice Supplies	19,090	**Object Total**
				$ 19,090
700	**Property (Capitalized Equipment)**	Three (3) 21st Century Classrooms	210,000	**Object Total**
				$ 210,000
800	**Other Objects**			
900	**Other Uses**			

School Total   **$876,027**

School Improvement Grant 1003(g)

LEA Name: DeKalb County Schools

School Served: Clarkston High School

Intervention Model: Transformation Model	**Tier Level: 1**

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

Instructions: Please provide a comprehensive three-year budget for each school to be served with SIG funds. Each fiscal year should be represented by a separate budget detail page. Please provide an accurate description of the services, personnel, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the chosen intervention model. Please reference Appendix B.

Object Class		**Item Description**	**Costs**	
100	**Personal Services**	Director of High School Transformation	50,000	
		Science Coach	60,000	
		Social Studies Coach	60,000	
		ELL Coach	60,000	
	(Salaries)	Extended Day/Saturday Tutorial for Content Areas	48,000	
		Navigator Tutorial (ELA and math)	6,000	
		Data Retreat: 39 content area teachers X 20 hours X $10	7,800	
		Substitutes/Release Time: 25 X $90	2,250	
		Academic Progress Teacher Incentives	75,000	
		After School Parent Outreach Certified Staff	75,600	
		Interpreters/Translators Parent Outreach	5,000	**Object Total**
				$ 449,650
200	**Benefits**	Director of High School Transformation Benefits (33%)	16,500	
		Science Coach Benefits (33%)	19,800	
		Social Studies Coach Benefits (33%)	19,800	
		ELL Coach Benefits (33%)	19,800	
		Navigator Tutorial Benefits (7.65%)	459	
		Extended Day/Saturday Tutorial Benefits (7.65%)	3,672	
		Data Retreat Benefits (7.65%)	597	
		Substitutes Benefits (7.65%)	172	
		Teacher Incentives Benefits	5,738	
		After School Parent Outreach Certified Staff Benefits (7.65%)	5,783	
		Interpreters/Translators Parent Outreach Benefits (7.65%)	383	**Object Total**
				$ 92,704
300	**Purchased Professional & Technical Services**	America's Choice Rigor and Readiness SIG High School	310,000	**Object Total**
				$310,000
600	**Supplies**	Parent Outreach Supplies	2,616	**Object Total**
				$2,571
700	**Property (Capitalized Equipment)**	One (1) Language Lab	26,750	**Object Total**
				$ 26,750
800	**Other Objects**			
900	**Other Uses**			**Object Total**

	School Total	**$881,675**

School Improvement Grant 1003(g)

LEA Name: DeKalb County Schools

School Served: Clarkston High School

Intervention Model: Transformation Model　　　　　　　　　　　　**Tier Level: 1**

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

Instructions: Please provide a comprehensive three-year budget for each school to be served with SIG funds. Each fiscal year should be represented by a separate budget detail page. Please provide an accurate description of the services, personnel, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the chosen intervention model. Please reference Appendix B.

Object Class		Item Description	Costs	
100	**Personal Services**	Director of High School Transformation	50,000	
		Science Coach	60,000	
		Social Studies Coach	60,000	
		ELL Coach	60,000	
	(Salaries)	Extended Day/Saturday Tutorial for Content Areas	48,000	
		Navigator Tutorial (ELA and math)	6,000	
		Professional Learning Stipends : 63 teachers X 48 hours x $10	30,240	
		Data Retreat: 39 content area teachers X 20 hours X $10	7,800	
		Substitutes/Release Time: 25 X $90	2,250	
		Academic Progress Teacher Incentives	75,000	
		After School Parent Outreach Certified Staff	75,600	
		Interpreters/Translators Parent Outreach	5,000	**Object Total**
				$ 479,890
200	**Benefits**	Director of High School Transformation Benefits (33%)	16,500	
		Science Coach Benefits (33%)	19,800	
		Social Studies Coach Benefits (33%)	19,800	
		ELL Coach Benefits (33%)	19,800	
		Navigator Tutorial Benefits (7.65%)	459	
		Extended Day/Saturday Tutorial Benefits (7.65%)	3,672	
		Professional Learning Stipend Benefits (7.65%)	2,313	
		Data Retreat Benefits (7.65%)	597	
		Substitutes Benefits (7.65%)	172	
		Teacher Incentives Benefits (7.65%)	5,738	
		After School Parent Outreach Certified Staff Benefits (7.65%)	5,783	
		Interpreters/Translators Parent Outreach Benefits (7.65%)	383	**Object Total**
				$ 95,017
300	**Purchased Professional & Technical Services**	America's Choice Rigor and Readiness SIG High School	190,000	**Object Total**
				$190,000
600	**Supplies**	Parent Outreach Supplies	4,980	
		America's Choice Supplies	40,000	**Object Total**
				$44,980
700	**Property**	One (1) Language Lab	26,750	**Object Total**
	(Capitalized			$ 26,750

School Improvement Grant 1003(g)

	Equipment)			
800	Other Objects			
900	Other Uses			

School Total	**$836,637**

District Name: DeKalb County

School Name: Clarkston High School

Grades: 09, 10, 11, 12

School Enrollment Total: 1187

NOTES: EDFacts data that is housed at the Georgia Department of Education will be provided in noted areas.
Enter data for all highlighted fields.
☐ **All data should be available.**

SCHOOL DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
AYP status	N	N	Y				
AYP targets the school met		Math	ELA, Math, SI				
AYP targets the school missed	ELA, Math, SI	ELA, SI					
School improvement status	NI-4	NI-5	NI_AYP				
Number of days within the school year	190	190	190	189			
Number of minutes within the school day	420	420	420	420			
Number of minutes within the school year	79800	79800	79800	79380			

Math – Mathematics; ELA – English Language Arts; SI – Second Indicator; NI – Needs Improvement; NI_AYP – Needs Improvement Made AYP;
ADEQ – Adequate; ADEQ_DNM – Adequate Did Note meet

Enter data for all highlighted fields.
   All data should be available.
   Data based on students who completed the course or who are currently enrolled.
   Enter "NA" in any fields for which you do not have data.

STUDENT OUTCOME/ACADEMIC PROGRESS DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage of limited English proficient students who attain English language proficiency		2.5	7				
Graduation rate (percentage)	53.3	55.2	69.8				
Dropout rate (percentage)	5.2	2.7	3.2				
Student absent over 15 days rate (percentage)	25.5	0	17.6				
Number of students completing advanced coursework (AP)	80	94	84	81			
Percentage of students completing advanced coursework (AP)	7	9	9	6.8			
Number of students completing advanced coursework (IB)	NA	NA	NA	NA			
Percentage of students completing advanced coursework (IB)	NA	NA	NA	NA			

Enter data for all highlighted fields.
☐   **All data should be available.**
■   **Data based on students who completed the course or who are currently enrolled.**
   Enter "NA" in any fields for which you do not have data.

STUDENT OUTCOME/ACADEMIC PROGRESS DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of students completing advanced coursework (early-college high schools)	NA	NA	NA	NA			
Percentage of students completing advanced coursework (early-college high schools)	NA	NA	NA	NA			
Number of students completing advanced coursework (dual enrollment classes)	2	2	0	5			
Percentage of students completing advanced coursework (dual enrollment classes)	0.2	0.2	0	0.4			
College enrollment rate	42.9	43.1	52.5				
Number of discipline incidents coded as 900 as reported to state	19	8	6	4			
Number of truants	NA	159	111	77			
Teacher attendance rate	NA	N/A	96.1	95.2			

☐ **All data should be available.**
☐ **Data as of 3/31/10.**
Enter "NA" in any fields for which you do not have data.

Distribution of Certified Staff by Performance Level as Designated on the LEA's Certified Staff Evaluation System							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of certified staff	77	69	65	67			
Number of teachers evaluated	77	69	65	67			
Certified Staff Evaluated at Each Performance Level							
Percentage rated Satisfactory	100	95.7	96.9	97			
Percentage rated Unsatisfactory	0	4.3	3.1	3			
Percentage non-renewed	0	4.3	3.1	3			

School Improvement Grant 1003(g)
LEA Application 2010

	Grade 11 GHSGT English Percent of Students Who Met or Exceeded																				
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	101	121	83.5	90	116	77.6	124	148	83.8												
Percentage White																					
Percentage Hispanic																					
Percentage Asian	15	20	75	11	15	73.3	13	17	76.5												
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	11	18	61.1	2	11	18.2	3	14	21.4												
Percentage Economically Disadvantaged	90	112	80.4	84	110	76.4	116	143	81.1												

N - Numerator (Students who Met or Exceeded the standard)

D - Denominator (FAY Students with test scores)

% - Percentage (Meets Exceeds Rate in percent)

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

School Improvement Grant 1003(g)
LEA Application 2010

	Grade 11 GHSGT English																				
	Percent of Students Who Participated																				
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	137	137	100	134	134	100	157	158	99.4												
Percentage White																					
Percentage Hispanic																					
Percentage Asian	24	24	100	15	15	100	18	18	100												
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	21	21	100	17	17	100	16	16	100												
Percentage Economically Disadvantaged	129	129	100	129	129	100	151	152	99.3												

N - Numerator (Number of Students Participated in the test)

D - Denominator (Number of Students Enrolled during test window)

% - Percentage (Participation Rate in percent)

School Improvement Grant 1003(g)
LEA Application 2010

Grade 11 GHSGT Mathematics																					
Percent of Students Who Met or Exceeded																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	57	121	47.1	70	116	60.3	101	148	68.2												
Percentage White																					
Percentage Hispanic																					
Percentage Asian	11	20	55	11	14	78.6	15	17	88.2												
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	6	18	33.3	2	11	18.2	3	14	21.4												
Percentage Economically Disadvantaged	49	112	43.8	66	109	60.6	100	143	69.9												

N - Numerator (Students who Met or Exceeded the standard)

D - Denominator (FAY Students with test scores)

% - Percentage (Meets Exceeds Rate in percent)

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1c
High School Profile

	Grade 11 GHSGT Mathematics																				
	Percent of Students Who Participated																				
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	141	141	100	134	134	100	156	157	99.4												
Percentage White																					
Percentage Hispanic																					
Percentage Asian	24	25	96	14	14	100	18	18	100												
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	21	21	100	17	17	100	16	16	100												
Percentage Economically Disadvantaged	132	133	99.2	128	128	100	150	151	99.3												

N - Numerator (Number of Students Participated in the test)

D - Denominator (Number of Students Enrolled during test window)

% - Percentage (Participation Rate in percent)

School Improvement Grant 1003(g)
LEA Application 2010

Enter data for all highlighted fields.
    All data should be available.
    Based on Fall Semester data if available.
    Enter "NA" in any fields for which you do not have data.

Mathematics I: Algebra/Geometry/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	NA	NA	NA	94			
Percentage passed EOCT	NA	NA	NA	45			

Mathematics II: Geometry/Algebra II/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	NA	NA	NA	100			
Percentage passed EOCT	NA	NA	NA	72			

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

Enter data for all highlighted fields.
All data should be available.
Based on Fall Semester data if available.
Enter "NA" in any fields for which you do not have data.

English Language Arts: Ninth Grade Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	71	82	80	95			
Percentage passed EOCT	41	37	59	82			

English Language Arts: American Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	82	94	94	94			
Percentage passed EOCT	57	71	81	77			

Target Areas for Improvement
Clarkston High School – November 11-13, 2008
Correlated to <u>Georgia School Keys</u> and <u>Implementation Resource</u>

Curriculum	Instruction	Assessment

Curriculum / Instruction / Assessment

- Ensure that all students participate in a curriculum that requires depth of understanding and rigor which is a result of a systematic planning process. C-1.3

- Ensure that teachers' collaborative planning addresses: C-1.3, C-2.1, C-2.2
    - What students should know, understand, and be able to do to master GPS course standards
    - Common performance tasks for GPS courses
    - Analysis of student work to inform modifications in instruction
    - Rigor and relevance in all course offerings

- Through lesson studies assist each other to personalize the lessons to meet the needs of students. C-2

- Use assessment data to align and adjust instruction to maximize student achievement. A-1.1

- Use a rich variety of assessment tasks to evaluate student achievement. A-2.4

- Focus on research-based instructional practices through book studies, online courses, etc. of relevant research. (ASCD online courses, PD-360) I-2.1

- Create model classrooms that demonstrate the use of flexible grouping strategies, differentiated instruction and higher order thinking skills and processes. I-2.1, I-2.2

- Utilize all available technology in the building, particularly in the Freshman Academy and science classes. I-2.7

Professional Learning

- Move beyond receipt of knowledge to a focus on long term in-depth application and monitoring of one focused area at a time. PL-2

- Provide classroom management training for teachers who have a need. PL-2.6

Planning & Organization

- Reevaluate policy regarding classroom referrals. PO-4.1

- Reevaluate the current tardy policy. PO-4.1

Leadership

- Expand the concept of shared decision making whereby school leaders facilitate the process of problem solving in such a way that all staff members have opportunities to provide input. L-3.1

- Utilize the instructional coaches to work with teachers that need support in the areas of research-based strategies and classroom management. L-1.4

School Culture

- Increase a sense of school community pride by acknowledging and utilizing the strengths and professional expertise of all faculty to accomplish the school's goals. SC-2.2

- Recognize and celebrate teacher and staff achievements and accomplishments on a regular basis. SC-2.2

U.S.DEPARTMENT OF EDUCATION

SCHOOL IMPROVEMENT GRANT (SIG)

COMMUNITY MEETING

March 31, 2010

<u>AGENDA</u>

I.   Welcome and Opening Remarks

II.   Introduction of Grant Writing Team Members

III.   School Improvement Grant (SIG) Overview

IV.   Questions

Purpose of School Improvement Grant (SIG)

"…provide funds to schools that demonstrate the greatest need for the funds and the strongest commitment to use the funds to significantly raise student achievement in those schools"

School Improvement Grant Community Meeting
Clarkston High School
March 31, 2010

Attendees
- Board Members: Ms. Roberts, Dr. Speaks
- District Office: G. Talley, D. White, P. Swartzberg
- School Staff: Principal S. Everett, SI Grant Writing Team members
- 4 Interpreters
- Community: 2 parents (including Mr. Paxton, PTA president)
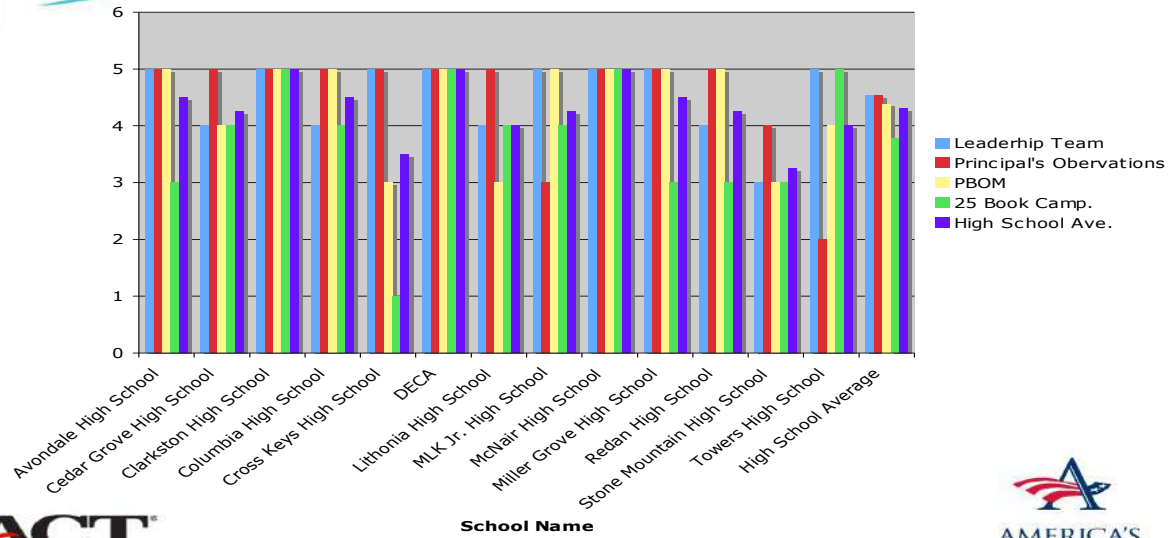
Synopsis
1. Ms. White welcomed the group and explained that this is a wonderful opportunity for the Clarkston community.
2. Ms. Roberts welcomed everyone.
3. Dr. Everett introduced the school writing team and gave the PowerPoint Presentation.
4. Dr. Everett and Mrs. Talley addressed questions and comments. A summary follows:

- Ms. Roberts had several questions concerning allowable expenses and suggested using funds for professional learning for teachers, a community garden, interactive boards for every classroom, parent involvement activities, and support for potential drop-outs. She also wanted reassurance that even with so little time the school would be thoughtful about spending the funds on strategies with substance. Dr. Everett and Mrs. Talley answered with several ideas that will be incorporated into Clarkston's plan including a language lab, training for teachers and students in the use of interactive boards, thoughtful and strategic planning, engaging activities for parents in the school both during school and in the evenings, deepening of America's Choice, increasing rigor, and enhancing career academies. Both stressed that what is happening at Clarkston is working, and therefore the SI Grant will be used to enhance, enrich, and scale-up current strategies.
- A teacher suggested putting in some career-oriented classes that align with teaching French.
- Mr. Paxton asked what guarantee Clarkston will have that it will receive a strong, dedicated leader under the transformation model. He also asked what type of district support the school will receive upon arrival of new leadership. Last, he asked what component will be in place to assist the African American students. Mrs. Talley stated that she could guarantee that Clarkston would have a strong, dedicated leader and assured Mr. Paxton that Dr. Everett will continue to be involved with Clarkston HS. She added that though the district will certainly provide support, she had to be honest in stating that support would be less than in the past due to cuts in staff. Ms. White stated that the Area Assistant Superintendent, the school board, and the Department of Teaching and Learning would support the new leadership. Dr. Everett noted that the interest-based academies would assist in helping all students to excel.

Rigor&Readiness

# of "Yes" Responses	Avondale High School	Cedar Grove High School	Clarkston High School	Columbia High School	Cross Keys High School	DECA	Lithonia High School	MLK Jr. High School	McNair High School	Miller Grove High School	Redan High School	Stone Mountain High School	Towers High School	High School Average
Leadership Team	5	4	5	4	5	5	4	5	5	5	4	3	5	4.5
Principal's Observations	5	5	5	5	5	5	5	3	5	5	5	4	2	4.5
Principal's Book of the M	5	4	5	5	3	5	3	5	5	5	5	3	4	4.4
25 Book Campaign	3	4	5	4	1	5	4	4	5	3	3	3	5	3.8
Average	4.5	4.3	5	4.5	3.5	5	4	4.3	5	4.5	4.3	3.3	4	4.3

Rigor&Readiness High School Progress

Chart legend:
- Leaderhip Team
- Principal's Obervations
- PBOM
- 25 Book Camp.
- High School Ave.

X-axis (School Name):
Avondale High School, Cedar Grove High School, Clarkston High School, Columbia High School, Cross Keys High School, DECA, Lithonia High School, MLK Jr. High School, McNair High School, Miller Grove High School, Redan High School, Stone Mountain High School, Towers High School, High School Average

RIGOR AND READINESS -YEARS ONE, TWO AND THREE

District Level SOW SAMPLE--YEAR ONE, TWO & THREE

Professional Development and Technical Assistance	Year One	Year Two	Year Three
District Level Seminars • Superintendent and Cabinet	4 days	3 days	3 days
District Network Meetings • Superintendent and CAO	1	1	1

HS SOW SAMPLE: INTENSIVE DESIGN --YEARS ONE, TWO & THREE

Professional Development and Technical Assistance	Year One	Year Two	Year Three
Orientation • Principal, AP, Coaches, PCOC	1 day	1 day (new principals, APs, coaches)	1 day (new principals, APs, coaches)
Leadership Academies • Principal • Assistant Principal	4 days (2-2)	4 days (2-2)	4 days (2-2)
Principals Networks • Principal plus Assistant Principal(s) or Leadership Team member	6x	6x	6 x
Team Building • 9th grade teams • Guidance Counselors	2 days	2 days	2 days
Literacy Institutes: On-Grade (QualityCore or AC) • English 9 teachers • English 10 teachers	5 days (9th grade)	3 days (9th grade) 5 days (10th grade)	3 days (10th grade)

Professional Development and Technical Assistance	Year One	Year Two	Year Three
• English 11 teachers			5 days (11th grade)
Literacy Institutes: Ramp-Up TIER THREE • Three teachers designated to teach Ramp-Up Literacy	8 days	8 days (new) 2 days (returning)	2 days (returning)
Literacy Navigator – TIER TWO	1 day*	1 day*	TA on-site
Math Institutes: On-Grade (QualityCore or AC) • Algebra 1 teachers • Geometry teachers • Algebra 2 teachers	5 days (Alg 1)	3 days (Alg 1) 5 days (Geom)	3 days (Geom) 5 days Alg 2)
Math Institutes: Ramp-Up - TIER THREE (or equivalent IF RU not applicable) • Three teachers designated to teach Ramp-Up to Algebra (Stage One)	8 days	8 days (new) 2 days (returning)	2 days (returning)
Mathematics Navigator - TIER TWO	1 day	1 day	TA on-site
Science Institute: On-Grade (QualityCore or AC) • Teachers who teach biology • Teachers who teach chemistry • Teachers who teach physics	5 days (Biol)	3days (Biol) 5 days (Chem)	3 days (Chem) 5 days (Physics)
Coaching Institute	2 days	2 days	2 days
Technical Assistance Days Delivered onsite by the Cluster Leader and includes facilitating, modeling, demonstrating, coaching, and Quality Reviews.	30	30	30

*May be delivered on-site.

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

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

Department: Teaching and Learning
Salary Schedule: System-wide