

School Improvement Grant 1003(g)

Atlanta Independent School District School Improvement Grant Application Supplemental Crim Open Campus Executive Summary

In 2005, Atlanta Public Schools opened Alonzo A. Crim Open Campus High School. The school was designed to serve as an alternative educational program for students who, for various reasons, were not successful in more traditional school settings. Students who attend Crim come from schools all across the district. While some choose Crim because of the unique services it offers such as child care, extended hours, and flexible scheduling, most of Crim's population is made up of students who are sent to the school due to chronic absenteeism, severe behavior problems, and/or repeated academic failure. While the many challenges these students face present unique challenges for the faculty and administrative staff at Crim, the school and the district are committed to providing an educational program that effectively prepares these young people for post-secondary options whether in the world of work, higher education or military service.

School Needs

While Crim has made some attempts at meeting the needs of this special student population, many of the initiatives that were implemented in the past have proven to be only minimally effective and lacked the structure needed to promote and sustain any substantial academic growth. In fact, the outcomes of analyzing the data reveal a steady decline in student achievement over the past five years and a critical need for the school to adopt strategies that (1) ramp up the instructional program by increasing rigor and relevance in the curriculum; (2) increase motivation among students, parents and teachers; (3) enhance teacher efficacy and improve the quality of student work, (4) ensure a more personalized learning environment; and (5) provide extra learning time for students who need additional academic support.

As a result of the funds provided by the School Improvement Grant (SIG 1003 (g)), the school will implement several programs that will serve as a framework for transforming the educational program and improving student outcomes such as performance on standardized tests, student retention rates, attendance rates, and graduation rates. While SIG 1003 (g) will support the implementation of many important strategies, the primary initiatives are outlined below and explained in more detail in *Section B-Descriptive Information* and throughout the larger body of this School Improvement Grant Proposal.

Primary Initiatives

Small Learning Communities. Instituting Small Learning Communities will provide a more personalized learning environment by dividing students into career or theme-based communities. In each community, advisors serve as mentor, coach, counselor and guide to a small group of students and focus on helping students with developing positive relationships, setting realistic goals, and focusing on academic achievement.

Community Schools Program. The community school approach provides a real-world framework for all learning as the curriculum focuses on building academic and workplace skills while students serve as interns working in campus operated businesses and service-oriented enterprises.

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Saturday School and Summer Boot Camp. Providing academic support for struggling learners is an important component of any school improvement program. A Saturday School Program and a Summer

Boot Camp offer students opportunities for credit recovery, enhancement of reading and mathematical skills, and participation in an attendance recovery program that allows them to make up time missed from school. To promote student participation, the school will provide transportation to and from these programs.

These initiatives, together with other strategic programs described in this school improvement plan, will constitute a complete transformation of the instructional program and promote improved student achievement at Crim Open Campus.

"Atlanta Independent School District understands and assures that any conflicts between the School Improvement Grant and Race to the Top will be resolved to reflect Race to the Top conditions."

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Part II: LEA Application 2010

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| LEA Name: Atlanta Independent School District | LEA Mailing Address: 130 Trinity Avenue Atlanta, GA 30303 |
| LEA Contact for the School Improvement Grant: Name: Mr. Randolph Bynum (Mrs. Abigail N. Crawford) Position and Office: Associate Superintendent - Office of High Schools Contact's Mailing Address: 256 Clifton Street, Atlanta Georgia Telephone: 404-802-5875 Fax: 404- 377-9183 Email Address: rabynum@atlantapublicschools.us ancrawford@atlantapublicschools.us | |
| Superintendent (Printed Name): Dr. Beverly L. Hall | Telephone: 404-802-2820 |
| Signature of Superintendent: X <u></u> | Date: April 15, 2009 |
| The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application. | |

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LEA Application 2010

LEA Name: Atlanta Independent School District

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 |
| Alonzo A. Crim Open Campus High School | 120 | X | | | | | | X |
| Frederick Douglass High School | 89 | X | | | | | | X |
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No Tier III schools included in the APS application

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LEA Application 2010

LEA Name: Atlanta Independent School District

School Name: Alonzo A. Crim Open Campus High School

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.

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

1. For each Tier I and Tier II schools 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).

Alonzo A. Crim Open Campus High School is a non-traditional secondary school in the Atlanta Public Schools System. The academic program was specifically designed to help promote the success of students who have found it difficult to reach their full potential in a traditional school setting. Originally a comprehensive high school, Crim was converted to a non-traditional school in 2005 to serve the complex needs of “at risk” students ages 16 and older residing in the city of Atlanta. The current population of Crim is 48% female and 52% male. The racial subgroup percentages are 99% African American, and 1% Hispanic. Eight percent (8%) of the student population are students with disabilities who are receiving services through the Program for Exceptional Children.

Crim enrolls students from other high schools in the district who are significantly behind in credits, have extensive discipline records, severe behavior and/or serious attendance issues. In addition, there is a high mobility rate among students transferring to this nontraditional setting. Based on the results of student achievement data, it appears that this expectation has not been fully realized and the current academic and support programs have not proven sufficient to improve the performance of students at Crim. (Appendices E & F)

In its report, *The Silent Epidemic: Perspectives of High School Drop Outs* (March 2006), the Civic Enterprises Group surveyed young people ages 16-25 who identified themselves as high school dropouts. The students gave various reasons for dropping out: lack of connection to the school, a perception that school is boring, tendencies of feeling unmotivated, academic challenges, and personal situations. The

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primary reason nearly half of the young adults gave for dropping out was that classes were uninteresting. According to students surveyed, it is not that Crim students cannot learn; it appears that they are simply unmotivated to learn.

Despite the high transient rate and personal situations which contribute to students enrolling in a nontraditional school setting, barriers to graduation are not insurmountable. While it is understood that the students who enter Crim Open Campus, an alternative education setting, will face unique challenges, there is also an expectation that the school's educational program will produce academic growth in students over time. However, in order for this expectation to become a reality for this student population, the outcomes of analyzing the data (The High School Profile and the recent GAPSS Classroom Observation Summary- Appendix I) reveal several targeted needs that must be addressed. They include the need for:

- Initiatives to address freshman concerns.
- A rigorous and relevant curriculum that is connected to the real world and promotes student engagement.
- Additional support for students with reading and math deficiencies.
- A support system to address the social-emotional needs of students and to increase the chances that they will graduate.
- Strategies to improve motivation of students, parents and teachers.
- Strategic and consistent use of data to plan instruction and to identify appropriate interventions.
- Establishment of an effective Credit Recovery Program.
- An advisory program that helps students to build relationships and to connect to the learning environment.
- Common norms for teacher practice in order to improve teacher efficacy.
- Common norms for instructional tasks/assignments in order to improve the quality of student work.
- Common planning time for teachers to promote interdisciplinary planning and professional learning.

The School Improvement Grant Team worked diligently to identify ways to address the school's inadequacies and to accomplish three important goals. We aim to: 1) promote student engagement, 2) enhance teacher effectiveness, and 3) improve student achievement. Atlanta Public Schools and Crim Open Campus High School hope to accomplish these goals through the enhancement and continuation of programs, initiatives and practices that have proven beneficial and through the establishment of several new Transformative Initiatives as described below.

EXISTING PRACTICES:

Over the last five years, Crim has implemented several interventions, to varying levels of success, in an effort to increase the academic performance of its students. Some of the initiatives failed to make

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significant changes in student outcomes and they will be dismissed; other initiatives will be continued, revised, or enhanced through the implementation of the School Improvement Grant. Included among the interventions that will be continued are: *Common Assessments* to prepare students for standardized tests, *Flexible Groupings* to help teachers differentiate instruction, *Thinking Maps* to help students organize their thoughts and ideas, and *On-line Learning* via Read 180 and Plato Learning Labs for academic support and credit recovery. A student advisory program exists, but will be restructured to focus on helping students overcome social-emotional issues, to assist with developing of their academic support skills, and the strengthening of positive relationships between staff and students.

TRANSFORMATIONAL INITIATIVES:

In order to address the critical needs of the students at Crim Open Campus, the following transformational initiatives will be implemented over the next three years:

Freshman Academy – Freshmen students who enter Crim are often 9th grade repeaters or former middle-school students who have not passed the prerequisites to be promoted to the 9th grade. These students are in critical need of special attention to prepare them to proceed to the appropriate grade level, especially in the areas of English Language Arts and Math. The Crim Freshman Academy will be created to provide the necessary nurturing, guidance, and academic support to ensure the success of these students. Each student will be assessed to determine their current academic performance level, interest areas, and relevant family issues. An individual support plan will be developed that identifies interventions that are needed to help the student get to grade level. A teacher/advisor will monitor student progress. When appropriate, freshmen students will be enrolled in reading and math support classes and/or assigned to On-Line Learning System courses. In addition, the Freshman Academy will include strategies from the nationally recognized Advancement Via Individual Determination Program (AVID). AVID was designed as a college-readiness system to increase the number of under-represented students who enroll in four-year colleges. The Freshman Academy will include the key components of AVID in the areas of: writing, reading, inquiry, collaboration, time management and note-taking. After successful completion of the Freshman Academy, students will select a Small Learning Communities (SLC) that fits closest with their personal interests. The Freshman Academy will be under the direct supervision of the principal.

Career/Theme Based Academies - To address the issue of rigor and relevance, Crim will be restructured to offer three career/theme-based academies, also known as SLCs that will begin in the 10th grade. Each academy will have its own administrator (Academy Leader), staff and students. Classrooms that meet the state facilities and square footage requirements have already been identified. Based on research conducted by *the School Redesign Network at Stanford University*, students fare better when their education is relevant to the real world and connected to their personal areas of interest. In addition, there is research that identifies SLCs as an effective means of providing a more nurturing and supportive environment for learning, ensuring that students needs are effectively met. The US Department of Education acknowledges the effectiveness of SLCs and has funded efforts to create them around the nation. While SLCs can take many forms, APS has implemented “career/theme-based” SLCs and small schools at several of its high school campuses. This School Improvement Grant will provide the opportunity to establish this model at Crim Open Campus as well. The themes at Crim will be

Healthcare Sciences, Global Business & Marketing, and Engineering & Technology. These themes were selected because they mirror the themes at the schools from which most Crim students come, and will therefore provide an opportunity for students to complete the career pathways they started at their home schools. While the theme is the catalyst that sparks students’ interest, the core curriculum will be rigorous and focused on strengthening reading, writing, math, and oral communication skills, as well as developing higher-order thinking skills. Career and Technical Education (CTE) will be an integrated part of the academic program of study in support of these themes. In addition to their academic courses,

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students will participate in specific career technical courses to help them see the relevance of academic theories. Students will be exposed to all aspects of their respective careers through college tours and occupational field trips, job shadowing experiences, college and career fairs, as well as classroom guest speakers. The CTE program will also help students build vital workplace skills that will prepare them for college and careers. Educational learning labs and an industry certified curriculum will be utilized in each academy. To help ensure the successful implementation of each academy, three new academy leaders will be hired to work under the supervision of the principal. The academy leaders will be responsible for providing instructional leadership and creating a positive culture of learning focusing on their career theme.

Community School Program – To further prepare Crim students for life after high school, each academy will develop a “Community School Program (CSP)” by year three. Through implementation of these CSPs, students will serve as interns as they learn to run these campus-based enterprises. The CSPs will be open to students, their families, and the Crim community. The Healthcare Sciences Academy will have a health center that addresses physical and emotional issues, as well as a café that serves healthy nutritional food choices. The Global Business & Marketing Academy will develop a school store and an on-site bank. The Engineering & Technology Academy will take on community repair and building projects. As previously stated, Crim students have a myriad of challenges and barriers to success, thereby failing to see the relevance between coursework and career outcomes. The Crim Community School Program will be designed to motivate students by helping them see the connection between their academic subjects and future careers. The Community School Programs will not only help motivate students to attend school, but will also provide a way for their parents to become more engaged in the educational process.

Project/Problem/Inquiry-based Instructional Models - The instructional model within each SLC will be based on a combination of project-based, problem-based, and inquiry-based instruction as outlined in the International Center for Leadership in Education’s “Rigor, Relevance and Relationship” framework. Based on research conducted by the Center, this framework has been highly effective in improving critical thinking, problem-solving, math and communication skills, as well as increasing student engagement, especially for struggling students. In 2002, a team of instructional technologists from the Georgia Department of Education developed a Problem-Based Learning (PBL) initiative. When used effectively, research has shown that PBL helps teachers create a high-performing classroom in which teachers and students form a powerful learning community. The aim is for real-life context and technology to meet and achieve outcomes in the curriculum through an inquiry-based approach. Project-based, problem-based, and inquiry-based instructional models are designed to make students more interested in attending school. Many teachers and researchers involved in PBL believe that it makes school more meaningful as it provides in-depth investigations of real-world topics and significant issues worthy of each individual student’s attention and investigation.

Data-Driven Decision Making – In order to develop instructional strategies and pedagogy that meet the individual needs of students in the classroom, all teachers must be able to properly assess student performance utilizing a variety of formative and summative assessment tools in order to target, modify, and differentiate instruction. Data teams will be established and trained to provide in-depth data analysis. As a result, these teams will train and support the total faculty in methods of analyzing data. Professional Learning Communities (PLCs) will be established and will meet weekly to review data and make instructional modifications based on the results. The PLCs will also develop common assessments and conduct in-depth analyses of student work. The results of data analysis will drive all major decisions affecting instruction and academic support at Crim.

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Extended Learning and Academic Support - Currently, Crim offers classes from 8:00am to 7:45pm and students are assigned day or evening classes as requested. As a part of the transformative initiative, the school hours will be extended to 8:00pm. To address the fact that many students come to Crim deficient in reading, writing, and mathematical skills and significantly behind in course credits, several interventions will be provided. Crim will establish a Saturday School Program and a Summer Academy in order to extend the learning time to meet the needs of students who require additional help.

For academic support, On-line Learning Systems are available at Crim and will be used for credit recovery and academic remediation. These interactive, multi-media approaches to learning have been very successful nationally in helping students reach grade level. The learning labs will be available the entire school day and staffed with certificated teachers and paraprofessionals who will assist students and monitor progress. In addition, literacy and reading across the curriculum will be a focus, with core and CTE teachers receiving professional development on reading strategies.

Social Support and Positive Learning Environment – Poor attendance is a major problem for Crim students. In addition to providing a more engaging curriculum based on student interest, an Attendance Improvement Plan will be developed. The plan will address the issue of transportation and will focus on parent involvement as a strategy to increase attendance. Each academy will have its own Attendance Improvement Specialist.

To tackle other non-academic issues that often impede academic progress, Crim must provide for the social-emotional needs of its students. The existing advisory program will be revised to strengthen the relationships between students and staff and to provide a vehicle to address such issues as conflict resolution, drug and alcohol dependency, teen pregnancy prevention, etc., as well as college and career planning. Students are currently assigned to a new advisor every semester; however, research shows that advisories are more successful when students and advisors are together for multiple years. To strengthen the relationship between students and staff, students will now stay with the same advisor/teacher from enrollment at Crim to graduation. To increase the school's capacity to deal with crises and chronic social-emotional issues, an additional social worker will be hired to help address individual student needs. A specialized consultant will provide training in conflict resolution for students and staff to ensure a positive learning environment that is essential to the academic growth and emotional development of students. A Student Satisfaction Survey will be developed and administered to determine the students' perceptions of the academic and overall culture and climate of the campus, including relationships between staff and students, as well as student-to- student.

In Summary- The Transformation Model and the funds provided by the School Improvement Grant will allow us to adequately implement the initiatives outlined above. As a result, we will improve student achievement and maintain this progress through the life of the grant and beyond; in the process, we will bring about an extreme makeover for Crim Open Campus.

d) Provide rationale for the intervention model selected.

Atlanta Public Schools has selected the SIG 1003 (g) **Transformation** Model as most appropriate for implementation at Alonzo A. Crim Open Campus High School. Based on the student data previously presented, it is clear that a new vision, a more effective instructional delivery model, new support interventions and intense job-embedded professional development are needed to turn Crim around. Staff involvement is essential to the success of any school reform initiative. The Transformation Model focuses on professional development that will ensure that teachers have the skills needed for effective pedagogy and the capacity to successfully implement the new strategies that the school will adopt. The Transformation Model will allow the school to develop strategies to incorporate additional learning time

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into the daily schedule and assist failing students through afternoon tutorial and academic recovery programs. It further requires the district to implement a program that rewards teachers who consistently promote student achievement and remove teachers who are ineffective and fail to meet performance expectations. In addition, the SIG 1003 (g) Transformation Model closely mirrors the transformation efforts being implemented at the other high schools in the district. Over the last five (5) years, APS has begun the process of strategically transforming its nine comprehensive high schools by creating smaller learning communities, adding or removing site administrators, and placing an increased focus on instruction. While APS' alternative programs were not included in that process, SIG 1003 (g) funds will allow for the full transformation of Crim Open Campus High School.

The SIG 1003 (g) Transformation Model was also selected because it allows Crim to maintain its existing experienced staff, with a three- year progressive approach to the removal of ineffective teachers. It also provides for new leadership and a new vision to implement innovative strategies designed to meet the holistic needs of its students.

The Turnaround Model was considered but was not selected because it would necessitate losing at least fifty percent (50%) of Crim's existing teachers, most of whom are not only experienced teachers (averaging over ten (10) years), but are experienced in working with students who face multiple barriers to success.

The Restart Model was not selected because the district has the capacity to implement the intervention without an outside management company, which will better ensure sustainability of the changes and continuity with the other district high schools. The Closure Model was not selected because it would dictate the closure of a school that has the potential to serve students who face multiple barriers to success--- barriers that cannot easily be addressed in a traditional educational environment.

While APS has selected the Transformation Model, it is understood that implementing change, even when the status quo is not working, can be a difficult process. To better ensure that the existing teachers are committed to and working toward the goals of the Transformation Model, each teacher will be asked to sign a Letter of Commitment. Teachers who do not wish to or do not believe in the effort will be allowed to transfer to other schools. In addition, the existing Teacher Evaluation System will be modified to align with the CLASS Keys and GAPSS Analysis to identify strong teachers for reward and struggling teachers for support or removal if necessary.

- 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.

Under the leadership of the nationally recognized superintendent, Dr. Beverly L. Hall, Atlanta Public Schools (APS) has made significant strides toward improving the academic performance of the nearly fifty thousand (50,000) students it serves. APS has recent experience with restructuring schools and developing organizational infrastructure to support the four major goals that drive the high school transformation efforts:

- Ensure that (ninety) 90% of students entering the 9th grade graduate within four years
- Ensure that APS graduates are ready for college and post-secondary opportunities

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- Make APS the first choice among students and parents in the city of Atlanta
- Provide students with a world-class education.

In 2005, the Superintendent and the Atlanta Board of Education authorized the establishment of the Office of High Schools (OHS), led by an Associate Superintendent, to ensure that the district has leadership and organizational capacity with authority to supervise, monitor, and sustain the fidelity of the High School Transformation process. The Associate Superintendent is a member of the Superintendent's Expanded Cabinet and has a dual reporting responsibility to the Superintendent and the Deputy Superintendent of Curriculum and Instruction. All APS high school principals, including the principal of Crim, report directly to the Associate Superintendent. This reporting structure ensures that the Superintendent and the Deputy Superintendent are informed of the implementation and monitoring of funds, protocols and processes for all related high school initiatives. In addition, it guarantees that the implementation of the OHS initiatives will always have the immediate and prompt attention of the Superintendent to move the efforts forward. The Associate Superintendent meets monthly with the Superintendent to discuss instructional issues and to identify and review any organizational processes and policies that may cause barriers to full implementation.

The OHS is staffed with highly qualified personnel to ensure that all of the necessary components of the transformation process are effectively managed, supported and sustained. The design of the organizational structure and function further demonstrates the district's capacity to devote staff and support to the management of the schools participating in the SIG 1003 (g) ([Appendix A & B](#)).

The OHS has been strategic in transforming its nine comprehensive high schools into small schools and Small Learning Communities. The first phase of this process began with the opening of The New Schools at Carver in August 2005. Prior to the transformation, Carver had a low student performance and low enrollment with a graduation rate of thirty-six percent (36%). Within one year of implementation, the enrollment increased by fifty percent (50%) and the graduation rate rose to sixty-four percent (64%). In 2009, the average graduation rate of the four small schools at Carver was ninety-four percent (94 %). Carver is the only campus that has been transformed long enough to have proven results. However, early data from the subsequently transformed schools show some signs of progress. The results of Carver and the progress at the other campuses are a testament of the district's ability and capacity to effect positive change. Another factor affecting change is the flexibility and autonomy granted to the site administrators by the Central Office. Principals are allowed flexibility to select a daily schedule, support programs, secure partnerships for business and higher education, and provide appropriate professional development.

Additionally, to increase the instructional capacity, APS has begun the development of a framework for a comprehensive Human Capital & Teacher Effectiveness System. This innovative staff evaluation system will ensure "Effective Teachers in Every Classroom (ETEC)" in line with President Obama's "Race to the Top" initiative. The effective teacher initiative includes the development of an evaluation system for teachers that is focused on student achievement and growth and classroom practice, including the development of the Teacher Effectiveness Dashboard (TED) as a tool to maximize teacher effectiveness in the classroom. This initiative will also strengthen the capacity of principals to successfully monitor teacher effectiveness. Implementation of this rigorous, transparent, and equitable teacher and principal

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evaluation system will provide individualized feedback and targeted support to teachers and principals on areas of improvement and result in detailed comparisons of performance and growth over time. The system will require distinct ratings of teacher and principal performance, classroom observations throughout the year, and an objective decision-making process for documentation and removal of teachers and principals who fail to meet performance standards based on multiple forms of evidence of student learning, classroom practice, and leadership.

To better ensure a seamless transition from secondary school to post-secondary options, APS works very closely with educators within the college and university systems through a wide variety of projects and exemplary programs. In recent years, collaborations with the Georgia Institute of Technology in reference to the Math and Science Initiative and the Pathways Mentoring and Tutoring programs have proven beneficial to the success of students. APS also works with Georgia State University, Atlanta Metropolitan College and Atlanta Technical College to increase the participation of high school students in dual/joint enrollment and Early College programs.

Atlanta Public Schools has ongoing relationships with a diverse group of nationally recognized leaders to provide organizational support and job-embedded professional development in instructional pedagogy, curriculum development, and the change process. APS is committed to continuing this practice in the implementation of the Intervention Model for the School Improvement Grant. To ensure that the most appropriate technical assistance organization has been selected, a comprehensive Request for Proposal (RFP) process is in place. The process includes a Public Notice of Intent, the publishing of a detailed RFP document outlining the scope of work and specific terms and conditions of the ensuing contract, an information conference to review the RFP requirements and to clarify issues for potential bidders, a thorough review by internal and external experts of all proposals submitted, a thorough legal review of top proposals (as needed), a review of references, and finally, approval of top proposals by the Board of Education (BOE) prior to executing any educational support contract for services. All contracts are monitored closely by assigned central office staff. Contractors that are unable to perform the requirements of the contract are presented to the BOE for termination.

In summary, the district is committed to providing a 21st Century education to all of the students that it serves. APS has the history and experience of restructuring schools, the organizational infrastructure that serves as a framework for change, and qualified staff to support such a project. Funds from the School Improvement Grant will provide the resources for full implementation.

2. If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.

The following guiding questions can be used to respond:

- a) Is there evidence of past failures of the LEA to support school improvement initiatives?
- b) Is there evidence that the LEA has diligently worked to implement, support and monitor such initiatives as standards-based classrooms, data rooms, and appropriate assessment practices?
- c) Is there a School Improvement Specialist working in the LEA?
- d) Has the LEA demonstrated support of the School Improvement Specialist's efforts?

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| <p>e) Is there a person at the LEA level that has been hired to work specifically with school improvement efforts?</p> <p>f) Is there evidence that the LEA has required specific school improvement initiatives for all schools? Examples include, but are not limited to: implementation of the Georgia School Standards, GAPSS reviews in many or all schools, analysis of high-impact practices shown in the Georgia's Implementation Resource Guide, functional leadership teams in all schools, and a LEA representative on all leadership teams.</p> <p style="text-align: center;"><i>Not Applicable to APS Proposal</i></p> |
| <p>3. Complete the appropriate portion of Attachment 2 (2a: Turnaround Model, 2b: School Closure Model, 2c: Restart Model, 2d: Transformation Model) that corresponds to the model selected for each Tier I and Tier II school. Attachment 2 addresses the LEA's actions it has taken, or will take, to:</p> <ol style="list-style-type: none"> a. Design and implement the interventions consistent with the final requirements of the model selected for each school. 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. e. Sustain the reforms after the funding period ends. |
| <p>4. Complete the appropriate portion of Attachment 2 that delineates the timeline to implement the selected intervention model in each Tier I and Tier II school.</p> |
| <p>5. Complete the appropriate portion of Attachment 2 that pertains to annual goals. The annual goals will be used to monitor the Tier I and Tier II schools that receive school improvement funds. The LEA must report each school's annual goals for student achievement on the State's assessment in Reading/English Language Arts and Mathematics, as well as graduation rate for high schools. This does not apply to the school closure model.</p> |
| <p>6/7. Complete Attachment 3 for each Tier III school the LEA commits to serve. The LEA must describe the services the school will receive and/or the activities the school will implement as well as the annual goals that the LEA will use to monitor progress.</p> |
| <p>8. The LEA must describe and provide evidence of how it has consulted with relevant stakeholders (e.g., parents, community representatives, business and industry leaders, school staff, school council members, students, higher education leaders, etc.) regarding the LEA's application and plans for implementation of school improvement models in its Tier I and Tier II schools.</p> <p>As previously stated, the Crim campus is host to students from nine different attendance zones across the district. Over the years parent participation (PTSA/LSC and other parent activities) has been little to none. Creative measures were implemented to solicit their support and participation. Funds from the SIG 1003 (g) will be invested strategically to increase parental involvement at Crim Open Campus High School. The following methods for consulting with stakeholders regarding the LEA application and plans for implementation of the School Improvement Plan Model included:</p> <ul style="list-style-type: none"> • Conducted weekly Leadership team meetings with administration, counselors, teachers, Instructional Coaches, parents and students to discuss the development and implementation of instructional strategies and interventions to support the School Improvement Grant. • Shared SIG 1003 (g) information at LSC meetings (parents, teachers, and business partners). |

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- Utilized community caller method as a way to answer parents concerns directly.
- Conducted discussions with grade level student focus groups.
- Administered surveys to teachers, students and parents via hard copy and electronically. The survey covered various topics regarding beliefs about the school and about academic achievement.
- Placed public notice in school/district newsletters and website locations
- Directed meetings with the local colleges/universities (Atlanta Metropolitan College, Atlanta Technical College, Georgia State, and others) concerning the needs of the school and the support they can provide, such as online courses, dual enrollment opportunities, mentoring teachers, utilizing college students as mentors and tutors for students, and providing campus tours.
- Directed meetings with Career Advisory Board to discuss the proposed plans relative to the SIG 1003 (g) and how this will positively affect the school environment.
- Directed meetings with local businesses in the school neighborhood.

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

1. The LEA must provide a budget (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

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(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 school-wide 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: Atlanta Independent School District

School Name: Alonzo A. Crim Open Campus High School

The LEA must:

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| A1. Replace the principal who led the school prior to commencement of the transformation model. | |
| <p>Actions: The LEA will:</p> <ol style="list-style-type: none"> 1) Notify the existing principal of reassignment. 2) Create a detailed job description for the principal position to include the following: <ul style="list-style-type: none"> • Implements District policies, curriculum and programs throughout APS High School and facilities. • Supervises and evaluates all instructional staff and building personnel. • Conducts faculty meetings, assemblies, volunteer programs, and other activities. • Attends meetings, workshops, trainings and extra-curricular activities. • Prepares reports regarding attendance, test scores, personnel, government projects and other data. • Assists in planning and monitoring the school budget and ensures compliance of expenditures and budget. • Develops School Achievement Plan. • Reviews student/parent requests or problems and addresses them appropriately. • Serves on district-wide task forces and committees. • Provides intervention strategies/programs for at-risk student /population. • Monitors student and staff attendance. • Facilitates the roles and responsibilities for the SLC Academy Leaders. • Develops a Parental Involvement Program that will increase student achievement. • Establishes an instructional program that will increase student achievement and ensures that an effective teacher is in every classroom. • Works to maintain a school climate and culture that provides curriculum flexibility for all students. • Ensures that resources are available to staff to enhance | <p>Timeline:</p> <p>March – July 2010</p> <ul style="list-style-type: none"> • Create job description and post principal position • Conduct Interview process and hire principal <p>August 2010</p> <ul style="list-style-type: none"> • Assign principal partner to mentor/support new principal • OHS assign support team to monitor and assist with grant implementation <p>Fall of Year One 2010-11</p> <ul style="list-style-type: none"> • Plan and develop of the three SLC • Hire three SLC Academy Leaders |

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| <p>teaching and learning in the classroom.</p> <ul style="list-style-type: none"> • Works to ensure that all technology is periodically updated, operational and appropriate to support the instructional program in every classroom. • Creates an organizational infrastructure that provides human and fiscal resources to drive and sustain change. • Evaluates the implementation and impact of professional learning based on change in teacher practices and student learning using a variety of data sources. <p>3) Begin an internal review of principals within the organization who may be appropriate for the new position. Develop a principal’s incentive package for recruitment and retention of a highly qualified principal and present to Board of Education for approval.</p> <p>4) Conduct Level 1, Level 2 and Level 3 interviews of the selected candidates.</p> <p>5) Present finalists to the BOE.</p> <p>6) Hire top candidates. Provide very clear expectations and benchmarks for the new principal while allowing flexibility and avoiding micro-managing.</p> <p>7) Assign an experienced retired principal as a resource to the new principal.</p> | <p><u>Monitoring/Evaluation</u> The principal will report to the Associate Superintendent of High Schools. The Associate Superintendent (or his designee) will meet individually with the principal monthly during year one to provide support and guidance in implementing the SIG 1003 (g). The School Improvement Specialist will meet with the principal weekly and the Associate Superintendent monthly to provide ongoing grant monitoring.</p> <p><u>Sustainability Plan</u> The principal and academy leaders will be funded by district funds throughout the grant and beyond.</p> |
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| <p>A2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that</p> <p>(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</p> <p>(2) Are designed and developed with teacher and principal involvement.</p> | |
| <p>APS has launched an initiative to support the hiring, development, and retention of teachers, Effective Teachers in Every Classroom (ETEC). In addition to the direct focus on teachers, the ETEC initiative focuses on strengthening the capacity of principals to successfully monitor teacher effectiveness. The latest efforts under the ETEC Initiative include the development of a performance compensation system for teachers that incorporates the CLASS Keys and aspects of the Georgia Assessment of Performance of School Standards (GAPSS) and will be connected to student academic achievement/growth and classroom practice. For the evaluation of principals and leaders, the district will be</p> | <p>Timeline:</p> <p>SY 2010-11: Develop communication strategies and training required for employees; gather principal and lead teacher feedback; launch kick-off; conduct monthly meeting via Illuminate; build awareness of strands and processes being adopted; build support teams of local school level</p> |

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| <p>utilizing the Leader Keys protocols.</p> <p>A feature of the ETEC Initiative is the development of the Teacher Effectiveness Dashboard (TED), a human capital management tool designed to maximize teacher effectiveness in the classroom. Data generated from the CLASS Keys evaluations and GAPSS will be stored within the TED, along with student achievement data and other value added metrics. Principals will be able to generate reports that will enable them to make clear and consistent human capital decisions.</p> <p>The evaluation system is in the planning stage and will be implemented over the next three years. Until then, the district will continue to use the Atlanta Teacher Evaluation Program (ATEP) and the Georgia Leadership Evaluation Instrument System (GLEI), in conjunction with regular classroom observations, and formative, interim, and summative assessment data to monitor teacher effectiveness, provide appropriate professional development, and when necessary remove those who are not effective in their positions.</p> <p>Actions:</p> <ol style="list-style-type: none"> 1) Participate in no-fault CLASS Keys/Leader Keys study year. Complete the new evaluation system. Develop and implement a communication strategy to include principal and teacher feedback. Develop and implement a district-wide training plan and timeline, including monthly meetings via Illuminate; build awareness of strands and processes being adopted; build support teams of local school level and central office staff. 2) Analyze teacher performance data (specifically student growth) and identify hot spots, facilitation of CLASS Keys/Leader Keys formal evaluation tool training, roll-out and embedding of ETEC Initiative. 3) Full implementation of the CLASS Keys Evaluation Tool; refine and sustain ETEC strategies. 4) All Crim staff will sign a Commitment Letter at the start of the school year to document clear understanding of the requirements of the School Improvement Grant 5) Under the existing evaluation system, use multiple informal instruments to substantiate formal observations evaluation ratings to include, but not limited to, 26 Best Teaching Practices – GAPSS, site-based observation tool, portfolios, and results of EOCT, GHS GT, and AP course work, if applicable. 6) Conduct annual evaluations and conferences for principals, | <p>and Central Office staff; participate in no-fault CLASS Keys/Leader Keys study year – Fall 2010</p> <p>SY 2011-12: Analyze teacher performance data (specifically student growth) and identify hot spots; facilitate CLASS Keys/Leader Keys formal evaluation tool training; roll-out and embedding of ETEC Initiative – Fall 2011 and Spring 2012</p> <p>SY 2012-13: Provide full implementation of the CLASS Keys/Leader Keys evaluation tool; refine and sustain ETEC strategies – Fall 2012 and Spring 2013</p> <p>Action Timeline: SY 2009 -2010 Field Study: Conduct orientation, planning sessions, and trainings with school leadership and teachers/staff</p> <p>Principals and other evaluators in the district will receive CLASS Keys certification training during Summer 2010.</p> <p>SY 2010-2011 The “hold and harmless” implementation process of CLASS keys will take place. Principal and school will execute the current evaluation tools (ATEP/GLEI) and components of the CLASS Keys process.</p> <p>SY 2011-2012 The full implementation of CLASS Keys will begin. GLEI will continue to be used for administrators.</p> <p>SY 2012-2013</p> |
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| <p>academy leaders and teachers. Identify and meet with those who have received a Professional Development Plan.</p> <p>7) Recommend non-renewal of teachers and other staff who fail to meet performance standards based on multiple forms of evidence of student learning, classroom practice, and leadership.</p> <p><u>Ongoing Monitoring:</u> The evaluation system will be monitored by the Learning Excellence, Human Resources Department, as well as the Associate Superintendent of the Office of High Schools.</p> <p><u>Sustainability Plan:</u> The district will provide rewards for meeting school targets and promote partnership awards such as Families in Schools.</p> | <p>Full implementation of the evaluation process for school leaders, teachers and other staff will take place.</p> |
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| <p>A3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p> | |
| <p>Odden (2000) noted that excellence should be rewarded and used as a retention tool for keeping high performing teachers, school leaders and staff. Also, it is noted that a reward system improves the governance of the school and links effective and quality teachers to classrooms.</p> <p>Action:</p> <p>Crim will utilize the Effective Teachers in Every Classroom (ETEC) Framework to identify and reward teachers and staff whose class data results reflect an increase in student achievement on the GHSGT, and the EOCT. On the other end on the continuum, non-renewal recommendations for school leaders, teachers and other staff will be determined based on Atlanta Public</p> | <p>Timeline:</p> <p>SY2010-11: Research, Planning and Development by core team from district.</p> <p>SY 2011-12: Research, Planning and Development by core team from district.</p> |

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| <p>Schools' district-wide policies and procedures.</p> <p>The ETEC initiative focuses on developing a framework and plan for a performance based pay system for teachers that are not based exclusively on longevity and education level. The ETEC plan is to build upon the local school performance targets currently used in the district today.</p> <p>The ETEC Framework is comprised of 4 key components.</p> <p><i>Comprehensive Teacher Evaluation System:</i> This is a system for teachers focused on student achievement, growth and classroom practices. Using the newly developed Georgia CLASS Keys Evaluation Instrument as well as GAPSS, the leadership at Crim will be able to measure teacher performance.</p> <p><i>Teacher Effectiveness Dashboard:</i> To maximize teacher effectiveness, APS has invested in building a living teacher profile called the Teacher Effectiveness Dashboard (TED). This groundbreaking concept will help district and school leaders make strategic, data driven decisions regarding teacher hiring, assignment, support, retention, as well as dismissal.</p> <p><i>Principals as Human Capital Managers:</i> They will use the Dashboard, and the evaluation instrument to make clear, fair, evidence-based human capital decisions.</p> <p><i>Pay for Performance Compensation System:</i> The Pay for Performance Compensation System is built on student achievement and growth. Compensation models will be focused on performance rather than tenure and certification.</p> <p>The aforementioned evaluation system is in the planning stage and will be implemented fully in 2013. The school achievement data indicates minimal growth over the years on the academic indicators (math and ELA) and the second indicator (graduation rate) for the Adequate Yearly Progress (AYP). The Transformational Model will be implemented school wide at the highest level of fidelity to bring about significant gains in student achievement and increase graduation rates. School leaders, faculty and other staff who work to create these significant gains (meeting and/or exceeding goals) will be compensated yearly.</p> <p><u>Ongoing Monitoring:</u></p> <p>The school administration and OHS staff will monitor teacher performance and document using multiple evaluation tools to determine teacher effectiveness, and to ensure that appropriate rewards are fair and consistent with increased student achievement.</p> | <p>SY2012-13- Roll out incentive plan for academic performance to all schools.</p> <p>SY2010-2011 -To measure teacher effectiveness, a group of stakeholders will convene to discuss major core domains to be used to examine teacher effectiveness, as well as the proposed weights for each domain, and artifacts and evidence for each proposed domain.</p> <p>The Development of a Pay for Performance Compensation structure is in the planning stage by the district with scheduled roll-out. SY 2012-2013</p> <p>Recommendations for non-renewals will be made in January of each school year. This is the district's timeline.</p> <p>SY 2010-2011 – The faculty and staff will receive a monetary reward (Certified@\$400 & Classified @\$200) for meeting /exceeding the identified annual goals for Math, ELA and the graduation rate.</p> <p>SY 2011-2012- The faculty and staff will receive a monetary reward (Certified@\$400 & Classified @\$200) for meeting /exceeding identified annual goals to obtain safe harbor in Math, ELA and to reach the threshold for graduation rate.</p> <p>SY2012-2013 – SY 2013- The district will roll out Pay for Performance by year three to sustain the reward initiative. Evaluations will be made to determine the</p> |
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| <p>Sustainability Plan: This plan will be sustained through district funds beyond the SIG 1003 (g) implementation.</p> | <p>effectiveness of the compensations provided to the staff for student achievement and growth.</p> |
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| <p>A4. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p> | |
| <p>Actions: According to the School Redesign Network at Stanford University, quality professional development and collaborative planning are essential to improving instruction and ensuring that students receive the academic supports they need to achieve at high levels.</p> <p>Providing timely and effective professional development is critical to student growth, teacher practices, teacher growth, and the advancement of the overall school culture. Crim’s school improvement efforts will be directly tied to the professional development plan that will be extracted from the school’s GAPPs Analysis data, teacher observations, stakeholders’ dialogue, and teacher developmental needs.</p> <p>The Action Plan will include establishing a cross-functional Professional Development team to identify and prioritize the types of professional development activities needed to address the learning of students and meet the expected goals regarding student achievement and student growth. The Professional Development Team will use such strategies as co-teaching, modeling, observations, videotaping, discussions of student work, and provide one-on-one professional development for teachers based on need. This cross-functional team will consist of Lead Teachers, Instructional Coaches, Administrators, Model Teacher Leaders, and a full-time School Improvement Specialist hired to facilitate the planning process for professional development.</p> <p>To broaden the professional development aspect of the transformational process, internal experts from the Office of High School Staff and Learning Excellence Department, (including district Instructional Coaches, Instructional Mentors, Technical Assistants and Consultants) and external experts will be stakeholders in facilitating professional development applicable to each Small Learning Community (SLC). Part of our professional</p> | <p>Timeline:</p> <p>SY 2010 -11 The focus for professional development in year one will be data analysis, instructional strategies to address weaknesses identified by the data analysis, professional learning communities, introduction project based learning and reading across the curriculum.</p> <p>SY 2011-12 The focus in year two will be project/problem/inquiry-based instruction, assessments and targeted professional development based on staff needs.</p> <p>SY 2012-13 Continue with intense professional development in the identified areas and reinforcing professional development already delivered.</p> <p>The Professional Development Team will develop a framework for a 3-year school-wide Professional Development Plan focusing on the instructional models and strategies identified in the SIG 1003 (g).</p> |

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| <p>development framework will include various trainings by national and local consultants to include such topics as differentiated instruction, data analysis literacy across the curriculum, backwards lesson planning, Project and problem based learning, Professional Learning Communities, and making instruction meaningful using student engagement strategies.</p> <p>Professional learning may occur after school, teacher workdays, and/or on Saturdays. However, most professional learning opportunities will occur during the weekly collaborative planning sessions. These types of sessions will afford teachers and staff the opportunity to actively participate in the learning experience and receive the needed information to fully and effectively implement and design lessons through modeling, observations, videotaping, discussion, and self-assessment.</p> <p>Summer Pre-Planning for Crim faculty and staff will begin one week earlier than the district’s return to work date. During summer pre-planning, all staff will engage in an intense professional development around the implementation of the School Improvement Grant, building common assessments and other professional learning that support instruction. Teachers will be surveyed and assessed to determine their level of knowledge and proficiency with the instructional strategies and models outlined in the grant (i.e. Reading Across the Curriculum and project/problem/inquiry-based learning).</p> <p>Teachers will be assigned to Professional Learning Communities (PLC) for common planning and small group professional development. PLCs will include the academy leaders, teachers, instructional coaches, and counselor. Common planning time will be incorporated into the master schedule for each SLC. Before and after school opportunities for common planning and professional development will be incorporated into the school’s annual calendar. PLCs will help identify and prioritize the types of additional professional development needed to meet the goals of the SIG 1003 (g) relating to effective teaching practices. In the PLCs, teachers will develop lesson plan rubrics, peer-observation rubrics, critical friends’ feedback forms, and protocols for reviewing student work. To further develop effective PLCs in each Small learning Community, teams of administrators and teachers will travel to exemplary schools and/or attend PLC conferences in other cities/states.</p> <p><u>Ongoing Monitoring:</u> The Office of High Schools’ Model Teacher Leaders (MTLs) will provide professional development support to Crim and monitor the implementation. MTLs will be assigned to monitor the execution of professional development in the classroom and report to the</p> | <p>Full-time SIS will be hired in year 1 and continue through year 3.</p> <p>Effectiveness of the position will be evaluated at the end of year 3 and determinations will be made at that time for continuation.</p> <p>SY 2010-2011-Summer professional development will provide an overview of the SIG 1003 (g) and review implementation, common assessments and planning for the school year.</p> <p>SY 2011-12 & SY 2012-13- Summer professional development for all teachers will be designed to continue training teachers to use best practices as outlined in the instructional model.</p> <p>SY 2010-11 – Plan and develop SLCs and establish effective PLCs.</p> <p>One third of the faculty will visit exemplary schools or PLC conferences.</p> <p>SY 2011-12 - Implement the three SLCs.</p> <p>An additional one third of the staff will visit exemplary schools or PLC conferences.</p> <p>SY 2012-13 - Full implementation of the three SLCs.</p> <p>School leaders will continue to assess their PD needs and identify teachers/staff to travel to exemplary</p> |
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| <p>Principal and Associate Superintendent.</p> <p><u>Sustainability Plan:</u> It is anticipated that after three years of targeted professional development, Crim will have developed several on-site experts who can provide professional development to staff as needed. In addition, the district provides ongoing embedded professional development through its Instructional Coaches, the MTLs, and local and national consultants. These activities are funded through a variety of sources such as Title I and CTE.</p> | <p>schools and conferences.</p> |
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| <p>A5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> | |
| <p>According to Duffy (2008), “For systemic transformational change to be successful, all stakeholders must buy into and feel a part of the process of creating the bright future the school district leaders envision” . Therefore, gaining support from stakeholders is critical to transformational change. These stakeholders must be vested and committed to the work that needs to be transformed. Proactive measures call for the implementation of strategies such as: financial incentives, increased opportunities for promotion and career growth, defined flexible working conditions which can be embedded in the recruitment process. Support for effective, high performing teachers, both novice and veteran, is imperative to the transformational process.</p> <p>Action:</p> <p>To initiate these proactive measures, a team of teachers (one from each discipline) will convene to identify and confirm the factors that influence job satisfaction and teacher retention. Then, teachers will collaborate to seek out the types of incentives, promotional and career growth, and work conditions that are effective in attracting and retaining good teachers. In addition, the administration will maintain the school/district website with a list of opportunities and criteria for career growth, advancement, and pathways for teacher leaders. This website will be constantly updated.</p> <p>To further expand the scope of financial incentives, Crim will implement a strategic plan that outlines incentives to include extra financial provisions for resources and materials, stipends for educational coursework certifications/or endorsements, the Master Teacher Program, and incentives for accepting additional</p> | <p style="text-align: center;">Timeline:</p> <p>SY 2010-2011 (Summer 2010) Draft of Incentive Plan will be submitted by August 1, 2010.</p> <p>SY 2010-2011 Implement Opportunities for Staff:</p> <ul style="list-style-type: none"> • Financial incentives - Extended Work Day Opportunities on Saturdays and during the summer. • Promotion and Career Growth to include Lead Teachers, Coordinators of programs, Lead PLC, PD Presenters, Advanced Curriculum Planning, Master Teacher Program, and Summer Institute. • Flexible Working Conditions to include staggered work schedules, Time off to attend PD/Conferences, Co-Teaching/Team Teaching, Half Day PD, Planning Periods each day, and common planning- PLC <p style="text-align: center;">(July 2010 –July 2013)</p> |

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| <p>assignments. Additional transformational teacher incentives will include extra pay for teachers who return to work prior to regular school opening to plan and receive professional development.</p> <p>Monitoring: The Leadership Team will review the plan annually to ensure that teachers with marginal performance are not receiving incentives and to verify that high performing teachers are being rewarded appropriately.</p> <p>Sustainability: This plan will be sustained through district funds beyond the SIG 1003 (g) implementation.</p> | <p>Continue with full implementation of the plan. Evaluate the plan each year to determine effectiveness and make modifications as needed.</p> |
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| <p>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.</p> | |
| <p>Actions: A review of the student Achievement data clearly identifies weaknesses in the areas of English-Language Arts and Mathematics. The School Improvement Grant will support instructional improvement through the hiring of Math and ELA Instructional Coaches to work with teachers on both content and pedagogy, as well as work with other content area teachers on standards-based instruction and pedagogy. The GAPSS report identified a need for increased professional learning and effective collaborative planning. The Instructional Coaches will address this need by providing both job-embedded professional learning in all classrooms as well as through regular collaborative planning sessions.</p> <p>Through the review of the data, the School Improvement Grant team identified a need to increase rigor, student engagement, and relationships. In addition to the district and the in-school support for instruction, the need for more intense strategies will be provided through expert consultants that will provide current research-based professional development to increase the standard and quality of instruction in the classroom. The instructional strategies learned through these professional developments will improve student engagement, encourage higher-order thinking, expand the use of differentiation strategies, and increase the rigor in the classroom. To accomplish these goals, additional classroom materials and resources are needed to enrich instructional experiences for students so that engagement will increase and thinking skills will expand.</p> <p>In an effort to develop an environment that fosters a culture of rigor, relevance and relationship, and to bring about needed structure to the school and the instructional program, Crim will establish the Small Learning Communities (SLC) Model that will be designed and implemented for students in grades 10 -12. Each</p> | <p>Timeline:</p> <p>SY 2010-11 Hire two instructional coaches in Math and ELA to work with teachers on content and pedagogy.</p> <p>SY 2011-12 & SY 2012-13 Instructional Coaches continued support for Math and ELA instruction by instructional coaches. Work to sustain positions using Title I funds.</p> <p>SY 2010-11- SLC establish with intense planning to develop a culture of rigor, relevance and relationship. (grades 10 -12)</p> |

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SLC will have its own administrator (Academy Leader), staff and cohort of students. Based on research conducted by *the School Redesign Network at Stanford University*, students perform far better when their education is relevant to the real world and connected to their personal areas of interest. In addition, there is research that identifies SLCs as an effective means of providing a more nurturing and supportive environment for learning which ensures that students do not fall through the cracks. The US Department of Education acknowledges the effectiveness of SLCs and has funded efforts to create them around the nation. The themes at Crim will be **Healthcare Sciences, Global Business & Marketing, and Engineering & Technology**. These themes were selected because they mirror the themes at the schools from which most of the Crim students previously attended and will; therefore, will provide an opportunity for students to continue in that career pathway. While the theme is the “hook” that keeps the students interested in their coursework, the core curriculum will be rigorous and focused on strengthening reading, writing, math skills, and oral communications skills, as well as developing higher-order thinking skills. The instructional model within each SLC will be based on a combination of project-based, problem-based, and inquiry-based instruction as outlined in the International Center for Leadership in Education’s “Rigor, Relevant, and Relationship” framework. Based on research conducted by the Center, this framework has been highly effective in improving critical thinking, problem-solving, math and communications skills, as well as increasing student engagement, especially for struggling students. In 2002, a team of instructional technologists from the Georgia Department of Education developed a Problem Based Learning (PBL) initiative. When used effectively, research has shown PBL helps teachers create a high-performing classroom in which teachers and students form a powerful learning community. The aim is for real-life context and technology to meet and achieve outcomes in the curriculum through an inquiry-based approach. Project-based, problem-based, and inquiry-based instructional models are designed to encourage students to attend school, become independent workers and critical thinkers.

The Career and Technical Education (CTE) will be an integrated part of the academic program of study in support of these themes. In addition to their academic courses, students will participate in specific career technical courses to help them see the relevance of academic theories. Students will be exposed to all aspects of their respective careers through college tours and occupational fieldtrips, job shadow experiences, college and career fairs, as well as classroom guest speakers. The CTE program will also help students build vital workplace skills that will prepare them for college and careers. Educational learning labs and industry certified curriculum will be utilized in each SLC. To help ensure the successful implementation of each SLC, three Academy Leaders (replacing the Assistant principals) will be hired to work

SY 2011-12– Implement the three SLCs with strong emphasis on instruction and building a positive school climate. Plan for Community Schools in each SLC.

SY 2012-13 – Provide full implementation of the three SLCs in grades 10-12.

Establish the Community Schools that connect with each SLC.

Sustainability:

Sustain the SLC and the Community Schools with district and partnership support.

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under the supervision of the principal. The academy leaders will be responsible for providing instructional leadership, creating a positive culture of learning around their career theme, and ensuring that their students are successful in this transformed school culture which will afford each student the opportunity to remain in school and graduate.

To further prepare Crim students for life after high school, each SLC will develop a “Community School Program (CSP)” by year three. Through these CSPs, students will serve as interns as they learn to operate these campus-based enterprises. The CSPs will be open to students, their families, and the Crim community. The Healthcare Sciences SLC will have a health center that addresses physical and emotional issues, as well as a café that serves healthy nutritional food choices. The Global Business & Marketing SLC will develop an on-site bank. The Engineering & Technology SLC will take on design and construction projects. As previously stated, Crim students have a myriad of challenges and barriers to success which can be addressed with the implementation of CSP. The Crim Community School Program will be designed to motivate students by helping them see the connection between their academic subjects and future careers. The Community School Programs will not only help motivate students to attend school, but will provide a way for their parents to be more engaged in the educational process.

To support all students, a Freshmen Academy will be established for students who enter Crim as 9th grade repeaters or former middle-school students who have not passed the prerequisite requirements to be promoted to the 9th grade (8.5 status). Upon entering Crim, students’ academic and social needs will be assessed and an individual support plan will be developed prescribing interventions that will support the students as they progress to the next grade level. A teacher/advisor, counselor, social worker and attendance specialists will provide various levels of monitoring and support to ensure that each student will be successful. Where appropriate, students will be enrolled in reading support, math support classes and/or assigned to an On-Line Learning System to recover credit from failed courses. The Freshmen Academy will be under the direct supervision of the principal.

SY 2010-11

Design and plan the Freshmen Academy with assistance from district OHS Portfolio Design Administrator and Student Support Team. Evaluate procedures and policies for 8.5 and 9th grade repeater students. Identify human resources needed to support the academy. Design instructional program that supports both remediation and acceleration.

SY 2011-12

Implement the Freshmen academy utilizing district staff support. Monitor and assess program features for modifications as needed.

SY 2012-13

Provide full implementation of the Freshmen Academy. The principal will be the direct supervisor for the academy.

Ongoing Monitoring:

To ensure that the plan is implemented to fidelity, staff from the Office of High Schools will participate in all professional Learning/ trainings, the design and implementation of the SLC, Freshmen Academy and Community School.

Sustainability Plan:

It is anticipated that after three years of target professional development, Crim will have developed several on-site experts who can provide PD to staff as needed. In addition, the district will provide ongoing embedded professional development through the Instructional Coaches, the MTLs, and local consultants. Title I and CTE will continue support of

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| | professional development. Career exploration activities are a vital part of CTE program. |
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A7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

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| <p>Actions: Defining desired learning results for students is critical to the Transformational Process. Teachers will use diagnostic tests as well as formative, interim, and summative assessments to determine readiness, learning style and ability.</p> <p>Pre-tests and diagnostic assessments will be used to determine baseline performance levels. Various methods of diagnosis will be utilized to assess student academic levels. This data will be used to design differentiated instruction, use of flexible grouping and other differentiation techniques. Increase the identification and placement of students in Gifted classes via the AP Placement Exam.</p> <p>Formative assessments will be used for on-going monitoring and student mastery and to determine students' needs for continued instructional support. Results from these assessments are used to modify teaching strategies and to differentiate instruction. Formative Assessments strategies such as, observations, projects, simulations, questioning, discussion, conferences, and reviews will be an integral part of our ongoing assessment of student progress.</p> <p>Benchmark Assessments such as unit tests will be used to monitor progress towards mastery of the Georgia Performance Standards and will drive acceleration and scaffolding techniques. Benchmark assessments will be aligned to instructional units and adopted to scope and sequence.</p> <p>Summative Assessments (GHS GT, EOCT, AP) will be used to measure annual mastery of Georgia Performance Standards as well as to drive the remapping of the curriculum to meet the alignment of Essential, Important, and Compact Standards.</p> <p>To promote the continuous use of student data, to inform and differentiate instruction, the following will occur:</p> <p>(1)The school will establish a data team per grade/content area and one for the entire school to receive professional learning and become the on-site experts on using data to make informed,</p> | <p>Timeline:</p> <p>SY 2010 – 2011 Partial implementation of grade/content data teams, data analysis training for all staff, instructional strategies using differentiation, weekly PLC meetings to discuss student work and analyze data, frequent classroom observations with feedback, and diagnostic, formative, interim and summative assessments to determine readiness and monitor student progress.</p> <p>SY 2011- 2012 Full implementation of grade/content data teams, data analysis training for all staff, instructional strategies using differentiation, weekly PLC meetings to discuss student work and analyze data, frequent classroom observations with feedback, and diagnostic, formative, interim and summative assessments to determine readiness and monitor student progress.</p> <p>SY 2012-2013 Full implementation of grade/content data teams, data analysis training for all staff, instructional strategies using differentiation, weekly PLC meetings to discuss student work and analyze data, frequent classroom observations with feedback, and diagnostic, formative, interim and summative assessments to determine readiness</p> |
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| <p>focused decisions on how to increase student achievement.</p> <p>(2) District-level experts/consultants will begin training all teachers and site administrators on in-depth analysis of student work, in-class assessment strategies, analysis of standardized test data, and developing instructional strategies for differentiating instruction.</p> <p>(3) District-level experts/consultants will conduct regular observations of instruction (with feedback sessions) to support the use of differentiated instruction and in-class assessment practices based on the results from disaggregated data. Every teacher will be observed at least once every six weeks.</p> <p>(4) The school will utilize weekly PLC (content area meetings) to analyze student work and lesson plan effectiveness. Teachers will be required to keep up-to-date data notebooks for each class and the use of data to inform instruction.</p> <p>5) Conduct monthly meetings facilitated by consultant experts to discuss observation findings, review data analysis from content area meetings, chart progress and inform.</p> <p><u>Ongoing Monitoring:</u></p> <p>To ensure that instructional decisions and practices are data driven, the full-time School Improvement Specialist, assisted by the Office of High Schools Model Teacher Leaders (MTL), will perform regular observations of instruction to support the use of differentiated instruction and assessment practices. Every teacher will be observed at least once every six weeks.</p> <p><u>Sustainability Plan:</u></p> <p>Throughout the three years of funding from the SIG 1003 (g), capacity of Crim’s staff will be increased in the area of data analysis and modification of instructional practices to meet students’ needs. Therefore, the need for continued funds to support these activities will be minimal. To the extent that professional development support is needed, the district’s Model Teacher Leaders will provide assistance to the Crim administration and staff.</p> | |
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| A8. Establish schedules and strategies that provide increased learning time (as defined in this notice). | |
| <p>Actions:</p> <p>During the 2009-2010 school year, Crim Open Campus operated a</p> | <p>Timeline:</p> <p><u>SY 2010-2011</u></p> |

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daily educational program from 8:00am to 7:45pm. Students were allowed to participate in a flexible scheduling process where they could attend classes at various hours throughout the day depending upon their needs and preferences. Teachers offered tutoring one day each week and during their planning periods on an ad hoc basis. Students were also encouraged to take advantage of academic support and credit recovery in the existing on-line learning labs at scheduled periods each day. Prior to testing, GHSGT/EOCT preparation was conducted by staff for students who had not mastered the content during the school year and needed additional support. Due to the extended school hours, common planning time for teachers was difficult to schedule, therefore not implemented.

After a complete review of the existing practices and procedures, the School Improvement Grant Team identified a need to modify the existing schedules and develop supporting strategies to increase learning time for students and teachers/staff. Crim will implement the following strategies: Extended-Day Sessions, Saturday School, Career & Technical Education Work-based Learning, and Summer Boot Camp.

Extended-Day Sessions: Crim will operate from 8:00am to 8:00pm, with the allocation of time significantly reorganized within a modified 4 x4 block schedule. Students will be able to select the “day” program (9:00am to 3:00pm) or the “evening” program (2:00 pm to 8:00pm). Academic support, credit recovery, and test preparation will be available in designated technology learning labs using online learning programs throughout the school day.

Additional learning time will be available through the new extended-day sessions that occur between the hours of 8:00am – 9:00 am (before the start of morning classes) and 1:00pm – 2:00 pm (before the start of evening classes) for all students needing additional time and assistance in completing homework, projects, and to catch-up.

Saturday School: All students will be afforded the opportunity to participate in the Saturday School Program which will take place three Saturdays each month from 8:30 am – 1:00pm. Students may enroll in classes for credit recovery, academic support for core subjects, and prep for standardized tests (GHSGT/EOCT/SAT/ACT). Students participating in the Saturday School Program will be provided bus passes for transportation to and from school.

Work-based Learning (WBL): Crim students will have additional extended learning opportunities through the Career & Technical Education (CTE) Apprenticeships and Work-based Learning (WBL) programs offered to students through CTE

- Develop master schedule (bell schedule) to accommodate new extended-day schedule during the summer of 2010. Market the extended-day sessions to students at the beginning of school.

(July - August 2010)

- Identify and secure Saturday School coordinator, teachers and learning systems materials. Identify and register students in need of Saturday school services.
- Fall - 2010, identify a lead teacher to coordinate the WBL program. Ensure that all CTE teachers and counselors are trained in WBL procedures. In spring (2011), start first phase of WBL.
- In January 2011, Identify coordinator, teachers, curriculum, and instructional materials for the Summer Boot Camp. Market the Boot Camp Program to students and parents. Register students for Boot Camp in the spring of 2011. Implement Boot Camp **June 1 – 15 2011.**
- Evaluate and revise as needed the Saturday School, WBL program, and Summer Boot Camp July 1 – August 1, 2011.
- Establish PLCs and Inter-disciplinary teams during the summer of 2010. Conduct common planning sessions during the extended-day sessions from 8:00 am – 9:00am weekly.

SY 2011-2012

- After evaluation of all increased

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classes. Through WBL, students will have the opportunity to see how classroom instruction connects to the world of work and future career opportunities. With the WBL program, students are assigned to internships off-site at local businesses and community organizations. Each student has an individualized plan that outlines learning objectives that support academic growth particularly in English, math and critical-thinking. Student hours vary depending on the nature of the assignment but often extend beyond the regular school schedule. Online virtual learning is available for CTE course work and can be accessed by students from home.

Summer Academy (Boot Camp): A two-week academic Boot Camp program will be implemented in June of each summer from 8:30 am to 1:00pm. Students will be able to recover credit and prepare for GHSGT, SAT and ACT. Students will be assisted by teachers certified in the core content areas. The classes will be small (no more than 15 students) with support from teachers, instructional coaches, and college student tutors. Students will rotate through four 60 minute classes each day for two weeks. (Math, Science, Social Studies, and ELA). A mock test will be administered at the end of the session in preparation of the GHSGT. The Boot Camp will utilize on-line learning systems, project-based learning, and other strategies that strengthen academic skills, critical-thinking, and communication skills. Students participating in the Summer Boot Camp will be provided bus passes for transportation to and from school.

Increased Learning Time for Teachers/Staff

As previously mentioned, increased learning time for students and staff will occur between the hours of 8:00am – 9:00 am (before the start of morning classes) and 1:00pm – 2:00 pm (before the start of evening classes). In addition to increased learning time for students, teachers will also have structured professional development, professional learning communities planning meetings, inter-disciplinary team meetings, and/or content area meetings during this designated time.

Half-days have been approved by the Board for professional development to occur each semester. Students leave at 12:00pm affording teachers/staff additional time to participate in PD sessions designed by the school and district.

Summer Professional Development: Teachers will return early to work to plan, develop effective instructional units and assessments for the school year. Targeted professional development will also take place during the summer of each year.

learning initiatives based on student participation and academic growth - revise, modify, and prepare for year two implementation. Set goals to increase effectiveness and participation.

- Continue to implement increased learning time based on the school's Professional Development Plan.

SY 2012-2013

Continue to implement increased learning time initiatives for students and teachers based on effectiveness.

Ongoing Monitoring

Use of increased learning time opportunities will be monitored at the site level by the principal and the Instructional Team. District level monitoring will be conducted by Office of High Schools staff under the direction of the Associate Superintendent.

Sustainability Plan

After the third year of the SIG 1003 (g) grant, the increased learning time initiative proven to be effective will be sustained through district funds, CTE, and Title I funds.

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| A9. Provide ongoing mechanisms for family and community engagement. | |
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| <p>Actions:</p> <p>In the wake of school accountability reports, school personnel and communities are motivated to explore strategies that further promote student achievement and ensure that “no child is left behind” in getting a good education. Over 30 years of research shows that one of the most effective ways to increase student achievement is for parents to be actively involved in the education of their children. A 2002 National Education Service study indicates the following:</p> <ul style="list-style-type: none"> • When parents are involved, students tend to achieve more, regardless of socio-economic status, ethnic/racial background or parents’ educational level • When parents are involved in students’ education, those students generally have high grades and test scores, better attendance, and more consistently complete homework. • Students whose parents are involved in their lives have higher education rates and greater enrollment rates in post-secondary education. <p>School districts are encouraged to think of parental involvement in broader terms, not only limited to parents volunteering in the classroom or working on fundraising projects. There are models that can help schools reshape how they look at parent and family engagement such as <i>Epstein’s Framework of Parent Involvement</i>. This model is utilized by Colorado Department of Education Prevention Initiatives, Positive Behavior Support Schools, and adopted by The National PTA. It is based on <i>six types of parent involvement</i> identified by Joyce Epstein from the Center on School, Family and Community Partnerships at John Hopkins University. Epstein’s Framework of Six Types of Involvement includes:</p> <ol style="list-style-type: none"> 1. Parenting – parenting skills are promoted and supported. 2. Communication – communication between home and school is regular, two-way, and meaningful. 3. Volunteering – parents are welcome in the school, and their support and assistance are sought. 4. Learning at Home – helps parents understand the educational process and their role in supporting student achievement. Parents play an integral role in assisting student learning. 5. School Decision-Making and Advocacy – parents are full partners in the decisions that affect children and families. Title I, II, & IV stipulate that parents should have a role regarding programmatic decisions that are made. The intent is to give parents voice in decisions that affect their children’s education. 6. Collaboration with the Community – community | <p>Timeline:</p> <p>SY 2010 (spring) Research best practices for parent involvement.</p> <p>Develop a Parent Involvement Plan based on research that would support the uniqueness of Crim’s parents and community.</p> <p>Adopt the six principles from the Epstein’ Framework of Parent Involvement.</p> <p>SY 2011-12 Continue implementing the Parent Involvement Plan.</p> <p>SY 2012-13 Full implementation of the Parent Involvement Plan using best practices.</p> |

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| <p>resources are used to strengthen schools, families, and student learning.</p> <p>To increase Parent Involvement, Crim will:</p> <ol style="list-style-type: none"> 1) Maintain the <i>Parent Liaison</i> position to plan and oversee all parent involvement activities campus wide, including the staffing of the “Parent University” center, conducting parent workshops, administering parent surveys, assisting parents in navigating the educational system, and referring students/families to external resources. 2) Hire <i>Attendance Improvement Specialists (AIS)</i> to maintain daily parent contact on student issues (i.e. enrollment, attendance, grades etc.) for each SLC. Utilize AIS to conduct home visits in the nine attendance zones across the district and to train parents on the Infinite Campus Parent Portal (ICPP.) 3) Create a fully staffed <i>Parent University Center</i> (aka parent center) serving as a hub for training and providing resources designed to involve, educate and empower parents. 4) Reinvigorate the <i>active Local School Council</i> that will allow stakeholders to participate in shared decision-making opportunities. Meetings will take place at cluster sites due to the varied neighborhoods parents reside in. 5) Establish an active PTA and develop a parent and community framework aligning with PTA’s National Standards and Dr. Joyce L. Epstein’s Family and Community Partnership. PTA to participate in the National PTA’s Phoebe Apperson Hearst Family-School Partnership Awards process 6) School leadership to conduct monthly parent workshops for parent enrichment i.e. Computer classes, Job tips, Cooking classes, Literacy, Health and Wellness and Graphic Designs in collaboration with the <i>Community School</i>. In addition, conduct quarterly community health fairs, community job fairs, and other value added activities jointly with school social workers and the school counselors; include local businesses, churches, and civic groups, healthcare organizations and other non-profits and local media on school site. 7) Establish a <i>Crim Parents Website</i> for posting information, announcements, celebrations, activities etc. Conduct conference calls and webinars with parents. 8) Establish a <i>Faith-based Network</i> to inform parents and community about school activities and positive accomplishments made by the school. (Newsletters, Breakfast meetings, Career Day, etc.) | <p>SY 2010 – 2013 Parent Liaison will coordinate all parent activities and maintain the Parent Center. No funds needed for position.</p> <p>SY 2010 -11 Hire three AIS, one for each SLC to support student attendance.</p> <p>SY 2011-13 AIS will continue to support attendance. Academy Leaders/Principal will evaluate the effectiveness and assess each year.</p> <p>SY 2010-2013 Create and maintain an active parent center, local school council, and PTA.</p> <p>Professional development will be provided for parents and community partners.</p> <p>SY 2011 Planning for the Community School</p> <p>SY 2012 Partial Implementation of the Community School</p> <p>SY 2013 Full Implementation of Community School</p> <p>SY 2010- 11 - SY 2012-13 Implement ongoing Parent Website, and Faith Based Network to increase parent and community involvement in school activities.</p> <p>Full Implementation of the parent website by January 2011.</p> |
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| <p><u>Ongoing Monitoring:</u> Leadership will conduct an annual parent survey and use the results to develop an action plan for increasing community and parental involvement for the upcoming school year. Daily parent involvement activities will be executed by the Parent Liaison (PL). The PL will report directly to the principal. The district’s Parent Involvement Coordinator will support and monitor school’s activities and report findings to the Associate Superintendent or his designee.</p> | <p>Sustained by the APS Communication department.</p> |
| <p>A10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.</p> | |
| <p>Actions:</p> <ol style="list-style-type: none"> 1) Work with district (Human Resources) to modify staff selection procedures to support the core subject areas of Math and ELA to eliminate vacancies and to ensure hiring of highly qualified staff. 2) Establish a yearly calendar that has been strategically designed to include embedded professional learning, extended day activities, and teacher planning/collaboration without interfering with time allotted for instruction. 3) Develop research-based strategies and protocols that will provide flexibility in school scheduling, staffing, and budgeting to meet district goals related to student achievement. 4) Establish a school cross-functional team to work as needed to identify and modify local practices that pose a challenge to operational decisions promoting improved student outcomes. 5) Provide opportunities for principal and members of the leadership team to travel to schools (with similar demographics) that utilize innovative operational strategies related to scheduling, staffing and budgeting in ways that advance student performance outcomes. 6) Provide leadership team the opportunity to travel to conferences that focus on operational and school business management. (e.g. SAM Conference) | <p>Timeline:</p> <p>SY 2010-2013 HR/OHS meet w/ Principal to review staff allocation spring of each year.</p> <p>SY 2010-2013 Principal and Leadership Team develop calendar for all staff prior to the start of the year.</p> <p>SY 2010- 2013 Training for principals, academy leaders, assistant principals, counselors and registrar on scheduling, staffing and budgeting.</p> <p>SY 2010- 2013 School leadership team will meet weekly to discuss and modify procedures as needed. Establish norms for modifying practices. Revisit each year to make modifications.</p> <p>SY 2010 -2011 Identify two high performing schools for site visits in fall and spring.</p> <p>SY 2012, 2013 Research and evaluate any innovative strategies observed at sites for possible implementation year two and three.</p> |

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| | <p>SY 2011-2013 Team (Principal, SAM, Academy Leaders, Teachers and Counselors) will participate yearly in a school management conference and redeliver to leadership team and faculty.</p> <p>Sustainability: After year three, the district will continue to allow Crim operational flexibility to implement fully a comprehensive program to improve student achievement.</p> |
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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).

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| <p>Actions:</p> <p>With the assistance of the SEA, the district will develop a monitoring tool/protocol for ongoing evaluation of the school improvement process and a formal overall program evaluation to be conducted yearly.</p> <p>The district will hire a full-time School Improvement Specialist (SIS) who will report directly to the principal. The Specialist will work with the principal and the OHS to ensure consistency and fidelity to the goals of SIG 1003 (g). The role and responsibilities of the SIS include:</p> <ul style="list-style-type: none"> • Monitoring corrective action plan • School-wide monitoring of implementation and follow-up to professional development & sch. Imp. plan • Leadership team support for data based decision making • Alignment of work to school improvement plan • Support for standards-based instruction • Data analysis for differentiation and ongoing assessment • Monitoring overall school improvement plan • Support of graduation plans • Mini GAPSS Reviews • CLASS Keys Support • Data team development | <p>Timeline:</p> <p>SY 2011- SY 2013 Technical assistance will be provided by the district to support the school in implementation and monitoring of the SIG 1003 (g).</p> <p>The OHS will create a cross functional team consisting of the Executive Director of Operations, Program Administrators, Model Teacher Leaders, SLC Implementation Specialists School Improvement Specialist and Student Support Managers to assist/monitor the plan year 1 through year 3.</p> <p>SY 2010-2011 Hire SIS to support school and assist in the monitoring of the SIG 1003 (g).</p> <p>SY 2010-11 & SY 2012-13 SIS will continue to support in the implementation of the SIG1003 (g) . Evaluations will occur after year 3 to determine the need for continued support by SIS.</p> |
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| <p>School Improvement Specialist will worked with the principal, the academy leaders, and other members of the school’s leadership team to assess the progress of the transformation efforts in each SLC and make recommendations for modifications when appropriate.</p> | |
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B. Conduct a rigorous review process to recruit, screen, and select an external provider to ensure quality.

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| <p>Actions:</p> <p>This item does not apply to the transformation model.</p> | <p>Timeline:</p> |
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C. Align additional resources with the interventions.

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| <p>Actions:</p> <ul style="list-style-type: none"> • For SY 2009-2010, Crim was allocated \$89,526.00 through the American Recovery and Reinvestment Act (ARRA) Title I Part A. For SY 2010-2011, funds have not been allocated. • For SY 2009-2010, Crim was allocated ARRA Parental involvement in the amount of \$2021.92. • For SY 2009-2010, Crim was allocated Title I, Part A - ARRA School Improvement in the amount of \$85,000.00. • For SY 2009-2010, Crim Title I allocations \$309,429.00. | <p>Timeline:</p> <p>ARRA funds allocation SY 2009- 2010 and 2010 – 2011 only.</p> <p>School Improvement Funds SY 2010-2011 and SY 2012 – 2013</p> <p>School-wide Title I SY 2010-2011 and SY 2012 – 2013</p> |
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D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.

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| <p>Actions:</p> <p>Secure support from Office of High Schools and Superintendent to modify any practices or policies that impede the school from implementing the interventions fully and effectively as needed for transformation. Grant “defined autonomy” to schools in the process of transformation. Allow the principal to make decisions that support transformation with some flexibility. The following practices will require modifications to enable Crim to implement the interventions fully and effectively:</p> <ul style="list-style-type: none"> • The Board approved a half- day schedule for the district to implement professional development. This will require some modifications to allow the school flexibility in conducting specific professional development that has | <p>Timeline:</p> <p>SY 2010-11:</p> <ol style="list-style-type: none"> 1) Establish guidelines for PD delivery for Half-day calendar 2) Develop work schedule for custodial staff for Saturday School and Summer Academy 3) Plan and Develop PLC and Community School 4) Hire SLC Academy Leaders 5) Modify Staff Handbook to include Georgia Alternative Education policy. Review with staff during pre-planning. |
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| <p>been aligned to the Transformation Model.</p> <ul style="list-style-type: none"> • Custodial staff work schedule must be modified to accommodate Saturday School and Summer Academy. Funding must be provided and budget adjustments must be made in order to implement this aspect of the transformational model. • The facilities department must provide support in class changes, slight renovations to classrooms and offices to accommodate the new technology, office space and added equipment to establish three SLC and the Community School. • Review policy and procedures relative to GAEE that will drive major decisions that will affect how Crim as a non-traditional institution should operate. The teacher/staff handbook should reflect the GAEE policy and procedures. | <p>SY 2011-12</p> <ol style="list-style-type: none"> 1) Full implementation of SLC 2) Community School 50% operational 3) Staff Handbook updated and reviewed w/ faculty yearly <p>SY 202-13 Full implementation of Community School and SLC</p> <p>Monitoring: Administration will monitor the effectiveness of the new programs and make determination on continuation.</p> <p>OHS staff will monitor the practices and policies identified by Crim as needing modification in order to implement the grant with high fidelity.</p> |
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| E. Sustain the reform after the funding period ends. | |
| <p>Actions:</p> <ol style="list-style-type: none"> 1) The district/OHS will implement a strategic plan to sustain the Transformation Intervention efforts beyond the three year period. <ul style="list-style-type: none"> • Identify existing resources that extend beyond the three-year funding period and engage in long-range, ongoing planning to identify additional resources that can sustain interventions both individually and collectively after funds from SIG 1003 (g) are received. • The district will assess and modify, if necessary, current polices (staffing ratios, scheduling, budgeting, etc) to ensure the intervention model is supported and sustained. • Work to maintain and strengthen its relationships with community organizations, corporations, and colleges/universities that are essential to supporting and sustaining instructional and student programs i.e., SLC, Community Schools, at Crim. | <p>Timeline:</p> <p>SY 2010 –SY 2013 Work to implement grant initiatives.</p> <p>SY 2014- beyond</p> <ul style="list-style-type: none"> • Title I funds • Grants • Realign staff positions • Realign roles and responsibilities • Teachers/staff will provide in-house PD • Secure viable partnerships • Secure support from OHS • Train staff to redeliver professional learning |

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| <ul style="list-style-type: none">• Develop a plan to solicit the support of new community partners that includes showing data that demonstrates the district’s capacity to implement programs that positively impact student achievement.• Realign budget and timeline each year to maximize the support of school needs so that maximum progress is made before SIG 1003 (g) funding ends.• School will use the train the trainer model to support the duties performed by the consultants and other experts. PD will be conducted by the instructional coaches, Model Teacher leaders, OHS staff and trained teachers.• The summer professional development will be reduced to two days during preplanning; new teacher support from Learning Excellence; weekly and monthly PD will occur with support from instructional coaches, trained teachers, central office staff, and funding from Title I and SIP.• The Office of High Schools staff (SLC implementation Specialists, MTLs, SST) will work with the school to develop and monitor the yearly calendar to ensure PD is embedded and targeted to the staff needs.• Rewards for increased student achievement will be sustained by the district through the Pay for Performance System.• The District School Administrator Manager (SAM) will work with school to monitor all financial and operational practices that may create barriers for implementing a strong instructional program. | |
|--|--|

School Improvement Grant 1003 (g)

LEA Name: Atlanta Independent School District

School Name: Alonzo A. Crim Open Campus

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 (5-10% increase each year)

All first-time 11th grade test-takers will increase their achievement in English Language Arts on the Georgia High School Graduation Test from 68 % meeting and exceeding standards at the end of the SY 2009-2010 to **81.2%** meeting and exceeding standards at the end of the SY 2010-2011.

2011-2012 School Year

All first-time 11th grade test-takers will increase their achievement in English Language Arts on the Georgia High School Graduation Test to **91%** meeting and exceeding standards at the end of the SY 2011-2012.

2012-2013 School Year

All first-time 11th grade test-takers will increase their achievement in English Language Arts on the Georgia High School Graduation Test to **97%** meeting and exceeding standards at the end of the SY 2012-2013.

Mathematics

2010-2011 School Year

All first-time 11th grade test-takers will increase their achievement in Mathematics on the Georgia High School Graduation Test from 21% meeting and exceeding standards at the end of the SY 2009-2010 to **42%** meeting and exceeding standards at the end of the SY 2010-2011.

2011-2012 School Year

All first-time 11th grade test-takers will increase their achievement in Mathematics on the Georgia High School Graduation Test to **62%** meeting and exceeding standards at the end of the SY 2011-2012.

2012-2013 School Year

All first-time 11th grade test-takers will increase their achievement in Mathematics on the Georgia High School Graduation Tests to **82%** meeting and exceeding standards at the end of the SY 2012-2013.

School Improvement Grant 1003 (g)

| Graduation Rate |
|---|
| 2010-2011 School Year Crim Open Campus will increase the percentage of ninth graders graduating from high school in four years from 12.6% in 2009-2010 to 27% in 2010/11. |
| 2011-2012 School Year Crim Open Campus will increase the percentage of ninth graders graduating from high school in four years to 40% in 2011/12. |
| 2012-2013 School Year Crim Open Campus will increase the percentage of ninth graders graduating from high school in four years to 60% in 2012/13. |

School Improvement Grant 1003 (g)

Attachment 4

Budget Detail

| School Served: Alonzo A Crim Open Campus | | | |
|---|---|--|-----------|
| Intervention Model: Transformation | | Tier Level: I | |
| Fiscal Year: July 1, 2010 | | June 30 2010 through June 30, 2011 | |
| <p>Instructions: Please provide a comprehensive three-year budget for each school to be served with SIG 1003 (g) 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.</p> | | | |
| Object Class | Item Description | Costs | |
| 100 | School Improvement Specialists (SIS) | 95,000.00 | |
| | Instructional Coaches (2) (ELA and Math) | 150,000.00 | |
| | Social Worker | 75,000.00 | |
| | Attendance Improvement Specialist (AIS) (2) | 50,000.00 | |
| | Substitute Teachers for Regular Teachers during PD (\$90 per person, per day (35 subs x 3 days) | 13,500.00 | |
| | Stipends for staff Professional Development (Saturday and summer) | 71,000.00 | |
| | Stipends for Summer Boot Camp | 11,700.00 | |
| | Saturday School (teachers and coordinator) | 20,160.00 | |
| | Staff Reward/Incentive for Improved Student Achievement | 20,000.00 | |
| | | Object Total | |
| 200 | Benefits | Fringe Benefits rate: 31.8% (SIS) | 30,210.00 |
| | | Fringe Benefits rate: 31.8% (2 Inst Coaches) | 47,700.00 |
| | | Fringe Benefits rate: 31.8% (Soc. Worker) | 23,850.00 |
| | | Fringe Benefits rate: 31.8% (AIS) | 15,900.00 |
| | | Fringe Benefits rate: 3% (Substitute Teachers) | 405.00 |
| | | Fringe Benefits rate: 3% (PD) | 2130.00 |
| | | Fringe Benefits rate: 3% (Summer Boot Camp) | 351.00 |
| | | Fringe Benefits rate: 3% (Saturday School) | 605.00 |
| | | Fringe Benefits rate: 3% (Teacher Rewards) | 600.00 |
| | | Object Total | |
| 300 | Purchased | Consulting: Research- based Instruction | 75,000.00 |
| | Professional & Technical Services | Consultant: Advisory Program (Behavioral and Conflict Resolution Management) | 50,000.00 |
| | | Consultant to conduct formative and summative assessments | 22,500.00 |

School Improvement Grant 1003 (g)

| | | | | |
|------------|---------------------|---|------------|--------------------|
| | | | | |
| | | Object Total | | 147,500.00 |
| 500 | Other | Cost for travel (est. \$1000 pp x 20 trips) | 20,000.00 | |
| | | Mileage (local visits and meetings) | 3,000.00 | |
| | Purchased | College and Career Exploration Field Trips | 10,000.00 | |
| | Services | Bus Passes for Saturday School and Summer Boot Camp | 45,750.00 | |
| | | Object Total | | 78,750.00 |
| 600 | Supplies | Supplies for Parent University | 2,000.00 | |
| | | Online Learning System for Freshmen Academy | 35,000.00 | |
| | | Object Total | | 37,000 |
| 700 | Property | Purchasing of equipment for Engineering Lab | 175,340.00 | |
| | (Capitalized | Business and Entrepreneurship Learning | | |
| | Equipment) | Computer Lab | 25,000.00 | |
| | | Healthcare Science Lab Equipment/Supplies | 75,000.00 | |
| | | Object Total | | 275,340.00 |
| 800 | Other | | | |
| | Objects | | | |
| | | Object Total | | |
| 900 | | | | |
| | | Object Total | | |
| | | School Total | | \$1,166,701 |

School Improvement Grant 1003 (g)

| LEA Name: Atlanta Public Schools | | | | |
|---|--|---|---------------------|--|
| School Served: Alonzo A Crim Open Campus | | | | |
| Intervention Model: Transformation | | Tier Level: I | | |
| Fiscal Year: July 1, 2010 | | June 30, 2011 through June 30, 2012 | | |
| <p>Instructions: Please provide a comprehensive three-year budget for each school to be served with SIG 1003 (g) 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.</p> | | | | |
| Object Class | Item Description | Costs | | |
| 100 | Personal Services (Salaries) | School Improvement Specialists (SIS) | 95,000.00 | |
| | | Instructional Coaches (2) (ELA and Math) | 150,000.00 | |
| | | Social Worker | 75,000.00 | |
| | | Attendance Improvement Specialist (AIS) (3) | 75,000.00 | |
| | | Substitute Teachers for Regular Teachers during PD (\$90 per person, per day (50 subs x 3 days) | 13,500.00 | |
| | | Stipends for staff Professional Development (Saturday and summer) | 71,000.00 | |
| | | Stipends for Summer Boot Camp | 11,700.00 | |
| | | Saturday School (Teachers and Coordinator) | 20,160.00 | |
| | | Staff Reward/Incentive for Improved Student Achievement | 20,000.00 | |
| | | | | |
| | Object Total | | 531,360.00 | |
| 200 | Benefits | Fringe Benefits rate: 31.8% (SIS) | 30,210.00 | |
| | | Fringe Benefits rate: 31.8% (2 Inst Coaches) | 47,700.00 | |
| | | Fringe Benefits rate: 31.8% (Soc. Worker) | 23,850.00 | |
| | | Fringe Benefits rate: 31.8% (AIS) | 23,850.00 | |
| | | Fringe Benefits rate: 3% (Substitute Teachers) | 405.00 | |
| | | Fringe Benefits rate: 3% (PD) | 2130.00 | |
| | | Fringe Benefits rate: 3% (Summer Boot Camp) | 351.00 | |
| | | Fringe Benefits rate: 3% (Saturday School) | 605.00 | |
| | | Fringe Benefits rate: 3% (Teacher Incentives) | 600.00 | |
| | | | Object Total | |
| 300 | Purchased Professional & Technical Services | Consulting: Research- based Instruction | 55,000.00 | |
| | | Consultant: Advisory Program (Behavioral and Conflict Resolution Management) | 50,000.00 | |
| | | Consultant to conduct formative and summative assessments | 18,000.00 | |
| | Object Total | | 123,000.00 | |

School Improvement Grant 1003 (g)

| | | | | |
|------------|---------------------|---|-----------|------------------|
| 500 | Other | Cost for travel (est. \$1000 pp x 12 trips) | 12,000.00 | |
| | | Mileage (local visits and meetings) | 3,000.00 | |
| | Purchased | College and Career Exploration Field Trips | 10,000.00 | |
| | Services | Bus Passes for Saturday School and Summer Boot Camp | 55,750.00 | |
| | | | | |
| | | Object Total | | 80,750.00 |
| 600 | Supplies | Supplies for Parent University | 1,000.00 | |
| | | Online Learning System for Freshmen Academy | 30,000.00 | |
| | | | | |
| | | Object Total | | 31,000.00 |
| 700 | Property | Purchasing of equipment for Engineering Lab | 42,000.00 | |
| | (Capitalized | Business and Entrepreneurship Learning | | |
| | Equipment) | Computer Lab (upgrades) | 2,500.00 | |
| | | Healthcare Science Lab Equipment/Supplies | 5,000.00 | |
| | | | | |
| | | Object Total | | 49,550.00 |
| 800 | Other | | | |
| | Objects | | | |
| | | Object Total | | |
| | | | | |
| 900 | | | | |
| | | | | |
| | | Object Total | | |
| | | | | |
| | | School Total | | \$945,361 |
| | | | | |

School Improvement Grant 1003 (g)

| LEA Name: Atlanta Public Schools | | | | | |
|---|--|---|----------------------|-------------------|-------------------|
| School Served: Alonzo A Crim Open Campus | | | | | |
| Intervention Model: Transformation | | | Tier Level: I | | |
| Fiscal Year: | | | | | |
| July 1, 2010 | | June 30, 2012 through June 30, 2013 | | | |
| <p>Instructions: Please provide a comprehensive three-year budget for each school to be served with SIG 1003 (g) 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.</p> | | | | | |
| | Object Class | Item Description | Costs | | |
| | Personal Services (Salaries) | School Improvement Specialists (SIS) | 95,000.00 | | |
| | | Instructional Coaches (2) (ELA and Math) | 150,000.00 | | |
| | | Social Worker | 75,000.00 | | |
| | | Attendance Improvement Specialist (AIS) | 75,000.00 | | |
| | | Substitute Teachers for Regular Teachers during PD (\$90 per person, per day (50 subs x 3 days) | 13,500.00 | | |
| | | Stipends for staff Professional Development (Saturday and summer) | 71,000.00 | | |
| | | Stipends for Summer Boot Camp | 11,700.00 | | |
| | | Saturday School (Teachers and Coordinator) | 20,160.00 | | |
| | | | | | |
| | | | Object Total | | 511,360.00 |
| | 200 Benefits | Fringe Benefits rate: 31.8% (SIS) | 30,210.00 | | |
| | | Fringe Benefits rate: 31.8% (2 Inst Coaches) | 47,700.00 | | |
| | | Fringe Benefits rate: 31.8% (Soc. Worker) | 23,850.00 | | |
| | | Fringe Benefits rate: 31.8% (AIS) | 23,850.00 | | |
| | | Fringe Benefits rate: 3% (Substitute Teachers) | 405.00 | | |
| | | Fringe Benefits rate: 3% (PD) | 2,130.00 | | |
| | | Fringe Benefits rate: 3% (Summer Boot Camp) | 351.00 | | |
| | | Fringe Benefits rate: 3% (Saturday School) | 605.00 | | |
| | | | | | |
| | | Object Total | | 129,101.00 | |
| | 300 Purchased Professional & Technical Services | Consulting: Research- based Instruction | 50,000.00 | | |
| | | Consultant: Advisory Program (Behavioral and Conflict Resolution Management) | 50,000.00 | | |
| | | Consultant to conduct formative and summative assessments | 18,000.00 | | |
| | | Community School Program Start up: Café' & Health Center, School Bank and School Store | 124,000.00 | | |

School Improvement Grant 1003 (g)

| | | | | |
|------------|-----------------|---|---|-----------------------|
| | | | | |
| | | Object Total | | 242,000.00 |
| 500 | Other | Cost for travel (est. \$1000 pp x 10 trips) | 12,000.00 | |
| | | Mileage (local visits and meetings) | 2,270.00 | |
| | | Purchased | College and Career Exploration Field Trips | 10,000.00 |
| | | Services | Bus Passes for Saturday School and Summer Boot Camp | 39,000.00 |
| | | | | |
| | | Object Total | | 63,270.00 |
| | | | | |
| 600 | Supplies | Supplies for Parent University | 1,000.00 | |
| | | Online Learning System for Freshmen Academy | 30,000.00 | |
| | | | | |
| | | Object Total | | 31,000.00 |
| 700 | Property | Purchasing of equipment for Engineering Lab | 51,150.00 | |
| | | Business and Entrepreneurship Learning Computer Lab | 2,500.00 | |
| | | (Capitalized Equipment) | Healthcare Science Lab Equipment/Supplies | 10,000.00 |
| | | | | |
| | | Object Total | | 63,650.00 |
| 800 | Other | | | |
| | | Objects | | |
| | | | | |
| | | Object Total | | |
| 900 | | | | |
| | | | | |
| | | Object Total | | |
| | | | | |
| | | School Total | | \$1,040,381.00 |
| | | | | |

School Improvement Grant 1003 (g)

Crim Open Campus (Budget Attachment) (New Calculations based on 6.30.10 Revisions)

Teacher Stipends

| | Year 1 | Year 2 | Year 3 |
|---|---|--|--|
| Summer PD | 4 days @ 6hrs # staff 50 \$720 x 50 = \$36,000 | 4 days @ 6hrs # staff 50 \$720 x 50 = \$36,000 | 4 days # staff 50 \$720 x 50 = \$36,000 |
| Fringes (3%) | \$1,080 | \$1,080 | \$1,080 |
| Monthly PD Stipends paid Bi-yearly at the end of Semester for Saturdays | \$350(Dec./May) \$700 x 50 = \$35,000 (Data analysis, literacy strategies, engagement strategies, PBL, inquiry-based learning, etc.) | \$350 (Dec./May) \$700 x 50 = \$35,000 (Data analysis, literacy strategies, engagement strategies, PBL, inquiry-based learning, etc.) | \$350 (Dec./May) \$700 x 50 = \$35,000 (Data analysis, literacy strategies, engagement strategies, PBL, inquiry-based learning, etc.) |
| Fringes (3%) | \$1,050 | \$1,050 | \$1,050 |
| Substitute Teachers for use during PD | \$90 x 50 teachers x 3 days = \$13,500 | \$90 x 50 teachers x 3 days = \$13,500 | \$90 x 50 teachers x 3 days = \$13,500 |
| Fringes (3%) | \$405 | \$405 | \$405 |
| Saturday School Coordinator | Three days/month 24 x 180 = \$4320 | Three days/month 24 x 180 = \$4320 | Three days/month 24 x 180 = \$4320 |
| Fringes (3%) | \$130 | \$130 | \$130 |
| Saturday School – 4 teachers | Three days/month 24 x 165 = \$3960 4 x \$ 3960= 15,840 | Three days/month 24 x 165 = \$3960 4 x \$ 3960= 15,840 | Three days/month 24 x 165 = \$3960 4 x \$ 3960= 15,840 |
| Fringes (3%) | \$475 | \$475 | \$475 |
| Summer Boot Camp for students: Academic Recovery, Tutorials & Mini-course | 2 weeks (10 days) 10 x 165 = \$1650 6 teachers x 1650 = \$9900 | 2 weeks (10 days) 10 x 165 = \$1650 6 teachers x 1650 = \$9900 | 2 weeks (10 days) 10 x 165 = \$1650 6 teachers x 1650 = \$9900 |
| Fringes (3%) | \$297 | \$297 | \$297 |
| Summer Boot Camp Coordinator | 10 days x 180= \$1800 | 10 days x 180= \$1800 | 10 days x 180= \$1800 |
| Fringes (3%) | \$54 | \$54 | \$54 |
| | | | |
| | | | |
| | | | |
| Total Fringes | \$3491 | \$3491 | \$3491 |
| Total Stipends | \$116,360 | \$116,360 | \$116,360 |
| Grand Total | \$119,851 | \$119,851 | \$119,851 |

School Improvement Grant 1003 (g)

| Object Code | Section | Description | Year One | Year Two | Year Three |
|-------------|---------|--|------------|------------|------------|
| 100 | A4, A11 | School Improvement Specialist | 95,000.00 | 95,000.00 | 95,000.00 |
| 100 | A4, A6 | Instructional Coaches (2) (ELA and Math) | 150,000.00 | 150,000.00 | 150,000.00 |
| 100 | A9 | Attendance Improvement Specialist (AIS) | 50,000.00 | 75,000.00 | 75,000.00 |
| 100 | A6 | Social Worker | 75,000.00 | 75,000.00 | 75,000.00 |
| 100 | A4 | Substitute Teachers for Regular Teachers during PD | 13,500.00 | 13,500.00 | 13,500.00 |
| 100 | A4 | Stipends for staff professional development: Sat. & summer | 71,000.00 | 71,000.00 | 71,000.00 |
| 100 | A8 | Stipends for summer Boot Camp | 11,700.00 | 11,700.00 | 11,700.00 |
| 100 | A8 | Saturday School (teachers and coordinator) | 20,160.00 | 20,160.00 | 20,160.00 |
| 100 | A3 | Staff Reward/Incentive for Improved Student Performance | 20,000.00 | 20,000.00 | 0.00 |
| 200 | | Fringe Benefits rate: 31.8% (SIS, IC, AIS, SW) | 117,660.00 | 141,510.00 | 125,610.00 |
| 200 | | Fringe Benefits rate: 3% (Sub. Stipends for PD, BC, SS, Incent.) | 4,091.00 | 4,091.00 | 3,491.00 |
| 300 | A4, A6 | Consulting: Researched-based Instruction | 75,000.00 | 55,000.00 | 50,000.00 |
| 300 | A6 | Consultant: Behavior/Conflict Resolution, Student Survey | 50,000.00 | 50,000.00 | 50,000.00 |
| 300 | A7 | Consultant to conduct formative and summative assessment | 22,500.00 | 18,000.00 | 18,000.00 |
| 300 | A6 | Community School Program Start Up: Café & Health Center | 0.00 | 0.00 | 124,000.00 |
| 500 | A4, A10 | Travel (Site visits, conferences, and workshops \$1000pp) | 20,000.00 | 12,000.00 | 12,000.00 |
| 500 | A4, A10 | Mileage (local meetings and site visits) | 3,000.00 | 3,000.00 | 2,270.00 |

School Improvement Grant 1003 (g)

| | | | | | |
|-----|-------|--|---------------------|-------------------|---------------------|
| 500 | A6 | Fieldtrips (college tours and career exploration) | 10,000.00 | 10,000.00 | 10,000.00 |
| 500 | A8 | Bus Passes for Saturday School and Summer Boot Camp | 45,750.00 | 55,750.00 | 39,000.00 |
| 600 | A9 | Supplies for parent university: PTA Mtgs, parent workshops | 2,000.00 | 1,000.00 | 1,000.00 |
| 600 | A6,A8 | Online Learning System for Freshmen Academy | 35,000.00 | 30,000.00 | 30,000.00 |
| 700 | A6 | Healthcare Science Lab Equipment/supplies | 75,000.00 | 5,000.00 | 10,000.00 |
| 700 | A6 | Engineering Lab Equipment/supplies | 175,340.00 | 42,050.00 | 51,150.00 |
| 700 | A6 | Business & Entrepreneurship Learning Computer Lab | 25,000.00 | 2,500.00 | 2,500.00 |
| | | Total | \$ 1,166,701 | \$ 945,361 | \$ 1,040,381 |

School Improvement Grant 1003 (g)

Crim Open Campus

Detailed Budget Explanation of Goods and Services (6.30.10)

| Line Item | Description | Year 1 | Year 3 | Year 3 |
|---|--|----------|----------|----------|
| Consultant for Instructional Professional Development | Professional development for literacy strategies, project/problem/inquiry-based learning, cooperative learning, and other appropriate instructional strategies will be provided during the summer for two weeks and monthly by an outside expert consultant. The consultant will also conduct periodic classroom observations to determine the efficacy of the PD. | \$75,000 | \$55,000 | \$50,000 |
| Consultant for Advisory, Conflict Resolution, Student Survey | Professional development for teachers, counselors, and other staff and students on conflict resolution, drug/alcohol abuse prevention, and other psycho-social issues will be provided each semester. A consultant will develop a student survey to determine the culture and climate on Crim's campus. The baseline survey will be administered in the fall of 2010, and a follow up survey will be administered annually to determine improvements in the learning environment. | 50,000 | 50,000 | 50,000 |
| Consultant for Assessments | A consultant will assist the data team by developing effective formative and summative assessment instruments for use throughout the curriculum. | 22,500 | 18,000 | 18,000 |
| Community School Program Start-up | Funds for the school bank will be obtained from partnerships from community banks. (Washington and Mays have similar partnerships) Equipment for the health clinic and café are projected in accordance with current market pricing. | 0 | 0 | 124,000 |
| Travel | Selected staff will visit exemplary alternative/non-traditional school sites in other cities and states, as well as attending appropriate conferences and workshops. | 20,000 | 12,000 | 12,000 |
| Mileage | Mileage funds will be used to defray costs of staff traveling within the city for meetings, professional development, and | 3,000 | 3,000 | 2,270 |

School Improvement Grant 1003 (g)

| | | | | |
|--|--|---------|--------|--------|
| | local site visits. | | | |
| Fieldtrips | College tours, occupational fieldtrips, and job shadow experiences to local business and industry sites for student career exploration once academies are established. | 10,000 | 10,000 | 10,000 |
| Bus Passes for Saturday School and Summer Boot Camp | Many Crim students live throughout the district and do not have reliable transportation. The bus passes will be used to ensure full participation in the Saturday program and Summer Boot Camp. Bus passes will be made available to students based on need. | 45,750 | 55,750 | 39,000 |
| Supplies for Parent University | The parent involvement staff will be located in the Parent University Center. The center will be set up with materials and equipment for parent use: pamphlets, computers, resource books, DVDs and CDs. | 2,000 | 1,000 | 1,000 |
| Online Learning System | Licenses will be purchased for a new learning system such as NOVANet/Edu. 2020 for use in the Freshmen Academy. The start-up package will include staff training and technical support | 35,000 | 30,000 | 30,000 |
| Healthcare Science Lab Equipment | This is the cost to create a healthcare science lab with healthcare equipment and modules, computers, curriculum software, and instructional supplies. The 2 nd and 3 rd year costs are to replenish supplies. | 75,000 | 5,000 | 10,000 |
| Engineering Lab Equipment | This is the cost to create an engineering lab with equipment and modules, computers, curriculum software, and instructional supplies. The 2 nd and 3 rd year costs are to add additional modules and replenish supplies. | 175,340 | 42,050 | 51,150 |
| Business and Entrepreneurship Learning Lab | This is the cost to create a lab with computers, curriculum software, modules, and instructional supplies. The 2 nd and 3 rd year costs are to add new software and replenish supplies. | 25,000 | 2,500 | 2,500 |

School Improvement Grant 1003 (g)

LEA Application 2010

Attachment 5 Checklist

| Section A. SCHOOLS TO BE SERVED | |
|--|---|
| <p>The chart is complete:</p> <ul style="list-style-type: none"> ✓ All Tier I, II, and III schools are identified. ✓ Intervention models are selected for each Tier I and Tier II school. ✓ If more than nine schools will be served, only 50 percent or less have selected the transformation model. ✓ An explanation for the Tier I schools that the LEA is not applying to serve has been provided. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Section B. DESCRIPTIVE INFORMATION | |
| <p>1. Data Sources and Narrative</p> <ul style="list-style-type: none"> ✓ All sections of the School Profile are complete (Attachment 1a: Elementary School Profile, Attachment 1b: Middle School Profile, Attachment 1c: High School Profile). Minimum requirement ✓ The narrative reflects the analysis of multiple sources of data to determine school needs. If the narrative reflects the analysis of additional sources of data, such as process, demographic and/or perception data, summary reports for the data must be attached to the application. ✓ A rationale for selection of intervention model is provided. | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> |
| <p>2. Capacity</p> <ul style="list-style-type: none"> ✓ Description identifies multiple resources (e.g., human, material, technical, etc.) and related support (e.g., commitment of school board to remove barriers, credentials of staff, recruitment process, area technical colleges and universities, job-embedded professional learning, etc.). ✓ Complete all parts of Section B. 2. ✓ Attachment 7a: Capacity Factor Chart, Attachment 7b: Restructuring Team Checklist, and Attachment 7c: Selecting Turnaround Leaders are tools that you may use to assist in determining the LEA's capacity to provide adequate resources and related support. | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> |
| <p>3. Description</p> <ul style="list-style-type: none"> ✓ The appropriate portion of Attachment 2 (2a: Turnaround Model, 2b: School Closure Model, 2c: Restart Model, 2d: Transformation Model) is complete and provides specific examples of actions that the LEA has taken or will take to implement the selected model for each Tier I and Tier II school applying for this grant. | <input checked="" type="checkbox"/> |

School Improvement Grant 1003 (g)

LEA Application 2010

**Attachment 5
Checklist**

| | | |
|----|---|--|
| 4. | <p>Timeline</p> <ul style="list-style-type: none"> ✓ Found in Attachment 2 (2a: Turnaround Model, 2b: School Closure Model, 2c: Restart Model, 2d: Transformation Model), the timeline addresses implementation of the basic elements of the selected intervention model and ensures that the basic elements of the intervention model will be initiated by the beginning of the 2010-2011 school year. The timeline provides a clear picture of implementation of the intervention model throughout the duration of the grant. | <input checked="" type="checkbox"/> |
| 5. | <p>Annual Goals</p> <ul style="list-style-type: none"> ✓ Annual goals are written for student achievement on the State’s assessments in Reading/English Language Arts and Mathematics for Tier I, Tier II, and Tier III schools. (LEAs applying for Tier I and Tier II schools have completed the portion of Attachment 2 that pertains to annual goals and LEAs applying for Tier III schools have completed Attachment 3.) ✓ Annual goals are written for the graduation rate for Tier I, Tier II, and Tier III high schools. ✓ Annual goals are written for three years. ✓ The annual goals are specific, measurable, attainable, results-oriented, and time bound. | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> |
| 6. | <p>Tier III Schools</p> <ul style="list-style-type: none"> ✓ The services the school will receive and/or the activities the school will implement are clearly described in Attachment 3. | <input type="checkbox"/> |
| 7. | <p>Stakeholder Representation</p> <ul style="list-style-type: none"> ✓ Relevant stakeholders have been consulted regarding the LEA’s application and plans for implementation of school improvement models selected for its Tier I and Tier II schools. ✓ Evidence is provided addressing stakeholder notification and involvement (e.g., agendas and minutes from school council meetings, web postings, newsletters, etc.). | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> |

School Improvement Grant 1003 (g)

LEA Application 2010

Attachment 5 Checklist

| Section C. DEVELOP A BUDGET | |
|---|-------------------------------------|
| ✓ The LEA has completed a budget on Attachment 4 for each Tier I, Tier II, and Tier III school. | <input checked="" type="checkbox"/> |

| Section D. ASSURANCES | |
|---|-------------------------------------|
| ✓ The superintendent agrees to the assurances for the School Improvement Grant. | <input checked="" type="checkbox"/> |

| Section E. WAIVERS | |
|--|-------------------------------------|
| ✓ The superintendent agrees to the waivers included in the School Improvement Grant. | <input checked="" type="checkbox"/> |

School Improvement Grant 1003 (g)

LEA Application 2010

Attachment 7a Capacity Factor Chart

| Factor: | Strength: We have this or already do this: | Weakness: This is a weakness; but we could improve if: | Opportunity: If these external changes occur, this could be a strength: | Threat: If these external changes occur, this could be a weakness: |
|--|--|--|---|--|
| Team Staff: Our LEA has staff qualified for a restructuring team. *Complete the Restructuring Team Checklist | X High School Transformation: Retained qualified staff for school restructuring | | | |
| Will: Our LEA is willing to take extreme action in failing schools. | X District has transformed 9 HS into small schools and SLCs in 5 years. | | | |
| Outsiders: Our LEA is willing to bring in external support if needed for student learning. | X District utilized several nationally recognized technical assistants and consultants for change reform | | | |
| Insiders: Our LEA is willing to require Central Office Staff to make many changes to support restructured schools. | X Transformed the secondary focus from reform teams to the Office of High Schools. | | | |
| Flexibility: Our LEA is willing to give capable leaders unprecedented freedom to change, even if this creates inconsistency and inconvenience. | X Leadership in newly transformed schools has autonomy in operation, such as bell schedule and extended day activities. | | | |

Note: This table was adapted from The Center for Comprehensive School Reform and Improvement publication, School Restructuring Under No child Left Behind: What Wrks When? A Guide for Education Leaders, 2006.

School Improvement Grant 1003 (g)

Appendix A

| | | | |
|---------------|----------------------------|--------------|-----------------------------|
| <i>School</i> | Alonzo A. Crim Open Campus | <i>Model</i> | Transformation Intervention |
|---------------|----------------------------|--------------|-----------------------------|

2010 Restructuring Team

The team members listed below are experienced in the transformation process. All persons listed are a part of the newly formed APS Office of High Schools' central office leadership created in 2008 to complete and sustain the transformation of all APS comprehensive High Schools into small learning communities and small schools. Their job description cover all aspects needed to successfully implement and monitor the SIG 1003 (g) Transformation Intervention Model.

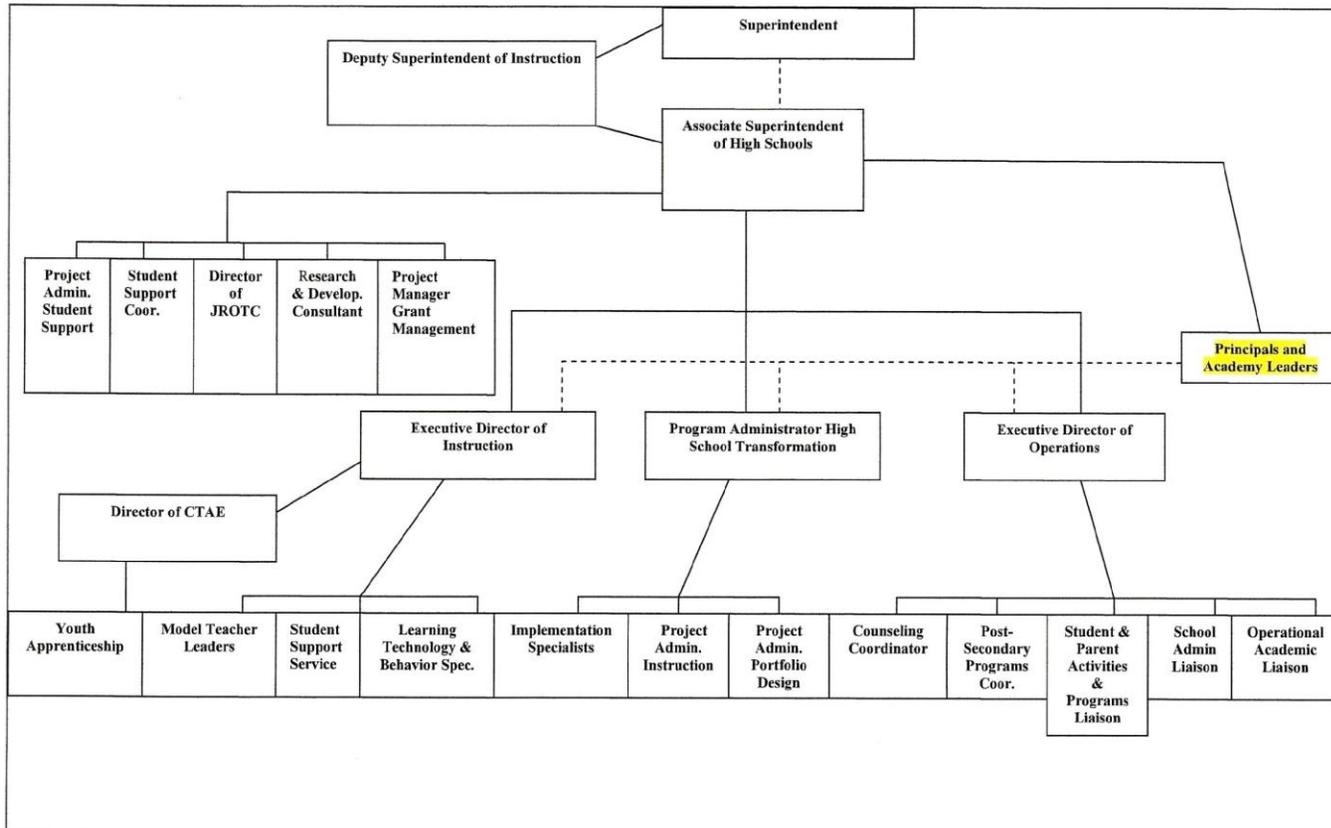
| <i>Name</i> | <i>Position</i> | <i>Job Description</i> |
|--|-------------------------------------|--|
| Randolph Bynum | Associate Superintendent | Lead Organizer of the Change process |
| Abigail Crawford | Executive Director of Operations | Assist Lead Organizer in the change process |
| Kelly Walton | Program Administrator | Coordinate all local efforts of the Intervention Model |
| Patricia Ford | Director of CTE | CTE |
| Cassandra Dixon | Student Support/Instruction | Instructional support |
| LeVerne Ware | Counseling Coordinator | Counselors, college/career readiness |
| Lisa Norman | Student Support/Instruction | Instructional support |
| Isolda Antonio | Project Manager for Student Support | Mentoring program and 9 th grade transition |
| Tamiko Hudson | Academic Operational Support | AP, SAT, Testing, and College Readiness |
| Gerald Martin | School Administration Manager | Monitor and align school resources and finances |
| Brene` Patrick | Education and Career Coordinator | Support CTE staff, Work- Based Learning, |
| Shelly Powell, Nelson Render, John Norwood, David Jakana | SLC Implementation Specialists | School support for Small Learning Community Implementation Specialists |
| Joyce Lewis | Student Support Liaison | Support student programs |
| Daisy Duncan Grant | Work Based Learning Coordinator | Support the local WBL |
| Col. Authur Holmes | Director of the JROTC Department | Establish a leadership program for students |
| | Model Teacher Leaders | Provide teacher support with content PD |

School Improvement Grant 1003 (g)

Appendix B



Structure for the Office of High School

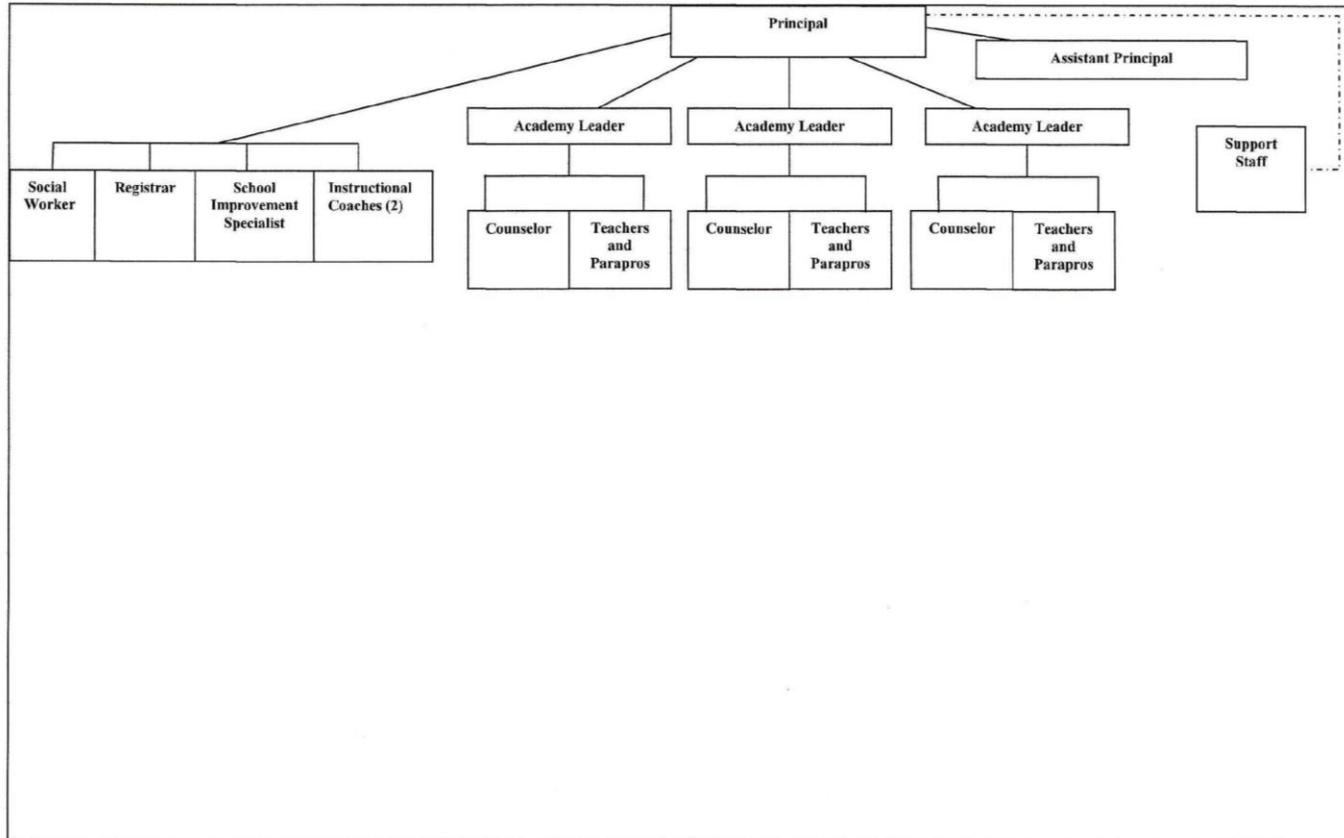


School Improvement Grant 1003 (g)

Appendix C



Structure for Crim Open Campus High School



School Improvement Grant 1003 (g)

Appendix D



KATHY M. AUGUSTINE
DEPUTY SUPERINTENDENT
CURRICULUM AND INSTRUCTION
130 Trinity Avenue, S.W.
Atlanta, GA 30303
404-802-2700 – 404-802-1718 (Fax)
kaugustine@atlantapublicschools.us

February 1, 2010

MEMORANDUM

TO: Ms. Margo DeLaune

FROM: Kathy M. Augustine

RE: Public Comments on School Improvement Grants, Section 1003(g)

Atlanta Public Schools is in favor of providing Local Education Agencies (LEAs) with the three waiver options for the School Improvement Grants Application, Section 1003(g). We agree that the increased flexibility provided by the waivers will greatly support our efforts to increase student academic achievement. Further, this flexibility will allow school districts to inform critical decisions that will strengthen district accountability in meeting local, state and federal academic goals and standards.

We agree that Section 421(b) of the General Education Provisions Act should be waived. It has been publicized that these competitive grants to schools will range from a minimum of \$50,000 to a maximum of \$2,000,000 per year. Considering the possibility of some schools receiving extremely large grants, we feel that an extension of the time period for expenditure of funds is justifiable. Extending the period of availability for these funds will also provide school districts with time and opportunity to implement school improvement activities without fear of losing funds due to district procurement procedures which may occasionally impede the timeliness in which goods and services may be received.

We also believe that Section 1116(b)(12) of the ESEA that permits LEAs to allow their Tier I and Tier II Title I participating schools who implement a turnaround or restart model to "start over" in the school improvement timeline should be waived. Over the past five years, the Atlanta Public Schools transformation process has been hindered due to new and totally transformed schools having to assume the AYP designation of the parent school. Although, this option comes a little late for many of our schools, we still feel optimistic regarding the "start over" option, as we continue our transformation efforts.

Finally, we concur with waiving Section 1114(a) of the ESEA permitting LEAs to implement a schoolwide program in a Tier I or Tier II Title I school that does not meet the 40% poverty threshold. Most of our schools are Title I Schoolwide Programs. However, allowing eligible target assistance schools to implement schoolwide programs provides the district with another tool to use in improving our schools.

Thank you for the opportunity to provide input into the school improvement process.

KMA:pld

School Improvement Grant 1003 (g)

School Improvement Grant 1003(g) LEA Application 2010

Attachment 1c
High School Profile

District Name: Atlanta Public Schools

School Name: Crim High School

Grades: 08, 09, 10, 11, 12

School Enrollment Total: 1399

NOTES: ED Facts 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 | N | | | | |
| AYP targets the school met | | | | | | | |
| AYP targets the school missed | ELA, Math, SI | ELA, Math, SI | ELA, Math, SI | | | | |
| School improvement status | NI-8 | NI-9 | NI-10 | | | | |
| Number of days within the school year | 180 | 180 | 180 | 180 | | | |
| Number of minutes within the school day | 420 | 420 | 420 | 420 | | | |
| Number of minutes within the school year | 75,600 | 75,600 | 75,600 | 75,600 | | | |

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

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Attachment 1c
High School Profile

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 | | | 0 | | | | |
| Graduation rate (percentage) | 26.9 | 18.8 | 14.8 | | | | |
| Dropout rate (percentage) | 35.2 | 51.6 | 62.3 | | | | |
| Student absent over 15 days rate (percentage) | 26.7 | 37.7 | 37.1 | | | | |
| Number of students completing advanced coursework (AP) | 2 | 0 | 1 | 0 | | | |
| Percentage of students completing advanced coursework (AP) | 0.3% | 0 | 0% | 0% | | | |
| Number of students completing advanced coursework (IB) | 0 | 0 | 0 | 0 | | | |
| Percentage of students completing advanced coursework (IB) | 0% | 0% | 0% | 0% | | | |

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Attachment 1c
High School Profile

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) | | | | | | | |
| Percentage of students completing advanced coursework (dual enrollment classes) | | | | | | | |
| College enrollment rate | | 20.6% | | | | | |
| Number of discipline incidents coded as 900 as reported to state | 0 | 6 | 0 | | | | |
| Number of truants | | | | 113 | | | |
| Teacher attendance rate | | | | | | | |

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Attachment 1c
High School Profile

- 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 | 51 | 57 | 62 | 62 | | | |
| Number of teachers evaluated | 36 | 27 | 45 | NA | | | |
| Certified Staff Evaluated at Each Performance Level | | | | | | | |
| Percentage rated Satisfactory | 92% | 100% | 100% | NA | | | |
| Percentage rated Unsatisfactory | 8% | 0% | 0% | NA | | | |
| Percentage non-renewed | 1.8% | 0% | 0% | 0% | | | |

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Attachment 1c
High School Profile

| Grade 11 GHS GT 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 | 12 | 18 | 66.7 | 13 | 20 | 65 | 13 | 19 | 68.4 | | | | | | | | | | | | |
| Percentage White | | | | | | | | | | | | | | | | | | | | | |
| Percentage Hispanic | | | | | | | | | | | | | | | | | | | | | |
| Percentage Asian | | | | | | | | | | | | | | | | | | | | | |
| Percentage American Indian | | | | | | | | | | | | | | | | | | | | | |
| Percentage Multiracial | | | | | | | | | | | | | | | | | | | | | |
| Percentage Students with Disabilities | | | | | | | | | | | | | | | | | | | | | |
| Percentage Economically Disadvantaged | | | | 10 | 16 | 62.5 | 5 | 10 | 50 | | | | | | | | | | | | |

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)

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Attachment 1c High School Profile

| Grade 11 GHS GT 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 | 57 | 102 | 55.9 | 73 | 86 | 84.9 | 75 | 107 | 70.1 | | | | | | | | | | | | |
| Percentage White | | | | | | | | | | | | | | | | | | | | | |
| Percentage Hispanic | | | | | | | | | | | | | | | | | | | | | |
| Percentage Asian | | | | | | | | | | | | | | | | | | | | | |
| Percentage American Indian | | | | | | | | | | | | | | | | | | | | | |
| Percentage Multiracial | | | | | | | | | | | | | | | | | | | | | |
| Percentage Students with Disabilities | | | | | | | | | | | | | | | | | | | | | |
| Percentage Economically Disadvantaged | 28 | 46 | 60.9 | 59 | 68 | 86.8 | 43 | 55 | 78.2 | | | | | | | | | | | | |

N - Numerator (Number of Students Participated in the test)
D - Denominator (Number of Students Enrolled during test window)
% - Percentage (Participation Rate in percent)

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Attachment 1c
High School Profile

| Grade 11 GHS GT 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 | 8 | 20 | 40 | 6 | 20 | 30 | 6 | 20 | 30 | | | | | | | | | | | | |
| Percentage White | | | | | | | | | | | | | | | | | | | | | |
| Percentage Hispanic | | | | | | | | | | | | | | | | | | | | | |
| Percentage Asian | | | | | | | | | | | | | | | | | | | | | |
| Percentage American Indian | | | | | | | | | | | | | | | | | | | | | |
| Percentage Multiracial | | | | | | | | | | | | | | | | | | | | | |
| Percentage Students with Disabilities | | | | | | | | | | | | | | | | | | | | | |
| Percentage Economically Disadvantaged | 3 | 10 | 30 | 3 | 16 | 18.8 | 1 | 10 | 10 | | | | | | | | | | | | |

N - Numerator (Students who Met or Exceeded the standard)
D - Denominator (FAY Students with test scores)
% - Percentage (Meets Exceeds Rate in percent)

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| Grade 11 GHSMT 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 | 62 | 106 | 58.5 | 90 | 105 | 85.7 | 88 | 117 | 75.2 | | | | | | | | | | | | |
| Percentage White | | | | | | | | | | | | | | | | | | | | | |
| Percentage Hispanic | | | | | | | | | | | | | | | | | | | | | |
| Percentage Asian | | | | | | | | | | | | | | | | | | | | | |
| Percentage American Indian | | | | | | | | | | | | | | | | | | | | | |
| Percentage Multiracial | | | | | | | | | | | | | | | | | | | | | |
| Percentage Students with Disabilities | | | | | | | | | | | | | | | | | | | | | |
| Percentage Economically Disadvantaged | 32 | 49 | 65.3 | 75 | 85 | 88.2 | 52 | 62 | 83.9 | | | | | | | | | | | | |

N - Numerator (Number of Students Participated in the test)
D - Denominator (Number of Students Enrolled during test window)
% - Percentage (Participation Rate in percent)

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Attachment 1c
High School Profile

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 | NA | | | |
| Percentage passed EOCT | 10% | 26% | 21% | NA | | | |

| 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 | NA | | | |
| Percentage passed EOCT | 17% | 6% | 7% | NA | | | |

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

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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 | | | | | | | |
| Percentage passed EOCT | 25% | 39% | 37% | | | | |

| English Language Arts: American Literature and Composition | | | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
| Percentage passed course | | | | | | | |
| Percentage passed EOCT | 43% | 45% | 49% | | | | |

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School Improvement Grant 1003 (g)

Appendix E

Disciplinary Events for Crim Open Campus

| | 2006 | | 2007 | | 2008 | | 2009 | |
|---------------|--------|------|--------|-------|--------|-------|--------|------|
| | Number | % | Number | % | Number | % | Number | % |
| Suspensions: | | | | | | | | |
| Out-of-School | 0 | 0.0% | 0 | 0.0% | 9 | 1.4% | 1 | 0.2% |
| In-School | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Expulsions | 35 | 8.5% | 93 | 15.4% | 125 | 18.8% | 0 | 0.0% |
| Other | 20 | 4.8% | 0 | 0.0% | 0 | 0.0% | 2 | 0.3% |

Appendix F

Additional Academic Performance Data for Crim Open Campus High School

| | 2006 | 2007 | 2008 | 2009 |
|---|------|------|------|------|
| Percentage Absent 15+ Days | 43% | 7% | 32% | 36% |
| Percentage of HOPE Qualifiers | 48% | 9% | 4% | 7.5% |
| Percentage of 9th Graders Eligible for Promotion to the 10th Grade ^{1,2} | - | - | 5% | 1% |

Notes:

1. Atlanta Public Schools instituted this policy for students starting the 9th grade in 2007/08.
2. For promotion to the 10th grade, 9th graders must earn one unit in English, mathematics, science, and social studies. Additionally, students must earn 5 credits.

School Improvement Grant 1003 (g)

Appendix G

Crim High School Average Age and Enrollment

2009-2010

| Grade | Enrollment | Ave. Age | Median Age | Mode Age |
|-------|------------|----------|------------|----------|
| 8 | 35 | 15.2 | 15.0 | 15.0 |
| 9 | 187 | 16.5 | 16.0 | 16.0 |
| 10 | 124 | 17.1 | 17.0 | 17.0 |
| 11 | 246 | 17.7 | 18.0 | 17.0 |
| 12 | 208 | 18.6 | 18.0 | 18.0 |

Appendix H

Student Home Zones

| <i>Student Home Zone School</i> | <i># Students Attending Crim from Home Zone</i> | <i>Percent Students from each Home Zone</i> | <i>Distance (1-10 range w/ 1 being the closest)</i> |
|---------------------------------|---|---|---|
| <i>Carver</i> | <i>32</i> | <i>7</i> | <u><i>3</i></u> |
| <i>Douglass</i> | <i>93</i> | <i>20.4</i> | <u><i>6</i></u> |
| <i>Grady</i> | <i>31</i> | <i>6.8</i> | <u><i>2</i></u> |
| <i>Maynard Jackson</i> | <i>57</i> | <i>12.5</i> | <u><i>1</i></u> |
| <i>Mays</i> | <i>38</i> | <i>8.3</i> | <u><i>9</i></u> |
| <i>North Atlanta</i> | <i>6</i> | <i>1.3</i> | <u><i>7</i></u> |
| <i>South Atlanta</i> | <i>89</i> | <i>19.5</i> | <u><i>4</i></u> |
| <i>Therrell</i> | <i>51</i> | <i>11.2</i> | <u><i>8</i></u> |
| <i>Washington</i> | <i>60</i> | <i>13.1</i> | <u><i>5</i></u> |
| <i>Total</i> | <i>457</i> | | |

- *Early start time has been a challenge for students.*
- *Consistent absences for students living the farthest from the campus.*

School Improvement Grant 1003 (g)

Appendix I (Documentation for Section B)

GAPSS Target Areas for Improvement

Alonzo A. Crim Open Campus High School – February 17-19, 2010

| | |
|---------------------------------------|--|
| Curriculum | <ol style="list-style-type: none"> 1. Continue to engage teachers in systematically examining students work on CONSISTENT Basis during collaborative meetings in order to guide instruction and increase achievement for all students. C-3.2 |
| Assessment | <ol style="list-style-type: none"> 1. Expand the use of diagnostic assessment data to determine background knowledge and skills, to identify related instructional interventions, and to revise instruction in order to maximize student achievement and insure continuous improvement for individual learners (differentiation within classroom). A21 |
| Instruction | <ol style="list-style-type: none"> 1. Increase rigor and high expectations for student achievement of all students by assuring all teachers use the language of the standards throughout the sequencing of the lesson in all classes. 2. Use strategies and processes to increase the use of higher order thinking skills and problem solving by all students. 1-2-2 3. Maximize strategies s to integrate technology into classroom instruction to support the diverse strengths and needs of all learners. |
| Planning and Organization | <ol style="list-style-type: none"> 1. It would enhance the understanding for visitors and incoming students and families to post the vision and mission throughout the building. PO1.1 2. Maximize instructional tie throughout the school day by reviewing/improving the following practices: <ul style="list-style-type: none"> • beginning and ending instruction on time • Pacing of the lesson by fully utilizing the 90 minute class period PO4.2 |
| Student, Family, and Community | No Recommendations |
| Professional Learning | <ol style="list-style-type: none"> 1. Provide job-embedded opportunities to support a deeper understanding of: <ul style="list-style-type: none"> • differentiation of instruction , • higher order thinking, • flexible grouping, • use of technology to engage students and enhance their learning, maximize instructional time in the 90 minute class period PL- 1.6, 12.2, 12.3, 12.7, 12.5 2. Continue to monitor and evaluate the impact of professional learning on student achievement through clearly defined artifacts and evidence. PL-2.2 |
| Leadership | <ol style="list-style-type: none"> 1. In order to further empower staff and build capacity, provide additional opportunities for shared decision making and problem solving. L-3, 3.2, 3.3 2. Expand the data room (including formative, benchmark, summative, attendance, and perception data) to enable staff to analyze, revise, and monitor continuous improvement action steps. L-4; A3.1 |
| School Culture | No recommendations |

School Improvement Grant 1003 (g)

GAPPS Results for Crim Open Campus High School

2009-2010

| | DIRECTIONS: Place the total number of observations that have taken place by each observer in the area to the right. | Place the total number of each observation in the area to the right. |
|-------|---|---|
| | Instruction Strand | Percentage |
| C 1.1 | Lesson/units are clearly aligned with GPS/QCC. | 93% |
| I 1.3 | Learning goals are aligned to the GPS/QCC and are communicated by the instructor. | 64% |
| | Students apply learning goals in performance tasks aligned to the standards. | 65% |
| I 2.1 | Sequencing of the instructional period is predictable and logical. | 56% |
| | The lesson begins with a clearly defined opening to strengthen learning. | 81% |
| | Instruction has a defined work period. | 64% |
| | Instruction ends with a summary activity that reinforces the learning. | 63% |
| I 2.2 | Content specific vocabulary is developed in context. | 47% |
| | Higher order thinking skills and processes are utilized in instruction. | 24% |
| I 2.2 | Higher order thinking skills and processes are evident in student work. | 13% |
| | I 2.3 | Instruction is differentiated to meet student readiness levels, learning profiles, and interests. |
| I 2.4 | Instruction and tasks reinforce students' understanding of the purpose for what they are learning and its connection to the world beyond the classroom. | 27% |
| I 2.5 | The classroom instructor implements grouping strategies. | 13% |
| I 2.7 | The use of technology is integrated effectively into instruction. | 24% |
| | Students effectively use technology during the class period. | 13% |
| I 3.1 | Instructional goals, activities, interactions, and classroom environment convey high expectations for student achievement. | 20% |
| I 3.3 | Students demonstrate personal efficacy and responsibility. | 25% |

School Improvement Grant 1003 (g)

| Assessment Strand | | |
|--|--|-----|
| A 2.2 | Formative assessments are utilized during instruction to provide immediate evidence of student learning and to provide specific feedback to students. | 56% |
| | Written commentary is aligned to the GPS standard(s) and elements or QCC content standards. | 33% |
| Planning and Organization Strand | | |
| PO 3.2 | Materials and resources are effectively allocated. | 87% |
| PO 4.1 | Classroom management is conducive to student learning. | 95% |
| PO 4.3 | Instruction is provided in a safe and orderly environment. | 96% |
| PO 4.2 | Instructional time is maximized. | 84% |
| | The teacher maximizes instructional time. | 78% |
| School Culture Strand | | |
| SC 1.1 | The culture of the classroom reflects a risk-free learning environment. | 87% |
| Student Question | | |
| Place the total number of students questioned in the cell to the right for each grade level. | | |
| I 1.3 | Place the number of students that answered correctly in the cell to the right for each grade level. Learning goals are clearly communicated to students. | 59% |

School Improvement Grant 1003 (g)

Crim Open Campus High School
November 27, 2007

| Observation Summary Additional Information | Percent of times observed |
|---|----------------------------------|
| Instructor's Delivery Mode | |
| Whole Group | 60% |
| Small Group | 18% |
| Paired | 4% |
| Independent | 16% |
| Other | 2% |
| Instructor's Role | |
| Facilitator | 55% |
| Lecturer | 24% |
| Monitoring for student progress | 18% |
| Modeling or demonstrating | 2% |
| Other | 2% |
| Student Engagement | |
| Recall activities | 5% |
| Textbook activities | 16% |
| Worksheet activities | 11% |
| Higher order responses | 2% |
| Performance tasks | 16% |
| Discussions | 22% |
| Listening | 20% |
| Other | 7% |

School Improvement Grant 1003 (g)

Appendix J (Documentation A8)

CRIM OPEN CAMPUS HIGH SCHOOL - Increased Learning Time Schedule

| Times | Monday – Friday | Saturdays (3 x monthly) |
|----------------------|---|---|
| 8:00 – 9:00 am | <p><u>Students in Day Program:</u> Academic tutorial, On-line Learning System, Standardized test prep</p> <p><u>Teachers on Day schedule:</u> PLCs Inter-disciplinary Team, content area meetings</p> | |
| 9:05 – 12:00 pm | Day Program Instructional Blocks | <p>Credit recovery, academic tutoring, On-Line Learning System, Standardized test prep</p> |
| TBD | Advisory for Day Program | |
| 12:30 – 1:30 | <p><u>Students in Evening Program:</u> Academic tutorial, On-Line Learning System, Standardized test prep</p> <p><u>Teachers on Evening schedule:</u> PLCs Inter-disciplinary Team, content area meetings</p> | |
| 12:00 – 12:30pm | Lunch | |
| 1:10 – 3:00pm | Day Program Instructional Blocks | |
| TBD | Advisory for Evening Program | |
| 3:00 – 8:00pm | Evening Program Instructional Blocks | |

School Improvement Grant 1003 (g)

Appendix K (Documentation A8)

ATLANTA PUBLIC SCHOOLS

ALONZO A. CRIM OPEN CAMPUS HIGH SCHOOL

Smaller Learning Communities

Proposed Pathways

| SLC Themes | Engineering and Technology | Global Business and Marketing | | Healthcare Science |
|----------------------------|---|-----------------------------------|--|--|
| <i>Proposed Pathways</i> | <i>Engineering and Technology</i> | <i>Small Business Development</i> | <i>Sports & Entertainment Marketing</i> | <i>Therapeutic Services – Nursing</i> |
| Introductory Course | Foundations of Engineering & Technology | Business Essentials | Marketing Principles | Introduction to Healthcare Science |
| Level #2 | Engineering Concepts | Legal Environment of Business | Introduction to Sports and Entertainment Mkt | Application of Therapeutic Services |
| Level #3 | Engineering Applications | Entrepreneurial | Advanced Sports and Entertainment Mkt | Medical Terminology |
| Capstone | Engineering Internship | Business Internship | Marketing Internship | Nursing Essentials |

Appendix L (Documentation for Section A7)

Building a Data-Informed Culture

(Proposed 3 Year Professional Development Plan)

| Year | High School | Leadership Coaching | Total Days |
|----------------|-----------------------------|---|-------------------|
| 2010-11 | 5 days of on-site PD | 3 two-hour coaching sessions delivered on-site or virtually throughout the year | 10 |
| 2011-12 | 4 days of on-site PD | 3 two-hour coaching sessions delivered on-site or virtually throughout the year | 8 |
| 2012-13 | 4 days of on-site PD | 3 two-hour coaching sessions delivered on-site or virtually throughout the year | 8 |

(Proposed 3 Year Professional Development Plan)

| High School | Year 1 | | Year 2 | | Year 3 | |
|--|-------------------------------------|--|--|---|---|---|
| | Building Assessment Literacy | | Developing Common Formative Assessments | | Using Assessment Data to Differentiate Instruction | |
| Day 1 Full Staff | Aug. 2010 | Building Assessment Literacy – Why are we assessing? | Aug. 2011 | The Power of Common Formative Assessments | Aug. 2012 | Assessment Construction and Item Design for Differentiation |
| Day 2 ½ school AM ½ school PM | Sept. 2010 | Building Assessment Literacy – What are we assessing? Unpacking Standards | Nov. 2011 | Steps to Build Common Assessments | Nov. 2012 | Refining Assessments based upon Student Data |
| Day 3 ½ school AM ½ school PM | Nov. 2010 | Exploring the 4 Assessment Methods | Feb. 2012 | Examining Data for Next Step Planning | Feb. 2013 | Collecting Best Practice for Differentiation |
| Day 4 ½ school AM ½ school PM | Feb. 2011 | Seven Strategies for Utilizing Formative Assessment | Apr. 2012 | Involving Students in the Assessment and Learning Process | Apr. 2013 | Building Data Teams to Sustain Data-Informed Culture |
| Day 5 ½ school | Apr. 2011 | The Power of Data Teams | | | | |

| | | |
|-------------|--|--|
| AM | | |
| ½ school | | |
| PM | | |

Appendix L (Documentation for Section A7)

Building Assessment Literacy: Assessment *for* Learning

This strand is designed to help educators understand the use of high-quality, classroom assessment data as a tool for enabling students to become confident, competent, lifelong learners capable of managing their ongoing academic success. These interactive sessions are grounded in the research shown to increase student performance and motivation through improved classroom assessment. Participants will be introduced to the researched-based approach of balancing high quality, student involved, formative assessments with building, district and/or state-wide summative assessments. Together we will explore the integration process between balanced assessment data, increased student performance, and curriculum mapping. In order to improve student performance, educators will examine the following questions concerning assessment data and its integration in curriculum maps:

- How does high quality assessment fit into effective classroom instruction?
- How are assessments *for* (formative) and *of* (summative) learning being utilized in classrooms and how can educators achieve a balance between them?
- What research-based effects can a balanced assessment system have on student improvement once it is implemented?
- What are the standards for accuracy and quality in formative classroom assessments?
- How can students be invested and involved in the formative assessment process?
- What is the best method for integrating assessment data in curriculum maps?

Expected Outcomes:

Participants will:

- articulate the connections between high-quality, student-involved classroom assessment and how best to use that process and its results to benefit students;
- illustrate the need for balancing high quality classroom assessment with large-scale standardized testing;
- identify and be able to express to others the keys to sound classroom assessment and the relationship between assessment and student motivation;
- learn specific strategies for involving students in the ongoing formative assessment of their own achievement;
- recognize the instructional power of integrating quality formative assessment data in curriculum maps; and
- share ideas, learn from each other, and increase our assessment mapping skill base.

Appendix M (Documentation for Section A4, A6, A7 and A9)

Proposed Professional Learning support for Crim High School (APS)

| Type of Support | Description of service | Alignment with Transformation Model | Timeline | | |
|----------------------------------|--|---------------------------------------|---------------|---------------|---------------|
| | | | Year 1 | Year 2 | Year 3 |
| Personnel | | | | | |
| Truancy Intervention Specialist. | Maintaining student attendance reports | Increase learning time | Salary | Salary | Salary |
| | | | 75,000 | 75,000 | 75,000 |
| Social Worker | Performing daily attendance checks in classroom | Increase high school graduation rates | Fringe | Fringe | Fringe |
| | | | 23,850 | 23,850 | 23,850 |
| | Following up with students on absences via telephone, home visits, student and parent conferences and in writing | Student achievement | | | |
| | Monitoring average daily attendance as reported in the student information system for the purpose of evaluating intervention attempts for chronic absences and tardiness | | | | |
| | Preparing weekly attendance reports for review by the school leadership team | | | | |
| | Communicating regularly with school staff for the purpose of | | | | |

| | | | | | |
|--|--|--|---|---|---|
| | <p>establishing cooperative and innovative approaches to solve truancy and other attendance related issues</p> <p>Fostering communication for the purpose of establishing positive relationships between parents, students, staff and others</p> | | | | |
| <p>Two Full time Instructional Coaches (Math and ELA)</p> | <ul style="list-style-type: none"> Aligning work to school improvement plan Supporting standards-based instruction Conducting data analysis for differentiation and ongoing assessment Conducting classroom observations Facilitating PD Monitoring instruction Conducting professional learning sessions | <p>Student achievement</p> <p>Use data to inform instruction</p> <p>Work quality of student work</p> <p>Increase graduation rate</p> | <p>Salary</p> <p>150,00</p> <p>Fringe</p> <p>47,700</p> | <p>Salary</p> <p>150,00</p> <p>Fringe</p> <p>47,700</p> | <p>Salary</p> <p>150,00</p> <p>Fringe</p> <p>47,700</p> |
| <p>Attendance Improvement Specialist (AIS)</p> | <p>Monitoring daily student attendance in assigned SLC</p> <p>Performing daily attendance checks in classrooms and throughout the school</p> <p>Following up with students/parents on absences via telephone, home visits, conferences, and written documentations</p> | <p>Use of data to inform instruction</p> <p>Increase learning time</p> <p>Increase high school graduation rates</p> <p>Student achievement</p> | <p>Salary & benefits</p> <p>25,000</p> <p>7950</p> | <p>Salary & benefits</p> <p>25,000</p> <p>7950</p> | <p>Salary & benefits</p> <p>25,000</p> <p>7950</p> |

| | | | | | |
|--------------------------------------|---|---|--|--|---|
| | <p>Preparing weekly attendance reports for review by the principals, Academy Leaders and other school leaders</p> <p>Establishing community contacts in the nine attendance zones</p> | | | | |
| Implementation and Monitoring of GPS | <ul style="list-style-type: none"> • Math I & Math II (face-to-face; on-line) • Science with labs (e.g.MRESA & Ga Tech staff) • Examining student work | <p>Job-embedded professional development</p> <p>State academic standards</p> <p>Student achievement</p> | <p>20 days @ 750.00 per day</p> <p>Initial GPS overview & training</p> <p>20days</p> <p>15,000</p> | <p>July 1, 2010 – June, 2011</p> <p>(monitoring & feedback; refresher)</p> <p>10 days</p> <p>7,5000</p> | <p>July 1, 2012 – June, 2013</p> <p>Monthly monitoring & feedback</p> <p>10 days</p> <p>7,500</p> |
| Co-teaching model | <p>Professional Learning Module:</p> <ul style="list-style-type: none"> • Teambuilding • Co-teaching Approaches • Co-planning Essentials • Accommodations/Modifications • Vocabulary Strategies • Processing Deficits | <p>Job-embedded professional development w/ materials included</p> | <p>10 days @ \$300.00</p> <p>3000.00</p> | <p>Aug. 2010 – June 2011)</p> <p>Monitoring implementation of effective co-teaching through observations, providing feedback and assisting with co-planning; 10</p> | <p>Monitoring implementation of effective co-teaching through observations, providing feedback and assisting with co-planning; 10 days @ \$300.00 plus 10 days</p> |

| | | | | days @ \$300.00 | 3000.00 |
|---|--|--|---|---|---|
| Conflict Resolution | <p>Professional Learning Modules:</p> <ul style="list-style-type: none"> Strategies and Interventions Academic Behavioral Interventions <p>Consultant to provide additional support with monitoring fidelity of implementation of interventions; organizing universal screening, analyzing progress monitoring behavior and academic data, implementing conflict resolution program and administering student self-assessment.</p> | Job-embedded professional development | <p>Consultant: Implementing conflict resolution program and administering student self-assessments (as needed).</p> <p>PD for teachers/staff and small group sessions for students (weekly support)</p> <p>50,000</p> | <p>Consultant: Implementing conflict resolution program and administering student self-assessments (as needed).</p> <p>PD for teachers/staff and small group sessions for students (weekly support)</p> <p>50,000</p> | 3000.00 |
| Building a Data Informed Culture | <p>Building assessment literacy (y1)</p> <p>Developing Common Formative assessment (Y2); and Using assessment data to differentiate instruction (Y3)</p> | <ul style="list-style-type: none"> Job embedded professional development Use of data to inform instruction | <p>5 days on-site PD for teachers & administrators @ 4500/day</p> <p>22,500</p> | <p>4 days on-site PD for teachers & administrators @ 4500/day</p> <p>\$18,000</p> | <p>4 days on-site PD for teachers & administrators @ 4500/day</p> <p>\$18,000</p> |

| | | | | | |
|----------------------------|--|--|--|---|---|
| Rigor and relevance | Increase rigor and relevance using project based instruction | Increase high school graduation rates Student achievement | Weekly support w/consultant 75,000.00 | Bimonthly support w/consultant \$75,000.00 | Bimonthly support w/consultant \$75,000.00 |
|----------------------------|--|--|--|---|---|

Appendix N (Documentation for Section B, Number 8)



SUCCESS FOR ALL!!

PHOTO BY DMETRIA GIBSON

NORTH ATLANTA ENTERPRISES

North Atlanta Enterprises is a student business operated by students with disabilities at North Atlanta High School under the guidance of Mrs. Phyllis Hayden-Johnson, Inter-related teacher in the Program for Exceptional Children. Mrs. Hayden-Johnson teaches her students academic and vocational skills by actually having them run an awards business. The students make and sell trophies, plaques, and dog tags, along with engraving all awards. Please contact North Atlanta Enterprises for all your award needs!

North Atlanta Enterprises
(404) 802-4745



Ms. PHYLLIS HAYDEN-JOHNSON
NORTH ATLANTA ENTERPRISES
PEC INSTRUCTOR
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GRANT AWARDS AND ANNOUNCEMENTS

2010 AP TEACHER TRAINING GRANT AWARDS

At the February 11, 2010 meeting of the Georgia State Board of Education, awards were made to 194 high schools for the training of AP teachers at the 2010 AP Summer Institutes. The Office of High Schools is pleased to announce that the following high schools were awarded the 2010 AP Teacher Training Grant:

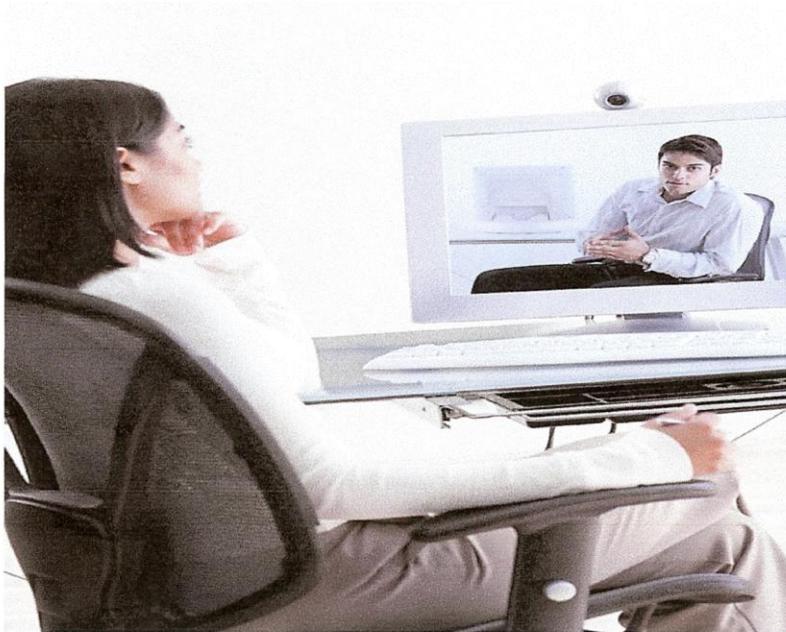
FREDRICK DOUGLASS HIGH SCHOOL
MAYNARD H. JACKSON, JR. HIGH SCHOOL
NORTH ATLANTA HIGH SCHOOL
DANIEL.M. THERRELL HIGH SCHOOL OF HEALTH SCIENCES & RESEARCH
DANIEL.M. THERRELL HIGH SCHOOL OF LAW, GOVERNMENT & PUBLIC POLICY
DANIEL.M. THERRELL HIGH SCHOOL OF TECHNOLOGY, MATH & SCIENCE
BOOKER T. WASHINGTON HIGH SCHOOL, BANKING, FINANCE & INVESTMENT
BOOKER T. WASHINGTON HIGH SCHOOL, HEALTH SCIENCES & NUTRITION

SCHOOL IMPROVEMENT GRANT (SIG) GRANT ANNOUNCEMENT

Two APS Title I high schools (Douglass and Crim) have been identified by the Georgia Department of Education as eligible to apply for the School Improvement Grant (SIG) 1003(g). Each school, if awarded, will be eligible to receive no less than \$50,000 or more than \$2 million over a 3-year period to improve student achievement. The deadline for submission of the grant application is April 15th.

**Atlanta Public Schools
Crim Open Campus High School
*Parent Information Session***

**School Improvement Grant
Conference Call – Information Session**



Date: Thursday, April 15, 2010
Location: Parent Center

Appendix P (Documentation for Section B, Number 8)

Crim Open Campus High School

School Improvement Grant Questionnaire (Parents/Student)

As a requirement of the School Improvement Grant, the District must receive input from parents and the community regarding the application and plans for implementing the school improvement plan model. Your input is a valuable component of this process. Please complete the questionnaire below. If you have any questions about this questionnaire, please contact the Office of High Schools at (404) 802-2696. Thank you for your assistance.

1. To what extent are the current programs and initiatives at Crim Open Campus High School positively impacting student achievement?

Choices Responses

- Not at all
- To some extent
- To a great extent
- Not sure

2. Which of the following do you think will have the greatest barrier on school's reforming efforts?

Choices Responses

- School Leadership
- Inadequate funds and time for planning
- Lack of staff support
- Lack of parent and community support
- Other 2 – All of the above

3. Do you agree that there is a high degree of staff input encouraged at your school in student achievement matters? (i. e. goal setting, target setting, School Improvement Plan development process).

Please rate on a scale from 1 to 5 with 1 being low degree and 5 being high degree.

Ratings Responses

- 1

- 2
- 3
- 4
- 5

4. Is there a high degree of staff and community cohesiveness at your school in regards to continuous school improvement efforts? Please rate on a scale from 1 to 5 with 1 being low degree and 5 being high degree.

Ratings Responses

- 1
- 2
- 3
- 4
- 5

5. Please circle all that you would be interested in seeing your school implementing:

Choices Responses

- Afterschool Tutoring
- Saturday Academy
- Summer Enrichment Academy
- Project-based Learning
- Other 3- Parent Classes and
- all of the above

6. How would you rate your level of involvement in the planning of a school's reform efforts? Please rate on a scale from 1 to 5 with 1 being low degree and 5 being high degree.

Ratings Responses

- 1
- 2
- 3
- 4
- 5

7. Please indicate if you are one of the following:

Parent

Community

Student

PTA Officer(s)

Local School Council

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