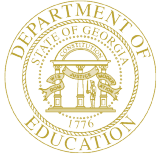




Georgia Department of Education
Title I Schoolwide/School Improvement Plan

School Name: Grady High School	
School Mailing Address: 929 Charles Allen Drive	
LEA Name:	
LEA Title One Director/Coordinator Name:	
LEA Title One Director/Coordinator Signature:	Date:
LEA Title One Director/Coordinator Mailing Address:	
Email Address:	
Telephone:	
Fax:	



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

SWP Template Instructions

Notes:

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists all components/elements marked as “Not Met” need additional development.
- Please add your planning committee members on the next page.
- The asterisk (*) denotes required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your School Improvement Plan as an addendum after the header page in this document.



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SWP Components

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

Response:

- A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons are listed on the before-mentioned chart of planning committee members. The ways they were involved include, but are not limited to, initiatives specifically aligned to Title I as well as the general operations of the school. Although there is no required list of those who participate on the planning team, the principal has assured that the participants are representative of the school's constituencies and staff. We developed our schoolwide plan with the participation of individuals who have contributed to the vision of our school or will carry out the comprehensive schoolwide program plan.
- B. Grady High School uses a variety of instruments, procedures, and processes to analyze data that provides supporting information for the established FY'12-13 goals. These data include school targets, student performance on state and federally mandated assessments, graduation rate, student performance per subgroup, classroom observations and stakeholder recommendations. This includes students who are entering the school (i.e. academies with incoming 9th grade students review the 8th grade CRCT results of the 9th grade students) which are considered to establish FY'12-13 goals. Grady uses brainstorming as a strategy for conducting an annual needs assessment. Each planning member is encouraged to engage in this process individually and submit his or her findings for inclusion within the Schoolwide Plan.
- C. Grady currently does not have a significant population of migrant students, but we will contact the district migrant liaison and follow the prescribed procedures. This means migrant students will be tested and provided appropriate classroom and tutorial services. Upon assessment of each student's needs, an instructional program will be developed to support his or her learning.
- D. We have reviewed current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. For example, all data reported to the school is initially shared with the members of the Principal's Cabinet. This data includes the results of all standardized tests administered by the state and by all other nationally recognized organizations, such as the College Board. These tests include: SAT, ACT, AP, all sections of the GHS GT, and all eight areas of the EOCT.

After a thorough evaluation of the results and a comparison with previous years, decisions are made relevant to the goals for the current or following school year. The Cabinet or planning



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*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

team includes other school administrators, all committee chairpersons, such as the Professional Development Committee, the School Goals Committee, and the AYP Committee, all lead teachers, and the heads of all school academies. This means that we develop our schoolwide improvement plan with input from the individuals who will carry out the comprehensive program and the individuals who will monitor the plan. Everyone is invited to make suggestions for the most effective ways to improve the instructional program, test results, and develop ways to provide effective professional development for the staff.

At-risk groups identified by the standardized testing are targeted for additional tutorial and mentoring services. All subgroups produced over 90 percent pass rate in the GHSGT Writing Test. Currently, the students with disabilities (SWD) population is most at risk for demonstrating mastery in comparison to other subgroups, which directly creates gaps in achievement that impact the school's graduation rate. Designated as Focus School, Grady's primary subgroup of focus will be students with disabilities (SWD). In 2011-12, 18 of 35 (51.4%) of SWD graduated. Data shows that Grady would not have been designated a Focus School if 19 students (54.3%) graduated. Through fiscal years 2007-08 to 2010-11, Grady graduated over ninety percent (90%) of students. Under the state's revised cohort calculation, the graduation rate dropped to 73.3% in 2010-11. Graduation rates for 2011-12 are pending.

E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving the State academic content standards [the Common Core Georgia Performance Standards (CCGPS)] and the State student academic achievement standards, including:

- Economically disadvantaged students
- Students with disabilities
- Students from major racial and ethnic groups
- Students with limited English proficiency

F. The data has helped us reach conclusions regarding achievement or other related data.

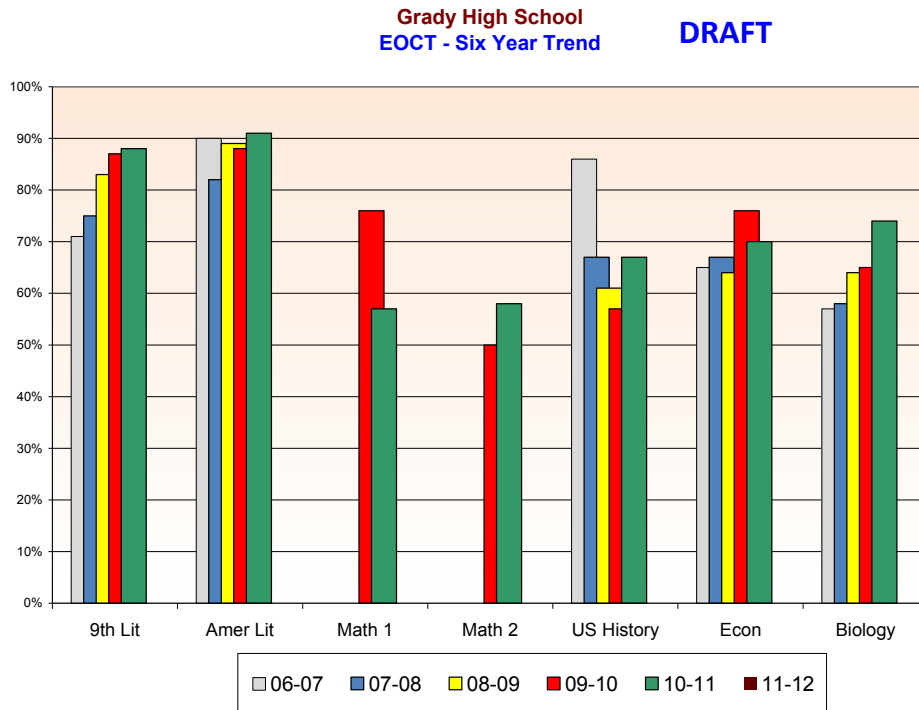
- The major strengths we found in our program were student proficiency measured performance on the Georgia Graduation High School Writing Test. All subgroups performed above 90 percent. Students also displayed mastery on the End of Course Test in American Literature. We are pleased with the overall performance in Language Arts and Writing.
- The major needs we discovered are math and literacy. In 2011-12, Grady High School ranked third in the district with sixty-three percent (63%) of its student passing the Math I EOCT. The state average was sixty-five percent (65%). In Math II, Grady (39%) scored above the district passing average of thirty-one percent (31%) but scored well below the state average of fifty-four percent (54%). This constitutes as a major area of concern.



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*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

*Note the enclosed six-year trend data for all CORE EOCTs.



Last year, Grady administered the Gates MacGinitie and Gray Oral reading assessments to all ninth and tenth grade students. The results concluded that nearly thirty percent (30%) of the students tested read below grade level. While the post assessments administered at the close of the year indicated potential gains, Grady remains committed to closing the achievement gap by focusing on strengthening literacy through Language Arts in the ninth and tenth grades.

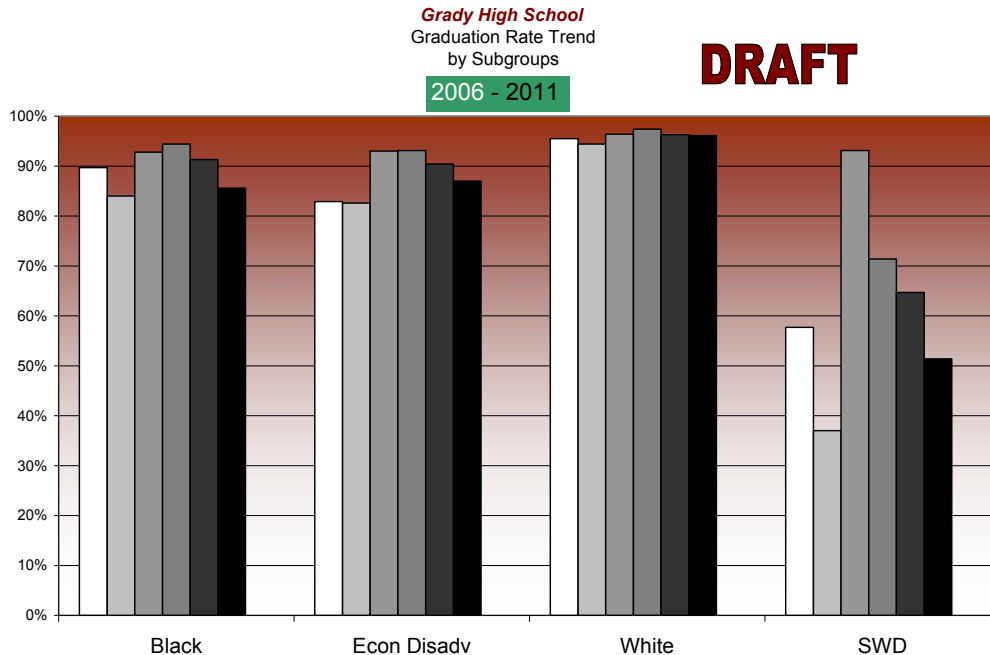
Next, designated as Focus School, Grady’s primary subgroup of focus will be students with disabilities (SWD). In 2011-12, 18 of 35 (51.4%) of SWD graduated. Data shows that Grady would not have been designated a Focus School if 19 students (54.3%) graduated.

*Note the enclosed six-year graduation rate trend data for Grady High School.



Georgia Department of Education Title I Schoolwide/School Improvement Plan

- *1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.



Lastly, we have renewed focus on improving the school's graduation rate under the state's new rate calculation. Through fiscal years 2007-08 to 2010-11, Grady graduated over ninety percent (90%) of students. Under the state's revised cohort calculation, the graduation rate dropped to 73.3% in 2010-11. Graduation rates for 2011-12 are pending.

These areas remain a major concern.

- The needs we will address as the administrative and instructional support staff elevates teachers' understanding of the College and Career Readiness Performance Index (CCRPI) with the goal of collecting and monitoring data that are indicators of an effective program. CCRPI data will be used as a communication tool with all stakeholders to assist in identifying school improvement needs. Focus School designation has provided an immediate goal of raising the SWD group's graduation rate to 56.5% for a gain of 10% from the 2011 SWD graduation rate. Math I and Math II EOCT results are our lowest performance areas. We will seek additional support to assist math teachers in enhancing delivery of math content.
- The specific academic needs of those students that are to be addressed in the schoolwide program plan are as followed: increase overall student performance within the student with disabilities (SWD) population; improve the focus in



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*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

mathematics to increase student performance in Math I and II resulting in a higher pass percentage on the EOCTs; reduce the overall percentage of students reading below grade level; close the achievement gaps among subgroups across the board resulting on a higher graduation rate.

- The ROOTCAUSE/s that we discovered for each of the needs were . . . (How did you get in this situation? What are some causes?)

Upon receiving the designation as a Focus School, the principal's cabinet met to analyze the evidence and potential impact on the climate and culture of Grady High School. We concluded that Grady had somewhat morphed into an organization that thrived off of action often conducted without reflection and assessment. For example, at the inception of High Schools that Work over 12 years ago, administrators and teachers were required to attend several trainings throughout the year. HSTW personnel conducted classroom observations and provided direct feedback based on its Ten Key Practices and the Georgia Performance Standards. As new staff entered and others exited, remaining members maneuvered out of routine and we neglected to maintain the hands-on training and strong presence of the HSTW reform.

We noticed a similar pattern regarding the processes we used to ensure that the Georgia Performance Standards were guiding teaching and learning in every classroom. Through the introduction of the instructional coach position at Grady High School, coaches led countless trainings on standard-based instruction during the annual preplanning retreat, faculty meetings, and monthly instructionally centered newsletters for the faculty and staff. Coaches worked with teachers individually and collectively to create standards-based lessons and monitored performance through on-going informal observations. Similar to the maturation of the HSTW initiative, as the instructional coach positions gained additional responsibilities to ensure a more holistic instructional program, the individual trainings and customized focus areas of professional development minimized in comparison to years prior.

- G. The measurable goals/benchmarks we have established are designed to produce a gain in student achievement by ten percent, particularly in the subgroup of students with disabilities. Achievement will be measured by the graduation rate and performance of state administered assessments. Aligned with the state, the targets and goals for FY2012-13 is set to obtain a gain of ten percent (10%) in all measures of achievement. This includes all End of Course assessments and the graduation rate. We recognize the indirect effect attendance has on student achievement overall.

Grady's school targets are as follows:

In an effort to meet Grady's schoolwide targets and increase student achievement, the following amendments were made to FY2012-13 Title I budget:



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*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

On behalf of the students of Grady High School, increase the amounts of funds (\$5,500.00) allocated to the materials and supplies line item using remaining funds from the Marta Breeze Cards line item. Teachers will purchase instructional material to enhance teaching and learning for economically disadvantaged students in CORE subject areas. Additionally, increase the amount allocated for expendable equipment (\$15,842) to purchase TI Inspire calculators and printers. Books other than text will be increased (\$916.10) to purchase class sets of novels and periodicals to enhance literacy in CORE subject areas. Expendable Equipment Computer will be increased to purchase a class set of Ipads and an Ipad cart to provide access to rich content and provide pragmatic productivity tools for production of student work and demonstration of understanding.



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*2. Schoolwide reform strategies that are scientifically researched based, directly tied to the comprehensive needs assessment and academic standards.

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.

Response:

Under the reform model, *High Schools that Work*, Grady governs by ten scientifically research-based Key Practices. Of the ten, Grady prioritizes the practice of setting high expectations for all students, providing extra time, and extra help. While the faculty and administration seek to address the needs of all students, special emphasizes are extended to meet the needs of students furthest away from demonstrating proficiency as it relates to the State's academic content and student academic achievement standards. In addition to differentiating instruction according to each student's need, readiness, and/or interest within the classroom, Grady offers before/after school and Saturday tutorials instead of pulling students out of classes. This is vitally important for addressing the needs of students furthest away from proficiency, as they cannot afford to get behind in their regular classes for remediation.

In math, many students are assigned to a second support class, double dosed, if they have been identified as at risk by diagnostic tests administered at the beginning of the year or if they have not passed at least one math EOCT.

Additionally, underperforming underclassmen are subject to being selected to participate in the summer math or literacy camps.

2(b). Are based upon effective means of raising student achievement.

Response: Following (or in our appendices) are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies. Included are Grady's governing High Schools that Work Ten Key Practices. Under the umbrella of the Southern Education Regional Board, these key practices have been thoroughly, scientifically researched. The school is imbued with a culture of continual improvement. This applies to teachers as well as students.

With the value of maximizing interpersonal support while implementing best practices, Title I purchases two instructional coaches to service all CORE disciplines (Language Arts, Math, Science, and Social Studies) curriculum and initiatives. Upon undergoing extensive training by the district, the instructional coaches deliver on-going individual and collective training to the entire staff during mandatory professional development sessions. Specifically, the instructional coaches are instrumental in facilitating the following schoolwide goals for student achievement:

- To increase overall student performance by 10% in all areas of achievement resulting in an increased graduation rate
- Heighten the focus to increase student performance in Math I and II resulting in a higher pass percentage on the EOCT by 10%



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- Reduce the overall percentage of students reading below grade level by 10%
- Increase fidelity to and improve awareness and application of differentiated instruction to tailor to the needs of every student resulting in an increase of student achievement by 10%

Additionally, a major component of the duties and responsibilities of the instructional coaches is to disaggregate schoolwide data and train teachers on how to use data to drive instruction. Facilitation of this goal is on going. Aligned to Grady's goals and measurements, Title I allocates dollars for the salary and funding for the required employee benefits for two (2) instructional coach positions.

For teachers with one or fewer years of experience, the district assigns a mentor teacher to work with them individually to ensure incorporation of the 26 Best Practices and that teachers with less experience can demonstrate the ability to identify student needs and differentiate instruction to meet those needs. The instructional coaches have the responsibility of providing this form of support to all other teachers. This support includes but is not limited to modeling, lesson planning, informal observations and conferences, facilitating professional learning communities, and providing direct support and alignment of research-based best practices.

2(c). Use effective instructional methods that increase the quality and amount of learning time.

A. Response:

Committed to continually increasing the amount and quality of learning time, we decided to increase our tutorials before/after school and Saturdays, as well as our community based tutorials for students who live the greatest distance away from the school zone. This year, we will implement a more rigorous and comprehensive remediation program to provide support for students performing below grade level in reading and math. Title I allocates funds for retired and certified teacher tutors to host tutorials on Monday through Friday. Students are also highly encouraged to take advantage of the Writing Center on Tuesdays.

We also are continuing opportunities for academic recovery through the state on-line courses and through our ten week Let's Do It Again program. This program gives students the opportunity to show mastery of the concepts in courses that require a Georgia End-of-Course Test (EOCT), or other core subject area courses. In addition, by passing these courses, students may not have to attend summer school, or they may be promoted to the next grade level at the end of the current school year.

During the summer, students who struggle in math and reading attend an eight-week camp. In the Literacy Camp, students that participate in the program can expect to increase in the areas of basic reading, vocabulary, reading fluency and reading comprehension. Deemed as one of the most effective reading intervention program, Read 180 has been introduced. Read 180 is a comprehensive system of curriculum, instruction, assessment and professional development proven to raise achievement for struggling readers.



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2(c). Use effective instructional methods that increase the quality and amount of learning time.

In the Math Camp, students focus on skills addressed in Math I and II Support. The Walsh and Math Navigator curriculum is used to support student advancement several grade levels higher upon completion.

Grady values after-school tutorials for every discipline. Every teacher is required to host a minimum of an hour long tutorial once per week. Students are invited and encouraged to attend to address academic concerns both directly and indirectly related to the curriculum of study. In short, teachers provide help where it is most needed. Need is determined based on classroom formative and summative assessments. While teachers are required to host one hour-long session per day, many offer tutorials opportunities daily. Teachers use a differentiated arrangement of resources to support individual student needs.

Title I dollars are allocated for Student Transportation (\$8,000.00) via MARTA Breeze cards and after-school tutorial. This provides students with economic limitations to not be hindered or denied the opportunity to receive additional remediation during before/after/Saturday tutorials.

Title I allocations totaling \$28,070.00 supply certified full-time and retired tutors with benefits for Let's Do It Again, GGT/EOCT tutorials, and remedial literacy and mathematics tutors.

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

Response:

Teacher lesson plans and classroom instruction will reflect learning activities and materials of varying difficulty levels to address differing abilities and learning styles. Pacing will be adjusted to allow for acceleration or remediation. There will be whole group instruction, small group instruction, and independent learning activities. Teachers will develop tiered assignments. All instruction will be planned and adjusted based on assessment data. The Gates MacGinitie and Gray Oral Reading tests will be used within the ninth and tenth grades to assess reading levels. The teacher in charge of the summer literacy program will test selected students. English teachers will share information on how to use the assessment data to plan for and to deliver instruction. Teachers will provide individualized help during small group or individualized activities. Teachers will use technology as deemed appropriate. Staff will be directed to professional development or web sites for help or information as deemed necessary.

English teachers of ninth and eleventh graders will participate in all workshops provided by the system to assist in preparing students for the EOCT and GHSGT. They will also use the strategies learned and shared from the High Schools That Work (HSTW) professional conferences from 2002-2012. These



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strategies will be reflected in their lesson plans and will be monitored by instructional coaches, lead teachers, and academy leaders, and the principal.

Students who previously have failed this section of the GHSGT will be required to attend before/after school and Saturday tutorial sessions using the practice lessons on the computer or working with the classroom teacher to ensure readiness to pass on the next test administration. Tutorials have been expanded to last from November until the spring test administration. The counselors and the graduation coach are responsible for contacting parents by e-mail, phone, or letter to enlist their support in monitoring attendance at tutorials. We used some of our Title I funds to secure updated editions of test preparation materials for the GHSGT and EOCT aligned to the Georgia Performance Standards.

To begin preparing students to be successful test takers, students in all grades, especially ninth and tenth, will be required to do more extensive outside reading. We support this agenda by using Title I funds to purchase novels identified by media specialist and CORE teaching areas. Additional funds from Title I and from the PTSA are used annually to order paperback books. Lesson plans will reflect the novels assigned. This early focus should ensure student success. Classroom instruction and lesson plans are monitored by lead teachers, academy leaders, and instructional coaches.

In addition, an initiative to improve literacy was implemented during the summer of 2007. Fifteen students identified during the preceding school year attended a four-week reading program (Literacy Camp) that focused on skills and attitudes about learning. The sponsors of the program monitored the students during the following school year. New students were selected to participate summers of 2008 - 2012. The Grady PTSA assists by funding the team building/ropes course, which is so vital in teaching the students to work together successfully. Pre- and post-test results documented considerable gains during all summer sessions.

Grady currently does not have migrant students, but if we do receive migrant students, they will be tested and provided appropriate classroom and tutorial services.

Additional mentoring and support systems have been put in place as a result of the High School Transformation Initiative (HSTI). Each small learning community (SLC) is in a continuous process of identifying its most at-risk students. Once identified by the members of the interdisciplinary team (academy core teachers, guidance counselor, and academy leader), each student is assigned a mentor teacher within the academy. The mentor teacher then schedules parent conferences, encourages students to attend tutorials, monitors attendance, and keeps a watchful eye on the student during the school day. Students are identified for this additional support via eighth grade CRCT scores, current performance in classes, attendance, and anecdotal data.

Lastly, the school embraces the Response to Intervention (RTI) method of academic support which focuses on the prevention of academic failure through early identification and



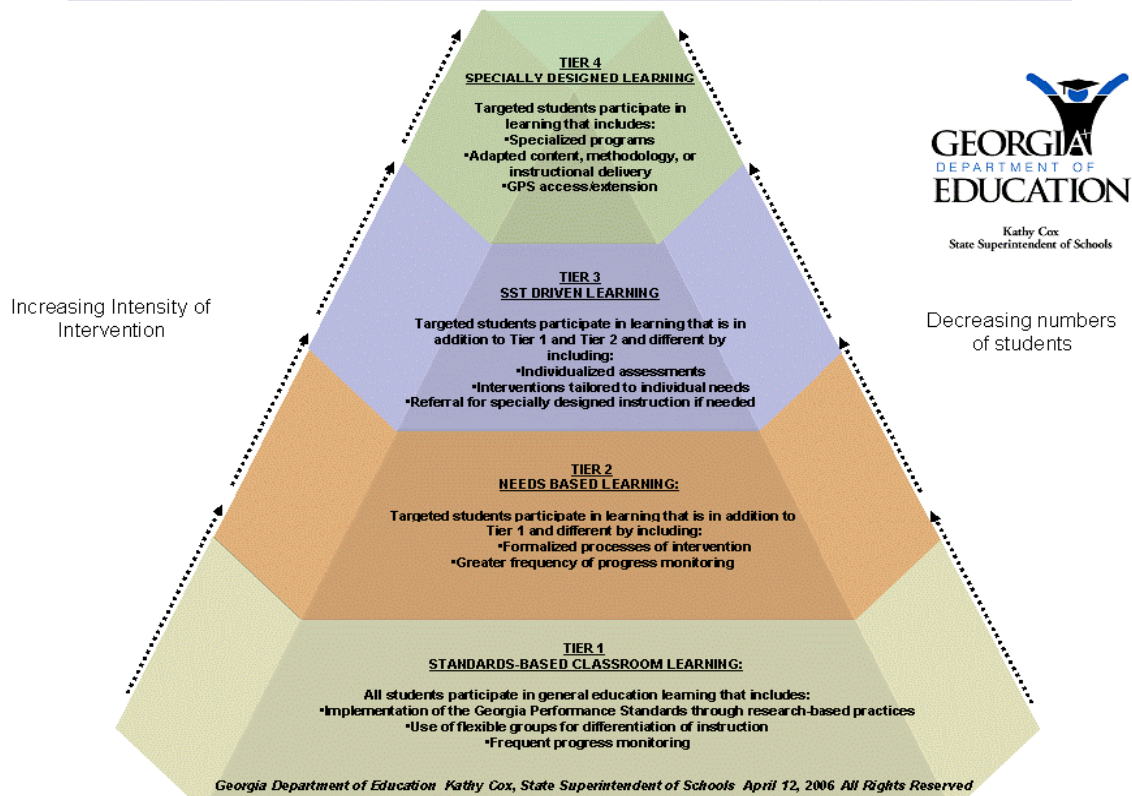
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intervention, provides measured progress through early assessment, and uses intensive research-based strategies for students who continue to have academic difficulty. Three of the programs are the Great Leaps and READ 180 reading program and Math Navigator and the Walsh Curriculum for mathematics.

Teachers have also launched the technology-enhanced, highly innovative research-based best practice classroom initiative, Flip the Classroom. Students engage in more hands-on, relevant practice during class leading to increased proficiency.

Aligned to the Response to Intervention (RTI), all teachers must provide Standards Based Classroom learning as described in Tier I of the Pyramid. Students who are being served in Tier 2 receive 12 weeks of monitoring/observation/documentation, while higher intensity of intervention is described in Tier 3. At the point of Tier 4, students are referred for additional testing to check eligibility for service by the Program for Exceptional Children. The goal of the Pyramid is to decrease the number of students needing intense interventions by assisting them at a lower tier.

GEORGIA STUDENT ACHIEVEMENT PYRAMID OF INTERVENTIONS



2(e). Must include documentation to support that any educational field trip used as an instructional strategy is aligned to the comprehensive needs assessment found in the



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schoolwide plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the State Academic content standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring.

Response:

Educational field trips will not be used as an instructional strategy under Title I funds.

*3. Instruction by highly qualified professional staff.

Response:



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***3(a). Strategies to attract highly qualified teachers to high-needs schools.**

Response: We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. We are very pleased that all Grady regular education faculty members are certified in the disciplines in which they teach, and, therefore, are highly qualified. One mathematics teacher needs to complete coursework by the end of the year to be considered highly qualified. All teachers in the Program for Exceptional Children (PEC) have met state requirements to be highly qualified in at least one specific discipline. Two PEC teachers are assigned one period each (1/6 of their schedule) to assist PEC students seeking to earn regular education, college prep diplomas in an inclusion class with a highly qualified instructor. Grady does not have PEC teachers who not highly qualified in the foreign languages. In terms of actual percentage of highly qualified teachers, our percentage is 98%.

The following is the plan to assure that our non-HQ teachers reach the HQ status by 2014: Currently, Grady is seeking to increase the number of high-qualified gifted endorsed or certified teachers. All teachers that are teaching higher level courses, such as honors or Advanced Placement, without the gifted endorsement or certification are being required to completed the necessary training to maintain the opportunity to teach these courses. Failure to do will directly impact teaching assignments for the following year. Teachers seeking highly-qualified endorsements meet directly with the principal to design a plan for obtaining the required steps for certification. Teacher leaders provide additional support as needed.

At Grady, we constantly reinvent strategies to attract and keep the very best teachers. We utilize our school website to inform the business and school community of the benefits associated with working at Grady High School. The principal receives resumes from teachers all year long. He keeps those resumes on file and sends a copy to the lead teacher in that discipline. As positions become available, the resumes are reviewed and the applicants are invited in for a preliminary interview or a follow-up interview if they are applicants from a job fair.

The actual process for hiring staff at Grady includes an interview by a team composed of administrators, teachers, parents, and students. All applicants are asked the same questions and given the same amount of time for their interview session. The team uses a scoring system to rate each candidate and presents the top three to the principal. He often asks the group to make the final decision, but he may choose to interview the top candidates again if the scores are extremely close. This method of having a team decision affords the selected teacher a built-in support system of people who have a vested interest in seeing him/her succeed because they were a part of the selection process.

Prospective new teachers are informed about opportunities to attend summer professional development sessions at the annual High Schools That Work conference. Each year, Grady is invited to send a team of teachers to make one or more presentations. Team members attend conference sessions when they are not presenting and share what they learn in our own in-house professional development during pre-planning.



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*3(a). Strategies to attract highly qualified teachers to high-needs schools.

After teachers are hired, they participate in a new teachers support group for two to three years. They learn about the required forms/paperwork/record keeping. They also are given helpful strategies for classroom management and student motivation. They are assigned an individual teacher mentor by the school district and within the school. They have multiple opportunities and sources to address questions or express any concerns. The principal also meets with the support team during some sessions. This program is overseen and facilitated by the instructional coaches.

*4. Professional development for staff to enable all children in the school

Response:

A.

We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. For example, we begin each school year with our own in-house professional development, retreat, with teachers who have attended conferences over the summer and have the expectation of redelivering what they learned. This year during our annual pre-planning retreat, teachers from all disciplines delivered research-based practices and initiative to content specific groups. Topics included Flip the Classroom, Using Technology to Enhance Learning, and Catering to the Individual Student. Throughout the year, the instructional coaches provide district-mandated and school-specific professional development to the individual teachers and departments. A major area of focus is how to effectively use data to drive instruction. Professional Learning Communities exist within each content area where teachers share ideas, develop common assessments, and promote vertical teaming within the disciplines.

Often, our staff members are selected to provide professional development to other teachers in the district. In this way, our teachers benefit from teaching others as well as benefiting from attending professional development as a participant. Teachers are required to participate in the extensive professional development opportunities provided by the district throughout the school year. Also, we value time for professional development during the school day, and students are released from school to make that possible. We have purchased an extensive collection of materials for professional development and they are housed in the media center and available for checkout. Our professional development includes all school constituents when possible.

The Title I Parent Liaison attends the workshops offered through Title I and shares information with handouts sent home by students or placed in the Parent Center or posted on the school's website. She also provides information to Knight Lights, the monthly PTSA newsletter mailed to every home and to Grady Gram, a weekly electronic update. Although our increasing enrollment makes shared planning time more complicated, there is a culture of sharing strategies, materials, and assistance during planning periods, lunchtime and even after school. Teachers are asked to express their needs for professional development with their lead teacher who brings those concerns back to the Principal's Cabinet. The concerns along with the results of teacher evaluations help determine specific, additional professional development. The Title I Budget



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*4. Professional development for staff to enable all children in the school

funds purchasing materials for training.

B.

We have aligned professional development with the State's academic content and student academic achievement standards. Grady High School's commitment to providing research-based instructional professional development rooted in 21st century classroom best practices and pedagogy that supports highly effective teaching and learning. Through school, district, state and national professional development, we strive to foster life-long learning of the faculty and student body. Progress is measured via formal and informal observations by administration and peers, surveys, student and teacher data, workshop evaluations, and open discussions. Professional development is financially supported through Title I, district funding and community partners.

In-house professional development is generally delivered via the instructional coaches or other highly trained faculty members. School-wide and district level professional development includes but is not limited to the following:

- ◆ Formative and Summative Assessment
- ◆ Using Data to Drive Instruction
- ◆ Standard-based Classroom
- ◆ Differentiated Instruction
- ◆ Teaching the Second-Language Learner
- ◆ Effective Inclusion Instruction (Merging PEC and Mainstream Learning)
- ◆ Math I/II
- ◆ Effective Questioning
- ◆ Rigorous and Relevant Learning
- ◆ Interdisciplinary Teams and Learning
- ◆ Understanding Small Learning Communities
- ◆ Utilizing Rubrics
- ◆ 21st Century Learning
- ◆ Incorporating Technology

The focus for this instructional school year is to provide data driven instruction to raise student achievement. The instructional coaches and lead teachers attend all sessions provided by the district and share the information/strategies with the members of the department.

C.

We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example, approximately 80% of Title I funds are allocated for the Instruction and Improvement of Instruction section of the Title I budget.



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***4. Professional development for staff to enable all children in the school**

In addition to teacher-focused professional development, Title I funds training and learning for Grady faculty and staff. Instructional coaches and teachers attend nationally acclaimed instructional conferences that are geared around instructional focuses and themes, such as differentiated instructions, assessment, and project-based learning. During the summer of 2010, the administrative team attended the ASCD Conference in Boston. Upon learning about varied educational topics from experts such as Robert Marzano, Carol Ann Tomlinson, and Jay McTighe, Grady administrators re-delivered the content of the training throughout the faculty via the Small Learning Communities (Academy Leaders) and comprehensive professional development for the remaining faculty members (Instructional Coach).

Title I also funds teacher attendance to content-specific training. Upon a decline in Social Studies student performance, Title I sponsored a teacher to attend the National Social Studies Conference in Washington DC. Content of the training was re-delivered to members of the department. Strategies were incorporated in all Social Science remedial and enrichment programs. Funds have been slated to attend continue attendance and participation for this year.

Currently, eleven thousand dollars (\$11,000.00) of Title I funds have been allocated for teachers and the instructional coach to attend credible professional developments, trainings and programs out-of-town which are designed to enhance daily instruction, teacher practice and school-wide academic performance. Trainings include but are not limited to National Council for the Social Studies, High Schools that Work National Workshops and Conferences, ASCD Annual Conference and High Schools that Work Summer Conference. One thousand dollars (\$1,000.00) have been allocated for local registration for teachers and the instructional coach. These trainings include but are not limited to High Schools that Work, Read 180 Professional Development, Math Navigator Professional Development, National Social Studies Conference, the Model Schools Conference, Georgia Educational Technology Conference, MetroResa trainings for all CORE content areas, and GCEE (Georgia Council for Economic Education) trainings in Economics.

D.

We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program by maximizing the instructional coach position. Upon undergoing extensive training by the district, the instructional coach delivers on-going individual and collective training to the entire staff during mandatory professional development sessions. Additionally, for teachers with one or fewer years of experience, the district assigns a mentor teacher to work with them individually to ensure they understand the 26 Best Practices and that the teachers with less experience can demonstrate the ability to identify student needs and differentiate instruction to meet those needs. The instructional coach has the responsibility of providing this form of support to all other teachers.



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***5. Strategies to increase parental involvement.**

Response:

A.

We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan. All parents are invited and highly encouraged to attend Title I parent involvement meetings in the parent center. During these meetings, parents are presented with various increments of the planning process. Parents provide input in all arenas of Grady's instructional program directly providing input that target achievement and planning of school goals. Upon reviewing the school-wide plan, parents delegate into a committee to create a parent survey based upon the school's goals and overall needs. The survey is distributed to every parent via the school website and student's Advisory. The results of the survey are utilized to drive performance of Grady's yearly goals.

The following are additionally initiatives organized and maintained via the Title I funded parent center, often time by Grady's Home School Liaison:

Communication and collaboration are critical

The school handles the instructional program and the parents, through the PTSA, handle the communications piece, which is the key to making everything work. At the end of each school year, and before the following year begins, a committee of staff and parents begin developing the calendar for the next school year. Everything is worked around testing dates and other system-wide or state-wide dates which cannot be altered. A Grady staff member maintains and updates the calendar throughout the year. The responsibility for the website is shared by parents and staff collecting the necessary information to update the website annually. Parents publish a monthly newsletter, Knight Lights, which is mailed to every home. A weekly e-mail, GradyGram, is available for those with Internet access. Everyone has the information necessary to be aware of all important dates and events at the school. They also receive written information about the curriculum and the results of all standardized tests. Even those parents who are unable to make frequent visits to the school have access to current information about what is happening.

A positive start for the year

On the first day of school, each child receives a packet of important handouts to take home to share with parents and secure signatures. They get the system's and the school's handbooks, lunch applications, media release forms, appropriate Internet usage agreement forms, Title I Compacts, and a wealth of other important materials. Homeroom teachers discuss the materials with the students during an extended homeroom period the first day to ensure that they understand the expectations for them, and the students are charged with taking the material home to share the expectations with their parents. Clearly communicating the goals for the year leads to a positive start, and frequent updates throughout the year keep things operating smoothly.

Keeping communication lines open



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Parents have the opportunity for face-to-face conversations with the administrators, teachers, and other parents throughout the entire year at the monthly PTSA meetings and at the quarterly principal's coffees. The PTSA meetings are held in the evening and the coffees are held in the mornings to accommodate different schedules. Parents are invited to make appointments with the counselors for conferences about their children. These sessions can include meeting with the child's teachers. Contact information for all teachers is made available in the Knight Lights along with the teacher's tutorial schedule. Teachers are required to notify parents of the students' progress at regularly scheduled times, but are encouraged to contact parents even more frequently to enlist their assistance with the learning process. Later in the year, parents are invited to complete a survey to give their written input.

Grady's motto is, **“Individually, we are different; together, we are Grady.”**

When the home and the school unite, we have the strength to successfully meet all the challenges of providing a rigorous instructional program allowing all students to achieve. For that, Grady allocates over \$7,961.00 of the Title I budget for Parental Involvement. These funds are instrumental in supplementing the cost for providing support for a Home School Liaison (\$3,461.00); refreshments for parent involvement meetings and training such as the Parent Communication Showcase; materials and supplies (\$1,000.00) for Grady's Parent Center; and postage (\$3,500.00) for parent sponsored schoolwide communication such as the Knight Lights - Grady's monthly newsletter mailed home to the parent or guardian of every student.

B.

We have developed a parent involvement policy included in our appendices that

- includes strategies to increase parental involvement (such as family literacy services)
- describes how the school will provide individual student academic assessment results, including a interpretation of those results
- makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
- compacts required – include with policy
- Parent Involvement checklist included



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*6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.

Response:

A.

Our plans for assisting middle school or high school students transitioning to Grady at the beginning of the year are as follows: A two-week transition program is offered to all incoming freshmen each summer. The program focuses on reading, math, study skills and character development centered on attitudes toward learning (ATL). Before the first day of school, student orientation is hosted by the school for incoming ninth graders and other students new to the school. Their parents are invited to get valuable information. Upper class peer leaders help students become aware of the academic and extracurricular activities available.

For students entering Grady at any grade level throughout the year, orientation sessions with the registrar and their assigned counselor are required. The counselors hold classroom advisement sessions throughout the year. These include grade level orientations, staying on track in high school and preparing for post-secondary educational and career opportunities.

In 2009 Grady opened the College and Career Center operated by parent volunteers under the guidance of the counseling department. Student and parent workshops are held throughout the year on topics of choosing a college and career, applying to college, applying for scholarships and financial aid. Computers are available for student use, and visiting colleges hold special recruiting sessions.

The Grady Foundation pays the salary for a former Grady teacher to operate the Writing Center three days a week after school. Students can get assistance with writing class assignments, writing college essays, or completing college applications.

*7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.

Response:

A.

The ways that we include teachers in decisions regarding use of academic assessment are to afford teachers the professional courtesy to use their professional judgment to determine how to evaluate student achievement. All teachers are required to base instruction on the Common Core Georgia Performance Standards and to assess students' achievement level to determine the need to re-teach or to provide enrichment. Grady adheres to the district's plan for giving benchmark assessments at specified intervals to gauge readiness to be successful on standardized tests such as the GHS GT and EOCT. The principal requires all teachers to use differentiated assessment and checks lesson plans and copies of tests administered. Professional development is available



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to teach teachers to determine how to assess student achievement in a variety of effective ways. They may use projects or presentations as well as written examinations.

Because some of our special needs students are taught in the regular classroom with special education teachers co-teaching with the regular teacher, there is an ideal opportunity for the special education teachers to share knowledge about identifying needs and addressing them. They also have skills in making accommodations and differentiating instruction that applies to assessment as well as instruction. Grady's teachers share what they learn, so even if teachers are not partnered with a special education teacher, they learn about the strategies from their colleagues. Teachers also get feedback from their lesson plans that offer evaluators opportunities to make suggestions for more effective ways of assessing academic progress. At Grady, project-based learning and service learning are highly regarded.

During the summer, we offer a literacy camp and a math camp for students who have been referred by teachers, counselors, or parents as needing intense help. The literacy instructor also uses student IEPs to determine which students to include in the summer program. At the beginning of the literacy camp, they are given the Gray Oral Reading Test, and then it is administered at the end to determine mastery. The Math Camp uses the Math Navigator, the Walsh Curriculum and Khan Academy for diagnostic purposes. Pretests and posttests are given for each unit to determine mastery. The instructors make decisions about the assessment tools they want to use with their programs.

Title I allocations totaling \$1500.00 to fund teachers with relevant and student-interest books and novels as well as the school's literacy program which addresses the needs of students with reading challenges. These funds also purchase books and other text/periodicals for Grady's credit recovery program, Let's Do It Again, and EOCT/GGT prep.

***8. Coordination and integration of Federal, State, and local services and programs.**

Response:

This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the schoolwide plan. *Title I allocations totaling \$15,226.00 supply general classroom and school supplies utilized to maximize instruction and obtain school achievement goals and objectives. This includes paper, ink cartridges, folders, pen, pencils, staplers, tape, envelopes, color pencils and markers and repair of previously purchased Title I materials.*

8(a). List of State and local educational agency programs and other federal programs that will be included.

Response:



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A.

Grady High School coordinates and integrates Federal, State, and local services and programs. Some of the funding for necessary equipment, teacher training, and materials and supplies comes from Title I, Carl Perkins, the Grady Foundation and the PTSA. Two community organizations – Council of Intown Neighborhood Schools (CINS) and Boys High – also provide fiscal support.

Coordination & Integration of Federal, State and Local Programs

Following are our listing of Federal, State, and local services and programs and a full explanation of how we are coordinating and integrating those services and programs.

Funding Source	Program	School Use
Federal	Title I	Title I funds are budgeted for an instructional coach's salary/benefits; compensation/benefits for teacher stipends; instructional materials and supplies; books other than the required texts; teacher stipends for professional development; supply teachers; materials and supplies for staff development; home school liaison's salary/benefits; material and supplies for parental involvement.
	School Improvement	School Improvement funds are budgeted for technology to enhance instruction, out-of-town and local registration with supply teachers for professional development to enhance instruction to maximize student achievement.
	Carl Perkins	Career and vocational training
State	General Funds Budget	Annual school operating expenses
Local	Boys High Donation	Provide for teacher professional development
	Grady Foundation	Salary of Writing Center Coordinator
	CINS Grants	Teacher project grants
	PTSA Donations	Teacher grants, special program support, communication support (Knight Lights, Grady Gram), teacher appreciation, College and Career Center



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8(b). Description of how resources from Title I and other sources will be used.

Response:

These funds are used to support the needs identified for the school through a variety of assessments. The use of the Title I funds are identified in the Parental Involvement Policy. The uses include academic recovery opportunities with money to compensate teachers, instructional materials and supplies for students, MARTA Breeze tickets for students to attend tutorials, postage to increase communication with parents, professional improvement materials and stipends for teachers, salary and benefits for two instructional coaches and a home school liaison, substitute teachers for staff development opportunities, teacher compensation for after school and weekend tutoring, test preparation opportunities, and workbooks, study guides and paperback books for outside reading assignments.

Additionally, School Improvement funds are used to meld traditional best practices and new approaches to facilitate learning of relevant content while addressing individual needs. Technology was purchased to level the playing field so that all students, regardless of economic class, have the same equipment and have an equal opportunity to use technology to enhance their learning. This includes a class set of iPads with a cart, accessories, and headphones; class set of TI-Nspire calculators; and set of headphones to accompany books on tape and Read 180. SI funds also facilitate the professional development, training and programs locally and out-of-town which are designed to enhance literacy and math proficiency throughout all CORE content areas of instruction and overall teacher practice resulting in positive student achievement. Trainings include but are not limited to the GA Summer Leadership Conference, Model Schools Conference, Georgia Compensatory Educational Leaders, National Youth at Risk, National Council of Teachers of Mathematics Conference, Council for Exceptional Children Workshop and Conferences, International Reading Association Annual Conference, National Science Teacher Association Workshops and Conferences, High Schools that Work Workshops, Westminster Schools Center for Teaching, Read 180 Professional Development, Math Navigator Professional Development, Georgia Educational Technology Conference, MetroResa trainings for all CORE content areas, State of Georgia trainings for all CORE content areas, and GCEE (Georgia Council for Economic Education) trainings in Economics. Allocations will also include expenses for substitute coverage for teachers.

The vocational programs in the school get additional funds for the programs offering career and vocational training. This includes the school academies and the video program, the graphic arts program, and the business programs. Major equipment purchases have been secured through these funds. Many students are encouraged to stay in school because they are able to learn some skills which they may use when they actually begin working in their chosen careers, whether they attend college or not. A school partner, Boys High, has committed to raising a large sum of money to enable Grady teachers to attend conferences, workshops, or even college courses to enhance their ability to deliver quality instruction to our students. The non-profit Grady Foundation established after the school's sixteenth anniversary is paying a former Grady teacher to operate an after school writing center three days each week to help students improve their



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writing skills for standardized tests, college entrance exams, college essays, or class assignments. The PTSA and CINS offer teachers the opportunity to apply for grants to fund academic projects not covered by the regular school budget.

Again, the Cabinet (leadership team) works closely with the principal to identify resources to enable the school to meet its goal to deliver quality, rigorous instruction to all students.

8(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

Response:

The school does not receive funds from the School-to-Work Opportunity Act of 1994 or the National and Community Service Act of 1990.



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*9. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:

Response:

- A. We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities included but are not limited to weekly one-hour teacher tutorials, semester credit recovery programs, summer literacy and math camps, flexible learning planning remedial programs, community-based tutorials.

9(a). Measures to ensure that student weaknesses are identified on a timely basis.

Response:

Teachers give pre- and post-tests to assess instructional needs; they also use system benchmark assessments on an on-going basis to adjust their instructional plans. The school social worker does an annual training to enable teachers to recognize signs that students may have some special needs requiring intervention. She also tells teachers when they must submit a report to her on attendance issues or possible abuse issues. The SST Chairperson also explains those services and how/when teachers should request intervention. Students having learning difficulties must be referred to the SST Chairperson before any PEC placement is considered. Often the problem is that the teachers' teaching style does not match the students' learning style. This year ninth grade students took several learning style inventories that will help teachers tailor their instruction to meet students' needs. Student progress is assessed in individual classrooms as well as by state mandated testing.

9(b). Periodic training for teachers in the identification of weaknesses and appropriate assistance for identified weaknesses.

Response:

In addition to the training mentioned in 9(a), teachers are provided training to address students with academic difficulties via Grady's instructional coaches, funded through Title I, as well as district and content specific training statewide. The Common Core Georgia Performance Standards are being fully implemented in all core classes (English/language arts, science, mathematics, and social studies), which has a direct impact on how daily lessons should be structured. Teachers in those departments are continuing to participate in ongoing professional development. One person in each department, or the instructional coaches is responsible for re-delivering the training to all the other teachers in the departments. As appropriate, this training is shared with the rest of the staff. The wealth of information about differentiated instruction is valuable for all teachers, especially the need to plan instruction to accommodate multiple and varied learning needs, social as well as cognitive; the need to address multiple learning styles; the need to use multiple forms of assessment, and the need to keep all students engaged in active learning.



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Teachers are free to use their professional judgment to determine how to evaluate student achievement. Project-based learning is valued and encouraged. Effective classroom management skills are vital to ensure that students have a positive classroom environment in which multiple tasks may be assigned and completed. The 2012-2013 school year will begin with staff development designed to address these needs by learning to use data to drive instruction. We will use in-house staff development via the instructional coaches at the beginning of the year in order to be able to include staff members new to our school. All disciplines will have staff development provided by the district during the pre-planning days; therefore, our school professional development will be on-going all year.

Specific teachers in every discipline have been identified as models for peer observation to provide assistance for teachers with students with academic difficulties. Lead teachers have attended extensive standards-based training sessions provided by the system and in-house to improve the quality of teacher observations/evaluations by improving the quality of feedback provided to teachers on a regular basis. The detailed and lengthier observation instrument concentrates specifically on how instruction is delivered and on the 26 Best Practices. The principal, academy leaders, and other administrators as well as the instructional coaches complete a minimum of five observations per week. The leadership team meets monthly to discuss the recommendations they are making for improvement and plan how best to share this information with the entire staff. This information will also be used to determine the professional development needs for individuals and the entire staff. This information will also be used to determine the professional development needs for individuals and the entire staff.

Teacher evaluations provide additional persons to assist with difficulties the teacher may not have recognized or addressed. For classes with an end-of-course-test, the individual report on each class' scores can help teachers focus on problem areas he/she needs to address. A new grading machine being donated to the school by a community organization will afford teachers immediate feedback on multiple choice tests by pointing out skills high numbers of students have or have not mastered.

9c). Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.

Response:

It is crucial that parents be included in the process when problems are identified. Teachers are required to send progress reports/deficiency notices at the times scheduled by the district. With the availability of the Parent Portal in Infinite Campus, parents are able to access information on their child's grades and attendance at their convenience. If they do not have Internet access, they may use the computer in the Parent Center or they may contact Mr. Montero in the Interactive Lab for assistance. Parents may contact the counselors when they need assistance in helping their children or they wish to set up parent teacher conferences. The parent, teacher, counselor, and the child can work together to identify what needs to happen to enable the student to be successful in the class. All teachers must provide tutorial services for at least one hour every



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week. Most teachers offer more time. Tutorial schedules are included in the Knight Lights mailed to every home. In the parent teacher conference, a decision may be made for the student to attend after school or Saturday tutorials or the parents may wish to hire a tutor for the child. A student's individual problem determines the specific action needed to be taken on the part of the school, the parent and the student.

Attending conferences with teachers and counselors is one of the items in the Student/Parent/Teacher/Administrator Compact. Students, parents, teachers, and/or administrators may request conferences, or administrators and attendance is mandatory. The results of a conference are sometimes supported by a written contract signed by all parties, so that there is no misunderstanding about what is to take place after the conference. General information is made available to everyone in the monthly *Knight Lights* or in flyers sent home about special help or tutorial sessions. This information is also shared at the monthly PTSA meetings and at the quarterly Principal's Coffees.

10. Description of how individual student assessment results and interpretation will be provided to parents.

Response:

Results of all state administered tests are given to the students to take home and the Georgia High School Graduation Test and End of Course Test results are mailed home to parents. Parents are invited to contact the counselors with any questions/concerns. Parents may schedule a conference to discuss student assessments and interpretations in more detail. Follow-up letters are sent home, especially to parents of seniors who have not met all test requirements for graduation. These letters include specific information about what tests need to be passed and what resources or services are available to assist the student in passing the test(s). The graduation coach also contacts the parents on a regular basis to ensure seniors are on track for graduation. In conferences, parents are reminded of their responsibilities as identified in the School Parent Compact, especially, ensuring that students maintain good attendance and are punctual, and monitoring homework and study habits. They are also reminded that the school publications mailed to them monthly have tutorial schedules and test preparation schedules in the event that they must re-take any portion of the GHSGT.

11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

Response:

When the Georgia GHSGT and EOCT results are returned from the Georgia State Department of Education, they are reported and disaggregated for all students and for each sub-group within each school. The state and the LEA then make disaggregated data available to the school. The principal and the leadership team review that information and then design a plan to address the needs of the target population performing below proficient levels. The school operates on a 4x8-scheduling model to allow students to be placed in support classes (double dosing) to strengthen



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their areas of weakness. This was particularly successful with the sub groups performing below proficiency in math. The disaggregated data from the Georgia State Department of Education is shared with the entire faculty so they are aware of the population, sub groups, needing additional assistance/support. They are also given the results of the specific students they teach, so they know exactly which students to target. EOCT results assist the departments to identify the domains they may need to concentrate on as they update their instructional strategies.

Teachers are made aware of state results for current and former students via a faculty meeting in which the principal delivers a presentation of the schools disaggregated assessment results. Specific categories, subjects, sub-groups, targets, and goals are shared and compared. Teachers are encouraged to dialogue and inquire about specifics items and results. The principal also prints the results along with a narrative analysis in his monthly faculty communication newsletter entitled *The Principal's Bulletin*.

12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

Response:

The Georgia GHS GT and EOCT are statewide tests and validity and reliability have been established at the state level. Furthermore, the assessment results are disaggregated at the state level based on the Student Information System. It is mandated that ninety-five percent of all students within each sub-group (including economically disadvantaged) must take the tests in order to have results that match the numbers of students. Infinite Campus is used to identify students that did not participate in statewide tests. Once identified, students often receive a social worker referral to research the cause or nature of absence. Grady High School works hard to prepare every student to perform successfully on state and federal mandated tests. Failure to participate warrants investigation to identify a need for support and/or validation of the student's condition. Infinite Campus is utilized to research the student's overall attendance, grade point average, and performance on other state mandated tests. While Grady seeks to maximize student achievement for every student, we accept the responsibility of going the extra mile for our students with disabilities sub-group.

The APS Division of Research, Planning and Accountability are responsible for providing statistically sound data to schools. Once we have the data, we must identify specific areas of strength and weakness for professional development as a school and for specific teachers. The instructional coaches provide continual monitoring of instructional practices of teachers and the system has provided mentor teachers to monitor the instructional practices of teachers with one or fewer years of experience. Based on EOCT results and classroom evaluations, teachers may be required to attend professional development for classroom management. They also may be assigned to observe teachers in their disciplines who are providing differentiated instruction to their students.

District officials also observe classes and give additional feedback to them on strategies to



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improve their instruction.

13. Provisions for public reporting of disaggregated data.

Response:

Data is reported in letters to parents, in the PSTA newsletter, in the annually updated School Profile, and on the school website. The Atlanta Journal Constitution reports and compares data from all schools in APS as well as schools in other school systems. A copy of the results is available in the parent center.

14. Plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program.

Response:

The Student Improvement Plan was developed during a one-year period beginning in 1997 and is updated annually.



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15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary).

Response:

Grady began planning for school reform in the summer of 1997 at a retreat with 26 members of the school leadership team and a facilitator from High Schools That Work. Since that time, the plan has been updated each school year with input from the leadership team, parents, students, outside volunteers (mentors/tutors) and representatives from the LEA. Specific feedback is given by the LEA on what needs to be revised or improved. The planning team is identified in the attachments.

16. Plan available to the LEA, parents, and the public.

Response:

The Title I School-wide Plan is submitted to the LEA, including the Executive Director, posted on the school website, and copies are available in the media center and parent center. Results are shared in the PTSA meetings and at the principal's coffees. Results are also discussed at the local school council meeting that includes two community representatives. The principal in his monthly column in Knight Lights shares summaries of strategies for school improvement. Each year, at the annual Open House in September, the Title I program is presented.

The plan is accessible via the school website as well.

17. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

Response:

The plan has not been translated into any other language because less than 1% of the school's population has a language other than English as their primary language. In the future, if a significant percentage of parents speak another language, the Title I School-wide Plan will be translated and made available for them.

18. Plan is subject to the school improvement provisions of Section 1116.

Response:

The plan is subject to the school improvement provisions of section 1116. All schools in the state of Georgia are subject to this school improvement provision; therefore, it needs to be stated. When test results are returned to Grady, they are shared with the planning team/other



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constituents and used to determine areas needing improvement and to develop the subsequent action plan.