



HENRY GRADY HIGH SCHOOL



**Individually We Are Different.**



Tuesday, February 22, 2011



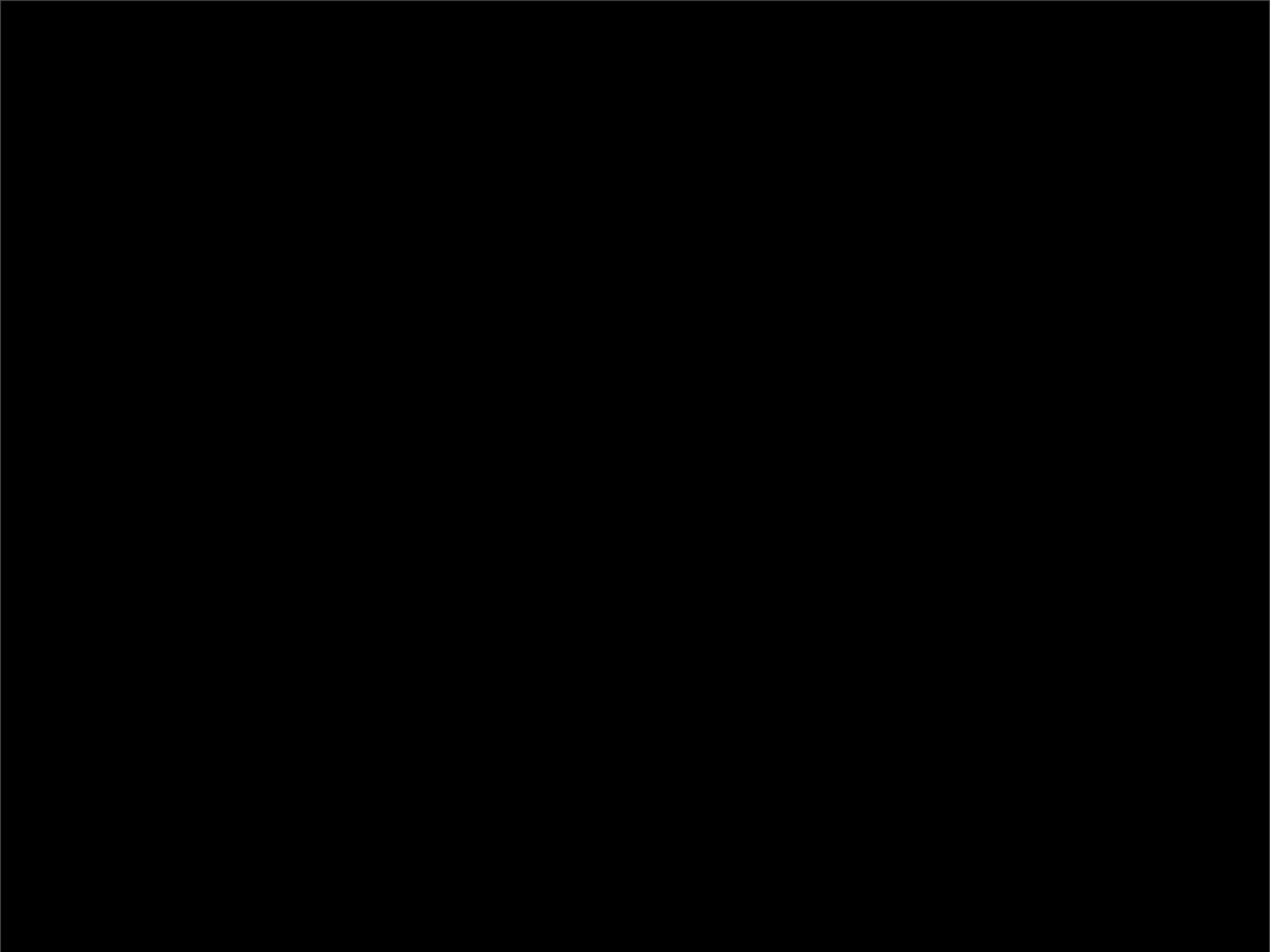
**Individually We Are Different.**

**Together We Are Grady.**







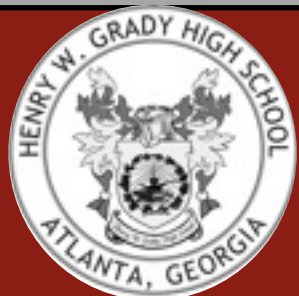




What does Grady  
have to offer?

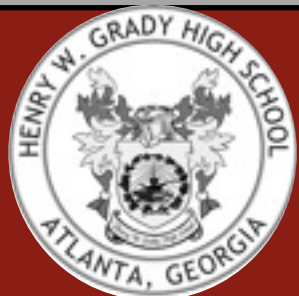
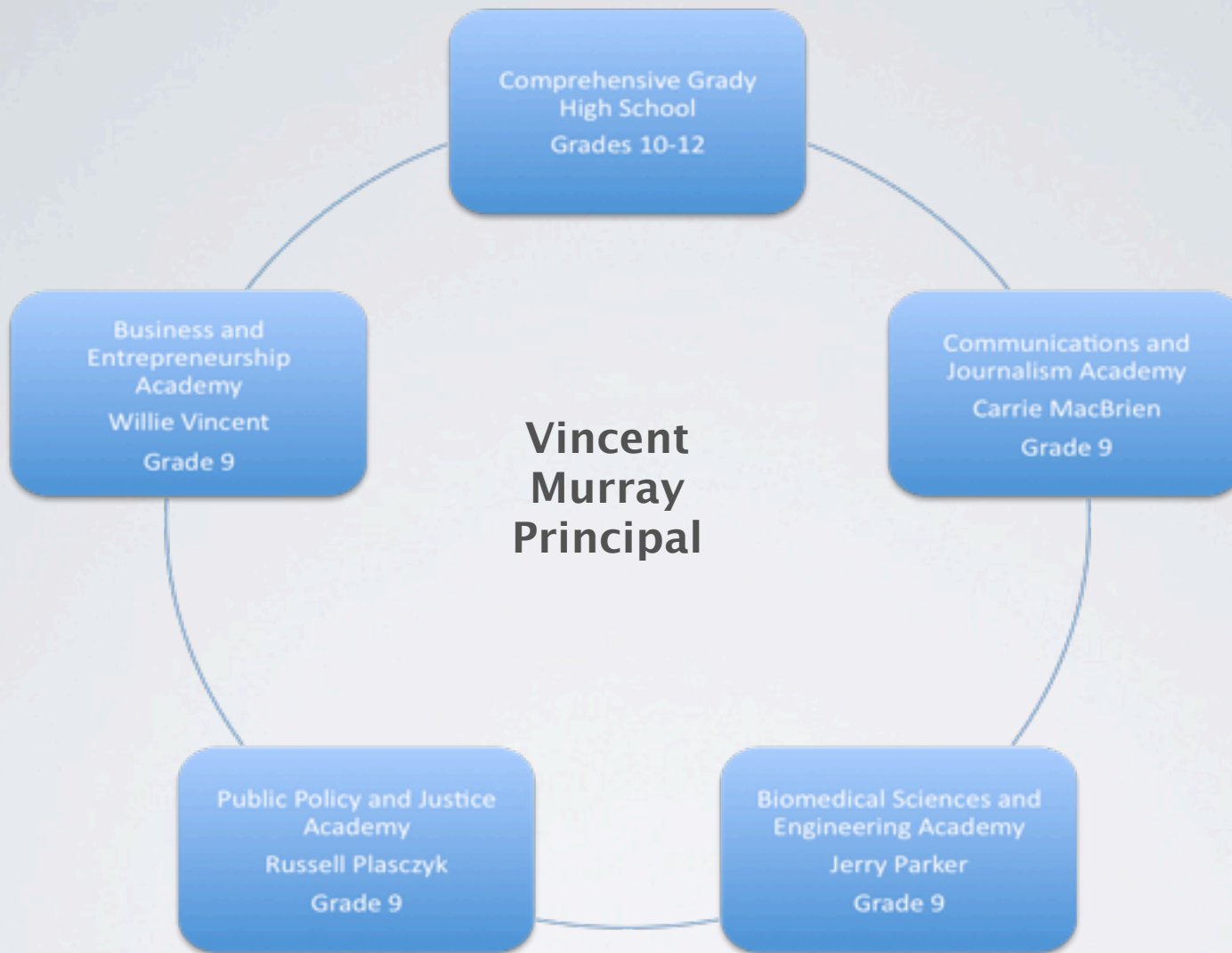


**Vincent  
Murray  
Principal**



# GRADY HIGH SCHOOL: 5 IN 1





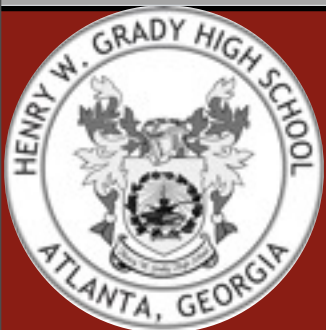
# GRADY HIGH SCHOOL: 5 IN 1





# *Student Demographics*

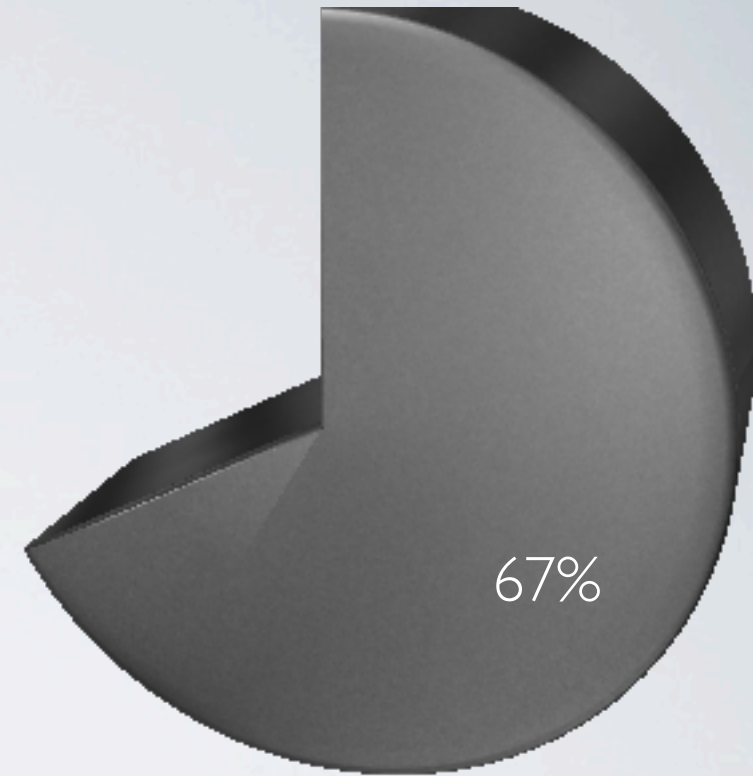
● African American      ● Caucasian  
● Other



## GRADY HIGH SCHOOL DEMOGRAPHICS



# *Student Demographics*



● African American  
● Other

● Caucasian

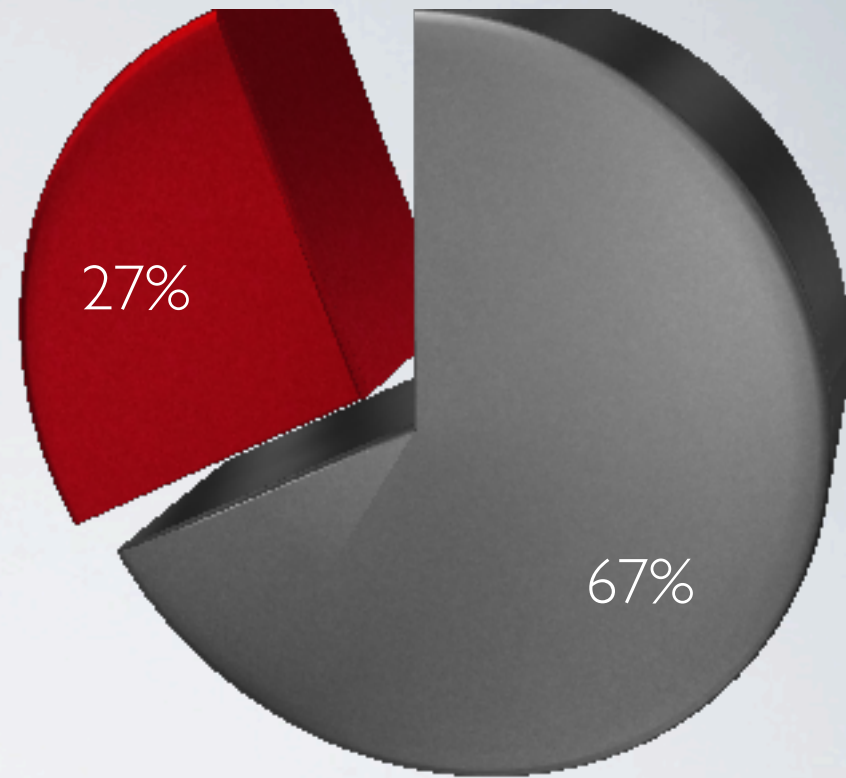


## GRADY HIGH SCHOOL DEMOGRAPHICS





# *Student Demographics*



● African American  
● Other

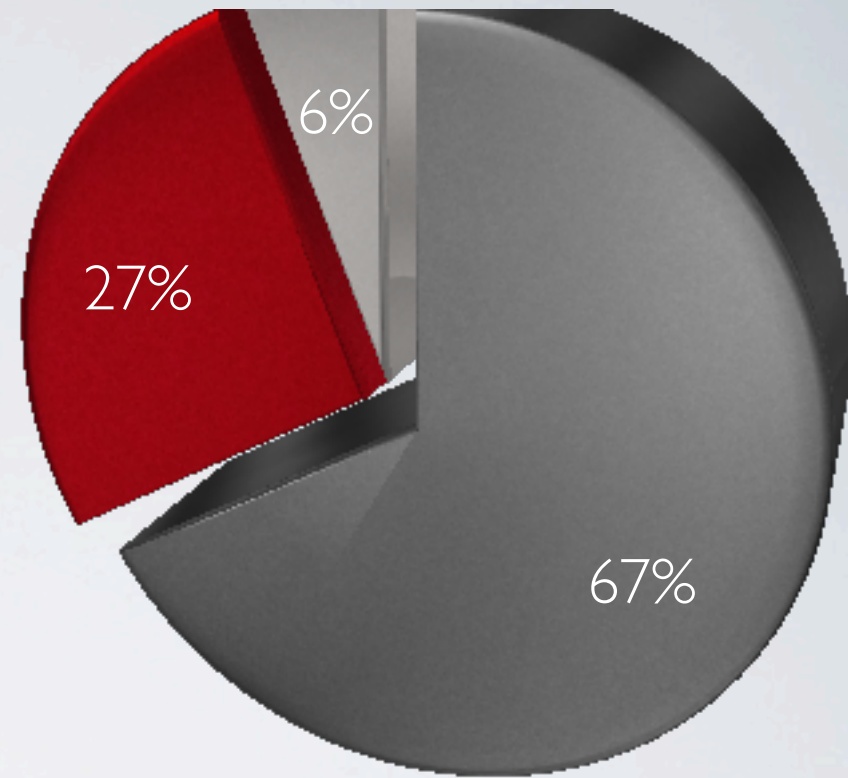
● Caucasian



## GRADY HIGH SCHOOL DEMOGRAPHICS



# *Student Demographics*



● African American      ● Caucasian  
● Other

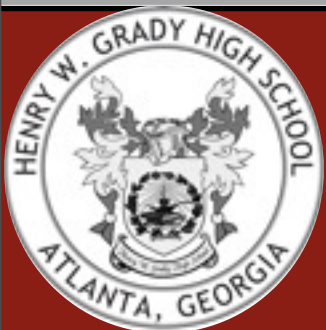


## GRADY HIGH SCHOOL DEMOGRAPHICS



# Faculty Demographics

● African American      ● Caucasian  
● Other



## GRADY HIGH SCHOOL DEMOGRAPHICS





# Faculty Demographics



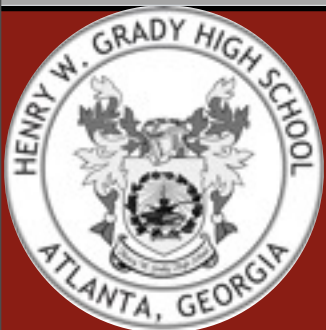
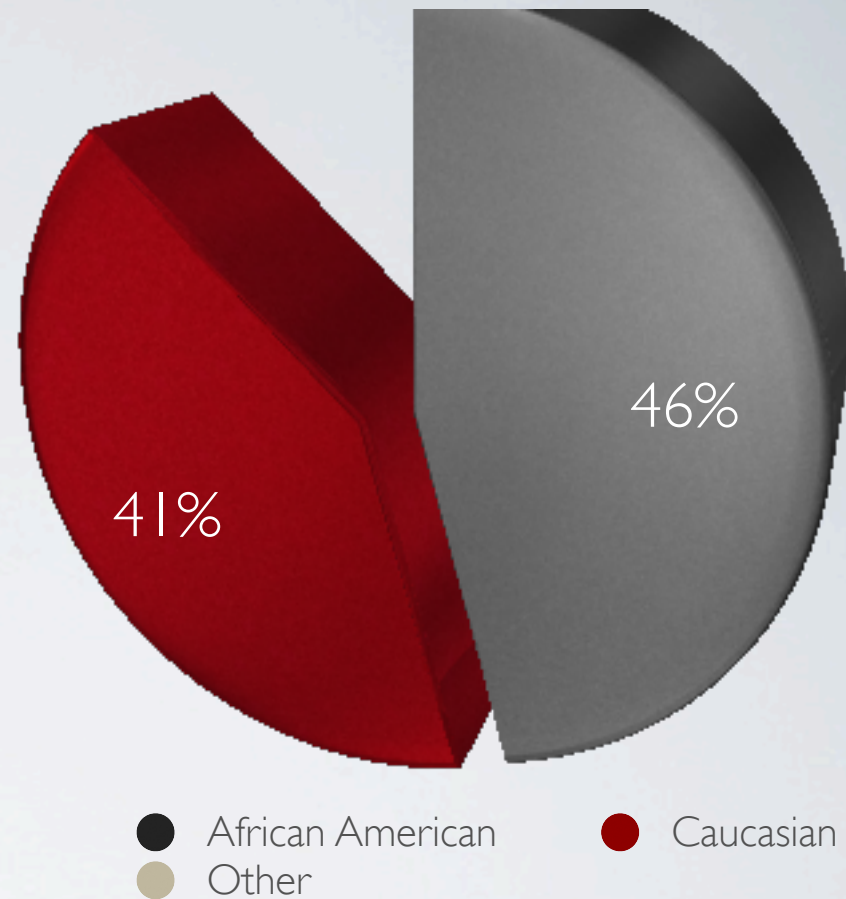
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## GRADY HIGH SCHOOL DEMOGRAPHICS



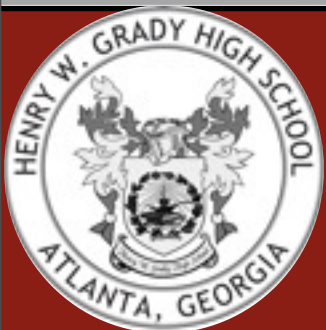
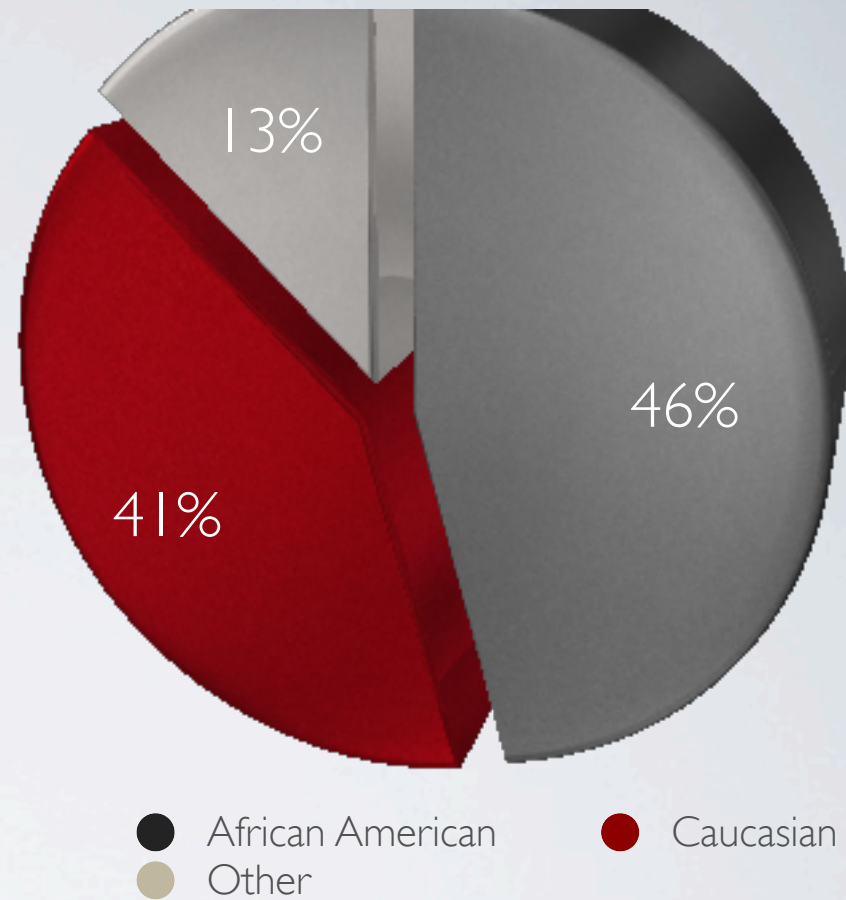
# Faculty Demographics



## GRADY HIGH SCHOOL DEMOGRAPHICS



# Faculty Demographics



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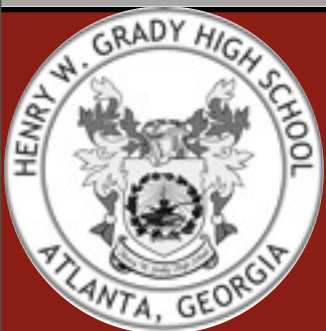
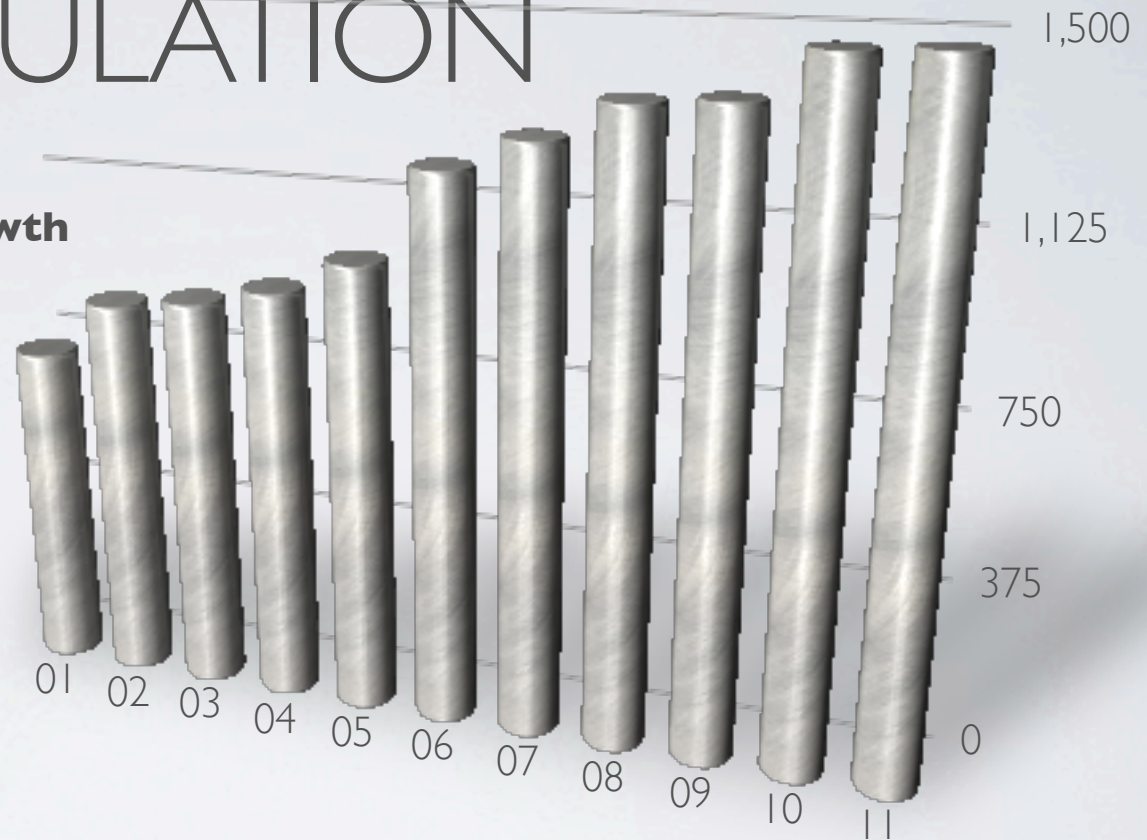




# GRADY HIGH SCHOOL POPULATION

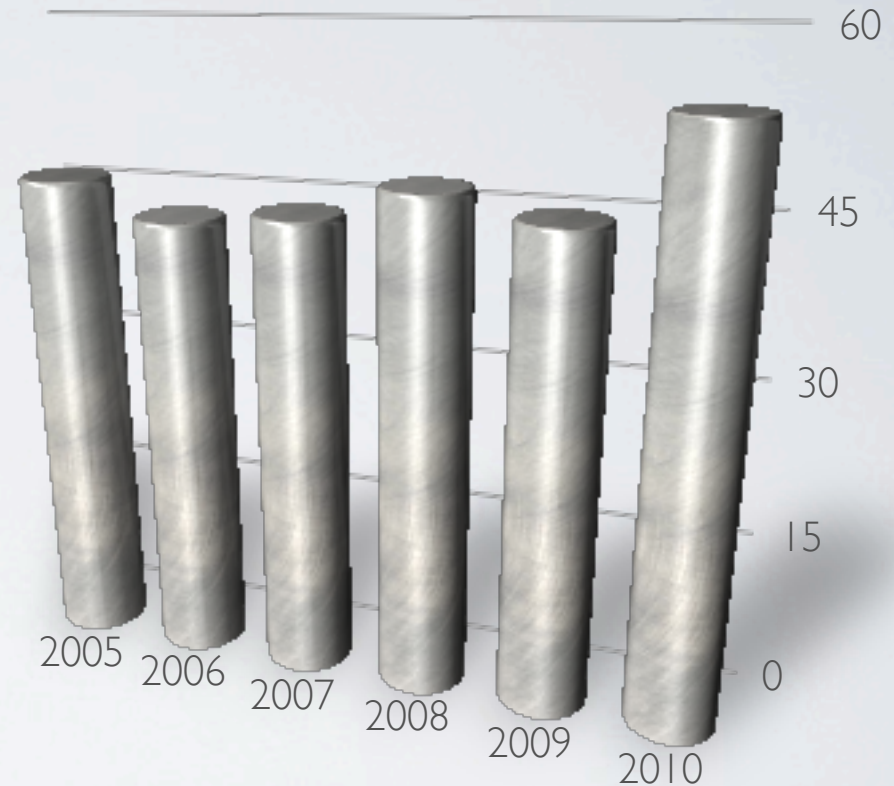


**Population Growth**



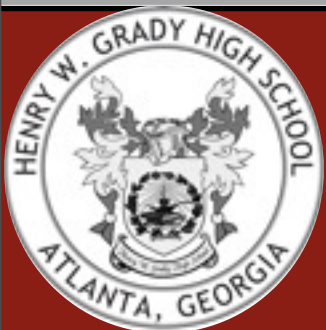
# STUDENTS ELIGIBLE TO RECEIVE FREE/ REDUCED LUNCH

Student %



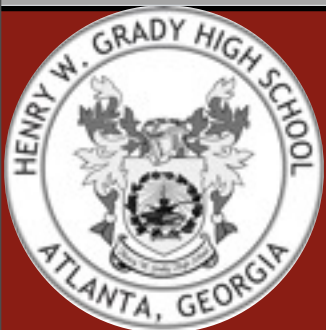
# AVERAGE COMBINED SAT SCORES FOR SENIORS

|                             | 2005-06     | 2006-07     | 2007-08     | 2008-09     | 2010-11     |
|-----------------------------|-------------|-------------|-------------|-------------|-------------|
| <b>Grady</b>                | <b>1544</b> | <b>1580</b> | <b>1534</b> | <b>1498</b> | <b>1482</b> |
| <b>Percent<br/>Tested</b>   | <b>78%</b>  | <b>68%</b>  | <b>64%</b>  | <b>69%</b>  | <b>70%</b>  |
| <b>National<br/>Average</b> | <b>1518</b> | <b>1511</b> | <b>1511</b> | <b>1509</b> | <b>1453</b> |

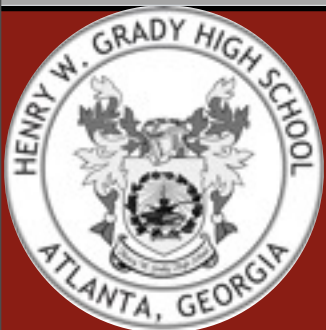
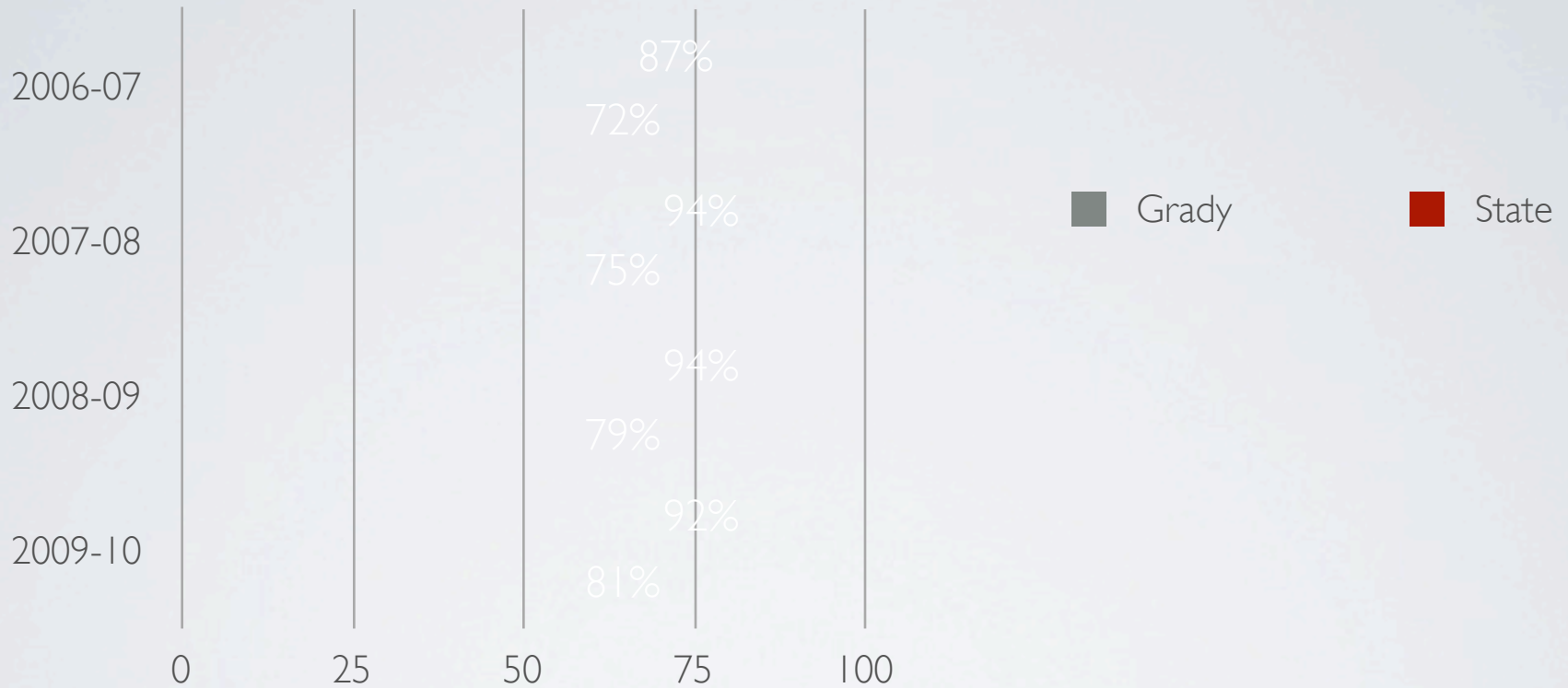




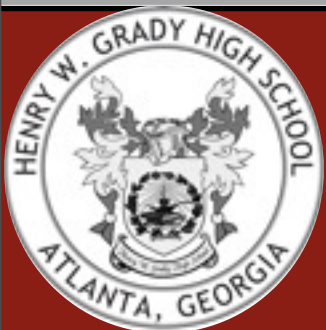
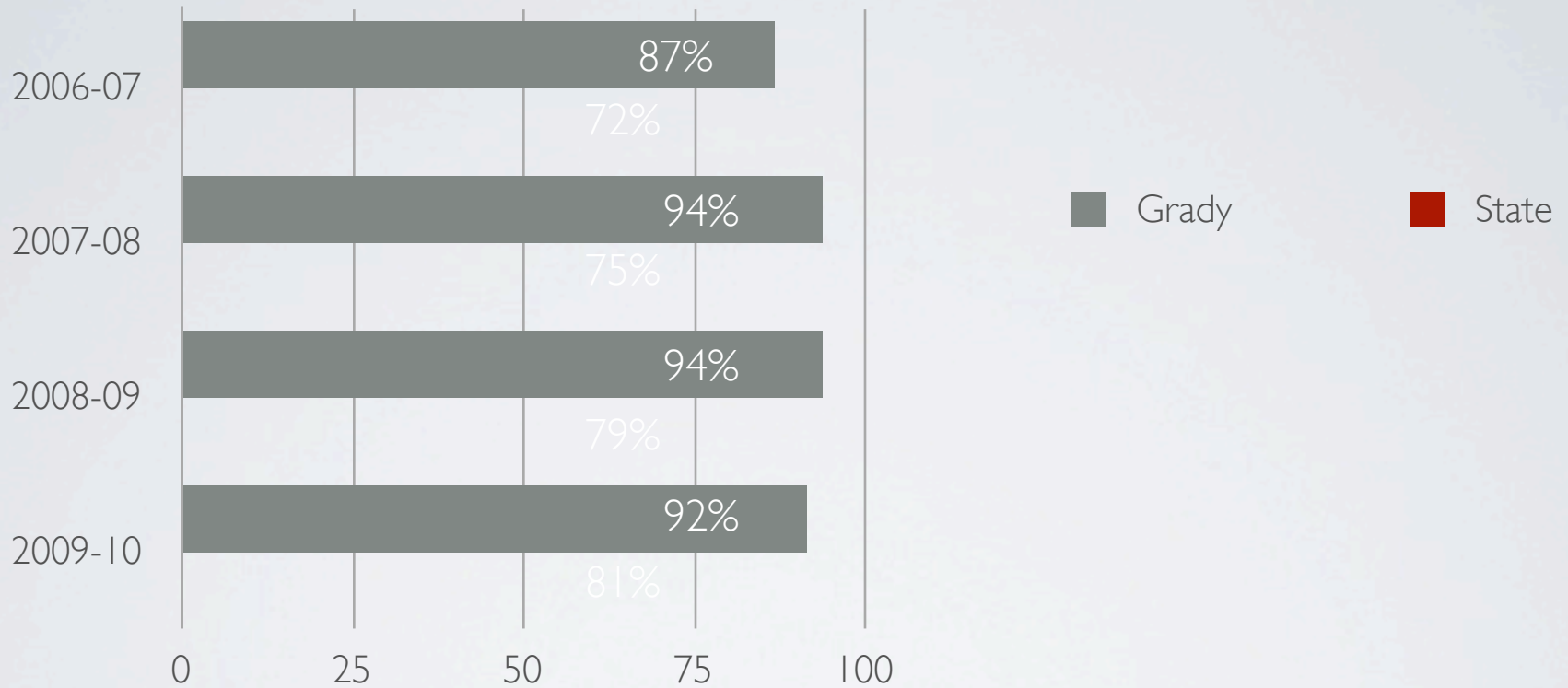
# COMPLETION RATES



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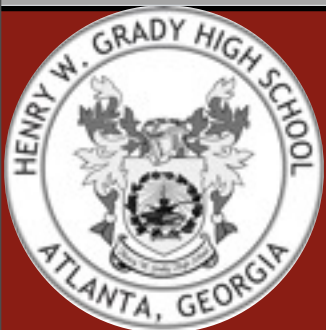
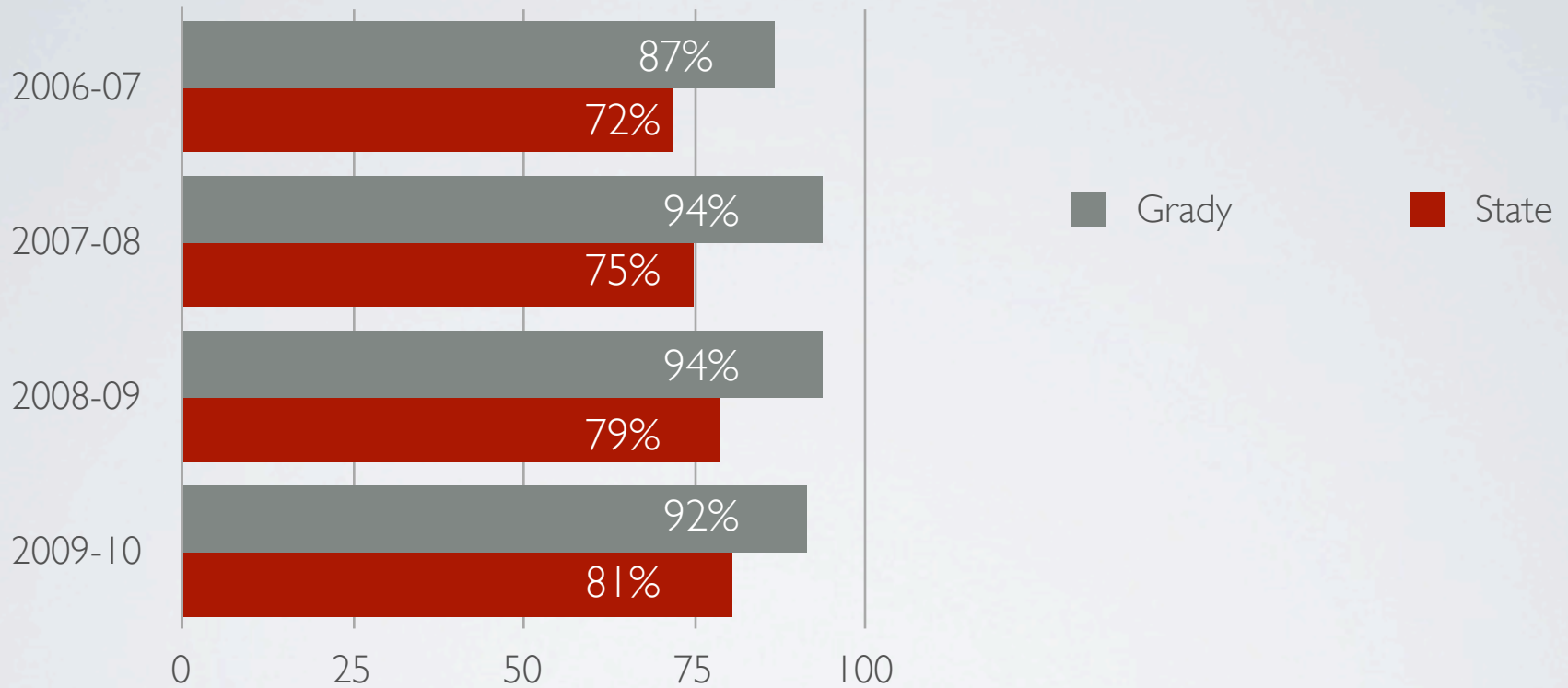


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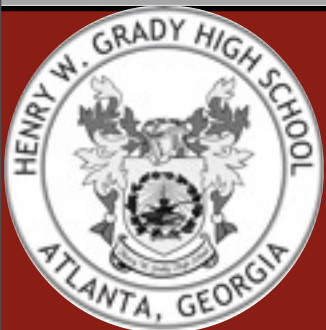




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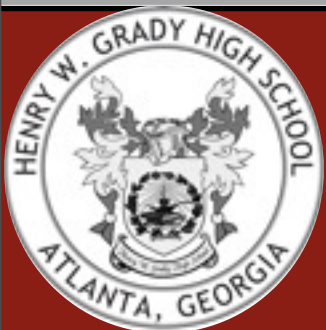


# HSTW AV SITE VISIT FINDINGS 1997



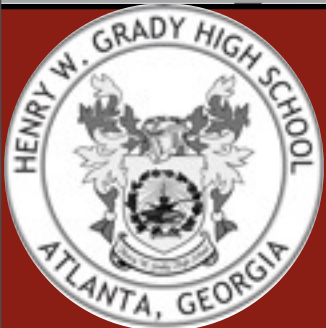
# HSTW AV SITE VISIT FINDINGS 1997

- We existed as “two schools”– Culture
- Energy was too scattered.
- Too many initiatives
- Poor graduation rate
- Ninth Grade Failure rate –33%
- Communications needed improvement to reach all parents and students.
- Curriculum needed revamping and upgrading.



# ADOPTION OF 10 KEY HSTW PRACTICES

- High expectations
- Program of study
- Academic studies
- Career/technical studies
- Work based learning
- Teachers working together
- Students actively engaged
- Guidance
- Extra help
- Culture of continuous improvement





# ONE VISION

- Success for Faculty and Students
- School Pride in Academics
- Democratic Decision Making



# THE ATLANTA PUBLIC HIGH SCHOOL TRANSFORMATION INITIATIVE



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Tuesday, February 22, 2011

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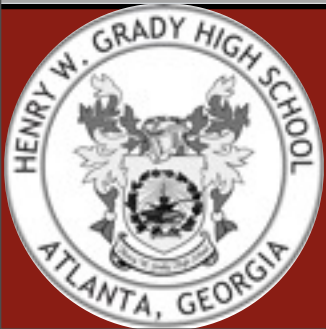


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# THE ATLANTA PUBLIC HIGH SCHOOL TRANSFORMATION INITIATIVE

1. Every high school student can graduate on time. It is the goal of this smaller learning community to graduate at least 95% of incoming ninth graders in four years.



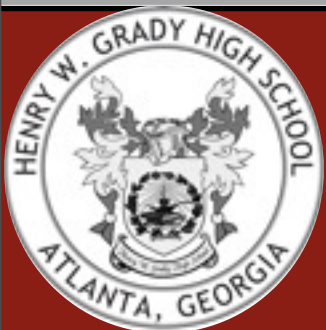
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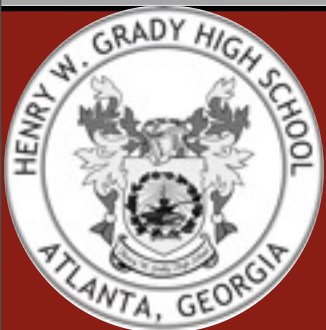
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2. Atlanta Public Schools should earn the confidence of students and parents. It is the goal of this smaller learning community initiative to ensure that APS high schools are the first choice for students and parents who live in the district.



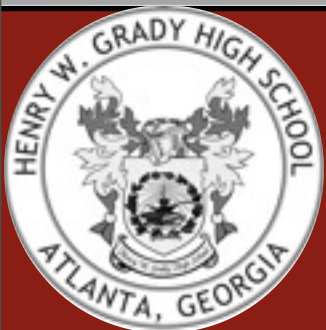
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# THE ATLANTA PUBLIC HIGH SCHOOL TRANSFORMATION INITIATIVE



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# THE ATLANTA PUBLIC HIGH SCHOOL TRANSFORMATION INITIATIVE

3. Atlanta Public Schools' students should be equipped to succeed in a global society.

The goal of transformation is to provide a world-class educational experience that reflects proven innovations for students and teachers.

4. Every student should be prepared for a productive future after graduation. A goal of transformation is to ensure that students are prepared to excel in post-secondary education or in the post-secondary workforce.



# Grady and Small Learning Communities

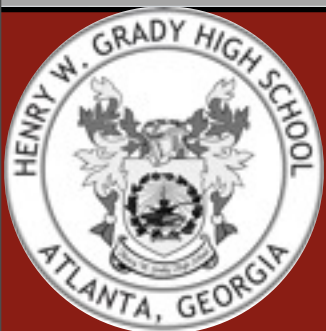
## TRANSFORMATION HISTORY

- Schools designed around **small, personalized learning environments**, incorporating 4-year career-focused themes designed to address community needs and interests
- **Engaging, hands-on teaching** for all students • **Rigorous, managed core curriculum** for all students
- Improved **data use and authentic assessment** in the classroom
- **Professional learning communities** and innovative talent management to attract and retain great teachers

## DESIGN & IMPLEMENTATION



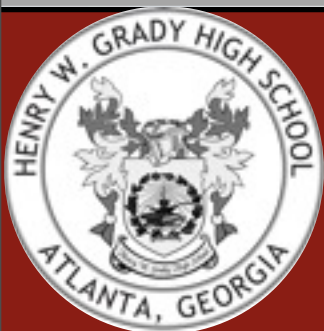
# GRADY AND SMALL LEARNING COMMUNITIES:TRANSFORMATION





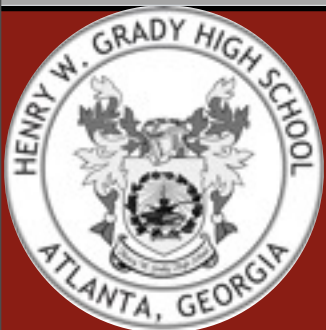
# GRADY AND SMALL LEARNING COMMUNITIES:TRANSFORMATION

Biomedical Sciences & Engineering  
Business & Entrepreneurship  
Communication & Journalism  
Public Policy & Justice



# NINTH GRADE TRANSITION

- Community Engagement
- Student Selection Presentation at feeder schools
- Grady website
- Knight lights and Grady Gram
- PTSA
- Design Team Members (8<sup>th</sup> Grade)
- Jump Start Program
- School Tours



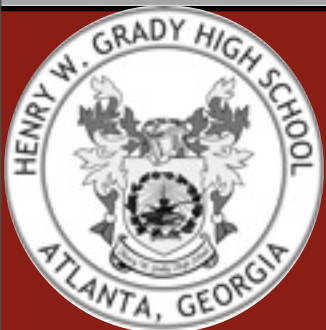
# NINTH GRADE SUMMER TRANSITION

Began in 1998

- 2 weeks
- 100 students
- Homeroom students met with their advisors the Friday before school started and completed activities and a ropes course



# NINTH GRADE SUMMER TRANSITION PROGRAM



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Currently 100 students volunteer to participate





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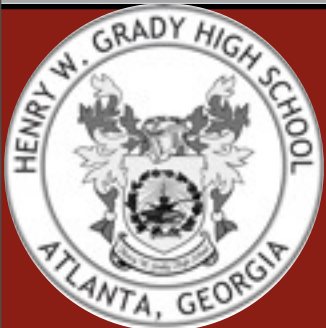
Currently 100 students volunteer to participate  
2 weeks



# NINTH GRADE SUMMER TRANSITION PROGRAM

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2 weeks

- Overview of math and language skills



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- Overview of math and language skills
- Introduction to study skills



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- Getting acquainted with high school: ATL



# NINTH GRADE SUMMER TRANSITION PROGRAM

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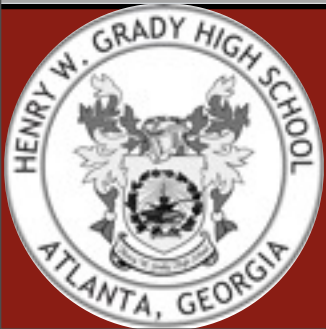
- Overview of math and language skills
- Introduction to study skills
- Getting acquainted with high school: ATL
- All ninth grade students come to school on the Friday before school starts for an orientation activity





# COMMUNICATIONS AND JOURNALISM ACADEMY

CARRIE MACBRIEN  
ACADEMY LEADER



# COMMUNICATIONS AND JOURNALISM ACADEMY

## Mission:

The mission of the Communications & Journalism SLC at Grady H.S. is to establish a personalized community that emphasizes communications and journalism. Each student will receive a challenging and interactive education that will support students from all walks of life as they achieve high levels of success and model responsible and ethical behavior that empowers them with the skills to create positive change in our society.

*Communication influences virtually every aspect of our lives. Students in the C & J community will hone their communication skills to gain a competitive edge in preparation for a career in mass media or any other chosen field.*



# COMMUNICATIONS AND JOURNALISM ACADEMY

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**Grade nine** (one semester each):

- Oral/Written Communication
- Mass Media
- Computer Apps (Mac and Adobe)
- Drama or Speech and Debate

**Grades ten through twelve** (concentration):

Print Journalism, Broadcast Journalism, or  
Graphic Design



# COMMUNICATIONS AND JOURNALISM ACADEMY

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*Additional electives:*

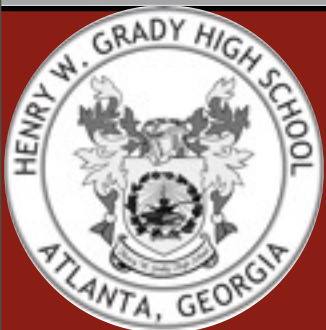
- *Radio*
- *Speech, Debate, and Public Speaking*
- *History of Film/Filmmaking*
- *Photography*
- *Web Page Design*



# COMMUNICATIONS AND JOURNALISM ACADEMY

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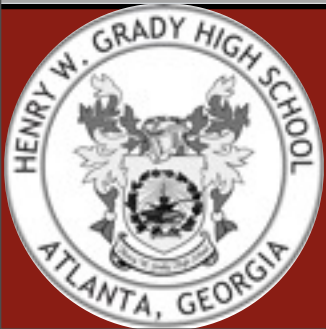
- *Join the staff of The Southerner, Nexus, The Orator, or The Unmasking*
- *Be a broadcast journalist for Grady News Now or GameTime*
- *Design print materials, web pages, and multimedia presentations for the Grady community and beyond*
- *Record YouthRadio commentaries that are aired on 90.1 WABE*
- *Engage in internships and job shadowing experiences in communication-related industries*
- *Attend national journalism conferences*
- *Dual enroll at a local college or university*





# PUBLIC POLICY AND JUSTICE ACADEMY

RUSSELL PLASCZYK  
ACADEMY LEADER



# PUBLIC POLICY AND JUSTICE ACADEMY

- ★ **Vision:** To raise the academic achievement of students by embedding the Grady tradition of public policy and justice activism into the core curriculum.
- ★ **Mission:** To facilitate individualized academic excellence and critical thinking skills of students within a small learning community (SLC).



# PUBLIC POLICY AND JUSTICE ACADEMY

- ✦ **Goals:** To engage students in the critical study of public policy and justice issues within their core content classes; to motivate students to rigorously pursue high academic achievement; to create student activism opportunities in public policy and justice related organizations and internships; to have students complete a senior project focused on PP&J; and to increase students' enrollment in advanced placement and dual enrollment classes.



# PUBLIC POLICY AND JUSTICE ACADEMY

## Governance & Diplomacy

### Freshman Year

- Speech/Forensics I
- Oral/Written Communication

### Sophomore Year

- The Individual & the Law

### • Junior Year

- Ethics & the Law
- United States & World Affairs

### • Senior Year

- Comparative Political/Economic Systems
- Access to Community/Service Learning I



# PUBLIC POLICY AND JUSTICE ACADEMY

## Public Safety & Community Action

### Freshman Year

- Introduction to Law & Justice

### Sophomore Year

- Law, Community Response & Policing

### Junior Year

- Criminal Investigation & Forensics

### Senior Year

- Law and Justice Internship





# BUSINESS AND ENTREPRENEURSHIP ACADEMY

## WILLIE VINCENT ACADEMY LEADER



# BUSINESS AND ENTREPRENEURSHIP ACADEMY

The Goal of the Business & Entrepreneurship SLC  
To provide students with the knowledge, skills, and  
experiences necessary to become successful in their  
postsecondary pursuits.



# BUSINESS AND ENTREPRENEURSHIP ACADEMY

Concentration 1: Small Business Development

Courses:

Business Essentials

Legal Environment of Business

Entrepreneurship

Business Law



# BUSINESS AND ENTREPRENEURSHIP ACADEMY

## Concentration 2: Hospitality and Tourism

### Courses:

Principles of Marketing

Hospitality and Tourism Marketing

Hospitality and Tourism Management

Sports and Entertainment Marketing



# BIOMEDICAL SCIENCES AND ENGINEERING

JERRY PARKER, III  
ACADEMY LEADER





# BIOMEDICAL SCIENCES AND ENGINEERING

## Mission:

The mission of the Technology Academy is to **inspire curiosity** and **facilitate exploration** among its students. Each student will be encouraged through a technology focused curriculum to find new ways to address society's needs. The vision of the GHS Technology Academy is to prepare students to use technology as an **effective problem-solving tool** in any discipline. The Academy will equip ALL STUDENTS with the necessary skills needed to be successful in a wide variety of post secondary settings including university, technical colleges, and on-the-job after high school. These goals will be accomplished through **interdisciplinary collaboration** among teachers; meaningful real-world, theme-based units and projects; and a differentiation of instruction according to student abilities, interests, and learning styles.



# BIOMEDICAL SCIENCES AND ENGINEERING

## Engineering

### *Foundation Courses*

- Intro to Engineering Design
- Principles of Engineering
- Digital Electronics

### *Specialization Courses*

- Aerospace Engineering
- Biotechnical Engineering
- Civil Engineering & Architecture
- Computer Integrated Manufacturing

### *Capstone*

- Engineering Design & Development

## Biomedical Sciences

### *Foundation Courses*

- Principles of the Biomedical Sciences
- Human Body Systems
- Medical Interventions

### *Capstone*

- Biomedical Innovation



# ADVISEMENT

- Transformation from daily to bi-monthly
- Grade level specific
- Full faculty inclusion
- Academy Leader, Counselor and Principal advisement
- Address specific needs and goals
- Additional line of support



# BEST PRACTICES ACROSS THE CURRICULUM

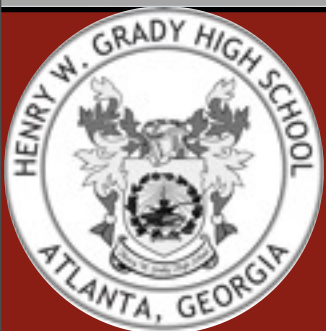
- Standards-Based – State
- 26 Best Practices – District
- HSTW 10 Key Practices - School



# BEST PRACTICES ACROSS THE CURRICULUM

- **Instructional Coaches**

- Content-based
- Professional Development
- Teacher Mentors
- Observations, Modeling, Co-teaching and Planning
- Mediation
- IDT/Academy Support
- Parent and Student Advocacy
- OHS Liaison





# ENRICHMENT AND REMEDIATION

## Enrichment

- Variation Advanced Placement courses
- Georgia Tech Partnership
- Writing Center
- High Q
- Foreign Exchange Program

## Remediation

- Let's Do It Again
- Kirkwood Tutorial
- Online Recovery
- GGT Preparation
- Literacy Summer Camp



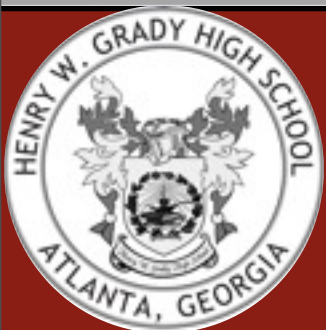
# MENTORING

## For Students:

- Adopted 21 “at-risk” students
- Mama and Papa Knights
- Teens on the Move

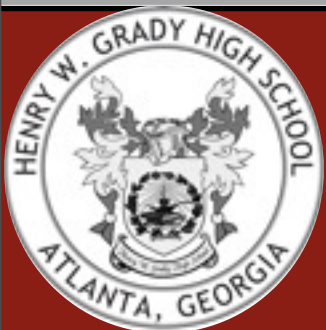
## For Teachers:

- OHS Teacher Mentors
- Veteran/Novice Mentors
- Instructional Coaches
- Colleague of the Month



# LEADERSHIP ACROSS THE CURRICULUM

- Principal's Cabinet
  - Comprised of administration, counselors, instructional leaders, instructional coaches, registrar, teachers, and school initiative leaders
  - Membership in the cabinet is fluid.
  - Unrestrictive discussions/Open communication



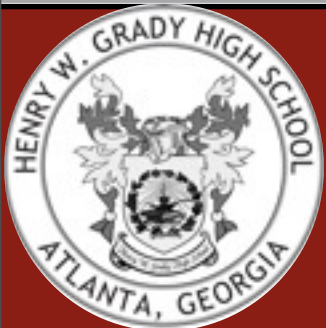
# NON-HIERARCHICAL LEADERSHIP SCHEME

- Leadership designated by strengths and interests
- Leadership skills and talent recognized and encouraged
- Membership in the cabinet is fluid.
- All faculty members are encouraged to take a leadership role.



# OPEN DOOR POLICY

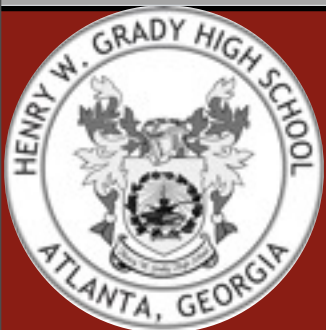
- Faculty, students, parents have open access to principal.
- Encourages development of ideas
- Supports innovative programs
- Constantly re-access programs
- Makes changes when appropriate

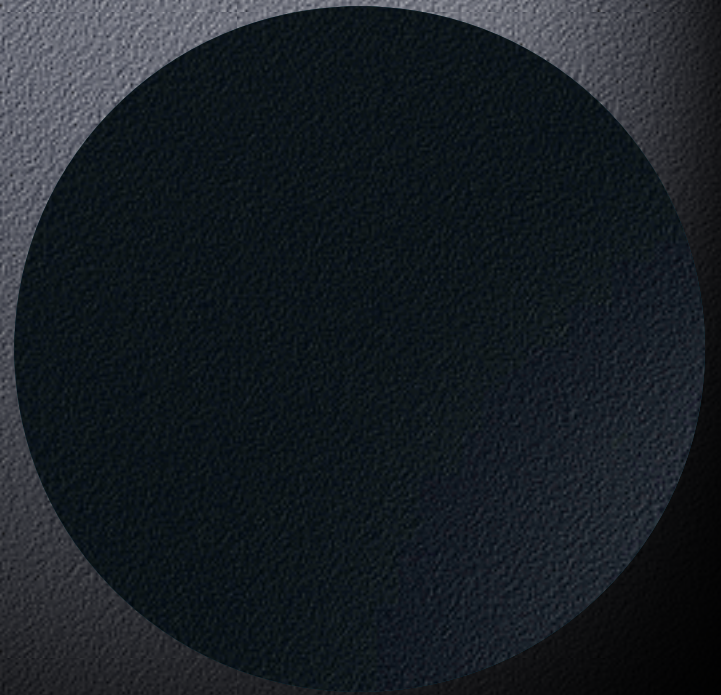




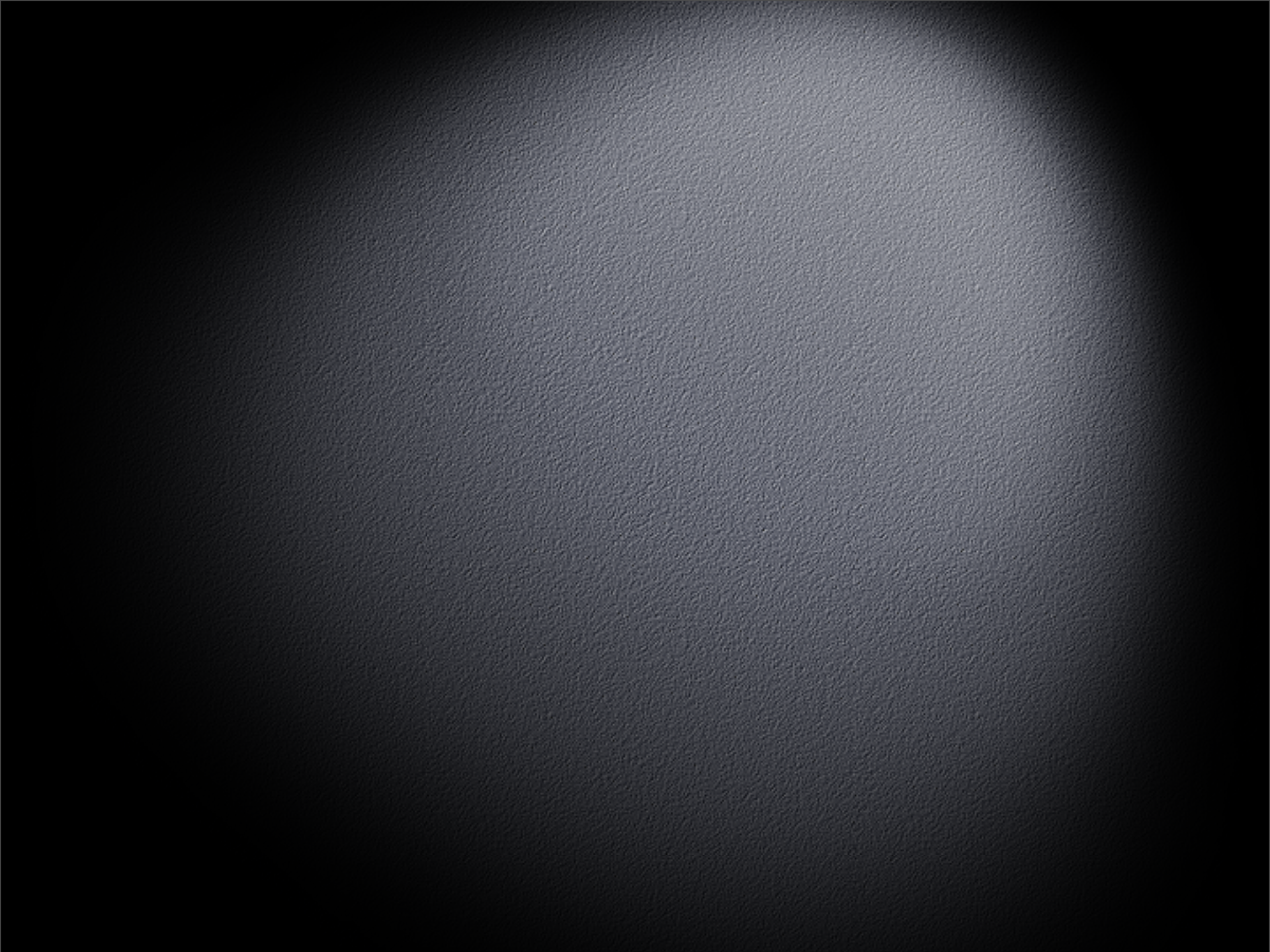
# PARENTAL SUPPORT

- CCC
- Grady Gram
- Knight Lights
- Booster Clubs (Math, Athletic, Arts, etc..)
- Parent Center
- Interview staff
- Transformation
- CINS
- Local School Council
- PTSA













Thank You





Q & A

