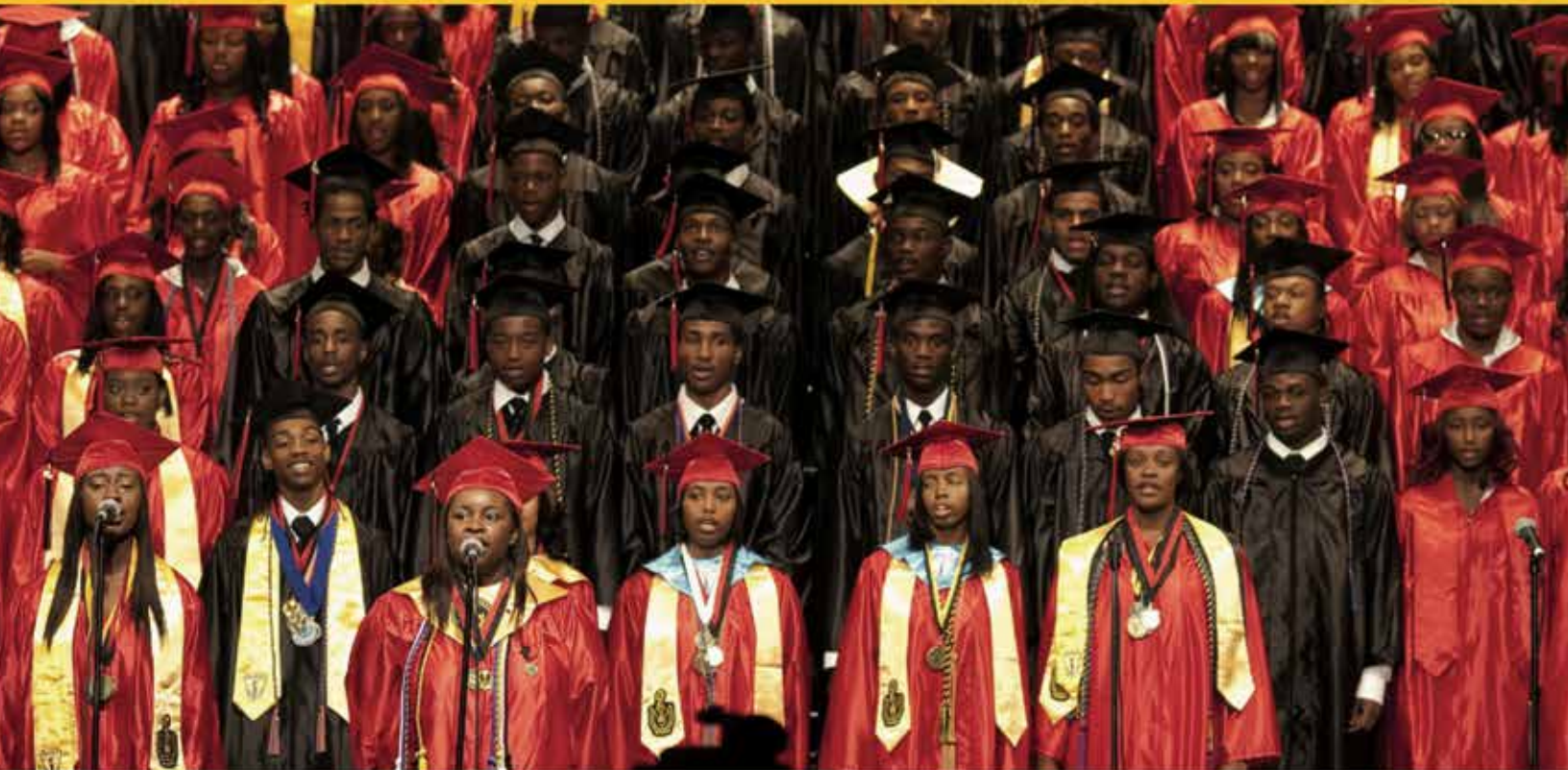




ATLANTA
PUBLIC
SCHOOLS

THERRELL CLUSTER PLAN



2016-2020

Our mission is to emphasize a student-centered culture of collaboration where students will graduate ready for college and career.

STRONG STUDENTS | STRONG SCHOOLS | STRONG STAFF | STRONG SYSTEM

Letter from the Superintendent & Board



Dear Staff, Students, Families and Parents of the Therrell Cluster,

We truly believe APS stands at an exciting transformational moment. As we near a new school year, APS has put a new Charter System operating system in motion in conjunction with our cluster planning. Through these efforts, APS stakeholders will become more engaged in their schools and develop creative solutions to give more educational opportunities for all students.

More specifically, APS has created a collaborative alignment framework that gives you, your schools and the Therrell Cluster more autonomy and flexibility to do what you know works best in your schools and for your students. Over the past year, we engaged in a cluster-planning process that allows us to create a flagship Therrell High School with strong academic signature programs. This approach allows us to build the curriculum across grade levels including Pre-K and the elementary grades to produce a successful high school graduate.

As a cluster, Therrell has created a list of priorities that align with the four pillars of the district's Strategic Plan: Academics, Talent Management, Systems and Resources, and Culture. These are explained in more detail on Page 8. Further, Therrell has adopted International Baccalaureate or IB as its Signature Program.

IB programs aim to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. The Therrell Cluster will use the Primary Years Programme in its elementary schools, the Middle Years Programme from grades 6 to 10 and the Career-Related Programme in grades 11 and 12.

The work you see within this Therrell Cluster Plan came through extensive cluster engagement efforts that involved every one of you. And that must continue as we all move forward preparing every Atlanta Public Schools student for college and career.

Sincerely,

A handwritten signature in black ink, appearing to read 'Meria J. Carstarphen'.

Dr. Meria J. Carstarphen
Superintendent, Atlanta Public Schools

A handwritten signature in black ink, appearing to read 'Courtney D. English'.

Courtney D. English
Chair, Atlanta Board of Education

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Letter from the Therrell Cluster Planning Team

Dear Staff, Students, Families, and Partners of the Therrell Cluster,

We are excited to share our plan for the Therrell Cluster schools with the community!

The Therrell Cluster is a community emphasizing a student centered culture of collaboration where students will graduate ready for college and career. After much conversation as a community, the Therrell Cluster decided to build on the success of the International Baccalaureate (IB) program at Deerwood Academy, and pursue IB authorization for all schools in order to create consistency in curriculum and instruction.

In addition, schools will focus on building parent and community engagement and enhancing the cluster and school culture. Through the planning process, the community shared the importance of Therrell pride and legacy, teacher collaboration and professional development, student growth, and permanent and stable leadership. This cluster plan addresses those concerns through its priorities and strategies.

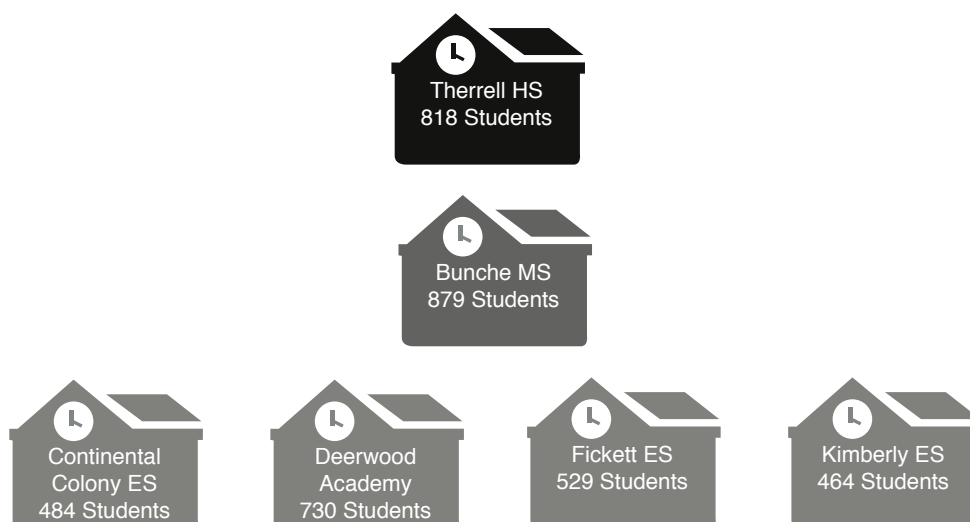
We look forward to sharing our work with you, hearing your support and further input to becoming a high performing cluster where all stakeholders work together to ensure students are empowered to become 21st century globally competitive citizens.

Sincerely,

The 2015 Therrell Cluster Planning Team*

* The Therrell Cluster Planning Team consists of principals, parents, and community representatives from each of the cluster schools.

Enrollment (2015)



About the Therrell Cluster

The Therrell Cluster works innovatively and collaboratively to cultivate a culture of excellence for the students and community. The cluster is vertically aligned to help build a community emphasizing a student centered culture of collaboration where students will graduate ready for college and career. The Therrell Cluster currently serves nearly 4,000 students from the south Atlanta area and is comprised of four elementary schools (Continental Colony, Deerwood Academy, Fickett, and Kimberly), one middle school (Bunche), and one high school (Therrell). In addition, the cluster has strong alumni and community support based on a strong desire to build on academic growth.

The emphasis on career and college readiness benefits students through rigorous academics, project based learning, a strong foundation in critical thinking and inquiry, as well as fine arts that foster student creativity. The implementation of the IB programme will expose students to a broad and inclusive curriculum that not only prepares students to be successful in college and career, but also nurtures their artistic abilities, talents, and social responsibility towards becoming lifelong learners.



Therrell Cluster Fast Facts

Student Enrollment	3,769 Elementary
Schools	4
Middle School	1
High School	1
Graduation Rate	
Therrell Law	68.6%
Therrell STEM	79.5%

Enrollment

Native American	0.08%
Asian	0.8%
Black	98.04%
Hispanic	1.11%
Pacific Islander	0.2%
Two or More Races	0.57%
White	0.13%
Students With Disabilities	9%
English Language Learners	1.2%



Therrell Cluster Strengths

The Therrell cluster recognizes and celebrates the importance of community engagement and collaboration in creating innovative and rich learning programs. While the focus on academic success and achievement is strong, students also participate in enrichment and motivational programs that contribute to social and emotional learning. With the theme of Therrell pride and legacy, the cluster has leveraged their strengths in alumni and community engagement; a strong fine arts program; and an IB authorized elementary school to build a comprehensive cluster plan designed to empower students to become 21st century globally competitive citizens.



- Alumni Support
- PBIS Grants
- Strong Community Partnerships
- Strong Fine Arts Program
- IB Authorized Elementary School
- Comprehensive High School
- Renovations and New Facilities



Executive Summary

The Therrell Cluster Strategic Plan is the result of Atlanta Public Schools' support for each cluster community to create its own vision and path to success in alignment with the APS Strategic Plan. With input from across the community, this plan outlines the path to Therrell Cluster providing instruction that is standards based, integrated and rigorous; focusing on the whole child, while collaborating with all constituents to prepare all students for graduation and beyond.

This strategic plan was developed by the cluster planning team, comprised of one principal and one designee from each cluster school. Team members reviewed school data, stakeholder surveys, and evolving best practices to determine the priorities that will position the cluster to meet its goals.

The next steps in achieving the Therrell Cluster mission will require strengthening the student experience by implementation the International Baccalaureate (IB) program for each school. This consistent and rigorous curriculum will improve student performance; develop stronger foundational skills; decrease gaps in performance between student groups; create high expectations for excellence; align course offerings; and develop globally-minded students who are critical thinkers.

In addition to building the Academic Program for the cluster, this plan highlights strategies to build teacher capacity; build systems and resources to support the plan; and position school and cluster culture to be positive, engaged, and conducive to learning. Further, meaningful opportunities for adult engagement, including access to adult learning and awareness, participation on GO Teams, and partnerships with local businesses, position each school to better leverage the capacity of its community.

The work to achieve this vision requires ongoing collaboration within the cluster family. This plan is the first step to developing a community emphasizing a student-centered culture of collaboration where students will graduate ready for college and career.

The Therrell Cluster benefits from strong alumni support, strong fine arts programs, strong community partnerships, positive behavior grants, and an already authorized IB elementary school. This plan is the next step in developing a high-performing cluster where all stakeholders work together to ensure students are empowered to become 21st century globally competitive citizens.

Mission:

The mission of the Therrell Cluster is to emphasize a student-centered culture of collaboration where students will graduate ready for college and career.

Vision:

Our vision is to be a high-performing cluster where all stakeholders work together to ensure students are empowered to become 21st century globally competitive citizens.



Therrell Cluster Student Data

An Opportunity for Change

The dramatic increase in the graduation rate at Therrell High School is just the beginning of the changes necessary to achieve the cluster's mission.

The Therrell legacy has been challenged by the concentrated poverty and changing student needs in recent years. Student performance demonstrates that the academic program needs to be strengthened and support for students needs to be increased.

Cluster schools must improve student outcomes on assessments in all subject areas for all grade levels, with a focus on math, literacy, and students with special needs.

Social emotional supports for students that will build character and improve school culture are also critical to delivering on the legacy of the Therrell Cluster.

Partnerships and community supports must be aligned to the needs of students and their schools to ensure every school has the talent and resources it needs to achieve the mission.

CCRPI (2015)

School Name	Achievement Points	Progress Points	CCRPI Score
Bunche Middle School	19.2	31.6	56.3
Continental Colony Elementary School	18.5	28.6	53.1
Deerwood Academy School	22.8	29.7	56.7
Fickett Elementary School	20.9	38.8	71.4
Kimberly Elementary School	12.6	29.8	46.6
Therrell School of Engineering, Math, and Science	28.3	36.5	73.1
Therrell School of Health and Science	23.4	34.3	62.7
Therrell School of Law, Government and Public Policy	23	36.3	65.1

CCRPI Description

The College and Career Ready Performance Index (CCRPI) is Georgia's annual 100-point scale for measuring how well its schools are preparing students. The CCRPI includes four main components: Achievement, Progress, Achievement Gap, and Challenge Points. The table include two major components: Achievement and Progress. Achievement addresses student performance on state assessments, graduate rate, and other measures of college and career readiness. Progress measures whether students are growing compared to academically-similar students across Georgia.

Milestones

Graduation Rate (2015)



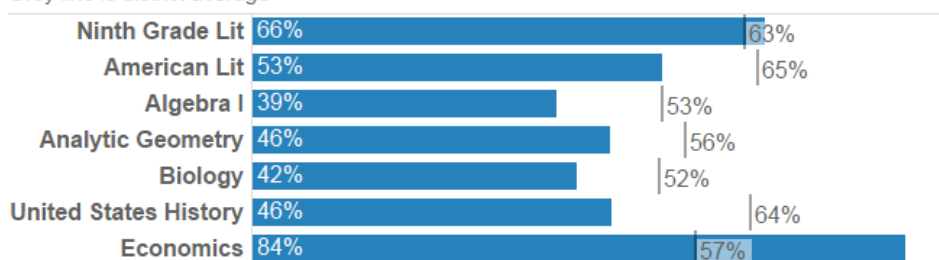
Engineering,
Math & Science



Law, Government
& Public Policy

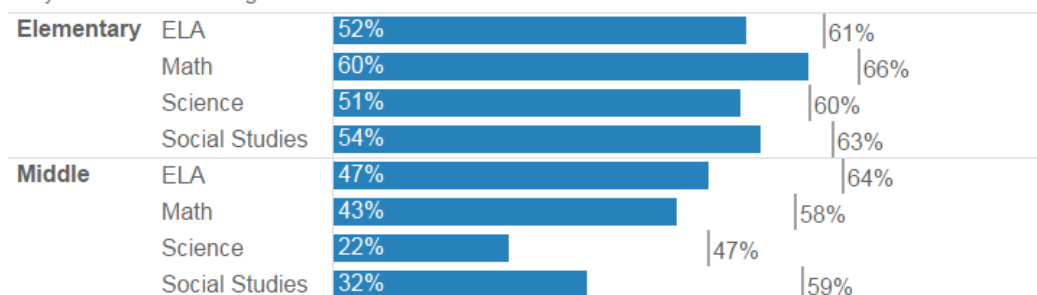
Milestones Percentage Developing or Higher: South Atlanta Cluster

Grey line is district average



Milestones Percentage Developing or Higher: South Atlanta Cluster

Grey line is district average



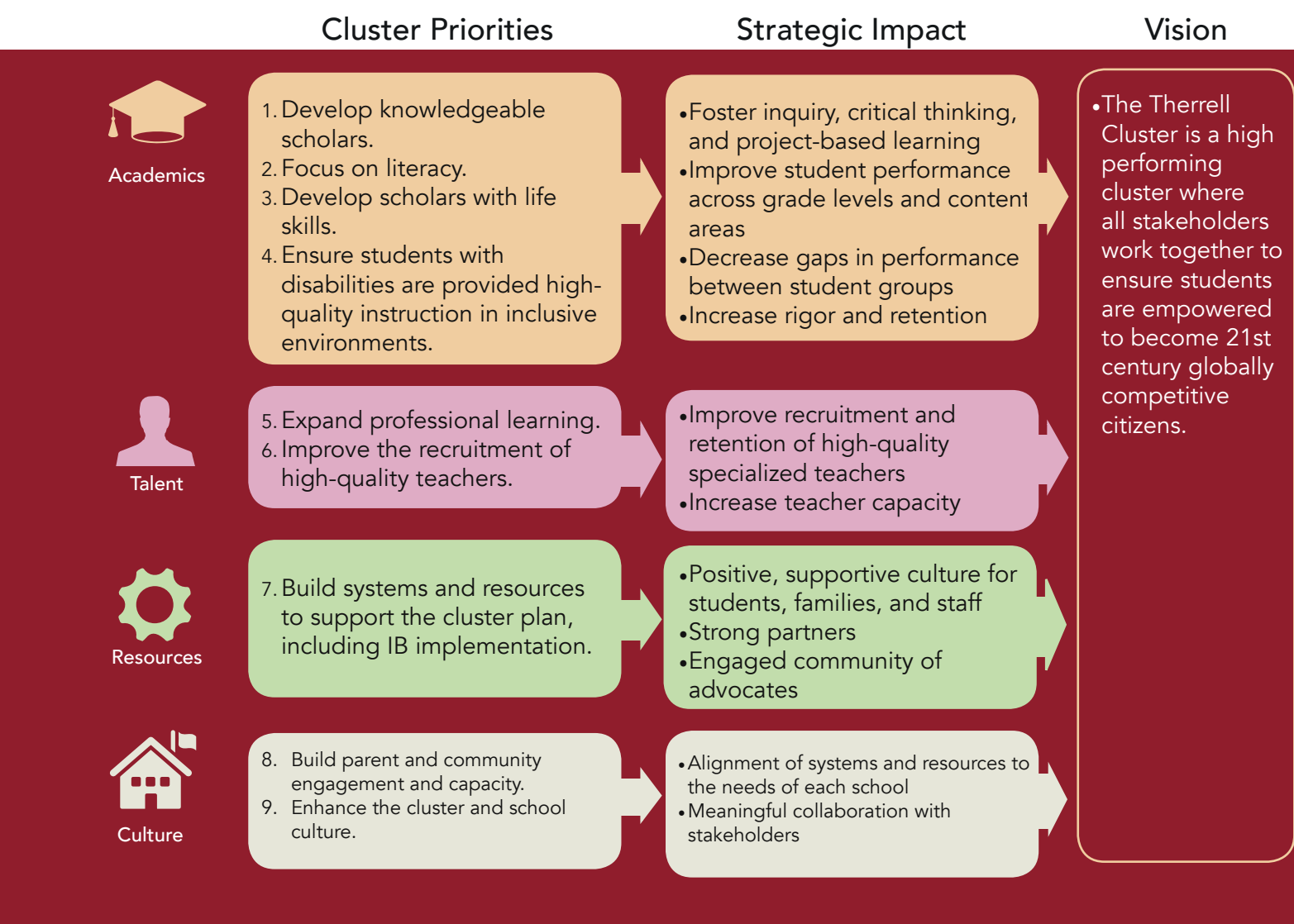
Therrell Cluster Strategy Map

The Therrell Cluster Plan is organized into cluster-specific priorities under each of the four goals of the APS 2015-2020 strategic plan: academics, talent, resources, and culture. The strategies detailed on subsequent pages are organized under each priority to align the cluster toward a common goal for graduates.

School-level GO Teams and the Cluster Advisory Team will review implementation, as well as progress towards goals.

Mission

The Therrell Cluster is a community emphasizing a student centered culture of collaboration where students will graduate ready for college and career.

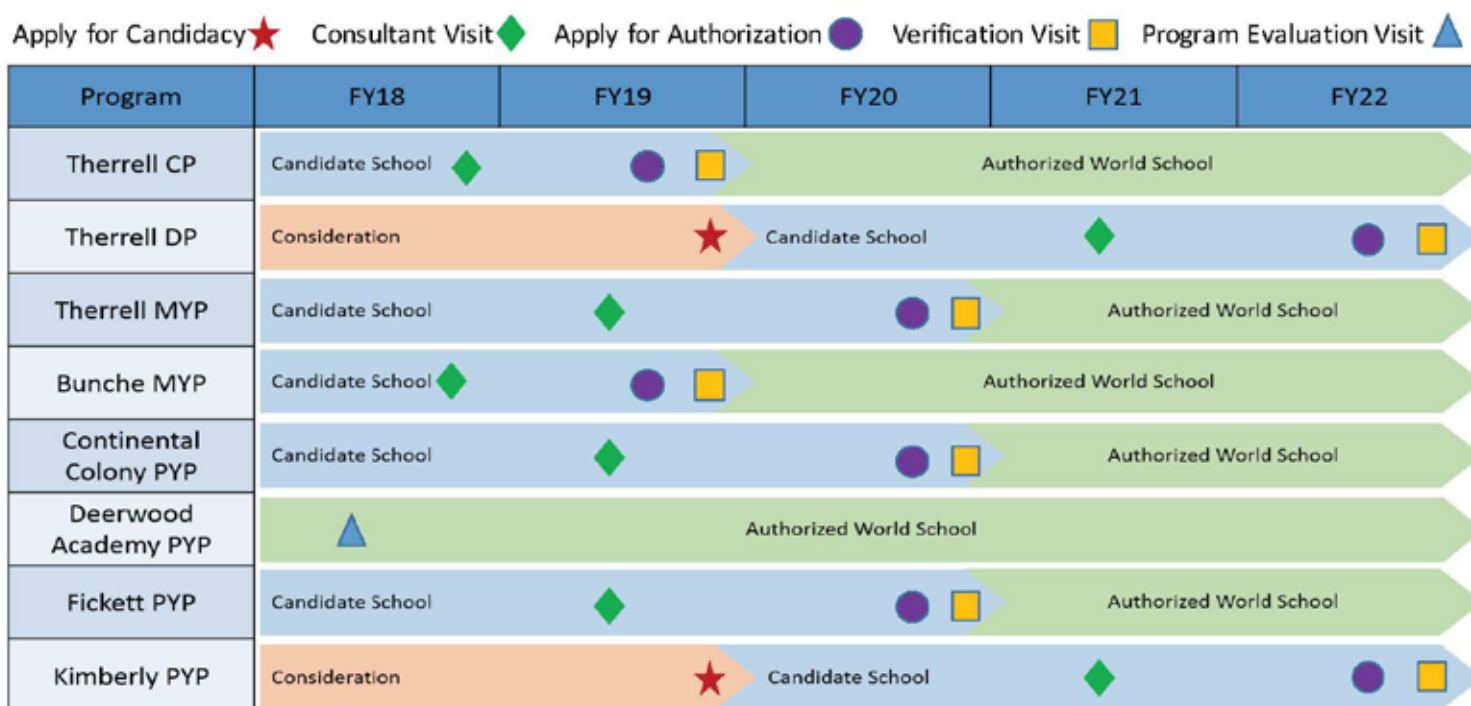


IB Implementation

The Therrell Cluster Strategic Plan serves as the roadmap for the cluster from 2015-2020; however, much of the work has already begun. Deerwood Academy is an authorized IB school. Schools have sent several cohorts of teachers to the IB trainings and have begun to implement IB practices like the learner profile, essential classroom agreements, and inquiry-based lessons.

What is IB?

International Baccalaureate, or IB, describes an approach to curriculum and instruction that prepares students to be inquiring, knowledgeable, and caring young people who are motivated to succeed. The program is offered in over 4,000 schools in more than 150 countries. Because the curriculum is globally relevant, rigorous, and consistent in its approach across schools, IB exam scores are accepted for college credit throughout the world, making IB students more competitive for scholarships and college access.



Consideration phase

- Feasibility study
- IB Coordinator identified
- Principal and IB Coordinator trained to level 1
- Complete Application for Candidacy
- Due on April 1st

Candidate phase

- "Trial implementation" of the program
- Begin training staff members to level 1—100% by Verification Visit
- Begin writing and teaching IB units (PYP and MYP)
- IB Consultant visit
- Application for Authorization
- Verification visit

Authorization!

- "IB World School"
- "Commendations" and "Recommendations"

Program Evaluation Visit

- 4 years after initial authorization
- Every 5 years thereafter for the life of the program
- "Commendations," "Recommendations," and "Matters to be Addressed"
- Ongoing IB Programme Action Plan



This priority ensures every student is prepared to graduate college- and career-ready through K-12 alignment to the skills students need. The pursuit of International Baccalaureate (IB) authorization for each school creates consistency in curriculum and instruction across schools that supports cluster-wide strategies and professional learning.

Priority #1: Develop knowledgeable scholars.

Strategies

A. Ensure a mastery of the core content.

B. Implement common assessment.

C. Provide consistent, quality world language instruction.

D. Offer fine arts opportunities.

E. Implement an IB curriculum.

F. Offer career exposure, exploration and proficiency.

Outcomes

- **Alignment of CTAE offerings and vocational programming**
- **Alignment of course offerings and instructional models K-12**
- **Increased rigor and student performance**
- **Internationally competitive graduates who are critical thinkers and lifelong learners**
- **Globally-minded students who are critical thinkers**
- **Creative and expressive students**

All Students



The Primary Years Programme (PYP) is comprised of three key components that outline how students learn, how teachers teach, and how progress is assessed. It provides the foundation for students to become active, caring, lifelong learners.



All students in 6-10 grade will participate in the Middle Years Programme (MYP) with the authorization of King Middle and Jackson High, proposed for 2018. The eight subject framework prepares students to pursue DP or CP in eleventh grade.

Optional for 11th and 12th Graders



The IB Career Programme provides rigorous IB coursework with concentrated study on a specific career path for 11th and 12th grades. Jackson will be applying for CP authorization in 2016 and will align CP offerings to the CTAE pathways.



The IB Diploma Programme (DP), for which Jackson has been authorized since 2013, is a course of study that includes six subject groups as well as the DP core and culminates with the award of an internationally recognized diploma.



Priority #2: Focus on Literacy

Strategies

- A. Implement cluster-wide literacy assessments.
- B. Provide consistent delivery and resources.
- C. Build content and capacity for conceptual thinking.
- D. Implement Literacy Teams.

Outcomes

- All students proficient in literacy across all schools

Priority #3: Develop Scholars with Life Skills

Strategies

- A. Develop cluster-wide and school-based wraparound services.
- B. Implement Social and Emotional Learning (SEL).
- C. Focus on the IB Learner Profile.
- D. Expand technology access and integration across the curriculum.

Outcomes

- Students receiving the support they need to be engaged
- The IB Learner Profile embedded in our schools

Priority #4: Ensure students with disabilities are provided high quality instruction in inclusive environments.

Strategies

- A. Develop cluster-wide and school-based supports for Special Education.

Outcomes

- Students with Disabilities receive the support they need to succeed





Excellent schools require excellent teachers, and this priority positions every teacher in the cluster to attain excellence. The professional learning priority aligns, supports and training to increase the recruitment and retention of excellent teachers. Cluster-wide professional learning ensure all teachers are prepared to deliver instruction in an IB-authorized school.

Priority #5: Expand professional learning.

Strategies

A. Provide targeted professional learning opportunities focused on implementation of the Common Core standards.

B. Increase cluster-wide collaboration.

C. Increase related endorsements and certifications.

D. Build the foundational IB skills.

Outcomes

- Alignment and consistency in instructional excellence across schools
- Improved student performance
- Improved teacher morale and school culture
- Dissemination of best practices across classrooms and schools

Priority #6: Improve the recruitment of high-quality teachers.

Strategies

A. Develop a consistent cluster profile for desired teachers.

B. Implement a consistent onboarding and recruiting process cluster-wide.

Outcomes

- Recruitment, retention, and development of excellent teachers
- Improved student performance
- Increased performance and retention of new teachers





Resources

This priority considers the changes that need to be made across the cluster to ensure each school is prepared to deliver on the mission. With the clear cluster-wide vision, localized decision-making teams, or GO Teams, at each school will position elected stakeholder representatives to align their budgets, resources, and capacity to the needs of their specific school. Localized decision-making provides schools with the decision-making power they need to realize their goals and meaningfully partner with families and community on behalf of their students.



Finally, the systems and structures necessary to evaluate and meet student needs will be implemented across schools so each site has clear data about what students need to succeed. Quarterly cluster meetings will include review of student outcomes to strategize for the success of all students.

Priority #7: Build systems and resources to support the Cluster Plan, including IB implementation.

Strategies

A. Ensure schools have the resources and budget to support IB curriculum.

B. Ensure access to and training for technology.

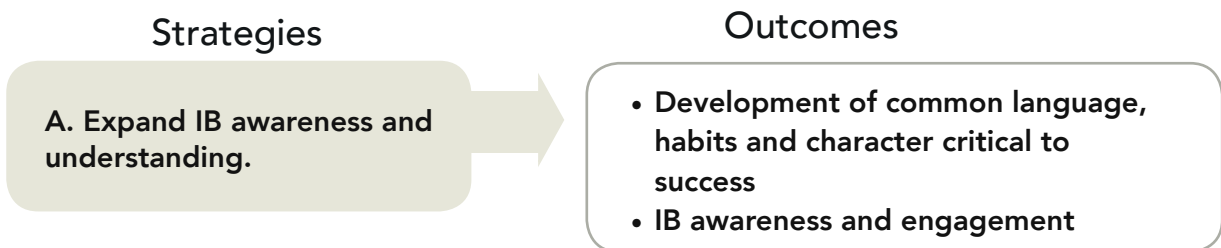
Outcomes

- Resources are used in most impactful ways
- Alignment and efficiency across schools
- Increased autonomy and decision-making for principals and staff

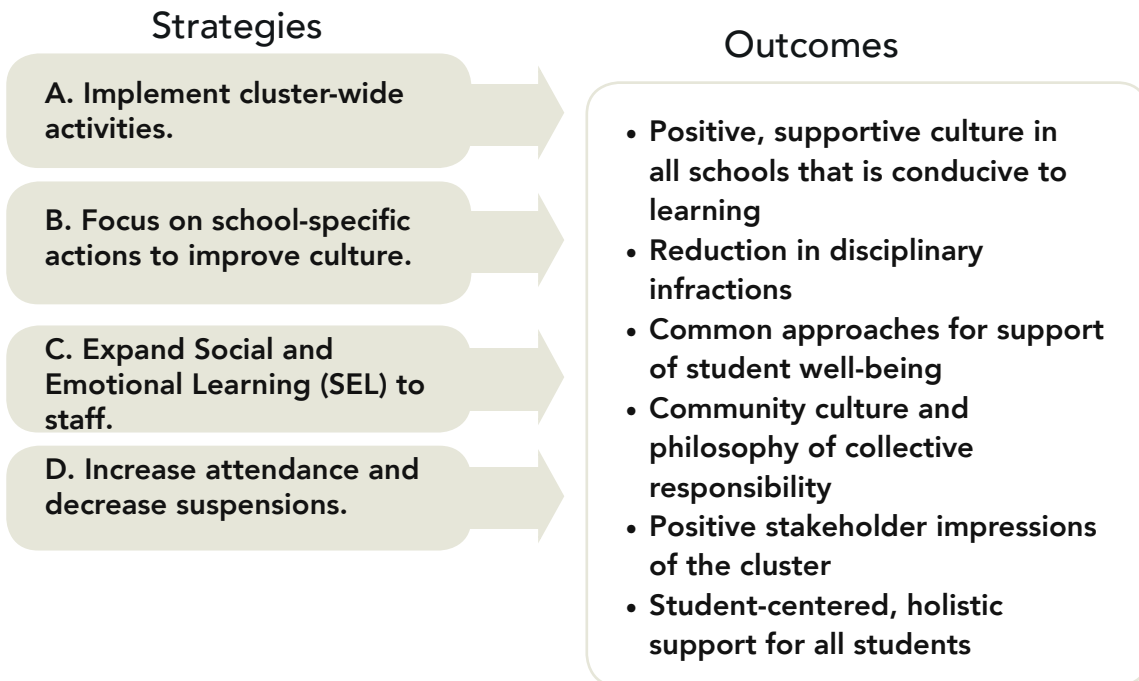


The final priority positions school and cluster culture to be positive, engaged, and conducive to learning. Through Social and Emotional Learning implementation at each school, students receive robust support and modeling of effective collaboration skills, building more inclusive and productive school cultures. Meaningful opportunities for adult engagement, including access to adult learning and awareness, participation on GO Teams, and partnerships with local businesses, position each school to better leverage the capacity of its community. A focus on high expectations for all students is essential to building a strong school culture.

Priority #8: Build parent and community engagement and capacity.



Priority #9: Enhance the cluster and school culture.



Glossary of Terms

CCRPI: College and Career Readiness Performance Index—this is the score each school receives each year that considers measures like test scores, survey data, and attendance to determine how well the school is preparing its students for college and career.

Charter System: The new operating model chosen by Atlanta Public Schools, which will afford each school greater decision-making autonomy, as well as flexibility to innovate across the district. Atlanta Public Schools was fully transitioned to a charter system in the 2016-2017 school year.

GO Teams (Local School Governance Teams): GO Teams are the committees of 3 parents, 3 teachers, 2 community members, 1 swing seat, (1 student at high schools), peer-elected for each school and governing in the 2016-2017 school year.

International Baccalaureate: The global authorization that guides the instructional, curricular, and pedagogical approach of a school to align to a rigorous international standard. Graduates with an IB Career Programme or Diploma Programme diploma are recognized internationally as having completed a higher standard of coursework for which college credit, scholarships, and other competitive advantages may be available. Programs within the IB include the Primary Years Programme or PYP (grades K-5), Middle Years Programme or MYP (grades 6-10), Diploma Programme or DP (grades 11-12) and Career Programme or CP (grades 11-12).

No Place for Hate: No Place for Hate is an initiative for schools designed by the Anti-Defamation League to create a welcoming community committed to stopping all forms of bias and bullying. The initiative provides resources, common language, and guidance to foster a safe, bully-free environment.

Signature Program: The curricular approach adopted by a cluster to align all schools behind a common curriculum. For the Therrell Cluster, the Signature Program is IB.

Standards-based: Courses that teach the skills or standards that the state has determined are most important for students to know. Standards are assessed through the Georgia Milestones and End of Course Tests required for every student by the state of Georgia.

Therrell Cluster Contact Information

Therrell High School
3099 Panther Trail, SW
404-802-5300

Bunche Middle School
1925 Niskey Lake Rd SW
404-802-6700

**Continental Colony
Elementary School**
3181 Hogan Rd., SW
404-802-8000

Deerwood Academy
3070 Fairburn Rd., SW
404-802-3300

Fickett Elementary School
3935 Rux Rd., SW
404-802-7850

Kimberly Elementary School
4215 Bakers Ferry Rd., SW
404-802-7600

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