

# GRADY

## CLUSTER PLAN



**2016-2020**

Our mission is for every student to  
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 Grady Cluster,

We truly believe APS stands at an exciting transformational moment. This 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 and your schools and the Grady Cluster more autonomy and flexibility to do what you know works best in your individual classrooms and for your students. Over the past year, we engaged in a cluster-planning process that allows us to create for each cluster a flagship high school with strong academic signature programs and then backward map that curriculum and approach to Pre-K and elementary school so that it builds up to a producing a successful high school graduate.

As a cluster, Grady 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, Grady has adopted as its Signature Theme the Partnership for 21st-Century Learning, a College and Career prep approach that focuses on the essential skills, knowledge and dispositions that children need to succeed as citizens and workers in today's world.

The work you see within this Grady 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,

Dr. Meria J. Carstarphen  
Superintendent, Atlanta Public Schools

Courtney D. English  
Chair, Atlanta Board of Education

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# Letter from the Grady Cluster Planning Team

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

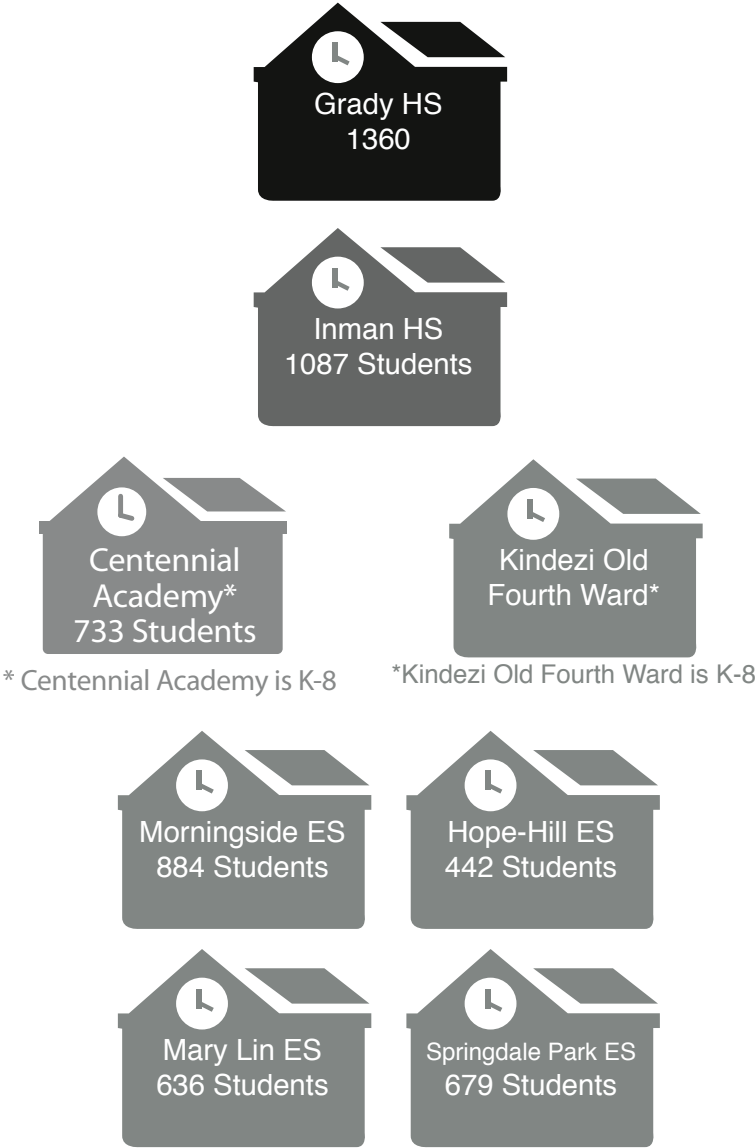
Over the past year and a half, the Grady Cluster Planning Committee has worked to create a cohesive K-12 plan that meets the interests of our students and the needs of our families, maximizes the strengths of our staff and teachers, and utilizes the resources in our community to make our graduates college and career ready. We believe our students, our families, our teachers, and our community are essential to teaching and learning.

We look forward to sharing our work with you, and getting further input to make the Grady cluster of schools an exemplary model of elementary and secondary education.

Our best to the community,  
The 2015 Grady Cluster Planning Team

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

## Enrollment (2016)





## About the Grady Cluster

The Grady Cluster has a long history of high performance as an education destination in Atlanta, and is home to some of the highest performing schools in the district.

The cluster has high levels of parent and community engagement across all schools, including collaboration across parent groups in the elementary schools to promote equitable engagement across campuses.



Boasting the highest APS cluster College and Career Readiness Performance Index (CCRPI), four Grady Cluster schools tout CCRPI scores above 90 for 2015.

Grady High School has experienced strong growth over the past several years, increasing its graduation rate from 73.3% in 2011 to 89.7% in 2015. Along with diverse extracurricular programs throughout our cluster's schools, GHS offers both dual enrollment and nationally recognized AP courses.

All Grady cluster 6th-8th graders attend Inman Middle School, which receives students from Hope-Hill Elementary, Mary Lin Elementary, Morningside Elementary and Springdale Park Elementary.

In addition to the six cluster schools, the cluster is home to two innovative K-8 charter schools: Centennial Academy and Kindezi Old Fourth Ward.

Cluster principals have an established model for collaboration that has afforded strong communications, community partnerships, and rigorous K-12 vertical alignment.

Moving forward, the cluster will build on this track record of excellence by closing the achievement gap and increasing access to the rigorous AP and dual enrollment opportunities at the high school.



### Grady Cluster Fast Facts

Cluster Enrollment	4,974
Elementary Schools	4
Middle School	1
High School	1
Graduation Rate	89.7%

### Enrollment (2015)

Asian	2.90%
Black	35.46%
Hispanic	5.00%
Native American	0.20%
Mixed Race	6.74%
White	49.70%
Students with Disabilities	7%
English Language Learners	3%

# Grady Cluster Strengths



The communities that comprise the Grady cluster are as diverse as the students served by the cluster's schools. From the lawns of Morningside to the lofts of the Old Fourth Ward, each community has a distinctive style and neighborhood pride. The Grady Cluster includes Atlanta landmarks like Piedmont Park, the Beltline, and the Martin Luther King Jr. National Historic Site.

The growing population of families across the cluster, encouraged by the strong performance of the cluster's schools, has increased in enrollment and additions to many school facilities.

- High level of parent and community engagement and partnerships
- History of strong academic performance
- Strong extra-curricular programs (Fine Arts, Foreign Language, Clubs, and Sports)
- Dual enrollment opportunities
- Strong principal collaboration
- National and local recognition for AP programming
- Strong Communications Publications and Programming
- Established neighborhoods and communities



# Executive Summary

The Grady Cluster Strategic Plan is the roadmap to leverage the ongoing success and growth of the cluster for greater achievement. The cluster is characterized by high levels of parent and community engagement, principal collaboration, and alignment of strong extracurricular programming. This alignment and the engagement of established neighborhoods and communities has facilitated a cluster united behind a vision of excellence for the community's children.

Grady High School is increasing its graduation rate every year, despite already being a high-performing high school whose graduation rate exceeds that of district and state averages. This is indicative of the cluster's commitment to ongoing improvement and to serve as a model for educational excellence across the state. The next steps in achieving the mission will require expansion and strengthening of the student experience by ensuring every classroom is a 21st century learning environment focused on success through graduation and beyond. All classrooms will facilitate skills in learning and innovation; technology and information; and life and career. Accelerated coursework and career exposure and planning will be integrated and aligned from kindergarten through 12th grade, building pipelines for CTAE, dual enrollment, and AP participation for all students.

Increased academic supports for students; such as in-school tutoring; AP prep programming; increased intervention and enrichment; and alignment of curriculum to AP outcomes will grow enrollment in AP and dual enrollment at Grady High School. Increased career exposure in elementary school and planning and CTAE initiation in middle school will increase enrollment in career pathways.



## Mission:

To ensure every student will graduate ready for college and career.

## Vision:

To become a high-performing cluster where educators inspire, families engage, and students love to learn.





# Grady Cluster

## Student Data

### An Opportunity for Change

The Grady Cluster has demonstrated its capacity for high performance and annual growth, positioning all cluster schools to deliver on the vision of the cluster plan.

Review of data highlights areas for growth and change. Uneven performance between schools and student subgroups calls for strengthened skills essential for success, achievement gap closing strategies, and alignment of electives and supports to increase access to dual enrollment and AP opportunities.

### Graduation Rate (2015)



### CCRPI (2015)

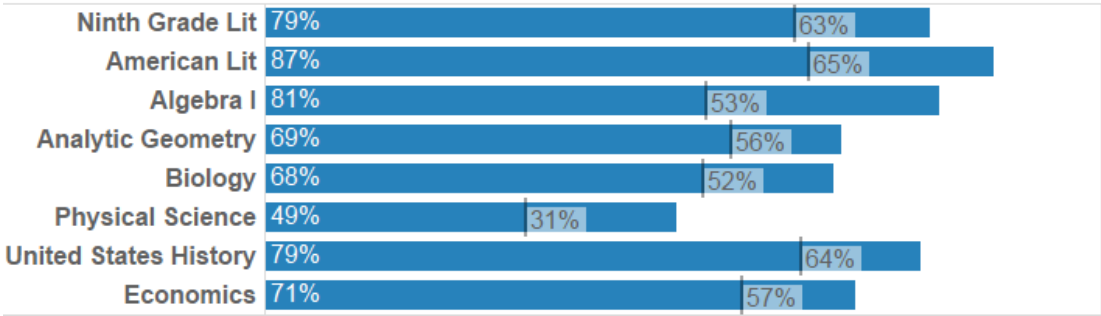
School Name	Achievement Points	Progress Points	CCRPI Score
Grady High School	34.7	30.8	70.5
Inman Middle School	40	40	90.7
Hope-Hill Elementary School	20.8	38.9	66.4
Lin Elementary School	43.8	37.2	93.2
Morningside Elementary School	48.3	38.8	98.2
Springdale Park Elementary School	46	35.4	94.5
Centennial Academy	25	26.6	55.6
Kindezi Old Fourth Ward	28.4	36.6	77.4

### CCRPI Description

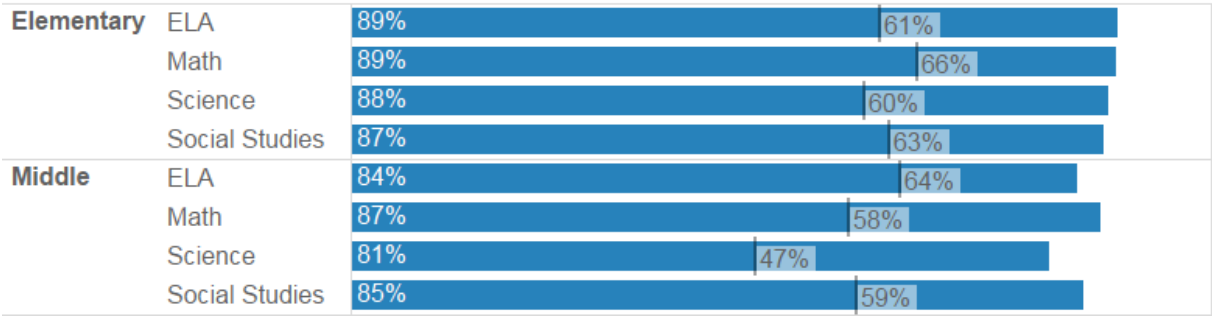
The College and Career Ready Performance Index (CCRPI) is Georgia’s annual 100-point scale for measuring how well its schools are preparing students. The CCRPI includes four main components: Achievement, Progress, Achievement Gap, and Challenge Points. The table include two major components: Achievement 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

Milestones Percentage Developing or Higher: Grady Cluster  
Grey line is district average



Milestones Percentage Developing or Higher: Grady Cluster  
Grey line is district average



# Grady Cluster Strategy Map

The Grady Cluster Plan is organized into cluster-specific priorities under each of the four goals of the APS 2015-2020 strategic plan: academic, 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

Every student will graduate ready for college and career.

### Cluster Priorities

### Strategic Impact

### Vision



Academics

1. Foster learning that prepares students for college, career and citizenship.
2. Develop school effectiveness that uses tools to measure, analyze and communicate student progress.

- Rigorous
- Personalized
- Collaborative
- Inquiry-based
- Adaptable
- Promote Growth
- Contextual



Talent

3. Offer ongoing professional development that provides instructional strategies and teaching approaches.

- Equitable
- Collaborative
- Student-focused
- Facilitated
- Flexible



Resources

4. Provide an effective learning environment, encompassing physical assets, human resources, and support.

- Security
- Capacity
- Technology
- Support
- Budget
- Resources



Culture

5. Create a supportive school culture rooted in engagement and strengths.

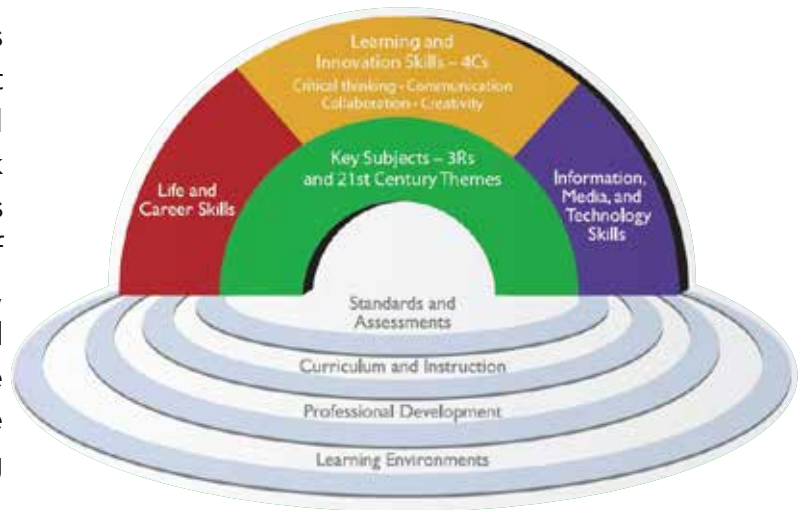
- Open
- Advocating
- Visionary
- Distributed

A high-performing cluster where educators inspire, families engage, and students love to learn.



# Roadmap to 21st Century Learning

The framework for 21st Century Skills provides schools with guidance to ensure every student graduates ready for success in the new global economy. In the Grady Cluster, this framework is already in place and will be expanded across schools to guide consistent alignment of coursework and instruction, extracurriculars, resource and infrastructure development and professional learning. 21st century skills are integrated across curricula to develop core academic subject knowledge, critical thinking skills and effective communication strategies.



The framework aligns the vision of the Grady Cluster because it advances core content knowledge, as well as the essential skills for success: critical thinking, communication, creativity, collaboration, and citizenship. In addition, the framework considers the success of all students as the goal, and creates a more engaged learning environment.





In order to prepare students to graduate ready for college and career, the cluster will use the 21st Century framework as the comprehensive approach to prepare students for graduation and beyond. Collaboration and accountability across the academic program will lead to increased student performance while also closing the achievement gap between student groups.



## Priority #1: Foster learning that prepares students for college, career and citizenship.

### Strategies

- A. Develop core academic subject knowledge and understanding among all students.
- B. Teach the essential skills for success in today's world (i.e. critical thinking, problem solving, communication, collaboration, social and emotional learning, and life skills).
- C. Enhance and integrate career interests and pathways.
- D. Increase AP enrollment and achievement (i.e. AP Capstone, strategy for under-represented students)

### Outcomes

- Close the achievement gap between student groups
- Increase the number of high schools students earning college credit
- Strengthen the academic foundation for all students
- Develop essential skills for success
- Improve student performance outcomes for all students



## Priority #2: Develop school effectiveness that uses tools to measure, analyze and communicate student progress.

### Strategy

- A. Monitor, adapt, improve and communicate progress to prepare students to be college and career ready, and life-long learners.

### Outcome

- Increased student ownership of progress and success



### Priority #3: Offer ongoing professional development.

An essential element to the Grady cluster plan is a priority on professional learning and capacity building for teachers and staff.

Professional learning opportunities will be offered across schools to ensure all teachers have the tools to facilitate student mastery of 21st century skills and Advanced Placement coursework. This includes job-embedded, customized, collaborative and technology-infused professional learning, as well as explicit training in pre-AP alignment and gifted certifications. In addition, the cluster will establish an AP Capstone Team that will train a cohort of teachers on the components of the AP Capstone at each school level.

#### Strategies

**A. Provide teachers with the professional learning necessary to ensure the student master of 21st century skills (i.e. student-focused, equitable, flexible, collaborative, facilitated, continuous learning).**

**B. Increase the number of teachers with credentials or certifications for advanced learning (i.e. AP, gifted).**

#### Outcomes

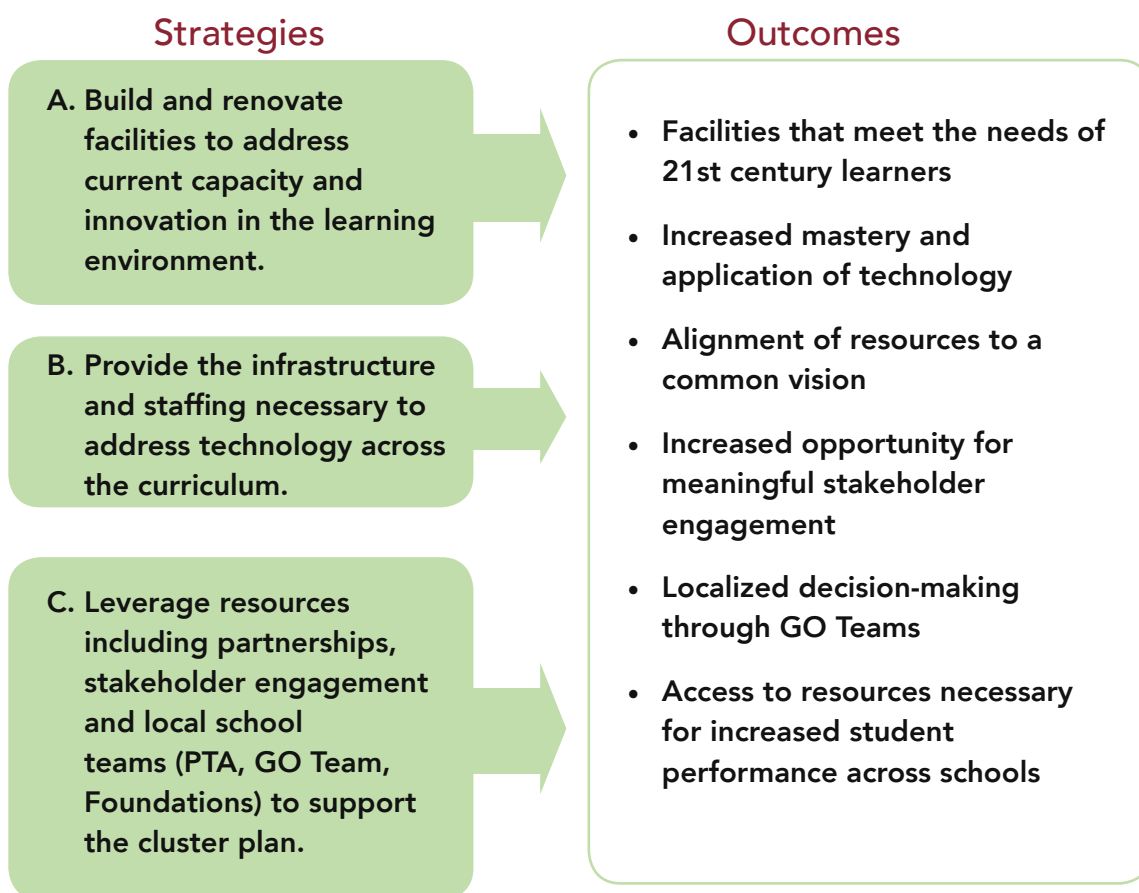
- Increased collaboration
- Access to high-quality professional learning
- Increased student performance and access
- Robust support to build capacity for all teachers



### Priority #4: Provide an effective learning environment, encompassing physical assets, human resources and support.

This priority considers the changes that need to be made across the cluster, both to address the growing student population and the infrastructure needed to facilitate 21st century skills. Facilities renovations and upgrades will be carefully aligned to instructional needs to meet learning environment specifications.

Staffing and infrastructure across schools will meet the changing needs presented by infusion of technology. Community members, local university and business partners, parents and other stakeholders will be leveraged strategically for student programming.

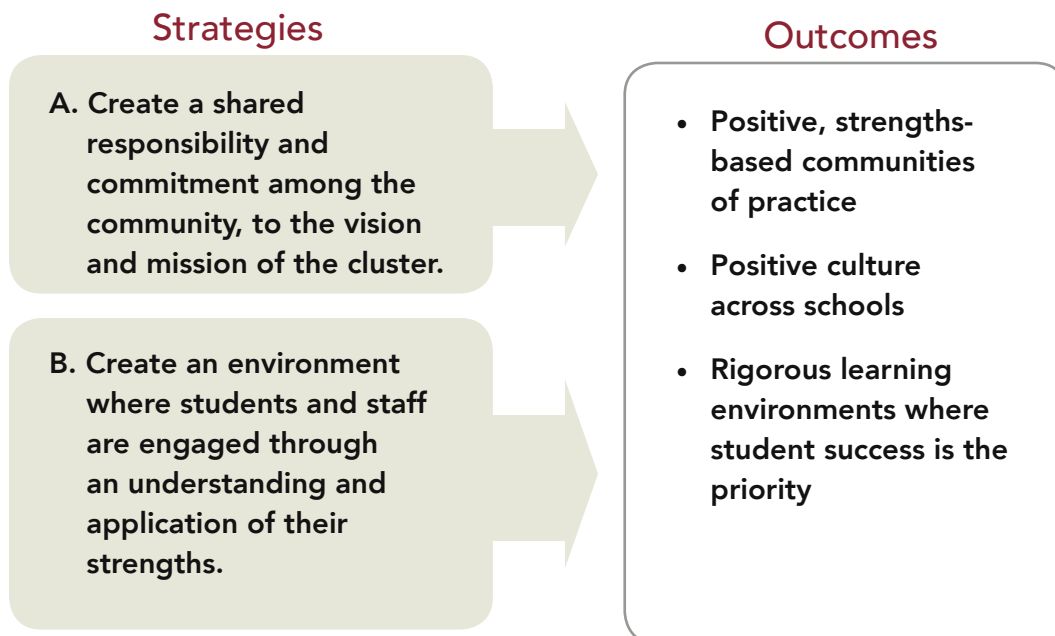






## Priority #5: Create a supportive school culture rooted in engagement and strengths.

The final priority focuses on creating a supportive culture across the cluster that is positive, engaging and united behind a common vision of success for all students. Through trainings for staff and students, each school will grow through leveraging strengths. School and cluster culture, through the 21st Century Learning framework, will focus on collaboration, sharing best practices, learning through project-based work, providing equitable access to resources, and expanding community and international involvement in learning.



# Glossary of Terms

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**21st Century Learning:** A framework for learning that organizes support systems to achieve student success in life and career skills, learning and innovation skills, information/media/technology and the “3 R’s” (reading, writing, and arithmetic).

**Advanced Placement (AP):** Advanced Placement or AP courses are college-level courses offered at high school. Upon completion of the course, students take a test prepared by the CollegeBoard and earn college credit for passing scores. Grady High School currently offers Biology, Calculus AB, Calculus BC, Chemistry, Computer Science, English Literature, English Language, Environmental Science, European History, French Language, Geography, Government and Politics: Comparative, Government and Politics: U.S., Latin: Vergil, Macroeconomics, Microeconomics, Music Theory, Physics B, Psychology, Spanish Language, Statistics, Drawing/Studio Art, U.S. History, and World History.

**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 by the 2016-2017 school year.

**CTAE:** Career, Technical, Agricultural, Education certificates are awarded to those graduates who complete a rigorous course of study through high school that supplements basic requirements with a focus on a particular career path. Grady High School currently offers Allied Health & Medicine; Audio, Video Technology & Film; Criminal Investigation; Engineering & Technology; Entrepreneurship; Fashion Merchandising; Graphic Design; Legal Services; Sports & Entertainment Marketing; Move on When Ready Dual Enrollment; and the College and Career Academy.

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

**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.



## Grady Cluster Contact Information

**Grady High School**

929 Charles Allen Dr., NE  
404-802-3001

**Inman Middle School**

774 Virginia Ave., NE  
404-802-3200

**Hope-Hill Elementary School**

112 Boulevard Dr., NE  
404-802-7450

**Mary Lin Elementary School**

586 Candler Park Dr., NE  
404-802-8850

**Morningside  
Elementary School**

1053 E. Rock Springs Rd., NE  
404-802-8950

**Springdale Park  
Elementary School**

1246 Ponce de Leon Ave., NE  
404-802-6050

**Centennial Academy**

531 Luckie St., NW  
404-802-8550

**Kindezi Old Fourth Ward**

386 Pine St., NE  
404-719-4005

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