

**SCHOOL:** Taylor High School

**PRINCIPAL:** Richard E. Klee

**DATE:** 5/10/2021

**NAME OF PROJECT:** Griffin Hour

**PROPOSAL SPOKESPERSON/PEOPLE:** Richard Klee and Adrien Antaya

**S.S.C MEMBERS**

Richard Klee  
Ricardia Lewis  
Ian Warren  
Victoria Mach  
Rachel Zaback  
Damien Butler  
Kayla Flatt  
Kelly McCausland

**S.I.T. MEMBERS**

Chris Burnett  
Jennifer Louwers  
Victoria Mach  
Ian Warren  
Christin Dukes  
Phil Somerville  
Amanda Wood  
Christin Dukes  
Damien Butler  
Denaca Stabnick  
Jeannie Sanchez  
Tracy Carroll  
Ricardia Lewis

## **PROPOSAL COMPONENTS (Write no more than one page per component.)\***

### **Description of Program (Abstract)**

Taylor High School proposes creating a flexible hour for every student (4th hour). This hour was chosen to capture the maximum number of students and avoid student late arrivals and/or early departures. It also allows coordination between the high school and the Career Center. The following opportunities and more would be available:

- MTSS (Multi-tiered system of support) intervention with a chance to work on school assignments, meet with teachers to review content, or online work with Edmentum Exact Path.
  - A. Exact Path is an online intervention program for Math and ELA. It uses the NWEA score and creates a path of what standards the student is missing and works on teaching and practicing those standards.
  - B. This program can also be used for enrichment for students who want to accelerate their learning.
- Teachers can assign students to intervention, makeup tests, retesting or review work if needed. Students could also complete homework, or work on class projects.
- Teachers preserve classroom instruction time with fewer pullouts for meetings, events, presentations, etc.
- Teachers can make parent contacts with student progress updates via email, Remind, etc..
- Students would be assigned to the same teacher for the entire year for attendance purposes and curriculum at least one day per week to develop a mentoring relationship with them.
- Students can choose an enrichment class/activity or club to attend. This allows for student interest in activities normally not available for students who can't come before or after school. These would be driven by student interest and teacher background, i.e. eSports, Chess, Drama, NHS, DECA, SLS, Student Council. Groups could be flexible and may only last a semester or for the full year once again driven by student interests. Meetings may be weekly, monthly or as needed.
- Counselors can meet with students for scheduling, SEL support, and career and/or college exploration including visits by representatives.
- Social and emotional support could be provided by social workers, Beaumont Wellness, and student support groups such as Wayne Mediation, Link Crew, and Students Leading Students.
- Tutoring by NHS or Link Crew students in areas of concern for students.
- Part of each day and/or week would be an advisory w/assigned students possibly using a curriculum like the Positivity Project in order to build teacher/student relationships.
- Each grade level would have grade level specific curriculum to support academic success and post graduation plans and goals.

Scheduling of students moving between teachers during this hour would be done by the teachers and students using an online platform so that students could be held accountable. (possible to do this with Google Calendar if other options do not materialize) Flexibility is the strength of this period so that it

meets the needs of students and teachers and changes accordingly. It will also recover instructional time for teachers and students who are often pulled out of regular classes. It is a credit/noncredit class, but would count as elective credit. Students would get a Pass/Fail grade. Common classroom expectations will be developed by staff. This is not an additional prep for teachers, but an opportunity to intervene on a daily basis with struggling students and provide enrichment for all students.

## **Purpose**

Taylor High School students are in many respects behind in earning credit toward graduation historically and especially now after missing in person learning for more than a year. Students are also routinely pulled from core content classes for counseling, college visits, intervention and other necessary reasons. The Griffin Hour is designed to help students recover credit, learn necessary soft skills, receive career and college readiness preparation and enrich their learning experience through activities and clubs. The instructional component of this flexible hour also includes a Freshman Seminar curriculum, Sophomore character education curriculum, Junior career and college readiness curriculum\* and Senior Seminar\* course that involves preparation for life after high school. (\* already in place at the high school as a separate class) It is designed to equip students with the study and social skills they will need to be successful, and to motivate them through exploration of their individual interests, talents and college- and career-awareness activities. This hour can also let students have the opportunity to explore online electives, have peer collaboration during the school day, etc. Again, the key is the flexibility of the hour. As student and building needs evolve, the Griffin Hour can evolve.

The following data chart supports the need for the Griffin Hour. Three glaring outcomes include the high number of failing classes, attendance rates, and In-School and Out-of-School Suspensions:

9th grade data from 2019-last full year of school.

### **Academic Data:**

Students with one or more E's on their first semester report card-- not receiving credit in that class: 212/457--46%

### **Attendance data:**

Students who have 10 or more absences in one or more classes: 210/457

**Student Discipline:**

Suspension data by month September 2018 -- March 2019:

Month	Year	Grade	Suspension Type	Number of Suspension	Total By Month
September	2018-2019	9	IS	5	<i>September</i>
	2018-2019	9	OS	20	25
October	2018-2019	9	IS	24	<i>October</i>
	2018-2019	9	OS	88	112
November	2018-2019	9	IS	1	<i>November</i>
	2018-2019	9	OS	38	39
December	2018-2019	9	IS	9	<i>December</i>
	2018-2019	9	OS	26	35
January	2018-2019	9	IS	1	<i>January</i>
	2018-2019	9	OS	13	14
February	2018-2019	9	IS	6	<i>February</i>
	2018-2019	9	OS	14	20
March	2018-2019	9	IS	9	<i>March</i>
	2018-2019	9	OS	11	20
			<b>Total IS</b>	55	
			<b>Total OS</b>	210	
			<b>Total Suspensions</b>	265	

## Plan of Implementation

- Schedule students according to grade level.
- Provide PD and curriculum to staff to support classroom time.
- Collaborate with peers to develop common expectations for grading, behavior, and accountability.
- Student achievement, grade, attendance, and other elements will be discussed with their assigned students on a weekly basis.
- Review success of model at the end of the semester/year.
- Bi-weekly attendance check and grade check
- Student worksheet to be completed each week
- Possible Attendance incentive- 5 or fewer days and a C or better in class=option final exam
- Small milestone victories (PBIS): 10 days in a row no absence, no tardy; passing all classes each month; prizes for collecting trophies in Exact Patch, etc.
- Parent/student/teacher/administrator compact

## Educational Merit (Research/Best Practices)

### Research Studies:

Ultimate Guide to Flex Periods | Edficiency

5 Reasons Your School Should Have a Flex Block | Enriching ...

<https://practices.learningaccelerator.org/strategies/implementing-a-flex-time-period>

Flex time: Schools break out of scheduling ruts to improve ...

**Benefits of the Griffin Hour include:**

- Dedicated, caring teachers developing mentoring relationships with students
- Embedded professional peer support for students and staff
- Student interventions/incentives—MTSS model with Tiered supports
- Common expectations
- Engaging and relevant instructional lessons, moving towards Project-Based Learning and integrated curriculum
- During school time for academic flexibility

## **Evaluation Plan**

The Griffin Hour will be evaluated based on the following:

- Student Achievement—GPA and numbers of failing classes-by student and class
- Student Attendance
- Student Discipline
- Student Efficacy Survey
- Teacher Efficacy Survey
- Parent Survey

## **Staff Commitment**

- Creating common expectations for grading, behavior, and curriculum
- Implement with fidelity the offered curriculum for each grade level
- Create a place in the school where each students knows there is an adult who is caring for them everyday
- Creating workspaces for each teacher to host their hour

## **Certification**

- To be determined by DSSC

## **Community Implications**

Waivers – none needed (Contracts, Board Policy, and or Increased Funding)

- To be discussed by DSSC

## **Budget**

Things to discuss:

- All teachers will teach 6/7 periods, 5 content, one Griffin Hour, one prep. During the weekly time of Griffin Hour staff may work on the following: dedicated to team collaboration, teaming Professional Development, Multi-Tiered Support System, Project Based Learning, RCD, Small group mediation, parent phone calls and the like.
- Admin and 9th grade advisor will support the development and needs of Griffin Hour.
- Cost for class— approximate annual fee of \$5,000 for blended curriculum (paid for through Title funds); one curriculum is a one time charge of \$15,000; for Freshman Academy Nashville HUB and Sophomore Positivity Project, while Junior and Senior curriculum already exists at no cost. Approximate upfront costs will be \$15-20,000.

## **D.S.S.C. EVALUATION FORM**

**To be completed by the B.L.T./S.S.C. based on their approved proposal to the D.S.S.C.  
Due to the Director of State and Federal Programs no later than June 1<sup>st</sup>.**

1. How has the proposal/plan been aligned to the district/building missions?
2. What was the proposals' approach to improving student achievement?
3. Show evidence that the goals were based on data and aligned with the School Improvement Plan.
4. How was the proposal evaluated and method of data collection?
5. What were the results of the proposal in improving student achievement? (Long Term/Short Term)

## **D.S.S.C. RUBRIC FOR ACCEPTING PROPOSALS**

### **APPROVED:**

4.

- \*Clear workable approach to improving student achievement.
- \*Clear alignment with district/building mission statement.
- \*Precise goals based on data, student academic outcomes, and aligned with the School Improvement Plan.
- \*Clear indication of instruments used to measure progress/results.
- \*Clear measurable process that will determine progress/results of the plan.

3.

- \*Some workable approach to improving student achievement.
- \*Some alignment with the district/building mission statement.
- \*Set goals based on student academic outcomes and evidence that there is alignment to the School Improvement Plan.
- \*Some indication of the instruments used to measure progress/results.
- \*Some measurable process that will determine progress/results of the plan.

### **NOT APPROVED:**

2.

- \*Lacks a workable approach to student achievement.
- \*Little evidence of alignment to district/building mission statement.
- \*Goals are vague and are not expressed in student academic outcomes and little alignment to the School Improvement Plan.
- \*Little indication of instruments used to measure progress/results.
- \*Little measurable process that will determine progress/results of the plan.

1.

- \*No workable approach to student achievement evident.
- \*No evidence of alignment to district/building mission statement.
- \*Goals are vague and are not expressed in student academic outcomes and no alignment to the school improvement plan.
- \*No indication of instruments used to measure progress/results.
- \*No measurable process that will determine progress/results of the plan.

## **STAFF COMMITMENT**

Proposals will be reviewed to determine that the applicant is committed to and capable of the successful implementation and continuation of the project. (No more than one page.)

Demonstration of significant support within the staff and the community.

(50% plus one or more staff/department commitment is required)  
The S.S.C. will use any process they choose to arrive at plan  
Component decisions.)

The certified staff, including principal and assistant principal(s), but excluding Academic Assistants and substitutes, will conduct a secret ballot to establish staff commitment for the program.

## CERTIFICATION

The building Site Steering Committee verifies that this building proposal has the support of 50% plus one of the certified staff as determined by a secret ballot.

S.S.C. Members' Signatures:

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## WAIVER(S)

**Specific contract and/or policy language that is to be waived along with specific change requests. List the specific policy and/or contract language to be waived. Please refer to the page, article, section and paragraph or appropriate Board policy from which you are seeking waivers.**

There are no TSD Board of Education Policies in need of waivers; however, the following TSD Board Policies will be considered for TSD Board approval in light of the Freshman Academy:

2120	School Improvement
2210	Curriculum Development
2220	Adoption of Courses
2230	Course Guidelines
3130	Assignment and Transfer

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Griff Mills, Superintendent TSD

Linda Moore, President Taylor School District Taylor Federation of Teachers

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

Cynthia Nickels, Asst. Superintendent TSD

Terrence Devlin, Executive Secretary Taylor School District Taylor Federation of Teachers

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_