School Improvement Grant 1003(g)

EXECUTIVE SUMMARY

SCHOOL IMPROVEMENT GRANT (SIG) FOR BEACH HIGH SCHOOL

The Turnaround Model will be implemented at Beach High School and has the advantage of allowing the school to start over with a clean slate in the Adequate Yearly Progress (AYP) process. As a result, the school choice option and supplemental services option will not be offered at Beach High School.

When applying for a SIG, the school district must:

- develop a school improvement plan based on a comprehensive needs assessment and school profile which will address the identified needs of the students in the school and improve student achievement. The December 2009 GAPSS analysis and School Profile for Beach were utilized;
- demonstrate the capacity to implement the selected intervention model successfully;
- propose a budget that covers the full period of the grant;
- monitor the progress of schools that are being funded by SIGs;
- establish annual goals for student achievement in reading and math in addition to meeting AYP;
- demonstrate sustainability to support the achievements of reform efforts after the grant period;
- measure the progress of these schools on leading indicators such as dropout rate, attendance, discipline, test participation and achievement of specified academic outcomes.

"Savannah-Chatham County School System understands and assures that any conflicts between the School Improvement Grant and Race to the Top will be resolved to reflect Race to the Top conditions."

Turnaround Model Key Components

<u>New Governance Structure</u>

1. Replace the principal and hire a new principal through a rigorous application and screening process based on locally determined competencies (Leader Keys, School Keys) which ensure the selection of a principal capable of successfully building a high performance team, implementing the school improvement plan and achieving the district's established outcomes, including the attainment of Adequate Yearly Progress. A signing bonus will be included.

2. Grant the principal operational flexibility to implement the reform model in order to substantially improve student achievement and improve graduation rates. On May 19, 2010, the superintendent presented to the Board of Education for approval a resolution granting this flexibility in areas such as staffing, budget, scheduling, calendar, discipline, professional development and other school operations. The resolution was approved unanimously.

3. Remove the staff and rehire through a screening process based on locally determined competencies (CLASS Keys, School Turnaround Teacher Competencies) to ensure the selection of high performing staff members capable of meeting established accountability measures leading to the attainment of Adequate Yearly Progress.

4. Provide financial and other career incentives such as signing bonuses for ELA, math and science teachers as well as performance-based incentives for all staff (not administrators) based on the attainment of student achievement benchmarks.

5. Hire a Turnaround Leader (Executive Director, School Improvement) to supervise and support the principal while providing accountability for the school improvement process. The Turnaround Leader and principal will report to the Chief Academic Officer.

6. Establish a School Advisory Board including parents, students, community members and other key stakeholders for the purpose of advising leaders regarding school improvement and student achievement.

7. Continue state supports such as the services of a School Improvement State Director (consultative only) and a Math Implementation Specialist.

Increased time and support to address student learning and social/emotional needs

1. Provide extended day and extended year learning opportunities for students at Beach High School such as an embedded intervention block, academic intercessions, a Twilight Evening School, an expanded A+ Virtual Learning Program and the Georgia Virtual School.

2. Analyze feeder school student achievement, initiate lines of communication and planning with feeder schools and develop early warning systems and transition programs for students entering Beach High School.

3. Provide social-emotional and community-oriented services to support students. These include a tiered behavioral monitoring and support system, the Positive Behavior Support system, a school-based community health clinic providing basic medical services only including, but not limited to, nutrition training, health screenings, immunizations and athletic physicals. A parent liaison and training program, along with an interactive school web portal (The Doghouse) will expand communication with parents and students.

Instructional and Support Strategies

1. Develop and implement a comprehensive, job-embedded professional learning program for all staff, focused on identified and documented needs for improving teaching and learning.

2. Use data to identify and implement research-based instructional programming aligned with state standards and the school improvement plan requirements. This will include the America's Choice Rigor and Readiness/ACT initiative in grades 9 and 10, Science, Technology, Engineering and Medicine (STEM) in all grades, Common Core State Standards, Thinking Maps, High School 101 and Write for the Future.

3. Ensure the continuous use of student data in a formative and summative manner to inform and differentiate instruction in order to meet academic growth needs of students using tools such as Measurement of Academic Progress (MAPS).

4. Open the School of Medicine and Biomedical Research as a partnership with universities and medical facilities and supported by an onsite Medicine, Science and Technology Specialist.

GEORGIA DEPARTMENT OF EDUCATION

School Improvement Grant 1003(g)
Part II: LEA Application 2010

LEA Name:	LEA Mailing Address:
Savannah-Chatham County Public School System	208 Bull Street Savannah, Georgia 31401

LEA Contact for the School Improvement Grant

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Superintendent (Printed Name):	Telephone:
Dr. Thomas B. Lockamy	912-395-5585
Signature of Superintendent:	Date:
X Thomas B. Lockamy	4.14.10

The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.

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LEA Application 2010

Savannah-Chatham County Public School System

LEA Name: _____

Section A. SCHOOLS TO BE SERVED: The LEA must include the following information with respect to the schools it will serve with a School Improvement Grant. Using the attached list of eligible schools, identify each Tier I, Tier II, and Tier III school the LEA commits to serve and select one of the four intervention models (turnaround model, restart model, school closure model, transformation model) that the LEA will use in each Tier I and Tier II school.

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of the schools.

School Name	NCES ID#	Tier I	Tier II	Tier III	Intervention Models (Tier I and Tier II Only)			
					Turnaround	Restart	Closure	Transformation
Beach High School	2052	X			X			

School Improvement Grant 1003(g)

LEA Application 2010

LEA Name: _____ Savannah-Chatham County Public School System_____

School Name: _____Beach High School_____

Sections B and C must be completed for each Tier I and Tier II school applying for this grant. Section B, number 6 and Section C must be completed for each Tier III school applying for this grant.

Section B. DESCRIPTIVE INFORMATION: The LEA must include the following information to complete the School Improvement Grant application.

1. For each Tier I and Tier II schools that the LEA commits to serve, the LEA must analyze the needs of each school and select an intervention model for each school.
   a) Complete the School Profile (Attachment 1a: Elementary School Profile, Attachment 1b: Middle School Profile, Attachment 1c: High School Profile). **SEE ATTACHMENT.**
   b) If available, attach the "Target Areas for Improvement" section from the Georgia Assessment of Performance on School Standards (GAPSS) reviews completed within the last two years.

      SEE ATTACHMENT.

   c) Provide a narrative describing the outcomes of analyzing the data (school needs).

The purpose of this application is to communicate the process of monitoring, measuring and achieving academic performance using the Turnaround Reform model for Beach High School under the School Improvement Grant (SIG) 1003(g). Therefore, a School Improvement Steering Committee was created to develop a comprehensive three-year (2011-2013) strategic plan to meet the needs of Beach High School. The plan is based on an extensive analysis of AYP data (math, ELA, graduation rate), SAT, ACT and the 2009-2010 GAPSS summary report (*See Attachment 7, p. 60*) for implementation beginning in the fall of the 2010-2011 school year. The GAPSS is the formal process which assesses a school's implementation of the Georgia School Standards as defined in the eight strands for effective schools: curriculum, assessment, instruction, planning and organization, student, parent and community involvement, professional learning, leadership, and school culture.

The commitment to continuous improvement will be highly evident and reflected in Beach High School's SIG application, based on the Plan, Do, Study, and Act (PDSA) model and input from various stakeholder groups including district level leadership, First District RESA, Georgia Association of Educators (GAE), Savannah Federation of Teachers, America Federation of Teachers, Beach High School Alumni Association parents, community members, business partners, and students. Annual goals were developed and will be translated into teacher/student specific benchmarks in order to track progress/growth towards meeting those goals using a

Balanced Score Card (BSC). The Balanced Score Card will measure the plan's objectives created to serve students, staff, and community equally. Stakeholders will be kept abreast of the school's progress in a multitude of ways including, but not limited to, a monthly newsletter, school website and School Advisory Board meetings.

The Balanced Score Card will include the school's testing data and will be shared with each teacher at the beginning of each school year. The BSC will be used by all teachers and departments for honing curriculum and instruction, identifying academically at-risk students, and improving end-of-year assessment scores in all tested areas. SAT, ACT and PLAN test scores will be used by each department for setting goals and creating action plans. Although reading and math are the focus of the national and state testing programs, emphasis will also be placed on the other core subjects, as well as fine arts, technology, physical education and Georgia career pathways in order to produce well-rounded young adults who are prepared for college and/or a career after high school. The end result will demonstrate continuous and longitudinal improvement over the three-year grant period.

The demographic data for Beach High School is:

- 94% Black, 3.5% White, 1% Multi Racial, 1% Hispanic and .5% Asian
- 48% male and 52% female
- 86% free lunch and 10% reduced lunch

Adequate Yearly Progress (AYP) under the 2001 NCLB legislation is more stringent than in previous Elementary and Secondary Education Act (ESEA) laws. AYP now requires that schools meet criteria in three areas: Test Participation (for both Mathematics and Reading/English Language Arts), Academic Performance (for both Mathematics and Reading/English Language Arts), and a Second Indicator (Graduation Rate).

A review of Beach High School's AYP data for the past three years, reveals the following results and trends:

Beach High School AYP Proficiency: 2007 - 2009

	ELA			Math			Graduation Rate		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
All	85.4%	83.9%	91.6%	44.7%	62.0%	57.5%	49.4%	49.5%	65.7%
Black	84.9%	83.9%	91.2%	44.8%	61.8%	56.9%	49.7%	50.0%	66.1%
SWD*	56.5%	77.8%	78.3%	43.5%	66.7%	62.5%	34.5%	31.4%	36.0%
ED	85.2%	83.0%	89.9%	40.7%	63.3%	55.8%	50.9%	49.4%	69.9%

**10 or more students reported, but below minimum subgroup size*

- Beach High School met the AYP criteria for Test Participation.
- Beach High school did not meet the AYP criteria for Academic Performance.

- Beach High School did not meet the AYP criteria for the Second Indicator (Graduation Rate).
- Beach High School's ELA scores have increased in all subgroups. However, math and graduation rates continue to be areas of great concern.
- Beach High School's graduation rate has increased by over 19 points from 2007 to 2009. However, the gains were not enough to make AYP based on the established targets.
- The average graduation rate based on three year trend data is 54.9% which is significantly below the 60% cut off score used in determining high schools to be served with SIG 1003(g) funds.
- The average retention rate (grades 9-12) over a three year period is 40%.

Schools that do not meet AYP in the same subject for two or more consecutive years are placed in Needs Improvement status with escalating consequences for each successive year. Same subject is defined as two years of not obtaining Reading/English Language Arts Annual Measureable Objectives (AMO) in participation or academic performance or two years of not making Mathematics (participation or academic performance) or two years of not making Second Indicator (Graduation Rate).

- Beach High school is currently in Needs Improvement Year Five (NI-5) or Greater.
- Beach High School must offer both Public School Choice and Supplemental Education Services (tutoring).
- Beach High School is currently in State-Directed Status.
- Further review of the 2009 AYP math data found that 44.2 % of the students who scored below proficient were on free or reduced (F/R) lunch (economically disadvantaged). In addition, 37.5% of F/R lunch students were also classified as students with disabilities (SWD).

The student performance growth goals for the grant period are based on the preliminary spring 2010 GHSGT scores. Once AYP data is certified in October 2010, the goals will be adjusted to ensure alignment with current data. The scores were as follows:

- ELA 70.3%
- Math 50.8%
- Graduation Rate 65.7%

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Average SAT Score	Critical Reading			Mathematics			Writing		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
Nation	502	502	501	515	515	515	494	494	493
State	494	491	490	495	493	491	483	482	479
Beach High School	380	377	368	377	373	383	371	371	361

- Beach High School's SAT scores have been more than 100 points below the state and national averages in all subject areas for the past three years.
- Beach High School increased its SAT Mathematics score by 6 points from 2007 to 2009. However, during the same period of time the Critical Reading score decreased by 12 points and the Writing score decreased by 10 points.

Average ACT Score	Reading			English		
	2007	2008	2009	2007	2008	2009
Nation	21.5	21.4	21.4	20.7	20.6	20.6
State	20.6	20.9	20.9	19.9	20.1	20.1
Beach High School	14.8	14.9	16.0	14.0	14.2	14.9

Average ACT Score	Mathematics			Science		
	2007	2008	2009	2007	2008	2009
Nation	21.0	21.0	21.0	21.0	20.8	20.9
State	20.3	20.6	20.6	20.1	20.3	20.3
Beach High School	15.8	16.4	16.3	14.9	16.2	16.0

Average ACT Score	Composite		
	2007	2008	2009
Nation	21.2	21.1	21.1
State	20.3	20.6	20.6
Beach High School	15.1	15.5	15.9

- From 2007 to 2009, Beach High School has increased its average ACT score in all subject areas as well as the overall Composite score. The Reading score increased by 1.2 points; English by 0.9; Mathematics by 0.5; Science increased by 1.1; and the Composite score by 0.8.
- Despite these gains, Beach High School's ACT scores remain significantly below the state and nation. Across all subject areas, Beach High School's ACT scores average 5.2 points below the nation, and 4.7 points below the state.

The December 2009 GAPSS Analysis (*See Attachment 7, p. 60*) revealed the following Targeted Areas for Improvement:

- Provide a rigorous curriculum which challenges all students to demonstrate a depth of knowledge and understanding through high level authentic work which enables them to apply previously learned knowledge to actively explore, discuss, construct meaning and solve real world problems and involve students in setting their own learning goals.
- Utilize the agreed upon three-part instructional framework in the delivery of all lessons (opening, work session, closing) and ensure the implementation of standards-based classrooms by clearly and consistently aligning all instruction and learning goals with Georgia Performance Standards (GPS).
- Utilize a consistent, balanced and authentic variety of assessments (diagnostic, formative and summative) to evaluate student progress and adjust daily instruction to provide students with feedback and provide instruction which is differentiated and designed to meet the needs of all students.
- Provide safety nets and interventions during the school day to address the needs of all students who are not meeting academic expectations based upon assessment results.
- Establish a systematic process of monitoring to ensure that teachers are providing instruction which is rigorous and authentic, implementing the instructional framework with fidelity, and implementing standards-based classrooms through participation in high quality, job-embedded, ongoing professional learning.

- Develop high expectations for student behavior, reinforce the self-governance and self improvement

of students and staff, and utilize a unified approach to consistently enforce the school-wide discipline plan rituals and routines in all classrooms.

SCCPSS Climate Surveys 2010: Beach High School Teacher Survey

Number of Respondents = 23		Beach High					SCCPSS High Schools				
		SY 2007-08	SY 2008-09	SY 2009-10	Change 1yr	Change 3yr	SY 2007-08	SY 2008-09	SY 2009-10	Change 1yr	Change 3yr
Communication & Relationships	Admin. supportive	84%	84%	78%	-6	-6	73%	84%	82%	-2	9
	Admin. treats me w. respect	86%	92%	91%	-1	5	74%	83%	82%	-1	8
	I respect admin.	86%	87%	91%	4	5	79%	87%	87%	0	8
	I have input	63%	76%	57%	-19	-6	54%	64%	61%	-3	7
	Admin. keeps me Informed	83%	87%	83%	-4	0	66%	79%	77%	-2	11
	Admin. gives me feedback	79%	97%	83%	-14	4	63%	76%	76%	0	13
	C & R Average	*80%*	*87%*	*81%*	*-6*	0	*68%*	*79%*	*78%*	*-2*	9
School Safety	I feel safe	92%	89%	78%	-11	-14	73%	90%	89%	-1	16
	Discipline mgd per CoC	54%	57%	52%	-5	-2	49%	71%	71%	0	22
	Maintain class control	87%	81%	57%	-24	-30	77%	83%	78%	-5	1
	Address bullying	72%	87%	65%	-22	-7	68%	84%	78%	-6	10
	School Safety Average	*76%*	*79%*	*63%*	*-16*	-13	*67%*	*82%*	*79%*	*-3*	12
Instructional Effctiveness	Envrnmnt conducive to learning	81%	78%	61%	-17	-20	66%	82%	79%	-3	13
	Materials & resources I need	54%	57%	39%	-18	-15	58%	72%	59%	-13	1
	Adequate prof. dev.	83%	89%	87%	-2	4	79%	86%	81%	-5	2
	IE Average	*73%*	*75%*	*62%*	*-13*	-10	*68%*	*80%*	*73%*	*-7*	5

- Beach High School has met or exceeded the benchmark goals set for SCCPSS in the area of Communication and Relationships with their teacher population. They have seen larger gains as indicated by the 3-year change in this area. According to teachers, BHS has also exceeded the overall results for SCCPSS during SY 2009-10. However, during the school year 2009-2010 they saw a decline in this overall area. With the largest decline in the areas of teachers having input and receiving feedback from the administration.

- Teachers continue to report school safety and instructional effectiveness as areas of concerns at Beach High School.

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SCCPSS Climate Surveys 2010: Beach High School Student Survey

		Beach High					SCCPSS High Schools				
Number of Respondents = 41		SY 2007-08	SY 2008-09	SY 2009-10	Change 1yr	Change 3yr	SY 2007-08	SY 2008-09	SY 2009-10	Change 1yr	Change 3yr
Communication & Relationships	Teachers care		84%	78%	-6			83%	83%	0	
	Teachers help me		85%	85%	0			87%	84%	-3	
	Expect all students to learn		83%	78%	-5			84%	84%	0	
	Give me feedback		79%	75%	-4			69%	71%	2	
	Treat me w. respect		72%	80%	8			79%	79%	0	
	Trust		58%	72%	14			65%	66%	1	
	C & R Average		*77%*	*78%*	*1*			*78%*	*78%*	*0*	
School Safety	Safe		64%	74%	10			69%	72%	3	
	Discipline mgd per CoC		72%	59%	-13			69%	70%	1	
	Make sure students follow rules		70%	54%	-16			73%	73%	0	
	Address bullying		68%	67%	-1			64%	62%	-2	
	School Safety Average		*69%*	*64%*	*-5*			*69%*	*69%*	*0*	
Instructional Effctiven	Materials & resources		86%	74%	-12			79%	75%	-4	
	Teach in ways I understand		77%	77%	0			72%	74%	2	
	IE Average		*83%*	*76%*	*-7*			*76%*	*75%*	*-2*	

- Beach High School has met or exceeded the benchmark goals set for SCCPSS in the area of Communication and Relationships with their student population. In the areas of respect, feedback, and trust, the students have given BHS higher ratings than the overall district ratings.
- In the areas of safety, students have rated their school higher in feeling safe than the overall district rating. They saw a 10-point increase during the SY 2009-10.
- Students also rated instructional effectiveness higher than the benchmarks for the district. As with all schools in our district, they noted decline in this area.

Federal law calls for a serious and systemic intervention by a school district in any of its schools that are chronically unable to meet established achievement targets (also known as adequate yearly progress, or AYP). Schools that do not make AYP for five consecutive years must, under the direction of their school district, engage in restructuring that is consistent with existing state law. Thus the reason for the progressive steps in the SIG application in order to increase learning outcomes for students attending Beach High School.

d) Provide rationale for the intervention model selected.

School turnaround literature builds on effective school improvement practices but focuses on how to accelerate and increase the impact of these practices. The Savannah-Chatham County School District is committed to a "*whatever it takes*" approach to ensure that students attending Beach High School receive a high quality education program. According to one researcher, effective school Turnaround Reform model strategies

remove barriers that inhibit school improvement and do not support effective teaching and learning. The Turnaround Reform model allows the school district to replace the principal and grant the new principal operational flexibility including, but not limited to, staffing, school calendars, extended learning time, and budgeting. On Wednesday, May 19, 2010 *(See Attachment 6, p. 59),* the Savannah Chatham County Board of Education approved a resolution to provide operational flexible to the principal of Beach high school in the following areas: staffing, student code of conduct, district/local assessments, professional development, bell schedule and school start times *(See Attachment 4, p. 57).* This will allow the principal to fully implement a comprehensive approach to substantially improve student achievement outcomes, increase graduation rates and erase the long standing stigma of Beach High School's low academic achievement due to not making AYP. In addition, the Turnaround Reform model eliminates the "flight" of potentially academically gifted students from Beach High School through the *No Child Left Behind Choice* transfer option. Locally adopted competencies will be used to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of all students.

The plan will use strategies such as financial incentives *(See Attachment 9, p. 67),* increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school environment. The staff will participate in ongoing, high-quality, job-embedded professional development which is based on school performance data aligned with the school's comprehensive instructional program *(See Attachment 5, p. 58).*

With Beach High School being Savannah-Chatham County Public School System's lowest achieving high school, fundamental change is needed in order to eliminate the achievement gap and ensure the students an opportunity to meet and/or exceed state academic standards. The restructuring option chosen is the reconstitution of Beach High School using the school Turnaround Reform model. The following comprehensive plan outlines the school improvement strategies to be implemented over the three-year period of the grant.

e) For each Tier I and Tier II school that the LEA commits to serve, the LEA must describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school in order to implement, fully and effectively, the required strategies of the school intervention model it has selected.

The Savannah-Chatham County Public School System (SCCPSS) has the documented capacity to use school improvement funds to provide adequate resources and support to Beach High School in order to fully and effectively implement the requirements of the Turnaround Reform model. This is documented in the LEA's

capacity to:

- Organize a strong district restructuring team willing and capable of taking extreme action in failing schools, supporting restructured schools and providing capable leaders with flexibility and freedom to implement change. In 2005, comprehensive reform efforts were initiated by the LEA in the areas of high school transformation, career/technical redesign and comprehensive school district improvement. In 2008, a comprehensive K-12 reorganization initiative entitled Passport to Excellence (P2E) was finalized by district staff with input from internal and external stakeholders and was later approved by the Board of Education. This innovative and ambitious plan includes the restructuring of schools, development of attractive specialty programs, expanded career/technical pathways, increased postsecondary options for students and enhanced curriculum offerings such as Advanced Placement (AP), AVID and International Baccalaureate (IB) programs. With the development and implementation of P2E as well as reform in high schools and other areas, the district has established a sound record for implementing change despite political and practical barriers and has demonstrated the capacity to take courageous action in order to improve education for all students. Additionally, the district demonstrated the capacity to organize a team with strong leadership skills, readiness for change, knowledge about what works in challenging school environments and an understanding of the importance of data-driven decision making.

- Recruit a strong principal and turnaround leader using attractive incentives, established performance competencies and the provisions of a documented resolution from the Board of Education providing all necessary flexibility in school operations. The LEA currently provides a strong salary schedule for administrators, offers support through the Leadership Academy in partnership with Georgia Southern University, provides mentors for new administrators and supports principals through experienced central School Governance staff. In 2009-2010, the district successfully piloted the Leader Keys instrument in multiple sites including Beach High School; this instrument outlines performance-based leadership expectations and forms the basis for competencies to be used in selecting and evaluating the new Beach High School principal.

- Develop a strong School Advisory Board that will enhance the new governance structure through authentic engagement in school decisions, monitoring and advisement on school accountability requirements, analyzing data for continuous improvement and seeking expanded business and community partners to support Turnaround Reform model strategies. The LEA currently operates highly successful school councils in all schools and utilizes the support of an external consultant to train and provide guidance to school councils. These resources will be available to the newly formed School Advisory Board to ensure the success of the new governance structure. These resources will

be available to the newly formed School Advisory Board to ensure the success of the new governance structure and operate in full accordance with the requirements for School Councils under Georgia Law *(.C.G.A. 20-2-85 - Establishment of school councils)*.

- The General Assembly recognizes the need to improve communication and participation of parents and the community in the management and operation of local schools. The General Assembly believes that parent and community support is critical to the success of students and schools. The intent of this article is to bring communities and schools closer together in a spirit of cooperation to solve difficult education problems, improve academic achievement, provide support for teachers and administrators, and bring parents into the school-based decision-making process. The establishment of school councils is intended to help local boards of education develop and nurture participation, bring parents and the community together with teachers and school administrators to create a better understanding of and mutual respect for each other's concerns, and share ideas for school improvement. School councils shall be reflective of the school community.

- The management and control of public schools shall be the responsibility of local boards of education, and the school leader shall be the principal. School councils shall provide advice, recommendations, and assistance and represent the community of parents and businesses. Each member of the council, as a community representative, shall be accorded the respect and attention deserving of such election.

- Recruit and retain teachers based on rigorous, performance-based competencies. The LEA has in place a highly successful recruitment and retention plan which is monitored through the SCCPSS Accountability Plan and is supported by both the Human Resources Department and the Division of Academic Affairs. The addition of performance-based competencies for the hiring of staff at Beach High School will further enhance existing capacity. Teachers will have the opportunity to earn signing bonuses and performance-based incentives (upon achieving pre-established benchmarks) for documented success in improving student achievement.

- Provide ongoing, high quality, job-embedded professional development aligned with the America's Choice Rigor and Readiness initiative to ensure that teachers and support staff are equipped to successfully implement reform strategies. The LEA currently operates a highly successful new teacher support program (THRIVE) for teachers in the induction period of their careers and uses Title IIA, Title I and ARRA funding, as well as state professional development funding, to support the needs of all teachers.

- Secure the support of teacher organizations for staffing Beach High School and implementing the performance-based teacher evaluation model, CLASS Keys. Local teacher organization leaders have

served as stakeholders in the development of structures and strategies for the Turnaround Reform model and support its implementation at Beach High School. The Chatham Association of Educators, Savannah Federation of Teachers and the Professional Association of Georgia Educators provide free professional development, guidance, resources and support for all teachers.

- Secure the support of community businesses, agencies and postsecondary institutions for the Turnaround Reform model. Existing coalitions such as the Superintendent's Guiding Coalition, District Career Advisory Council, and partnerships with Savannah State University, Armstrong Atlantic State University, South University, Medical College of Georgia and Savannah Technical College are evidence of the LEA's ability to involve all community stakeholders in educational improvement. The Educational Technology Training Center (ETTC) at Armstrong Atlantic State University, First District RESA and other support agencies will also be utilized in support of Beach High School's implementation of this intervention model.

- Open the School of Medicine and Biomedical Research as a small leaning community at Beach High School in 2010-2011 in partnership with Mercer University School of Medicine, Memorial University Hospital and St. Joseph's Candler Hospital. The STEM initiative will provide professional learning opportunities for teachers, advanced and rigorous curriculum in math, science and technology, as well as instructional support opportunities for students through an extended school day model. The Advanced Placement offerings in math and science will be increased and all students will be required to enroll in a minimum of one honors course in math and science prior to graduation. The inclusion of a fulltime Science Specialist on the Beach High School staff will provide an onsite resource for teachers and students to ensure the development and implementation of rigorous, performance-based science, math and technology curriculum, instruction and field experiences.

- Demonstrate the commitment of the superintendent and Board of Education to the Turnaround Reform model, increased flexibility for the administration, new governance structure and the removal of all barriers to successful implementation. The superintendent has demonstrated commitment to the Turnaround Reform model through his recommendation for implementation and the drafting of a resolution granting comprehensive flexibility in school operations *(See Attachment 6, p. 59)* to the new principal and supporting an innovative, new governance structure and instructional program. The Board of Education's approval of this resolution demonstrates a significant commitment to change and reform at Beach High School.

- Utilize all available funds appropriately to support Beach High School in the implementation of the Turnaround Reform model. In addition to school improvement funds, Beach High School will be

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supported by local, state and federal funding from a variety of resources. These include, but are not limited to, Title I and ARRA, Perkins, Smaller Learning Communities grant, Title IIA, ESPLOST and state and local funding sources.

- Implement initial elements of the Turnaround Reform model prior to the start of the 2010-2011 school year. The LEA has a comprehensive and detailed plan to replace the principal and staff, conduct professional learning activities, formally authorize flexibility in school operations, provide full funding for the Turnaround Reform model components and create a School Advisory Board prior to the beginning of the 2010-2011 school year.

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2. If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.

   The following guiding questions can be used to respond:
   a) Is there evidence of past failures of the LEA to support school improvement initiatives?
   b) Is there evidence that the LEA has diligently worked to implement, support and monitor such initiatives as standards-based classrooms, data rooms, and appropriate assessment practices?
   c) Is there a School Improvement Specialist working in the LEA?
   d) Has the LEA demonstrated support of the School Improvement Specialist's efforts?
   e) Is there a person at the LEA level that has been hired to work specifically with school improvement efforts?
   f) Is there evidence that the LEA has required specific school improvement initiatives for all schools? Examples include, but are not limited to: implementation of the Georgia School Standards, GAPSS reviews in many or all schools, analysis of high-impact practices shown in the Georgia's Implementation Resource Guide, functional leadership teams in all schools, and a LEA representative on all leadership teams. **NON-APPLICABLE (N/A).**

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3. Complete the appropriate portion of Attachment 2 (2a: Turnaround Model, 2b: School Closure Model, 2c: Restart Model, 2d: Transformation Model) that corresponds to the model selected for each Tier I and Tier II school. Attachment 2 addresses the LEA's actions it has taken, or will take, to:
   a. Design and implement the interventions consistent with the final requirements of the model selected for each school.
   b. Recruit, screen, and select external providers, if applicable, to ensure their quality.
   c. Align other resources with the interventions.
   d. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.
   e. Sustain the reforms after the funding period ends.

4. Complete the appropriate portion of Attachment 2 that delineates the timeline to implement the selected intervention model in each Tier I and Tier II school.

5. Complete the appropriate portion of Attachment 2 that pertains to annual goals. The annual goals will be used to monitor the Tier I and Tier II schools that receive school improvement funds. The LEA must report each school's annual goals for student achievement on the State's assessment in Reading/English Language Arts and Mathematics, as well as graduation rate for high schools. This does not apply to the school closure model.

6/7. Complete Attachment 3 for each Tier III school the LEA commits to serve. The LEA must describe the services the school will receive and/or the activities the school will implement as well as the annual goals that the LEA will use to monitor progress. **NON-APPLICABLE (N/A).**

8. The LEA must describe and provide evidence of how it has consulted with relevant stakeholders (e.g., parents, community representatives, business and industry leaders, school staff, school council members, students, higher education leaders, etc.) regarding the LEA's application and plans for implementation of school improvement models in its Tier I and Tier II schools.

Beach High School possesses a rich and diverse history in the Savannah-Chatham County Public School System. A myriad of stakeholders are committed to working to ensure improved student achievement at Beach High School. An opportunity for input by stakeholders regarding the Beach HS SIG application was posted on the district website. In order to facilitate a collaborative process regarding the application and development of the plans for implementation of the Turnaround Reform model, the LEA met with relevant stakeholders in the community. Meetings were held with the following stakeholders to seek suggestions and input regarding strategies that would aid in establishing high expectations and increasing student achievement:

- Beach School Council
- Parent Coalition of Beach High
- Beach Alumni Association
- Retired Educators

- National Education Association (NEA)
- Professional Association of Georgia Educators (PAGE)
- Chatham Association of Educators (CAE)
- Savannah Federation of Teachers (SFT)
- Title I
- Academic Affairs
- First District RESA
- Professional Learning
- Human Resources
- Curriculum and Instruction

During the initial meetings, stakeholders were provided with an opportunity to discuss and recommend research-based strategies that would aid Beach High School in attaining its goals of increased student achievement. Each group was then provided a mechanism for submitting written suggestions and strategies to be included in the grant application. Once these suggestions were cross referenced with allowable strategies in the Turnaround Reform model, they were incorporated into the plan. Stakeholder recommendations included but were not limited to the following strategies:

- The recruitment and retention of highly qualified staff
- The implementation of an interactive website and parent leadership academy
- The establishment of high academic and behavioral expectations for students.

Once stakeholder suggestions and feedback were incorporated, additional meetings were held to review and discuss final school improvement plan components with the organizations.

Sustainability: The Savannah-Chatham Count Public School System has a recruitment specialist to The Beach High School community has a rich history of producing some of the most influential leaders in the Savannah-Chatham community, Georgia and the world. It is through this history that the Beach high school faculty and administration will capitalize on the collective strengths and talents of the Alfred E. Beach National Alumni Association to recruit qualified staff, create career internships and assign mentors to students.

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Section C. BUDGET: An LEA must complete a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

1. The LEA must provide a budget (Attachment 4: Budget Detail) that indicates the amount of school improvement funds the LEA will use each year to:
   a. Implement the selected model in each Tier I and Tier II school it commits to serve.
   b. Conduct LEA-level strategies designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools.
   c. Support school improvement strategies, at the school or LEA level, for each Tier III school identified in the LEA's application.

> Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by $2,000,000. The funding range for each school is between $50,000 and $2,000,000 annually. The actual award for each school may vary. The LEA should submit a comprehensive, three-year budget that provides an explanation of expenditures for each year. Budget renewal for years 2 and 3 will be based upon annual approval.

Section D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will:

(1) Use its School Improvement Grant to implement fully and effectively an intervention in Tier I and Tier II school that the LEA commits to serve consistent with final requirements.

(2) Establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.

(3) If the LEA implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.

(4) Report to the SEA the school-level data required under section III of the final requirements.

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Section E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

☒ Extending the period of availability of school improvement funds.

> Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

☒ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

> Note: If an SEA has not requested and received a waiver of any of these requirements, an LEA may submit a request to the Secretary.

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Attachment 2a
Turnaround Model

LEA Name: _____Savannah-Chatham County Public School System_____

School Name: _____ Beach High School_____

The LEA must:

A1. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.	
Actions: The principal at Beach High School will be replaced and a comprehensive search conducted to secure a school principal with proven leadership abilities in a turnaround school environment. A set of rigorous competencies and Georgia *School Keys* will be utilized in selecting the school leader to ensure that the principal selected has proven success in areas identified via the AYP data and GAPSS analysis targeted areas for improvement conducted in December, 2009 *(See Attachment 6, p. 60).* The superintendent presented for Board of Education approval a resolution granting comprehensive flexibility and support to the new principal in a multitude of areas including, but not limited to, staffing, budget, school calendar, school day start and end times, student discipline, professional development and all school operational procedures. The purpose of this granted flexibility *(See Attachment 6, p. 59)* will be to ensure the removal of barriers in the implementation of a comprehensive and substantive approach to ensuring improved student achievement outcomes and increased high school graduation rates for Beach High School students.	Timeline: March-April, 2010: *Performance competencies developed through the Human Resources Department* April-May 2010: *Current principal reassigned. Search conducted for new principal. Comprehensive screening and interviewing utilizing turn around leader competencies.* May 2010: *New principal appointed. School Board resolution approved granting comprehensive operational flexibility to the new principal.*

A2. Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, (A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff.	
Actions:	Timeline:
Implementation of the Turnaround Reform model at Beach High School will involve replacement of the principal and the instructional staff. A screening of all prospective staff will occur using locally developed competencies to ensure the creation of a staff who can work effectively in a turnaround environment. No more than 50% of the current staff will be rehired and a new principal will be selected using a competency-based job description. The *School Turnaround Teacher Competencies for Success* by the Chicago Public Education Fund (2008) will be used for initial screening of all teaching staff *(See Attachment 8, p.61)* and utilized to assess potential principal candidates. Rigorous locally developed competencies will then be used by a team to conduct interviews of those candidates who have progressed to the second tier of the selection process. Candidates will be required to submit portfolios, writing samples and other artifacts as part of the interview process. This multi-tiered selection process will ensure teachers are hired who are well matched to the needs of the students at Beach High School. Teacher evaluations will be conducted during the 2010-2011 school year using the Georgia CLASS Keys. The administrative team will be evaluated using the Leader Keys.	March – May 2010 April – May 2010
• Principal Advertisement • Principal Interviews (prerequisite: *School Turnaround Teacher Competencies for Success*) • Selected Principal will need to be flexible, technology literate, preferred background in Math, Science, and Technology; knowledge of GPS and Standards Based Instruction. Training in America's Choice preferred. • Selected Principal will participate in the *School Turnaround Teacher Competencies for Success* and Leadership Keys Training. • Appoint a School Turnaround Leader • Selected Turnaround Leader will need to be flexible, technology literate, have knowledge of GPS and Standards Based Instruction. Training in America's Choice preferred. • Selected Turnaround Leader will participate in the *School Turnaround Teacher Competencies for Success* and Leadership Keys Training.	April – June 2010

• All staff will participate in the SCCPSS Voluntary Transfer Process. • Teachers transferring from other schools and current Beach High teachers will be screened using *School Turnaround Teacher Competencies for Success*. • Other Certified Staff and Classified Staff will be interviewed. • Teachers will be interviewed using the *School Turnaround Teacher Competencies for Success*. Teachers will provide a writing sample as part of the onsite interview on predetermined questions. • Selected teachers will have knowledge of GPS and Standards Based Instruction with portfolios or videos, etc. and evidence of classroom management. • Hire Teachers and Staff • Remaining vacancies will be posted. Teachers recommended for an interview with Human Resources will be screened using the *School Turnaround Teacher Competencies for Success*. Those selected for an interview will be interviewed using the *School Turnaround Teacher Competencies for Success* and provide a writing sample on site. *Sustainability: The Human Resources department has hired a district recruiter to identify and hire Highly Qualified (HQ) and effective teachers and school leaders to support Beach High School.*	June 2010

A3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.	
Actions: Strategies will be implemented to recruit, place and retain staff who demonstrate the skills necessary to meet the needs of Beach High School students. These will include competitive financial incentives such as signing bonuses, performance-based bonuses and instructional supply bonuses as well as flexible work conditions and opportunities for career growth through comprehensive professional development. • Principal will receive a signing bonus of $10,000 (one time). • Signing bonus (one time) for Math, Science and English teachers with a clear-renewable certificate. (Three-year commitment to Beach High School required) • Annual Accountability Bonuses for all teachers meeting defined benchmarks. • Current Federal Loan Forgiveness tied to teachers working in a high needs school for five consecutive years ($5,000 for core subjects or	Timeline: August-September 2010 *To be determined-based on Accountability Bonuses*

$17,500 for Math, Science and Special Education.) • All staff will be allowed to have their children attend any school in the district. If they are interested in a Specialty Program the child must meet the criteria for admittance. • Leadership staff will have an opportunity to participate with Human Resources staff on targeted recruitment trips to universities with potential Math, Science, and Special Education graduates. • Each teacher will receive an Instructional Supply Bonus. • Teacher Leaders identified by the Principal will get support and recommendations from the district to enter the Educational Leadership certification program at Georgia Southern or other institutions with an Educational Leadership program recognized by the Georgia Professional Standards Commission. In the School Improvement Grant for Beach High School, the following definitions explain the difference between bonuses and rewards: Bonus – used to identify a one-time payment for math, ELA, science, and special education teachers that make a three-year commitment to teach at Beach High School. In addition a one-time signing bonus will be paid to the principal and assistant principals. In addition, bonus also refers to the supply money each teacher receives at the start of the year to buy additional classroom supplies to support student learning. Rewards (Incentives) - a monetary payment based on a tiered-system that focuses on student achievement specifically for growth on summative assessments, such as EOCT, GHSGT and AYP. *Sustainability: The Savannah-Chatham Board of Education has developed a compensation packet to attract teachers in the areas of math, science and special education.*	July 2010- June 2013 *Instructional Supply Bonus to be provided July of each year of the three-year grant period*

A4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

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Actions:	Timeline:
The December 2009 GAPSS report *(See Attachment 7, p. 60)* for Beach High School revealed that several areas of need must be addressed through a comprehensive professional learning plan if teaching and learning are to be improved. A comprehensive list of professional learning needs as indicated by the December 2009 GAPSS report and other data sources are included in this grant application. School administrators, academic coaches, and other instructional support personnel will be required to attend teacher training as a support for implementation of new skills learned.	August 2010-June 2013
Identified curriculum needs will be addressed as instructional and administrative staff will be trained in Common Core State Standards (CCSS) and aligning CCSS to the Georgia Performance Standards (GPS) for implementation. Identified needs in best practices will be addressed by a comprehensive instructional program, Rigor and Readiness, also known as the College and Career Readiness Instructional System (CCRIS), which is designed to prepare students for college and careers. The implementation of CCRIS can increase the probability of substantive academic growth.	July 2010
Content specific training in the significantly deficient domain areas of mathematics, as identified through student achievement data such as EOCT, SAT, ACT and GHSGT scores, will be required for all mathematics teachers serving students in grades 9-12. Advanced mathematics courses will be required for all students and, over the course of a two year period, all math teachers will be exposed to College Board training in Advanced Placement Statistics or Calculus.	July 2011 Additional training 2012 and 2013
Professional learning activities included in the plan are programs and interventions that are based on the work of leading researchers such as Robert Marzano and Richard DuFour *(See Attachment 5. P. 58).*	August 2011
Research at *Mid-continent Research for Education and Learning* (McREL) identified instructional strategies that have a high probability of enhancing student achievement in all subjects areas and at all grade levels. The nine categories of strategies that have a strong effect on student achievement are referred to as "*Marzano's Nine*". With this in mind, the faculty will be trained in	August – September 2010, 2011, 2012 & 2013 (ongoing)

the nine strategies and how to implement them effectively in the classroom. Support and training will continue for programs that are currently in place such as High School 101 and Advancement Via Individual Determination (AVID). Both of these programs will provide targeted assistance to students who traditionally enter Beach High School unprepared in mathematics and ELA as identified in 8th grade CRCT scores and 9th grade Math I EOCT scores. These programs were selected for their research-proven effectiveness and correlation to targeted areas of the GAPSS analysis which revealed that these students need support in learning self-governance, setting high personal expectations for behavior, focusing on self improvement and learning self-motivation strategies in order to succeed academically in the core content areas.	
• High School 101 -- an innovative, project-based curriculum designed to prepare students to succeed in the classroom as well as the workplace. Students learn 21st Century Skills and how to use those vital skills in authentic project-based lessons. The curriculum specifically targets high school transition and dropout prevention by providing relevant content through unique, engaging activities and the ten independent units make up the curriculum specifically designed to address research-based findings.	August – September 2010, 2011, 2012 & 2013 (ongoing)
• Advancement Via Individual Determination (AVID) -- a program designed to help underperforming high school students prepare for and succeed in colleges by offering a rigorous program of instruction in academic "survival skills" and college level entry skills. Students are taught how to study, read for content, take notes, and manage time.	July 2011, 2012 & 2013 (ongoing)
Beach staff will participate in training provided by the Coastal GLRS during the Fall of the 2010-2011 school year. GLRS will train key personnel to become co-teaching coaches in order to improve co-teaching practices.	August-September 2010 (ongoing)
The Department for Exceptional Children will provide co-teaching training to the professional learning communities and grade level teams at Beach High School. This training will be conducted by the program manager assigned to Beach high and will last throughout the 2010-2011 school year. Observations will be conducted to ensure that effective practices are being implemented in co-	August 2011

taught classes. Content specialists in mathematics will join program managers in this co-teaching training in order to model effective, research-proven strategies within the content area of math. Other content areas will follow this methodology for improving co-teaching practices across all core content areas.	
Behavior management will be addressed by implementing the research-based behavior management model, Positive Behavior Supports (PBS) which is an instructional approach to eliminating challenging student behaviors by achieving positive pro-social skills and changing the learning environment. Implementing this model can lead to systemic changes by proactively addressing behavior in the classrooms and in the school as a whole through a problem-solving approach.	June 2011 (ongoing) *Through weekly PLCs conducted during common planning*
A Summer Institute for all certified staff prior to pre-planning will provide training on Positive Behavior Supports and curriculum CCSS/GPS unpacking/mapping with additional training being held prior to each school year for new certified staff members.	
"Unwrapping" academic content standards is a proven technique to assist educators in identifying exactly what they need to teach their students. "Unwrapping" provides clarity as to what students must know and be able to do. By taking the time to "unwrap" each standard, more effective instructional planning, assessments, and student learning will be achieved.	September 2010 - June 2013 (ongoing) *Through weekly PLCs conducted during common planning*
Training will also be provided for classified support staff members who have instructional responsibilities on behavior management (PBS) and curriculum topics CCSS/GPS in the Summer Institute.	September – October 2011
Observations of all teachers will be conducted by the departments of Curriculum & Instruction and Professional Learning using a standards-based observation form such as CLASS Keys to determine individual teacher needs so that professional learning activities can be differentiated. Identified topics for training based on differentiated needs of teachers, content areas, grade levels and programs will be prioritized and a revision to the professional learning plan to reflect new priorities for training will be made.	August-September 2010 (ongoing)
To provide consistent and ongoing monitoring of the implementation of	August 2010-June 2013

strategies, informal observations of all teachers will be conducted by the departments of Curriculum & Instruction and Professional Learning using a standards-based observation form to determine individual teacher needs so that professional learning activities can be differentiated. Identified topics for training based on differentiated needs of teachers, content areas, grade levels and programs will be prioritized and a revision to the professional learning plan to reflect new priorities for training will be made. Professional Learning Communities (PLC) focus on shared knowledge, best practices, progress monitoring, and overall school improvement. A refresher course on the framework for PLCs will be conducted as well as the development of protocols for implementation. Training for school leadership on facilitating PLCs, utilizing a systematic process for data analysis, consistently monitoring school improvement plans, curriculum implementation and instructional strategies, professional learning activities and the PBS intervention model will be conducted. Training and support on data interpretation and analysis of criterion-referenced benchmark assessment will be provided along with Measurement of Academic Progress (MAP). This will prepare teachers to differentiate mathematical domains and instruction for their students. All teachers will be trained in the *Thinking Maps* training instructional strategy. Thinking Maps are visual patterns that are linked to thinking processes or cognitive skills. These visual patterns are used by all teachers, at all grade levels and in all content areas, giving a school or district a common visual language. *Thinking Maps* allow students to consciously identify the thinking pattern and map it out, they are then able to remember, analyze, and synthesize information into meaningful understandings. The faculty will also be trained in *Write for the Future* which is a comprehensive, structured, teacher friendly secondary writing program designed to assist teachers in the preparation of students for multiple writing tasks. Beach High school will be using the "*Write for the Future"* program which focuses on non-fiction reading and writing. The key to successful	December 2011 August 2011

implementation of "*Write for the Future"* a sustained professional development plan as it supports the state adopted "*Thinking Maps*" program. This plan consists of three components and covers three to five days of staff development. Training is grade-level and aligned to the Georgia Performance Standards and supported by the Georgia Department of Education. A research-validated curriculum with thorough assessment and progress monitoring components is essential. Curricula that are easily manipulated and can be supplemented by informed teacher judgment will serve the interests of remedial reading students. Instructional materials should be both teacher and student-centered. The instructional strategies should be able to be quickly mastered by teachers with little advance preparation. Targeted practice activities that directly address the diagnosed reading deficits and teach to mastery are needed. Short, high-interest leveled reading passages that don't dumb-down content, nor make remedial readers feel like juveniles, are essential to motivate these students in a successful reading intervention program. The "*Write for the Future*" complements the professional development and training provided through the "*Thinking Maps*" program.	

A5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.	
Actions: The Savannah-Chatham County Public School System (SCCPSS) will adopt a new governance structure for Beach High School, which will include the selection of a new principal with the flexibility to staff the school using a set of teacher performance competencies in the hiring process. In addition, a Turnaround Leader position will be created and staffed with a highly competent, knowledgeable educator with experience in data analysis, effective school change strategies and leadership development. The principal and the Turnaround Leader will report to the chief academic officer for the school district. The chief academic officer reports to the superintendent. An additional benefit of incorporating a turnaround leader in the new governance structure is the sustainability provided through this	Timeline: March-June 2010: *New principal search and interviews conducted, with hiring finalized by June 2010* *Turnaround leader search and interviews conducted, with hiring finalized by May 2010*

position, which will ensure that the district maintains a highly competent turnaround leader with local experience in a significant reform process after the grant period has ended. This individual will continue to provide support to Beach High School and will also be available to assist other schools which may demonstrate similar needs.	July-August, 2010: *School Advisory Board members identified and initial training conducted prior to the start of the school year*
Beach High School is currently a state directed school with an extensive array of resources provided under a state contract. This process has proven to be highly effective in supporting school staff and achieving continuous incremental gains in all academic indicators of AYP. Therefore, the LEA requests the continuation of this full range of services, to include a School Improvement State Director (consultative) and Math Implementation Specialist.	*State resources finalized*
The Savannah-Chatham Board of Education for approval a resolution on May 19, 2010 outlining the comprehensive flexibility granted to the new principal along with the newly structured governance model *(See Attachment 6, p. 59).* This resolution will provide the principal with the ability to alter schedules as well as structures and strategies in order to improve student achievement.	May 2010
A School Advisory Board (SAB) will be created to provide support and advisement to the principal, while also assisting with the monitoring of data and accountability plans. The School Advisory Board will include parents, students, teacher organizations, community partners from key businesses and stakeholder groups, and representatives of postsecondary institutions. The School Advisory Board will offer advice to the principal on matters relating to student achievement and school improvement.	June 2010 – July 2010 *School Advisory Board members identified and initial training conducted prior to the start of the school year* *State resources finalized*
The new principal and Turnaround Leader, along with design team members, will meet regularly with the School Advisory Board and will publish the minutes of the meetings via multiple communication methods to all stakeholder groups. In addition, the principal will seek the input of the School Advisory Board in budget development, major curriculum changes/design and in developing pertinent reports for the LEA and/or the State Board of Education. The school district will provide the services of a trainer/consultant to work with the School Advisory Board in the development of by-laws for their effective operation.	August 2010 – June 2013 (ongoing) August – September 2010 *School Advisory Board By-Laws developed*

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A6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	
Actions:	Timeline:
The school improvement goals, strategies, and allocation of resources outlined in this application ensure that Beach High School will make progress toward meeting all of the Georgia Performance Standards (GPS).	
To ensure success and fidelity in implementation of the best practices identified to increase student achievement at Beach, administrators will attend and participate in PLCs and Data Teams. Additionally, administration will review, desegregate and discuss data with the leadership team and school advisory board. Monitoring of implementation of best practices and data-driven instruction to support teaching and learning will occur through formal and informal observations conducted by administrators, department chairpersons, district curriculum and instruction personnel, the science teacher specialist, and academic coaches. Mathematics will be the priority content area for implementation based on identified student achievement needs.	August 2010 (ongoing)
America's Choice and Rigor & Readiness program is a comprehensive models works together to provide a coherent and aligned K-12 approach to achieving systematic and sustainable reform. To ensure research-based best practices and an aligned and coherent instructional system, Rigor & Readiness incorporates the characteristics of the highest performing education systems in the world: • High expectations for all students • Safety net systems • A belief that performance really matters • School culture focused on results • A system of professional development • Highly qualified teachers	

To ensure the goal of college and career readiness for all students, America's Choice Rigor & Readiness, based on decades of empirical research into career and college readiness, aligns efforts to college entrance expectations: • Examination system built around ACTs College Readiness Standards, leading to entrance to college and careers, aligned with state standards and the emerging Common Core standards; • A rigorous core curriculum framework aligned to state standards, leading to success on ACTs Quality Core end-of-course examinations that are aligned to the College Readiness Standards; • Instructional materials aligned to the curriculum framework; • Systematic monitoring of students' academic progress toward college and career readiness; • Safety net program aligned to the curriculum frameworks built on current research on instructional strategies most effective in helping students overcome misconceptions and accelerate their learning, aligned with state standards; • Tools that predict academic achievement and persistence in school; • Integrated approach to student career planning that helps students develop career-related skills throughout middle and high school, allowing them to make more informed educational and career plans; • Professional development for teachers and administrators tailored to the standards, curriculum, and assessments and incorporating best practices in professional learning; • Institutional supports to establish and sustain the system, including coaching, professional development and technical assistance for school leaders, teachers and guidance staff; and • Parent and community engagement that builds commitment to and understanding of the system.	September 2010 – June 2013 (ongoing) August 2011 – June 2013 (ongoing) September - October 2010
Georgia has adopted the Common Core State Standards (CCSS) developed under the guidance of the National Governors Association and the Council of Chief State School Officers with the assistance of Achieve, ACT, and the College Board. Beach High School, along with all other Georgia schools, will work during the	September 2010 (ongoing) *Administrators will attend data teams to monitor use of student data to drive instruction*

2010-2011 school year to align Georgia Performance Standards and resources with the CCSS which are vertically aligned. In the fall of 2011, Beach will implement the newly aligned GPS-CCSS curriculum. Beach High School will access and utilize the assessments that are developed at the State level while working collaboratively to develop common formative assessments for courses within each discipline. Through the development and use of common formative assessments using America's Choice Rigor and Readiness initiative, teachers can better agree upon student performances that meet or exceed standards. With support through professional learning, teachers will develop and use rapid pre-assessments, tiered activities, and anchor activities, all of which are foundational to differentiation of instruction. Teachers of specific courses such as Math I will meet weekly in professional learning communities to examine student work, develop scoring rubrics and written commentary, and design lessons which address the strengths and areas of need discovered during examination of student work. The use of scoring rubrics and written commentary will improve the quality of student feedback, the clarity of expectations, and the equity of grades awarded. Most importantly, Beach High School will implement a nationally validated student growth performance assessment program such as Measures of Academic Progress (MAP) developed by Northwest Evaluation Association (NWEA). MAP provides normative data while summative assessments to be used are those mandated by the Georgia (GHSGT) which is used in determining AYP Annual Goals. The teacher incentive benchmarks will be based on the summative data provided by the GHSGT while MAP will be used to determine/track student growth and progress to meeting the AMOs requirements. This assessment was established in 1977 and has been used in 42 states, 7000 schools, with 2.8 million students in grades 1-11. It is an adaptive, normed, criterion-referenced assessment in core areas of reading, language arts, mathematics, and science. By administering the computer-based assessment each calendar year in October and April, teachers can determine which skills students have mastered and which skills must be reinforced or taught. Additionally, the assessments provide Rosch Interval (RIT scores) Units which predict and measure	

students' academic growth over time. For each subject assessed, the student earns a RIT score which is used to set goals for subsequent testing cycles and allows teachers and administrators to judge the effectiveness of instruction for each learner. Therefore, semi-annual score reports are used formatively to plan and adjust instruction and determine teacher effectiveness. AMO data will be used to schedule students at-risk for academic failure into the intersections courses and the development of individualized academic plans. The data used in determining the rewards are those included in the incentive rubric. Data from teacher-developed common assessments, state-developed assessments, and purchased normative assessments will be used to provide daily, in-school intervention or enrichment. Additionally, data will be used to determine which students will participate in intercessions (conducted during week-long breaks between grading periods) and which skills will be emphasized during intercession classes.	

A7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	
Actions: Beach High School will adopt the America's Choice Rigor and Readiness Program for use in grades 9 and 10. It is a comprehensive program designed to prepare all students for college and careers—the goal of Beach High's reform efforts. Rigor and Readiness combines best practices from the highest performing schools in the world, and its adoption will significantly increase the probability of substantive academic growth for Beach High School students. This is particularly critical in the area of mathematics, which is an identified targeted area for improvement at Beach High School. A School Improvement Steering Committee was created to develop a comprehensive three-year (2011-2013) strategic plan to meet the needs of Beach High School. The plan is based on an extensive analysis of AYP data (math, ELA, graduation rate), SAT, ACT and the 2009-2010 GAPSS summary report for implementation beginning in the fall of the 2010-2011 school year. The GAPSS	Timeline: July – December 2010 *Refresher training will be ongoing yearly to ensure implementation* *Administration trained to ensure monitoring of*

is the formal process which assesses a school's implementation of the Georgia School Standards as defined in the eight strands for effective schools: curriculum, assessment, instruction, planning and organization, student, parent and community involvement, professional learning, leadership, and school culture. The commitment to continuous improvement will be highly evident and reflected in Beach High School's SIG application, based on the Plan, Do, Study, and Act (PDSA) model and input from various stakeholder groups ACT and America's Choice partnered to create the Rigor and Readiness Program, also known as the College and Career Readiness Instructional System. It offers a fully aligned, coherent approach to prepare students for rigorous high school work, college, and careers. With the College and Career Readiness Instructional System, Beach High School will implement data-driven instruction based on formative and summative assessments. The curriculum will be aligned with Georgia Performance Standards as well as Core Curriculum State Standards recently adopted by the State of Georgia. Assessments will be aligned with statewide tests including End Of Course Tests (EOCTs) and the Georgia High School Graduation Test (GHSGT). Most importantly, instruction will be differentiated based on the program's high quality formative and summative assessments. Teachers will employ research-based strategies which have proven effective with widely varying student populations, including those with demographics similar to Beach High School. On-site consultants from the College and Career Readiness Instructional System (CCRIS) will guide the planning and implementation phases of Beach High School's Turnaround Reform model. Additionally, CCRIS will provide training and support for leadership personnel, academic coaches, teachers, and other instructional support staff. CCRIS guidance will be fundamental to the success of the Turnaround model at Beach High School. A Science, Medical and Technology Specialist will be hired to provide professional development and support to teachers using a scientific research-based	*implementation; assigned AC consultant to ensure monitoring* July 2010 – December 2010 July 2010-July 2013

approach to facilitate the successful implementation of the Georgia Performance Standards and National Science Standards. The Science, Medical and Technology Specialist will serve as the liaison between local medical colleges and institutions and the School of Medicine and Biomedical Research at Beach High School. This position will also work collaboratively with mathematics teachers and district content mathematics specialists to ensure cross-curricular supports are in place for mathematics.	July-August 2010
In collaboration with the America's Choice Rigor and Readiness Program, Beach High School will also implement the Science, Technology, Engineering and Math (STEM) in grades 11 and 12. Program. The STEM Program at Beach High School will offer learning enrichment, career awareness and engage students in challenging STEM-related projects and events throughout the school year and summer. The STEM program will target the critical need for rigorous, relevant mathematics instruction and engaging students in high levels of authentic work as identified in the GAPSS analysis. It will also support the school's goal of exposing all students to a minimum of one honors level mathematics course prior to graduation.	August 2010-June 2013
Components of the STEM Program will include: • Personalized education plan. • Math and science every year. Students will take four years of math and four years of science. Beach High School will offer a strong academic program, including AP science, mathematics, and technology courses. • Courses in core subjects and the arts. In addition to science and technology, STEM will feature courses in language arts, social studies, world languages, and the arts. Beach High School graduates will meet state and district graduation requirements. • Courses for every student. The STEM program will be structured so that every student can succeed. STEM at Beach High School will offer support for students who need additional assistance, as well as acceleration for students who require more rigorous coursework. • Project-based learning opportunities. All courses will be taught in a project-based, high technology learning environment in which students	July 2010 January 2011 January 2011 –June 2013 (ongoing)

apply their knowledge and skills. Partnerships with business and industry, higher education, and community-based organizations will provide engaging and relevant learning opportunities. • Extracurricular activities and sports. Beach High School will continue to offer a wide variety of clubs, activities, and sports for students. Students will become active learners by tackling long, complex projects and tasks. They will be required to work in teams and create products such as presentations, models and prototypes. Students will acquire not only subject-matter knowledge, but also attributes like perseverance, time management and critical thinking skills that enable them to thrive in college, careers and life.	

A8. Establish schedules and implement strategies that provide increased learning time (as defined in this notice).	
Actions:	Timeline:
Research indicates that high school improvement initiatives support effective teaching, learning and personalization through physical and operational changes. • Incorporate alternative time/scheduling approaches, such as block scheduling, year-round schooling, and double dosing, especially in core academic courses • Provide increased opportunities to learn, such as virtual courses, dual enrollment opportunities, and work-based internships • The most obvious and consistent finding concerning effective teaching is that learning improves as direct instructional time increases. Therefore, the organizational structure to increased learning time at Beach High School will occur through the use of innovative scheduling models and strategies which will extend the school day and year. Scheduling and strategies will be implemented to significantly increase the total number of school hours in core academic areas as well as enrichment activities. This will enhance the total school experience for students, bring relevance to learning and provide opportunities for increased personalization through strengthened relationships between students and adults. Increased learning time strategies will be available to all students enrolled at Beach High School.	September 2010 – June 2013 (ongoing) *Development of partnerships, internship offerings and work-based learning plan* *Extended hours tutorials* *Work-based learning, internships and community partnerships*
Specific actions for increasing learning time will include before and after school tutorials, a hybrid 4 X 4 block schedule *(See Attachment 4, p. 57)* with an embedded intervention period (fifth block), calendar modifications to provide for intercessions between grading periods, a Twilight Evening School utilizing the A+ Virtual Learning Program as well as the Georgia Virtual School, and a Summer Bridge Program for rising ninth grade students to support their transition to high school. The embedded intervention period will provide a time for trained teachers to work closely with students on both academic and personal needs. For example, mathematics teachers will identify targeted instructional groups for	*School begins with hybrid 4 X 4, embedded intervention block and embedded teacher collaborative planning blocks*

mathematics remediation during this time, as identified through MAPS, 8th grade CRCT data and other formative assessments. Students may be assigned to this intervention or use it in a discretionary manner but attendance, participation and success will be monitored.	August, 2010, 2011, 2012:
To help students who are at risk of dropping out of school and/or face academic, attendance or behavioral obstacles to success during the school hours, Twilight Evening School will be offered as an opportunity to eliminate these barriers and improve the education of the student. The Twilight School will offer both credit recovery options and first time credit offerings for students who wish to accelerate learning. The school will operate after traditional school hours, tentatively 4 p.m. to 8 p.m. daily. A referral process will be established to include several researched indicators that serve as predictors of dropping out. Transportation will be provided for students to ensure that this will not be a barrier to attendance. To provide for family-focused services and outreach that engage parents and family members in programs and services, the Twilight Evening School will support family literacy by establishing adult education classes for family members who may want to complete their high school education. The 9th grade year is a make-it-or-break-it year that offers students a crucial chance for a fresh start. Developing strategies for interventions to help students avoid academic difficulties is vital to reduce student failures. Creating a culture of acceptance where each student is known, respected and valued; and implementing a **rigorous** academic program of high expectations and *relevant* learning experiences is core to academic success. Research shows that graduation rates are higher in successful schools if 9th grade students are not allowed to fail.	*Summer Bridge*
Research indicates that all high school students need guidance and support which addresses their physical and socio-emotional needs as they make the transition into and out of high school. The Summer Bridge Program will be established for students preparing to enter Beach High School. These entering freshmen students will spend two weeks on the Beach High School campus involved in engaging learning projects focused on organization, social/emotional needs and academics. They will work towards earning .5 technology credit during this time and will	June – August 2010

participate in the High School 101 curriculum offerings while also completing a book study using, *The Seven Habits of Highly Effective Teens* by Stephen Covey. High schools exist in unique social, political and cultural contexts, and high school improvement efforts should incorporate stakeholder engagement. To engage the interests, needs, skills, and resources of its multiple stakeholders, all students will be required to complete a minimum of twenty community service hours by the end of their junior year. Seniors will participate in a Senior Service Learning Project which will involve them in the community after school hours and on weekends. Work-based learning options will be provided to all students through career/technical pathways within small learning communities focused on college and career preparation. The medical community will provide partnering activities. Students will attend classes and seminars on hospital and medical college campuses during and after school hours as a part of the medical and Biomedical Research curriculum at Beach High School. A credit-based internship program will be implemented for seniors who desire an off campus work experience in a potential career field. The school's master schedule will be reconstructed to allow for common planning time teachers will need to support common benchmark assessments for core subjects/courses and continuation of data development and oversight through the effective implementation of data teams. The schedule will provide time for teachers to collaborate, plan and engage in job-embedded professional development to enhance their skills and impact student achievement. During the 2010-2011 school year, the entire school staff will be involved in a book study *Whatever It Takes* by DuFour, focusing on the academic improvement of the individual child. An analysis and discussion of the book will be conducted through common planning time to determine necessary action plans. All school goals and objectives will be aligned with the vision and purpose of the Beach High School. Staff will evaluate and document program effectiveness, and monitor and communicate the results of improvement efforts to students, parents, business partners and the greater Beach High School community. Multiple communication strategies will include, but not be limited to, communication via internet, newsletters, surveys, local newspapers, etc.	September 2010- January 2011

A9. Provide appropriate social-emotional and community-oriented services and supports for students.	
Actions: The creation of a community-oriented school which meets the academic, personal and social-emotional needs of all students and supports the involvement of parents and community members in all aspects of school life will be a priority in the Beach High School Turnaround Reform model. The America's Choice Rigor and Readiness initiative will provide resources and support to accomplish this through leadership development, parent and community outreach coordination, communication of assessment data to all stakeholders, developing common expectations with postsecondary and business partners, engaging key community organizations and developing a vision of family and community engagement with the input of all Beach High School stakeholders. The Rigor and Readiness initiative will also provide support focused on students' psychosocial development, motivation, social engagement and self-regulatory behavior. The support is organized into three intervention tiers. • Tier 1 includes behavioral readiness supports such as routines and rituals, which are fundamental to effective standards-based classrooms. Students participate in advisement modules during the ninth grade year, with five of these focusing on improving academics and focusing on career readiness. Personalization strategies are also included in Tier 1 so that strong teacher-student relationships are established and a collective synergy is created among teachers striving to meet the needs of all students. Because students' motivation to learn is influenced by the depth of their understanding regarding the importance of academics to success in careers and postsecondary experiences, all ninth grade students will complete the ACT's Student Interest Inventory (SII). The SII provides a comprehensive 72-item assessment of career interests and will provide a foundation for the College and Career Plan which will be developed and refined during the ninth grade year, prior to students entering a career-based small learning community of their choice within the school. At the same time, teachers will complete the Behavior Monitoring Score (BMS) on each student and the results will be	Timeline: July 2010: *America's Choice Training on Tiered Support* January 2012 – July 2012 *Development of clinic services design* *Hiring of nurse practitioner(s) and clerical staff* *Clinic supplies and equipment secured* *July 2010 Hire a parent liaison* September, 2010: *Implementation of Rigor and Readiness Tiered Support* *January 2011* *Hiring core teachers to implement and facilitate classes for*

compared with the SII self-assessment in a comprehensive report disaggregated by student. The results of the two assessments will form an early intervention system for identifying students who self- report struggles with academics, motivation or future planning as well as those identified by teachers as having behavioral challenges. When both areas are identified, students are identified as high priority for intervention and scaffolding of services. • Tier 2 and 3 interventions will support students who struggle to demonstrate basic social and self-management skills. These students will have personal mentors assigned, will be required to participate in the intervention block and will receive individual and family support through community agencies under a well developed and managed intervention plan. The focus for these students is to prevent them from dropping out of school through the use of alternative prevention and intervention strategies. The Navigator programs and Ramp Up courses are Tier 2 and 3 interventions which help students re-engage in classroom content when they have fallen two or more years behind. The Navigator program is aligned to Georgia Performance Standards in math, reading and science and is linked to college readiness benchmarks. A strategic action in the first two years of the grant will be the design of a school-based community health clinic for Beach High School community families. The school district will seek through its partnership with local medical institutions, partial funding for this position in support of the School of Medicine and Biomedical Research opening in 2010-2011 at Beach High School as a small learning community. In addition to basic medical services, nutrition training, health screening, immunizations, athletic physicals and other family-oriented services will be provided. Schools are a logical place to provide care and referrals for young people because of their convenient location and because students feel more comfortable seeking health care advice—especially mental health counseling—from people there. Moreover, health education efforts can be directly targeted to meet the needs of students, and teachers who observe health problems in students can refer them to an in-house health professional. In order to increase student learning and student performance, initiatives that focus on	*parents*

restructuring the relationship among stakeholders in school communities, including parents, teachers, school administrators, students, community and business leaders, and public officials will be implemented. Leadership development workshops will be offered to parents. Forty parents per year will be selected for the Parent Leadership team, a special corps of active, progressive parents who are already engaged and seek to provide leadership to the school and other parents to support Beach's students. Parent University will be used as a resource for module development for a one day workshop in which leader parents will be instructed in consensus building, strategic planning, conflict management, and program development. Participants will also undergo SYMLOG analysis (System of Multiple level Observation of Groups, http://www.symlog.com) to determine their leadership style and values. Initially an outside consultant can run workshops. However, once the training process is standardized it may possibly be run by senior members of the team (reducing consultant costs) to ensure sustainability. During its first year of restructuring, Beach High School will hire a parent liaison to ensure that there is a two-way communication between the family and the school, the parent liaison will call parents and notify them of school, school board, and city council meetings, as well as discuss their children's academic and disciplinary standing. This will assist teachers to keep parents informed and involved. The parent liaison will organize a core team consisting of the principal, teachers, parents and community members. Core team members will work closely with the community to assess family needs and strengths and to develop an action plan for the school. To reach out to more parents, the core team will mail and/or hand-deliver a report card to every Beach High School student's home who had one or more failing grades. Also, the administrator will require teachers to document that they have consulted with the student's parents and discussed an appropriate course of action before taking any significant step (e.g., failing a student, placing him/her on academic probation). Core team members will work to ensure that the school staff works with Beach High School's feeder schools to help them understand the value of meaningful parent involvement. To support learning at home, Beach High School parents will participate in classes on topics such as helping their children with homework. During the first year, a core group of teachers will be hired to develop and facilitate classes for parents based on Beach High School's needs assessment. These free sessions will	*Vertical Teaming begins January 2011 and is ongoing* *Parent sessions begin October 2010 and are ongoing* *Surveys and feedback forms will be utilized to monitor parent sessions*

focus on adult literacy, computer literacy, and parenting skills. Parents of all juniors and seniors who have not passed the Georgia High School Graduation Test (GHSGT) will be invited to evening classes on how the GHSGT affects their children's academic future. The class will include small-group lessons on GHSGT reading, math, science and social studies skills as well as sample test items. In addition, parents will receive training that shows how they can help their children develop study skills and complete applications for college or career technical training. Parents will also receive training that will assist them with completing the steps needed to get their children into college, including taking college admissions tests on time, completing all applications on time, and collecting the necessary written references. A Parent 911Help brochure with Frequently Asked Questions (FAQs) will be developed to assist parents in critical decision-making and to inform parents of upcoming school/district activities and events. Students and parents will also have access to an interactive school Web portal (*The Doghouse*) where they can participate in live discussion groups and use active research to develop strategies to improve Beach High School. The Doghouse provides "socio-emotional and community-oriented services and supports for the students" needed in a Turnaround Reform model that may address root causes of low performance and attrition. Through the Doghouse web portal, students and parents will have access to the following: • Email links to faculty and staff • Homework hotline • A well-developed guidance page with links to standardized test preparation sites, resume builders, FAFSA counseling, and other student development tools • Access to an Alumni Speakers Bureau	November - December 2010

B. Conduct a rigorous review process to recruit, screen, and select an external provider to ensure quality.	
Actions: **Do not complete this section.** This item does not apply to the turnaround model.	Timeline:

C. Align additional resources with the interventions.	
Actions: The following is a list of additional resources that will be used to support the turnaround model. • FTE • Title IIA • Title I • ARRA • ESPLOST • Title IV • Small Learning Community (SLC) Grant • Perkins Grant/CTAE • Title IV/IDEA • Advanced Placement Grant • McKinney-Vento Grant	Timeline: July 2010-July 2013

D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.	
Actions: • Staffing-hiring, incentives (administration, teachers, support staff) • Board Resolution on flexibility • Organizational structure modified to include a Turnaround Leader, • School Advisory Board • Modified Block Schedule • Seat Time Waiver • School Calendar/Bell Times	Timeline: April-August 2010

• MOU with Medical Institutions • Discipline Rubric • Code of Conduct • Non-State Mandated Testing/Assessments • Attendance Zone regulations	

E. Sustain the reform after the funding period ends.	
Actions: The Savannah-Chatham County Public School System (SCCPSS) is confident in its ability to sustain the initiatives used to support the Turnaround Reform model at Beach High School. All funding with exception of the Turnaround Leader and Science, Medical and Technology specialist is being used to support direct instruction to students and support parent and community involvement. These positions are valuable to the success of Beach High School and will continue after the SIG ends in the year 2013. Professional develop will be ongoing as effective and experienced teachers will be paired with novice teachers. It is through these efforts that Beach High School will become a model for active research and a leader in best practices for the school district. The train-the-trainer model will be used to provide professional learning to the staff at Beach High School in unpacking and aligning CCSS to the Georgia Performance Standards (GPS) for implementation. In addition this model will also be used to provide training in the use of the comprehensive instructional program, Rigor and Readiness, also known as the College and Career Readiness Instructional System (CCRIS), *Write for the Future*, and Positive Behavior Supports (PBS). Utilization of the train-the-trainer model, in addition to consistent and constant monitoring of implementation with fidelity, will ensure highly-qualified staff at Beach High School become experts and are able to redeliver the necessary skills and knowledge to assist new staff with implementation of the programs. Additionally, this model will build capacity within the district by providing a core group of quality teachers able to redeliver training to other teachers/professionals regarding the use of best practices that positively impact student achievement.	Timeline: July 2010 (ongoing)

Beach High School has a strong Alumni Association committed to supporting the district efforts for improving academic performance of students through mentoring and finding alternate funding sources.	

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 2a
Turnaround Model

LEA Name: _____Savannah-Chatham County Public School System_____

School Name: _____Beach High School_____

Annual Goals: The LEA must establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics to be used to monitor Tier I and Tier II schools. Write the annual goals below.
Reading/English Language Arts
2010-2011 School Year: 5-10% increase in the percent of students meeting or exceeding on the GHSGT
2011-2012 School Year: 5-10% increase in the percent of students meeting or exceeding on the GHSGT
2012-2013 School Year: 5-10% increase in the percent of students meeting or exceeding on the GHSGT
Mathematics
2010-2011 School Year: 5-10% increase in the percent of students meeting or exceeding on the GHSGT
2011-2012 School Year: 5-10% increase in the percent of students meeting or exceeding on the GHSGT
2012-2013 School Year: 5-10% increase in the percent of students meeting or exceeding on the GHSGT
Graduation Rate
2010-2011 School Year: The graduation rate will increase 5-10%
2011-2012 School Year: The graduation rate will increase 5-10%
2012-2013 School Year: The graduation rate will increase 5-10%

School Improvement Grant 1003(g)

LEA Application 2010

Attachment 3
Principal Competencies

Achievements

Candidate Name: _____ **Date: _____**

Interviewer:_____

Question: Think about a time when you felt very successful and proud of something you accomplished at work and tell us the story

***Circle the zone and level according to the response given*.**

Zone	Level	General Description	Specific Behaviors
Red Flag Zone	1	Low Concern for Work or Quality	Shows little concern for quality of work. Or expresses concern but not able to describe specific actions taken to do good work.
Neutral Zone	2	Moderate Concern for Work or Quality	Works to meet explicit standards required by others. Or sets own standard for work quality, but not a very difficult or clear standard. Or improves own work or work of team, but not in pursuit of a specific goal.
Threshold	3 TH	Strong Concern for Work Goals or Quality Improvement	Sets challenging work goals for self (and/or team) and acts to meet them. Or sets challenging goals for self (and/or team) and tracks and touts progress.
	4	Prioritizes Goals and Tasks Based on Cost-Benefit	Carefully chooses challenging goals and actions (for self and others) based on cost-benefit analysis, such as time, money and other resources needed versus likely speed and magnitude of results.
Superior	5 S	Pursuit of High-Risk Goals and Improvement	Takes significant personal or career risk or commits significant resources (time, money, etc.) to launch a new venture or attempt an unlikely change improvement, and takes multiple actions to minimize risk and ensure success (conduct research, anticipate barriers, plan carefully ahead, etc.), and Acts to engage the efforts of others for success.
	6	Persistent Pursuit of High-Risk Goals and Improvement	Sustains pursuit of Level 6 over time to ensure complete meeting of high-risk goals.

Impact and Influence

Candidate Name: _____ **Date: _____**

Interviewer:_____

Question: Think about a time when you influenced another person or people in a way that was satisfying to you and tell us the story.

***Circle the zone and level according to the response given*.**

Zone	Level	General Description	Specific Behaviors
Red Flag Zone	1	**Personal Gain Tactics,** **Limited Persuasion**	Uses negative behaviors for personal gain. Or does not act to influence others.
	2	**No Adaptation to Audience**	Prepares and presents data and logical arguments, but does not tailor to make them appealing or influential to the specific audience.
Neutral Zone	3	**Tailors Single Action to Influence Audience**	Thinks ahead about the likely reaction of audience, And adapts communication to obtain desired impact.
	4	**Tailors Single, *Dramatic* Action to Influence**	Takes one, dramatic action chosen to obtain a specific reaction from audience. (Threats do not count; see Directiveness)
Threshold	5 TH	**Tailors Two Actions to Influence Audience**	Thinks ahead about the likely reaction of audience, And adapts communication to obtain desired impact, And show two (not necessarily dramatic) steps to influence.
Superior	6 S	**Tailors Three Actions or Uses Indirect Influence**	Takes three or more steps chosen to influence, Or uses third party experts or trusted individuals to influence others, Or obtains individual support "behind the scenes," Or chooses timing and delivery/withholding of information to influence

	7	**Complex Influence**	Engages in a complex set of maneuvers with many people – personal communications, use of third parties, promotion decisions, sharing of power or information, working through chains of people for a "domino" influence effect– to obtain desired impact.

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.

Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.

Potential Hire Zone: These behaviors enable some level of success in this role.

TH = Threshold behaviors are needed for moderate success.

S = Superior performers use these behaviors when the situation requires.

Managing and Measuring Work

Candidate Name:_____ **Date:_____**

Interviewer:_____

Question: Please provide one or two examples of how you've used quantitative and qualitative measures to monitor achievement of goals and objectives. What measures did you set and how did you monitor them? Was there a time when you needed to provide feedback? What was the result?

***Circle the zone and level according to the response given*.**

Zone	Level		Specific Behaviors
Red Flag Zone	1	Does not understand the utilization of data.	Shows little concern for using data in setting goals and no examples are given. Or does not appear to know how to use data for measuring achievement.
Neutral Zone	2	Utilizes data in the most basic format.	Uses data in very basic terms, i.e. at grade level or over all school results. Little indication of how data would be monitored.
Threshold	3 TH	Utilizes data by application and authentic monitoring.	Using known methods provides two examples that identify what is most important and how the data is related. Or applies past knowledge of similarities, differences, gaps and trends to categorize new data and how it was monitored and shared feedback to stakeholders.

	4	Implements data to set and monitor achievement goals.	Uses data in a competent, consistent manner that effectively analyzes specific strands of students and monitors their achievement throughout the year. Two specific examples are provided.
Superior	5	Data is used to its fullest potential to monitor achievement and set specific goals and objectives for all subgroups of students.	Staff is involved in identifying and analyzing the data. Implementation of specific strategies to address strengths and weaknesses are shared and more than two examples are provided to illustrate the monitoring and feedback of the data.

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.

Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.

Potential Hire Zone: These behaviors enable some level of success in this role.

TH = Threshold behaviors are needed for moderate success.

S = Superior performers use these behaviors when the situation requires.

Managing Vision and Purpose

Candidate Name:_____ **Date:**_____

Interviewer:_____

Question: Managing vision and purpose involves anticipating future trends, creating a compelling vision, and communicating that vision. Describe a situation that conveys your capability in this area.

***Circle the zone and level according to the response given*.**

Zone	Level	General Description	Specific Behaviors
Red Flag Zone	1	Lack of planned Vision	Many written errors and situation does not convey vision planning.
Neutral Zone	2	Not detailed in vision creation or communication of vision.	No specific situation conveyed where visioning would be needed. Or situation does not illustrate capabilities in vision planning.
Threshold	3 TH	Illustrates understanding of importance of vision planning.	Situation is appropriate for illustrating the importance of using future trends and communication.

Superior	4 S	Communicates a compelling vision using future trends.	Situation provided shows excellent understanding of using future trends and communicating vision to all stakeholders. Writing example is free of errors and is well thought out for a persuasive response.

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.

Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.

Potential Hire Zone: These behaviors enable some level of success in this role.

TH = Threshold behaviors are needed for moderate success.

S = Superior performers use these behaviors when the situation requires.

Monitoring and Directiveness

Candidate Name:_____ **Date:_____**

Interviewer:_____

Question: Think about a time when you set a standard for someone else's work and held that person accountable for adhering to that standard and tell us the story.

***Circle the zone and level according to the response given*.**

Zone	Level	General Description	Specific Behaviors
Red Flag Zone	1	Avoiding Direction	Gives in to others, even if conflicts with work goals. Or does not give directions or communicate expectations. (May justify by expressing concern with others liking them, hurting people's feelings or making others feel bad.)
Neutral Zone	2	Routine Direction	Gives directions about routine work, Or provides direction that is not explicit or detailed.
	3	Detailed Direction	Gives detailed direction needed to communicate to others what needs to be done to accomplish work tasks or to free own time for other work concerns.
	4	Asserts needs	Says "no" to requests that are obviously unreasonable or that would harm work goals, or manipulates situation so that others must comply.
Threshold	5 TH	Asserts High Standard for Compliance	Sets high standard explicitly up front, or gives clear initial orders, or repeats expectation of high performance, or insists in a demanding way that others comply.
	6	Openly Monitors Performance	Publicly monitors and posts or communicates performance against standards.

Superior	7 S	Personally Confronts Performance Problems	Confronts people with performance problems (to gain compliance, not for developmental purposes), or threatens consequences for performance shortfalls.
	8	Fires Low Performers	Without regret, rids organization of low performers (following appropriate efforts to improve performance and all legal procedures).

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.

Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.

Potential Hire Zone: These behaviors enable some level of success in this role.

TH = Threshold behaviors are needed for moderate success.

S = Superior performers use these behaviors when the situation requires.

Self -Confidence

Candidate Name:_____ **Date:_____**

Interviewer:_____

Question: Think about a time when you helped another person, someone whom others were not sure could improve, to achieve or succeed at a higher level.

Circle the zone and level according to the response given.

Zone	Level	General Description	Specific Behaviors
Red Flag Zone	1	Feels or Acts Powerless	Publicly expresses lack of confidence in self, Or defers to others inappropriately, Or avoids challenges because of fear of failure.
Neutral Zone	2	Conducts Tasks Without Hesitation	Does work independently as needed.
Threshold	3 TH	Acts Decisively and Forcefully	Makes decisions despite disagreements with peers or subordinates, Or acts outside explicitly granted authority (but without breaking rules).

	4	States Confidence in Self	Openly states own expertise or compares self positively with others, Or views self a key actor or originator in important situation, Or expresses confidence in own thinking.
	5	Justifies and Defends Confident Statements	Stands up for self and positions in conflicts, Or follows statements with actions that justify confident claims.
Superior	6 S	Seeks Challenges	Expresses positive feelings about challenging assignments, Or seeks more challenge and responsibility, Or makes decisions and confident statements despite disagreement with those in power (boss, influential people).
	7	Seeks Extreme Challenge	Confronts other in power bluntly when needed, Or seeks extremely challenging situations.

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.

Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.

Potential Hire Zone: These behaviors enable some level of success in this role.

TH = Threshold behaviors are needed for moderate success.

S = Superior performers use these behaviors when the situation requires.

Team Leadership

Candidate Name:_____ Date:_____

Interviewer:_____

Question: Think about a time when you led a group or team of people to accomplish work that was satisfying to you and tell us the story.

***Circle the zone and level according to the response given*.**

Zone	Level	General Description	Specific Behaviors
Red Flag Zone	1	Does not Lead	Provides no direction, goals, roles, or meeting clarity when needed or asked, or has not engaged in any roles, in work or volunteering, that require leadership of a team.

Neutral Zone	2	Manages Logistics	Communicates agendas, time constraints and work tasks.
	3	Keeps People Informed	Tells people affected by decisions or events what I happening, ensuring that people have information they need.
	4	Manages Team Fairly	Uses formal authority fairly, treats people on team with respect and fairness.
Threshold	5 TH	Acts to Make Team Effective	Promotes team morale and enhances performance by taking actions that affect how people feel about the team and how well they perform on it. May include how work is assigned, who is hired and fired on team, and expressions of how these actions affect remaining team members performance and morale.
	6	Ensures Team Opportunity to Perform	Obtains resources and people that the group needs to perform, and protects the group from outside influences that might prevent performance.
	7	Leads Team to Results	"Sells" the team mission, goals, and actions to its members, and then follows up to ensure that the team's work is done well.
Superior	8 S	Communicates a Compelling Vision to Motivate Discretionary effort	Motivates the team – and stakeholders who affect the team's work – with charismatic communications of the vision for the organization, resulting in excitement and large contribution of people's discretionary effort.

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.

Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.

Potential Hire Zone: These behaviors enable some level of success in this role.

TH = Threshold behaviors are needed for moderate success.

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Attachment 4
Extended Learning Time/Bell/Schedule

Sample Beach High School Student Schedule

(Extended Learning Time Before/After the Bell)

7:00 a.m. – 8:00 a.m.	Extended Learning Time (Morning Session)
8:15 a.m. – 8:45 a.m.	Advisement
8:45 a.m. – 10:15 a.m.	Block 1
10:15 a.m. – 11:45 a.m.	Block 2
11:45 a.m. – 1:45 p.m.	Block 3 and Lunch
1:45 p.m. – 3:15 p.m.	Block 4
3:30 p.m. – 4:30 p.m.	Extended Learning Time (Afternoon Session)

Sample Beach High School Student Schedule

(4 x 4 Hybrid)

Ramp-Up to Advanced Literacy	9th Grade Composition Literature
Math I Support Block	Math I
Biology	World History
PE/Health	Elective

Beach HS SIG Implementation of Strategies/Initiatives

Professional Development Timeline

Strategy	Summer 2010	Fall 2010	Winter 2011	Summer 2011	Fall 2011	Winter 2012	Summer 2012	Summer 2013
America's Choice – Rigor and Readiness 9th & 10th Grade (College and Career Readiness Instructional System)	X (9th grade)			X (10th grade)				
Nationally Validated Benchmark Assessment Implemented (i.e. MAP)	X							
PLCs/Data Teams					X			
Thinking Maps			X					
STEM			X (11th & 12th)			X (9th & 10th)		
Advancement Via Individual Determination (AVID)				X			X	X
Co-teaching Training		X						
Write for the Future				X				
Marzano's Instructional Nine Best Practices					X			
Positive Behavior System				X				
Differentiated Instruction					X			

"X" denotes the time frame in which training will occur.

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Attachment 6
Operational Flexibility

Savannah-Chatham Board of Education

Beach High School Operational Flexibility

(Approved May 19, 2010)

Turnaround Reform model strategies remove barriers that inhibit school improvement and fail to support effective teaching and learning. The Turnaround Reform model will be implemented at Beach High School for the purpose of improving the academic achievement of students through an innovative instructional program and new governance structure. In order to meet the requirements of the School Improvement Grant (SIG) and ensure its success, the new principal will need operational flexibility in multiple areas of leadership and operations.

WHEREAS, comprehensive operational flexibility will ensure the removal of barriers in the implementation of a comprehensive and substantive approach to substantially improved student achievement outcomes and increased high school graduation rates for Beach High School students;

WHEREAS, comprehensive operational flexibility includes, but is not limited to, the areas of budget, staffing, recruitment and retention incentives for high performing staff, scheduling, calendar and bell time options, disciplinary rubrics, assessment, credit recovery and professional learning, as well as other operational procedures which may be considered through the governance structure of the Turnaround Reform model;

WHEREAS, comprehensive operational flexibility demonstrates a significant commitment on behalf of the Superintendent and Board of Education to support change and reform at Beach High School and provides an avenue of opportunity for continued collaboration and engagement of all stakeholders in the Beach High School community.

THUS,

BE IT RESOLVED, upon the recommendation of the Superintendent, that the principal of Beach High School be granted the comprehensive operational flexibility necessary to ensure the successful implementation of the Turnaround Reform model as outlined in the School Improvement Grant (SIG) and the attainment of the student academic outcomes therein, including the attainment of Adequate Yearly Progress.

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Attachment 7

2009 GAPP/Targeted Areas for Improvement

Target Areas for Improvement
Beach High School – December, 2009
Correlated to Georgia School Keys and Implementation Resource

Curriculum	Instruction	Assessment	Professional Learning
Provide a rigorous curriculum which challenges all students to demonstrate a depth of knowledge and understanding and which requires students to take what he or she knows and use that knowledge to create or explore new ideas. (Webb's Depth of Knowledge) *Instruction 1.1, 2.2, 3.1, 3.2 Curriculum 1.3*	Engage students in a high level of authentic work which enables them to apply previously learned knowledge to actively explore, discuss, construct meaning and solve real world problems and involve students in setting their own learning goals. *Instruction 1.3, 2.4, 3.1, 3.3*	Utilize the agreed upon three-part instructional framework in the delivery of all lessons (opening, work session, closing) and ensure the implementation of standards-based classrooms by clearly and consistently aligning all instruction and learning goals with GPS and ensuring that all academic content teachers and students consistently use the language of the standard throughout the lesson. *Curriculum 1.1, 1.2, 2.1 Instruction 1.1, 1.2*	Utilize a consistent, balanced and authentic variety of assessments (diagnostic, formative and summative) to evaluate student progress and adjust daily instruction to provide students with feedback. *Assessment 1.2, 1.3., 2.4*	Incorporate a variety of delivery modes and flexible groups in daily instruction and provide instruction which is differentiated and designed to meet the needs of all students. *Instruction 2.1, 2.3, 2.5, 2.7*	Provide safety nets and interventions during the school day to address the needs of all students who are not meeting academic expectations based upon assessment results. *Assessment 1.4, 3.1 Instruction 1.3, 2.6, 3.2*	Ensure that co-teachers are accepting equal responsibility for instruction and are supporting all students in the classes to which they are assigned. *Instruction 2.1, 3.1 School Culture 2.3*	Require that all teachers attend and participate in high quality, job-embedded, ongoing professional learning which is focused on : • Understanding standards-based instruction which includes an emphasis on depth of knowledge and authentic learning • Understanding the planning and instruction necessary to utilize a variety of delivery modes and implement flexible grouping and differentiated instruction • Understanding how to develop and utilize a balance of assessments to inform instruction. *Professional Learning 1.1, 1.2, 1.4, 1.5* Require that all co-teachers attend and participate in professional learning focused on effective co-teaching. *Professional Learning 1.1, 1.2, 1.4, 1.5*
			Planning & Organization
			Develop high expectations for student behavior, reinforce the self-governance and self improvement of students and staff, and utilize a unified approach to consistently enforce the school-wide discipline plan and rituals and routines in all classrooms. *Planning and organization 4.1, 4.2 School Culture 2.1, 2.4 Leadership 1.4*
			Leadership
Establish a systematic process of monitoring to ensure that teachers are providing instruction which is rigorous and authentic, implementing the instructional framework with fidelity, and implementing standards-based classrooms. *Leadership 1.4 , 2.3 Curriculum 3.2*			

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Attachment 8
Teacher Competencies

Achievement

Candidate Name:_____ Date:_____

Interviewer:_____

Question: Think about a time when you felt very successful and proud of something you accomplished at work and tell us the story.

***Circle the zone and level according to the response given*.**

Zone	Level	General Description	Specific Behaviors
Red Flag Zone	1	Low Concern for Work or Quality	Shows little concern for quality of work. Or preoccupied by non-work matters (sports, friends, hobbies etc)
Neutral Zone	2	Wishes to Do Job Well	Expresses desire to do the job well but does not make measureable improvements or have a clear standard of excellence.
Threshold	3 TH	Moderate Concern for Work and Quality	Works to do tasks and meet standards required by the principal/management, or makes voluntary improvements, but □ With no specific goal in mind or, □ Only to meet easy/modest goals
	4	Strong Concern for Work Goals and Quality Improvement	Sets challenging work goals (difficult but not unrealistic) for self and students (or other adults) and acts to meet them, or sets challenging goals for self and students and monitors progress.
Superior	5 S	Prioritizes Goals and Tasks based on Impact relative to Effort	Carefully chooses challenging goals and actions towards goals (for self and students) based on cost-benefit analysis: time, money, and other resources needed versus speed and magnitude of results.
	6	Pursuit of High-Risk Goals and Improvement	Commits significant resources and time (without being sure of success) to reach a very challenging goal; And takes multiple actions to minimize risk and ensure success (e.g. conducts research, anticipates barriers, plans carefully ahead, engages others to help).

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.

Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.

Potential Hire Zone: These behaviors enable some level of success in this role.

TH = Threshold behaviors are needed for moderate success.

S = Superior performers use these behaviors when the situation requires.

Initiative and Persistence

Candidate Name:_____ Date:_____

Interviewer:_____

Question: Think about a time when you accomplished something satisfying at work despite one or more obstacles. Tell me the story.

***Circle the zone and level according to the response given*.**

Zone	Level	General Description	Specific Behaviors
Red Flag Zone	1	Avoids required work	Does not show up for work reliably or requires extra supervision to get to work.
Neutral Zone	2	Independent Effort	Completes assigned work as required and without extra supervision, or does not give up without trying one or two steps when a simple obstacle arises.
Threshold	3 TH	Extra Effort	Works extra hours to complete work even when not required. Or takes on voluntary work tasks, or routinely tackles obstacles as they arise in routine work.
	4	Significant Extra Effort	Voluntarily initiates and follows through on new work project (not just a discrete task) that is not assigned by others, and tackles significant barriers as they arise.
Superior	5 S	Extraordinary Effort	Acting without formal or explicit direction, commits significant personal time and bends to organization norms and rules to accomplish a work objective (emphasis on improving student outcomes, not on defiant rule breaking); and persists despite significant obstacles or early failure.
	6	Engages Others in Extraordinary Effort	Involves others in Level 5 effort, including people over whom the person has no formal authority.

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.

Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.

Potential Hire Zone: These behaviors enable some level of success in this role.

TH = Threshold behaviors are needed for moderate success.

S = Superior performers use these behaviors when the situation requires.

Teamwork

Candidate Name:_____ Date:_____

Interviewer:_____

Question: Think about a time when you participated in a group or team of people to accomplish work that was satisfying to you and tell me the story.

***Circle the zone and level according to the response given*.**

Zone	Level	General Description	Specific Behaviors
Red Flag Zone	1	Harms Team	Damages team morale and functioning by acting in an unhelpful and disruptive way.
Neutral Zone	2	Does Not Participate	Does not take part or contribute to team activities.
Threshold	3 TH	Contributing Member	Shares relevant information with other team members, participates willingly in team activities and follows through with work assigned by team.
	4	Active Supporter	Expresses belief that team will be successful, and speaks respectfully about other team members.
Superior	5 S	Empowers Team	Values, solicits, and uses information from other team members to make plans and solve problems, and gives credit publicly to team members who have performed well.
	6	Resolves Conflict	Openly recognizes and acknowledges conflicts on the team and works actively and successfully to resolve these conflicts, and Protects team reputation when speaking to others.

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.

Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.

Potential Hire Zone: These behaviors enable some level of success in this role.

TH = Threshold behaviors are needed for moderate success.

S = Superior performers use these behaviors when the situation requires.

Belief in Learning Potential

Candidate Name:_____ Date:_____

Interviewer:_____

Question: Think about a time when you helped another person, someone whom others were not sure could improve, to achieve or succeed at a higher level. (Can be a student if interviewee is a teacher, a direct report, a more junior peer etc)

***Circle the zone and level according to the response given*.**

Zone	Level	General Description	Specific Behaviors
Red Flag Zone	1	Has Negative Expectations	Expresses negative expectations based on race, gender, culture or past achievement about who can and cannot learn and achieve, Or expresses resentment towards students and their families.
Neutral Zone	2	Going through the motions	Makes no deliberate attempt to raise the learning level of some students, especially those who have not succeeded in the past.
Threshold	3 TH	States Beliefs in Others' Abilities	Makes positive comments about all students' ability to learn more, even those who have been previously unsuccessful.
	4	Offers Specific Support	Supports all students by offering them detailed instructions and practical support for tackling challenging tasks.
Superior	5 S	Provides Developmental Feedback	Gives specific feedback, both positive and negative, making sure that it is always phrased in behavioral not personal terms, Or reassures students after a setback, providing negative feedback but expressing positive expectations for future performance.
	6	Scaffold Learning	Scaffolds learning experiences so that all students can experience success in tackling increasingly difficult tasks, Or designs unusual learning assignments to foster specific students' development, Or build all students' confidence and skills by giving them increasing latitude to design their own learning experiences, including the opportunity to learn from their own mistakes in a noncritical setting.

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.

Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.

Potential Hire Zone: These behaviors enable some level of success in this role.

TH = Threshold behaviors are needed for moderate success.

S = Superior performers use these behaviors when the situation requires.

Professional Learning and Development

(Writing Sample)

Candidate Name:_____ Date:_____

Interviewer:_____

Question: Describe a period of time in the past two years that demonstrates your dedication to continuous learning and self-improvement.

***Circle the zone and level according to the response given*.**

Zone	Level	General Description	Specific Behaviors
Red Flag Zone	1	Lack of Professional Learning and Development	Many written errors and situation does not continuous learning and self-improvement.
Neutral Zone	2	No detailed in Professional learning experiences.	No specific situation conveyed where self-improvement and learning would be needed. Or situation does not illustrate professional learning activities.
Threshold	3 TH	Illustrates understanding and provides an example of dedication to self-improvement.	Situation is appropriate for illustrating the importance of using future trends and communication.
Superior	4 S	Communicates a significant and outstanding commitment to professional learning and development.	Situation provided shows excellent understanding of individual enhancement Writing example is free of errors and is well thought out for a persuasive response.

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.

Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.

Potential Hire Zone: These behaviors enable some level of success in this role.

TH = Threshold behaviors are needed for moderate success.

S = Superior performers use these behaviors when the situation requires.

Managing and Measuring Work

Candidate Name:_____ Date:_____

Interviewer:_____

Question: Share some specific examples of how you've monitored the performance of people or critical projects. What monitoring and reporting systems or processes did you use? Were they already in place or did you need to create them? Describe how they impacted results.

***Circle the zone and level according to the response given*.**

Zone	Level	General Description	Specific Behaviors
Red Flag Zone	1	Does not have an understanding of monitoring or reporting systems.	Shows little concern for using monitoring and reporting in setting goals and no examples are given. Or does not appear to know how to use monitoring for impacting results.
Neutral Zone	2	Shared minimal examples of monitoring or projects	Little indication of how people/projects would be monitored or the type of processes to be utilized.
Threshold	3 TH	Initiates monitoring of people or projects	Uses methods to measure performance but does not follow up with the results and their effect on outcomes.
	4	Implements monitoring to set and examine goals	Uses reporting systems in a competent, consistent manner. Two specific examples are provided and the impact of the results were clearly identified.
Superior	5	Monitoring is used to its fullest potential to examine achievement and set specific goals and objectives for all students.	Implementation of specific strategies to address strengths and weaknesses are shared and more than two examples are provided to illustrate the monitoring and feedback of the data.

Red Flag Zone: Red flag behaviors indicate a severe mismatch for this role.

Neutral Zone: These levels do not indicate a match if they are the highest levels of behavior shown.

Potential Hire Zone: These behaviors enable some level of success in this role.

TH = Threshold behaviors are needed for moderate success.

S = Superior performers use these behaviors when the situation requires.

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Attachment 9
Incentives

A system that measures academic growth for students and provides rewards for school leaders, teachers and other staff that work to ensure this growth is obtained has been developed. This reward system is based on the established goals as provided in the School Improvement Grant. The system that has been designed measures student growth in academic areas, fine arts, career-tech, and physical education and will be implemented beginning in the 2010 – 2011 school year. In addition, SMART goals that delineate the standards of growth for each department will be established that directly relate to the goals of the SIG. The reward system will be a tiered reward system (refer to Attachment below).

Note: In order to obtain the Level 2 incentive, faculty and staff must meet the criteria in Level 1; therefore, in order to obtain a Level 3 incentive, faculty and staff must meet the criteria in Level 1 and Level 2.

Beach High School Incentives Rubric

Employee Type	Level 1	Level 2	Level 3
Certified – Non-Teacher			
Media Specialists	• Satisfactory CLASS Keys Evaluation	• Meet or Exceed the Exemplary Media Program State Developed Rubric (DOE Evaluation)	• Shows evidence of working with students where EOCT scores increased by more than 5% • Shows evidence of working with students where GHSGT scores increased by more than 5%
Counselors & Transition Coach	• Satisfactory CLASS Keys Evaluation	• Percent of students passing GHSGT increased by 5% • Percent of students graduating on time increased by 5% • Students' attendance rate increased by 5%	• Percent of students passing GHSGT increased by more than 5% • Percent of students graduating on time increased by more than 5%

Administrators	• Satisfactory Leader Keys Evaluation	• Student attendance increased 5% • Classroom disruption referrals decreased by 5% • Percent of students passing GHSGT increased by 5% • Percent of students graduating on time increased by 5%	• Student attendance increased by more than 5% • Classroom disruption referrals decreased 5% or lower • Percent of students passing GHSGT increased by more than 5% • Percent of students graduating on time increased by more than 5%
Certified Teachers			
Health Teachers	• Satisfactory CLASS Keys Evaluation	• Shows evidence of working with students where Math and Science EOCTs increased 5% • Shows evidence of working with students and teachers where Math and Science GHSGTs increased 5%	• Shows evidence of working with students where Math and Science EOCT scores increased by more than 5% • Shows evidence of working with students where Math and Science GHSGT scores increased by more than 5%
PE Teachers	• Satisfactory CLASS Keys Evaluation	• Shows evidence or working with students where Math and Science EOCTs increased 5% • Shows evidence of working with students and teachers where Math and Science GHSGTs increased 5%	• Shows evidence of working with students where Math and Science EOCT scores increased by more than 5% • Shows evidence of working with students where Math and Science GHSGT scores increased by more than 5%
Fine Arts Teachers	• Satisfactory CLASS Keys Evaluation • Performing ensemble participate in large group performance evaluations (ex. Band, chorus)	• Shows evidence of working with students where ELA and Social Studies EOCTs increased 5% • Shows evidence of working with students and teachers where	• Shows evidence of working with students where ELA and Social Studies EOCT scores increased by more than 5% • Shows evidence of

		ELA and Social Studies GHSGTs increased 5% • Performing ensembles score overall good ratings in large group performance evaluations (ex. Band, chorus)	working with students where GHSGT scores increased by more than 5% • Performing ensembles score overall e ratings in large group performance evaluations (ex. Band, chorus)
CTAE Teachers	• Satisfactory CLASS Keys Evaluation	• Shows evidence of working with students where ELA, Math, Science and Social Studies EOCTs increased 5% • Shows evidence of working with students and teachers where ELA, Math, Science, and Social Studies GHSGTs increased 5% • 80% of CTAE students will score Level 4 or above in the Applied Math and Reading for Information sections of Key Train	• Shows evidence of working with students where EOCT scores increased by more than 5% • Shows evidence of working with students where GHSGT scores increased by more than 5%
JROTC Teachers	• Satisfactory Evaluation • Students participate in meet championships	• Shows evidence of working with students where ELA, Math, Science and Social Studies EOCTs increased 5% • Shows evidence of working with students and teachers where ELA, Math, Science, and Social Studies GHSGTs increased 5% • Color Guards have "Excellent" rating Pass AFI scoring 96 or above	• Shows evidence of working with students where EOCT scores increased by more than 5% • Shows evidence of working with students where GHSGT scores increased by more than 5% • 90% of graduating JROTC students pursue post secondary options (i.e. military, technical, universities/colleges)
Core Academic	• Satisfactory CLASS Keys Evaluation	• EOCTs increased by 5%	• EOCT scores increased by more

Teachers		• GHSGT increased by 5%	than 5% • GHSGT scores increased by more than 5%
Classified Staff			
Nurses	• Satisfactory Evaluation	• Reduced number of visits (minor ailments) • Increased student attendance 5%	• Increase student attendance by more than 5%
Custodians	• Satisfactory Staff Evaluations	• 3-5 items to be completed from average of Maintenance walk-throughs	• Less than 3 items to be completed form average of Maintenance walk-throughs
Nutrition	• Satisfactory Staff Evaluations	• Health Department Health Score 95-98% • Increased overall participation in breakfast by 3% or lunch by 3%	• Health Department Health Score above 98% • Increased overall participation in breakfast by more than 3% or lunch by more than 3%
SPED Paraprofessionals	• Satisfactory Staff Evaluations	• Increased EOCT scores 5% • Increased GHSGT scores 5% • Average SPED student growth, as measured by IEPs, shows that 80% of IEP goals are met	• Increased EOCT scores by more than 5% • Increased GHSGT scores by more than 5%
ISS Paraprofessional	• Satisfactory Staff Evaluations	• Increased EOCT scores by 5% • Increased GHSGT scores by 5%	• Increased EOCT scores by more than 5% • Increased GHSGT scores by more than 5%
Secretary and Clerks	• Satisfactory Staff Evaluations	• Stakeholder survey indicates 90% satisfaction with customer service	• Stakeholder survey indicates 95% satisfaction with customer service
Bookkeeper	• Satisfactory Staff Evaluations	• Every month On-Time SAF report accurate and submitted on time	• System for entering and tracking purchase orders, special check requests, budget transfers has no more

			than 10%
Information Specialist	• Satisfactory Staff Evaluations	• 80 - 85% Error Free data entry as measured by daily discrepancy reports • Timely entry of all data elements as measured by daily discrepancy reports	• 90 - 95% Error Free data entry as measured by daily discrepancy reports

Incentives

Employee Type	Level 1	Level 2	Level 3
Certified Teacher Incentives	• 1/2 day planning time per semester • BHS T-shirt (other funding) • Framed certificate (other funding)	• $500 monetary award • Department representatives (2-3) to attend a state/local conference • Acknowledgement of accomplishment on bulletin board/sign/website that is highly visible within/outside the school	• $1500 monetary award • Department representatives (2-3) to attend a national conference (Up to $1000/representative) • BHS Spirit of Excellence Pin (other funding) • BHS Spirit of Excellence Ceremony (award and recognition - other funding)
Certified Non-Teacher Incentives	• BHS T-shirt (other funding) • Framed certificate (other funding)	• $300 monetary award • Department representatives (2-3) to attend a state/local conference • $150 for department resources (counseling pamphlets, planning guides, etc.) • Acknowledgement of accomplishment on bulletin board/sign/website that is highly visible within/outside the school	• $1000 monetary award • Department representatives (2-3) to attend a national conference (Up to $1000/representative) • BHS Spirit of Excellence Pin (other funding) • BHS Spirit of Excellence Ceremony (award and recognition - other funding)

Classified Incentives	• BHS T-shirt (other funding)	• $100 monetary award • Acknowledgement of accomplishment on bulletin board/sign/website that is highly visible within/outside the school	• $300 monetary award • BHS Spirit of Excellence Ceremony (award and recognition - other funding)

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LEA Application 2010

Attachment 1c
High School Profile

District Name: Chatham County

School Name: Beach High School

Grades: 09, 10, 11, 12

School Enrollment Total: 1275

NOTES: EDFacts data that is housed at the Georgia Department of Education will be provided in noted areas.
Enter data for all highlighted fields.
All data should be available.

SCHOOL DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
AYP status	N	N	N				
AYP targets the school met	ELA	ELA, Math	ELA				
AYP targets the school missed	Math, SI	SI	Math, SI				
School improvement status	NI-3	NI-4	NI-5				
Number of days within the school year	180	180	180	177			
Number of minutes within the school day	615	615	615	1,055			
Number of minutes within the school year	71,340	71,340	73,060	73,410			

Math – Mathematics; ELA – English Language Arts; SI – Second Indicator; NI – Needs Improvement; NI_AYP – Needs Improvement Made AYP; ADEQ – Adequate; ADEQ_DNM – Adequate Did Note meet

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1c
High School Profile

Enter data for all highlighted fields.
All data should be available.
Data based on students who completed the course or who are currently enrolled.
Enter "NA" in any fields for which you do not have data.

STUDENT OUTCOME/ACADEMIC PROGRESS DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage of limited English proficient students who attain English language proficiency							
Graduation rate (percentage)	49.4	49.5	65.7				
Dropout rate (percentage)	6.1	9	3.5				
Student absent over 15 days rate (percentage)	26.7	27	21.8				
Number of students completing advanced coursework (AP)	54	76	38	NA			
Percentage of students completing advanced coursework (AP)	5% out of 1072 students	8.6% out of 844 students	4.1% out of 921 students	NA			
Number of students completing advanced coursework (IB)	NA	NA	NA	NA			
Percentage of students completing advanced coursework (IB)	NA	NA	NA	NA			

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1c
High School Profile

Enter data for all highlighted fields.
All data should be available.
Data based on students who completed the course or who are currently enrolled.
Enter "NA" in any fields for which you do not have data.

STUDENT OUTCOME/ACADEMIC PROGRESS DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of students completing advanced coursework (early-college high schools)	NA	NA	NA	NA			
Percentage of students completing advanced coursework (early-college high schools)	NA	NA	NA	NA			
Number of students completing advanced coursework (dual enrollment classes)	NA	NA	NA	NA			
Percentage of students completing advanced coursework (dual enrollment classes)	NA	NA	NA	NA			
College enrollment rate	48% based on available data	52% based on available data	36% based on available data				
Number of discipline incidents coded as 900 as reported to state	12	15	4	NA			
Number of truants	402	314	111	65			
Teacher attendance rate	94.04%	94.18%	93.69%	NA			

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Attachment 1c
High School Profile

All data should be available.
Data as of 3/31/10.
Enter "NA" in any fields for which you do not have data.

Distribution of Certified Staff by Performance Level as Designated on the LEA's Certified Staff Evaluation System							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of certified staff	86	88	86	89			
Number of teachers evaluated	86	88	86	89			
Certified Staff Evaluated at Each Performance Level							
Percentage rated Satisfactory	100%	100%	97.7%	98.9%			
Percentage rated Unsatisfactory	0%	0%	2.3%	1.1%			
Percentage non-renewed	0%	0%	1.2%* Fiscal Demands	0%			

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Attachment 1c
High School Profile

Grade 11 GHSGT English Percent of Students Who Met or Exceeded																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	124	146	84.9	115	137	83.9	146	160	91.3												
Percentage White																					
Percentage Hispanic																					
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	13	23	56.5	14	18	77.8	18	23	78.3												
Percentage Economically Disadvantaged	92	108	85.2	83	100	83	107	119	89.9												

N - Numerator (Students who Met or Exceeded the standard)
D - Denominator (FAY Students with test scores)
% - Percentage (Meets Exceeds Rate in percent)
*** - State assessment changed to align with the new curriculum implementation. (Georgia Performance Standards)

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1c
High School Profile

Grade 11 GHSGT English Percent of Students Who Participated																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	163	166	98.2	150	152	98.7	173	174	99.4												
Percentage White																					
Percentage Hispanic																					
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	25	25	100	22	22	100	24	25	96												
Percentage Economically Disadvantaged	115	117	98.3	108	109	99.1	128	130	98.5												

N - Numerator (Number of Students Participated in the test)
D - Denominator (Number of Students Enrolled during test window)
% - Percentage (Participation Rate in percent)

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1c
High School Profile

Grade 11 GHSGT Mathematics Percent of Students Who Met or Exceeded																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	65	145	44.8	84	136	61.8	91	160	56.9												
Percentage White																					
Percentage Hispanic																					
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	10	23	43.5	12	18	66.7	15	24	62.5												
Percentage Economically Disadvantaged	44	108	40.7	62	98	63.3	67	120	55.8												

N - Numerator (Students who Met or Exceeded the standard)
D - Denominator (FAY Students with test scores)
% - Percentage (Meets Exceeds Rate in percent)

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1c
High School Profile

Grade 11 GHSGT Mathematics Percent of Students Who Participated																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	163	165	98.8	149	154	96.8	173	174	99.4												
Percentage White																					
Percentage Hispanic																					
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	25	25	100	21	22	95.5	25	25	100												
Percentage Economically Disadvantaged	115	116	99.1	107	110	97.3	130	131	99.2												

N - Numerator (Number of Students Participated in the test)
D - Denominator (Number of Students Enrolled during test window)
% - Percentage (Participation Rate in percent)

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1c
High School Profile
High School Profile

Enter data for all highlighted fields.
All data should be available.
Based on Fall Semester data if available.
Enter "NA" in any fields for which you do not have data.

Mathematics I: Algebra/Geometry/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	NA	NA	NA	NA			
Percentage passed EOCT	NA	NA	NA	NA			

Mathematics II: Geometry/Algebra II/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	NA	NA	NA	NA			
Percentage passed EOCT	NA	NA	NA	NA			

*****This data will not be available for Mathematics I and Mathematics II until 2010.**

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1c
High School Profile

Enter data for all highlighted fields.
All data should be available.
Based on Fall Semester data if available.
Enter "NA" in any fields for which you do not have data.

English Language Arts: Ninth Grade Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	79.2	78.4	80.2	67			
Percentage passed EOCT	31.8	38.9	48.2	51.3			

English Language Arts: American Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	89.2	88.9	87.1	78.1			
Percentage passed EOCT	57.6	52.6	60.3	58.4			

LEA Application 2010

Attachment 4 – Year 1

Budget Detail

LEA Name: Savannah-Chatham County Public School System

School Served: Beach High School

Intervention Model: Turnaround **Tier Level: I**

Fiscal Year: July 1, 2010 through June 30, 2011

Instructions: Please provide a comprehensive three-year budget for each school to be served with SIG funds. Each fiscal year should be represented by a separate budget detail page. Please provide an accurate description of the services, personnel, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the chosen intervention model. Please reference Appendix B.

Object Class		Item Description	Costs	
100	Personnel Services (Salaries)	Intersession/Tutoring	$ 30,000	
		1 Principal Supplement/Signing Bonus	$ 10,000	
		3 Assistant Principals Supplememnt/Signing Bonus @ $2,500 each	$ 7,500	
		1 Turnaround Leader Salary	$ 116,000	
		1 Science, Medical, and Technology Specialist	$ 65,000	
		Teacher Signing Bonus 63 @ $2,000 (ELA, Math, Science and Special Education)	$ 126,000	
		Annual Accountability Benchmarks for teachers: 85@ $1,500 each	$ 127,500	
		Annual Accountability Benchmarks for Administration and School Counselors @ $1,000 each	$ 7,000	
		Annual Accountability Benchmarks for 40 Classified Staff @300 each	$ 12,000	
		Stipends for content area teachers to provide evening parent workshops	$ 2,000	
		Stipends - America's Choice training for Math, ELA and Science teachers (pre-planning)	$ 17,000	
		Teacher Subs for Professional Learning activities and training in teachers' absence	$ 15,000	Object Total
		Resource Officers (overtime) provide security evening parent workshops	$ 500	$ 535,500
200	Benefits	Medical	$ 34,496	
		Medicare	$ 7,767	
		Teacher Retirement	$ 19,090	
		Unemployment Compensation	$ 138	
		Workers Compensation	$ 1,510	Object Total
		FICA	$ 30,721	$ 93,722
	Purchased	America's Choice Training	$ 310,000	
		MAP - Formative Assessment	$ 35,000	

300	**Professional & Technical Services**	Thinking Maps Training	$ 10,000	
		Effective Teaching Strategies Consultant Fees - PL	$ 10,000	**Object Total**
		Parental Involvement Consultant fees	$ 2,000	$ 367,000
500	**Other Purchased Services**	Transportation - CAT bus tickets for Twilight Evening School & Intercession/Tutoring	$ 5,000	
				Object Total
				$ 5,000
600	**Supplies**	Instructional School Supply Bonus for Teachers- 85@ $400	$ 34,000	
		America's Choice/High School 101- Student supplies & testing materials	$ 60,000	
		Science materials & equipment	$ 20,000	
		1 Mobile computer lab (ELA/Writing)	$ 25,000	
		Promethean Boards/Smart Boards (ELA/Math)	$ 10,000	
		A+ Online Coursework	$ 20,000	
		Book Studies (Faculty/Staff)	$ 5,000	
		Professional Library (Teachers/Staff)	$ 2,500	
		Parental Involvement supplies and printing (Parent Resource Center)	$ 20,000	**Object Total**
		Books - Library/Media Center & reference books	$ 9,037	$ 205,537
700	**Property (Capitalized Equipment)**	Indirect Cost to provide accounting, budget and technical support for the SIG	$ 20,000	
				Object Total
				$ 20,000
800	**Other Objects**			
				Object Total
				$ -
900	**Other**			

Uses			
			Object Total
			$ -
		Function Total	$ 1,226,759

LEA Application 2010

Attachment 4 – Year 2

Budget Detail

LEA Name: **Savannah-Chatham County Public School System**

School Served: **Beach High School**

Intervention Model: **Turnaround** **Tier Level: I**

Fiscal Year: July 1, 2011 through June 30, 2012

Instructions: Please provide a comprehensive three-year budget for each school to be served with SIG funds. Each fiscal year should be represented by a separate budget detail page. Please provide an accurate description of the services, personnel, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the chosen intervention model. Please reference Appendix B.

Object Class		Item Description	Costs	
100	Personnel Services (Salaries)	Intercession/Tutoring	$ 40,000	
		1 Turnaround Leader Salary	$ 116,000	
		1 Science, Medical, and Technology Specialist Salary	$ 65,000	
		Teacher Signing Bonus 15 @ $2,000 (ELA/Math/Science and Special Education)	$ 30,000	
		Annual Accountability Benchmarks for teachers: 85@ $1,500	$ 127,500	
		Twilight Evening School teacher supplement	$ 50,000	
		Stipends for content area teachers to provide evening parent workshops	$ 2,000	
		Stipends - America's Choice training for Math, ELA and Science teachers (pre-planning)	$ 17,000	
		Teacher Subs for Professional Learning and Training	$ 30,000	Object Total
		Resource Officers (overtime) provide security for evening parent workshops	$ 500	$ 478,000
200	Benefits	Medical	$ 37,136	
		Medicare	$ 6,932	
		Teacher Retirement	$ 20,551	
		Unemployment Compensation	$ 148	
		Worker's Compensation	$ 1,625	Object Total
		FICA	$ 29,636	$ 96,028
		America's Choice	$ 310,000	

300	Purchased Professional & Technical	MAP - Formative Assessment	$ 35,000	
		AVID - FEES	$ 3,500	
		AVID - Training	$ 10,000	
		Write for the Future Training	$ 10,000	
		Effective Teaching Strategies Consultant Fees - PL	$ 5,000	Object Total
		Parental Involvement Consultant fees	$ 2,000	$ 375,500
500	Other Purchased Services	Transportation - CAT bus tickets for Twilight Evening School & Intercession/Tutoring	$ 10,000	
				Object Total
				$ 10,000
600	Supplies	Instructional School Supply Bonus - 85 @ $400	$ 34,000	
		America's Choice/High School 101 - Student supplies & testing materials	$ 40,000	
		Books - Library/Media Center & Reference books (non-fiction, math and science, SAT/ACT)	$ 27,108	
		Science materials & equipment	$ 10,000	
		Promethean boards/smart boards (ELA/Math)	$ 10,000	
		A+ Online coursework	$ 10,000	Object Total
		Parental Involvement supplies and printing (Parent Resource Center)	$ 3,500	$ 134,608
700	Property (Capitalized Equipment)			
		Indirect Cost-provide accounting, budget and technical support for the SIG	$ -	
				Object Total
				$ -
800	Other Objects			
				Object Total
				$ -
900	Other Uses			

			Object Total
			$ -

Function Total $ 1,094,136

LEA Application 2010

Attachment 4 – Year 3

Budget Detail

LEA Name: **Savannah-Chatham County Public School System**

School Served: **Beach High School**

Intervention Model: **Turnaround** **Tier Level: I**

Fiscal Year: July 1, 2012 through June 30, 2013

Instructions: Please provide a comprehensive three-year budget for each school to be served with SIG funds. Each fiscal year should be represented by a separate budget detail page. Please provide an accurate description of the services, personnel, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the chosen intervention model. Please reference Appendix B.

Object Class		Item Description	Costs	
100	Personnel Services (Salaries)	Intercession/Tutoring	$ 30,000	
		1 Turnaround Leader Salary	$ 116,000	
		1 Science, Medical, and Technology Specialist	$ 65,000	
		Teacher Signing Bonus 15 @ $2,000 (ELA/Math/Science and Special Education)	$ 30,000	
		Annual Accountability Benchmarks for teachers: 85@ $1,500	$ 127,500	
		Twilight Evening School teacher supplement	$ 50,000	Object Total
		Stipends for content area teachers (parent workshops)	$ 2,000	
		Stipends - America's Choice training for Math, ELA and Science teachers (pre-planning)	$ 5,000	
		Teacher Subs for PL activities	$ 5,000	
		Resource Officers (overtime) provide security for evening parent workshops	$ 500	$ 431,000
200	Benefits	Medical	$ 31,856	
		Medicare	$ 6,251	
		Teacher Retirement	$ 17,629	
		Unemployment Compensation	$ 127	
		Worker's Compensation	$ 1,394	Object Total
		FICA	$ 26,722	$ 83,979
	Purchased	America's Choice	$ 310,000	
		MAP - Formative Assessment	$ 35,000	

300	**Professional**	AVID - FEES	$ 3,500	
		Effective Teaching Strategies Consultant Fees - PL	$ 4,000	
		Parental Involvement Consultant fees	$ 2,000	
				Object Total
				$ 354,500
500	**Other Purchased Services**	Transportation - CAT bus tickets for Twilight Evening School & Intercession/Tutoring	$ 10,000	
				Object Total
				$ 10,000
600	**Supplies**	Instructional School Supply Bonus - 85 @ $400	$ 34,000	
		America's Choice/High School 101 - Student supplies & testing materials	$ 30,000	
		Books - Library/Media Center & Reference books (non-fiction, math and science, SAT/ACT)	$ 41,190	
		A+ Online coursework	$ 5,000	
		Parental Involvement supplies and printing	$ 5,000	$ 115,190
700	**Property (Capitalized Equipment)**			
				Object Total
				$ -
800	**Other Objects**			
				Object Total
				$ -
900	**Other Uses**			
				Object Total
				$ -

Function Total $ 994,669