

School Improvement Grant 1003(g)

Vision

The 1003(g) grant has come at the most opportune time for Burke County High School. We have been in a downward spiral, and teacher moral has hit a low point. The GAPSS review from September 2009 was shocking, but these results have shaped our vision of what we need to achieve. This evolving process has caused us to develop a clear focus for the delivery of instruction.

The other schools in Burke County have been using the Learning Focused Model of instruction, and this has shown progress in moving the middle school out of “Needs Improvement” status. Therefore, in an effort to provide a consistent, research-based, and exemplary instructional model to all of our students, we have decided to implement Learning Focused at BCHS. We believe that the addition of instructional coaches will provide teachers the support and constant job-embedded instruction necessary for us to increase the capacity of our teachers.

The assistant principal for academics along with the instructional coaches will take the lead in the constant monitoring of instruction that is necessary to implement the Georgia Performance Standards with rigor and relevance. The administrative staff will lead, direct, and monitor the job embedded and high quality professional development activities that we undertake to build the capacity of our staff. The addition of technology into our classrooms will allow us to attract the attention of the students and to gain their active engagement.

Burke County High will build a culture that is not satisfied with good, but strives constantly to be great. We want teachers to believe that their ability to teach is measured by the learning of their students. Teachers need to embrace this vision and help to create the culture; it will also be clear that if they do not share this vision then they will be encouraged to go seek employment elsewhere.

We want students to feel supported in their pursuit of academic, sports, and fine arts activities and to learn that they must put forth their best effort, as nothing else will be acceptable. Students will understand that we will provide multiple supports to allow everyone to succeed at high standards no matter how much support or extra help is necessary. We will encourage everyone to reach their highest levels of performance or achievement in all arenas and prepare them for their place in our global society.

The family and school liaison will help us change the way we communicate with parents and the community. We will seek understanding, support, and help from our stakeholders so our students can be successful. Parents will understand that they and their children are valued and that their concerns are taken seriously.

We will do all of this and more, not because of mandates from the state or the pursuit of rewards, but because it is in our hands to shape the future by always doing what we expect from the best of us. It is time for us to take a stand and state with certainty that we will always do our collective best in order to achieve.

School Improvement Grant 1003(g)

Mission and Beliefs

Mission

The mission of Burke County High School is to challenge students academically, promote opportunities for effective communication, provide a safe learning environment, and instill self-worth through curricular and extracurricular achievement.

We believe:

- 1. Student learning is our chief priority and the primary focus for all decisions.*
- 2. A safe and physically comfortable environment promotes student learning.*
- 3. Each student is a valued individual with unique physical, social, emotional, and intellectual needs and is capable of learning.*
- 4. A commitment to continuous improvement is imperative for our school to enable students to become confident, self-disciplined, lifelong learners.*
- 5. A student's self-esteem is enhanced by mutual respect and positive relationships with students, staff and parents.*
- 6. Students need to acquire and demonstrate knowledge and skills while being involved in solving problems and producing quality work.*
- 7. Students, parents, and the community equally share the responsibility for supporting the school's mission, while the faculty and administration share the responsibility for achieving that mission.*

School Improvement Grants Application

Section 1003(g) of the Elementary and Secondary Education Act

CFDA Numbers: 84.377A; 84.388A



U.S. Department of Education
Washington, D.C. 20202

OMB Number: 1810-0682
Expiration Date: XX/XX/2010

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0682. The time required to complete this information collection is estimated to average 100 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. [OMB approval forthcoming]

Revised March 2010

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Part II: LEA Application 2010

LEA Name: Burke County	LEA Mailing Address: Burke County BOE 789 Burke Veterans Parkway Waynesboro, Ga 30830
LEA Contact for the School Improvement Grant	
Name:	Dr. Allen Kicklighter
Position and Office:	Director of Federal Programs
Contact's Mailing Address:	Burke County BOE, 789 Burke Veterans Parkway, Waynesboro, Ga 30830
Telephone:	706-554-8052
Fax:	706-554-8051
Email Address:	akicklighter@burke.k12.ga.us
Superintendent (Printed Name): Linda S. Bailey	Telephone: 706-554-5101
Signature of Superintendent: X _____	Date: May 26, 2010
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

LEA Name: Burke County

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
Burke County High School	1300660-1991	X						X

School Improvement Grant 1003(g)

LEA Application 2010

LEA Name: Burke County

School Name: Burke County 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. Analyze the needs of each school and select an intervention model for each school.

1. For each Tier I and Tier II School 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 1c: High School Profile).
 - 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.

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

- c) Provide a narrative describing the outcomes of analyzing the data (school needs).
- Burke County has a history of analyzing data for school improvement, and we have built the capacity of our staff to the point that we believe that we can become a model school. The following chart is a history of our academic interventions and strategies of the past four years.

C 1. Academic Interventions and Strategies 2006-2010

09-10	08-09	07-08	06-07
Revised Composite Schedule based on student needs (yearlong 11th grade ELA classes)	Revised Composite Schedule based on student needs	Implemented Composite Schedule	Planned for implementation of Composite Schedule
Restructured teacher assignments at each grade level focusing particularly on 11th grade			
Offered summer review classes w/ incentives...free bus rides, (2)free meals—if needed	Offered summer review classes w/ incentives...free bus rides, (2)free meals	Offered summer tutorials for GHSGT	Offered summer Tutorials for GHSGT
	Discontinued	Implemented weekly 10 question GHSGT review from DOE website for warm-ups	Implemented weekly 10 question GHSGT review from DOE website for warm-ups

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Continued using Links to Learning for reviewing GHSGT objectives	Continued using Links to Learning for reviewing GHSGT objectives	Continued using Links to Learning for reviewing GHSGT objectives	Began using Links to Learning for reviewing GHSGT objectives
Targeted specific students for daily pull-outs (based on EOCT Scores)	Targeted specific students for daily pull-outs (based on Predictor Tests)	Utilized Locally Created Predictor Test with 10 th Graders to target weak students and student weaknesses	Utilized Locally Created Predictor Test with 10 th Graders to target weak students and student weaknesses
Continued to use new Benchmark format for ELA, Science, Social Studies and Math	Changed Benchmark format to be more aligned with GPS for Science and ELA	Utilized 9 weeks Benchmark Test to track progress in all academic areas	Utilized 9 weeks Benchmark Test to track progress in all academic areas
		Discontinued	Used HR to tutor Juniors and Seniors for GHSGT
Not offered this year—process still in place	Participated in Data retreat by RESA for ELA	Participated in Data retreat by RESA for Math	
Utilized Data Wall for School Improvement	Utilized Data Wall for School Improvement	Utilized Data Wall for School Improvement	
Participated in GLISI—Teachers	Participated in GLISI—Instructional Leaders	Participated in GLISI—Principals	
Continued the GLISI Better-Seeking Team framework for school improvement. Added Better Seeking Support Team (BSST) component to develop meeting protocols	Continued the GLISI Better-Seeking Team framework for school improvement	Implemented the GLISI Better-Seeking Team framework for school improvement	
Continued use of materials and staff development from T3 Tech Grant	Utilized funds for T3 Tech Grant for Math classes which included staff development	Received T3 Tech Grant for Math classes	
Continued implementation of Learning Focused Schools strategies (refresher scheduled for summer 2010)	Implementation of Learning Focused Schools strategies	Provided school-wide training in Learning Focused Schools	
Purchased GHSGT study materials: Coach books, American Book Co.	Purchased GHSGT study materials: Coach books, American Book Co	Purchased GHSGT study materials: Coach books, American Book Co	
Began using Data Director program to track student progress on tests	Continued using Achievement Series program to track student progress on tests	Began using Achievement Series program to track student progress on tests	
Implemented school wide use of USA Test Prep as a means of supplementing student review(s)—All core subjects	Piloted USA Test Prep in the area of Social Studies review for GHSGT		
Refined GHSGT math review materials by adding higher Depth Of Knowledge level questions	Developed GHSGT math review notebooks for each student. Teachers were required to work out and review problems		

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Utilized GADOE Science specialist to conduct Professional Learning activities in Science	Utilized GADOE Science specialist to conduct Professional Learning activities in Science		
Hired consultant to work with ELA to rewrite all curriculum units to better align with GPS			
Hired consultant to statistically develop our "best hope" target students			
Participated in Rigor and Relevance training—all core subjects			
Held Junior class meeting on importance of diploma vs. certificate	Held Junior class meeting on importance of diploma vs. certificate		
Built in GHS GT review classes during the day	Built in GHS GT review classes during the day		
Offered Lunch tutorials for GHS GT review	Offered Lunch tutorials for GHS GT review		
Held after school tutorials	Held after school tutorials		
Offered Saturday School reviews	Offered Saturday School reviews		
Offered incentives for passing all sections of the GHS GT	Offered incentives for passing all sections of the GHS GT		
Instituted school-wide Professional Development in Examining Student Work	Instituted school-wide Professional Development in Differentiation		
Continued utilization of Thinking Maps	Instituted school-wide professional development in Thinking Maps		
Instituted school-wide professional development in Using Formative Assessments in the Content Areas			
Used Title I funds to purchase technology equipment for classrooms			
Sent team to visit Wayne Co. High school to develop Battle Book			
Changed testing environment from auditorium to classrooms (based on student suggestions)			

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C 2. What have we gained through these initiatives and strategies?

Academics	Implementation of the Composite Schedule—a team effort from the beginning.
	20% gain in Graduation Rate 2007 - 2009; 30% over the last 5 years.
	Closed the achievement gap between Black and White students by 4% (10% to 6%) in 2009.
	17% gain in Math scores 2007 - 2008.
	>20% gain in Science scores 2007.
	Advanced Placement Honor School—AP Access & Support 2007-08.
	Awarded T3 Math and Media Grant--\$98,000.00.
	T3 students invited to Washington, DC for technology and learning demonstration.
	Governor's Cup Challenge Region 3AAA Winner for SAT scores—Burke County High School 2008 (based on SAT Scores from 2006-2008).
	Bronze Medal School—Burke County High School— <i>US News and World Report</i> Best High Schools 2007.
Third Place at Region Literary Meet (including First in Boys Essay, Second in Boys Extemporaneous Speaking, Girls Essay, and Girls Solo, Third in Boys Dramatic Interpretation, and Fourth in Girls Dramatic Interpretation)—March 2009.	
Bronze Medal School—Burke County High School— <i>US News and World Report</i> Best High Schools 2010.	

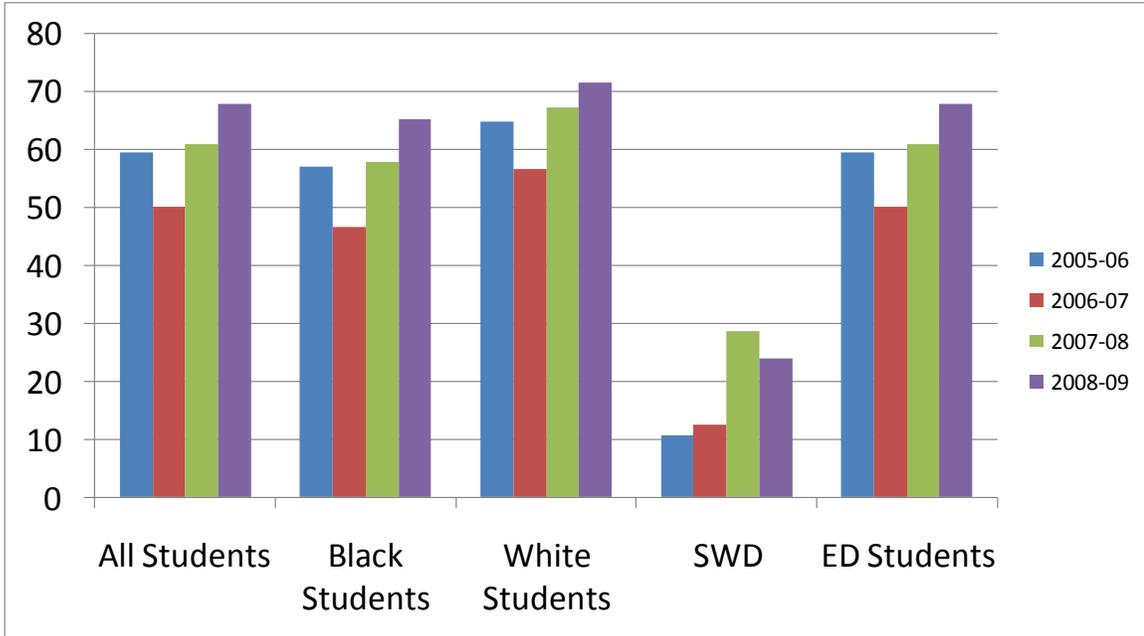
C 3. Graduation Rate

Graduation Rate

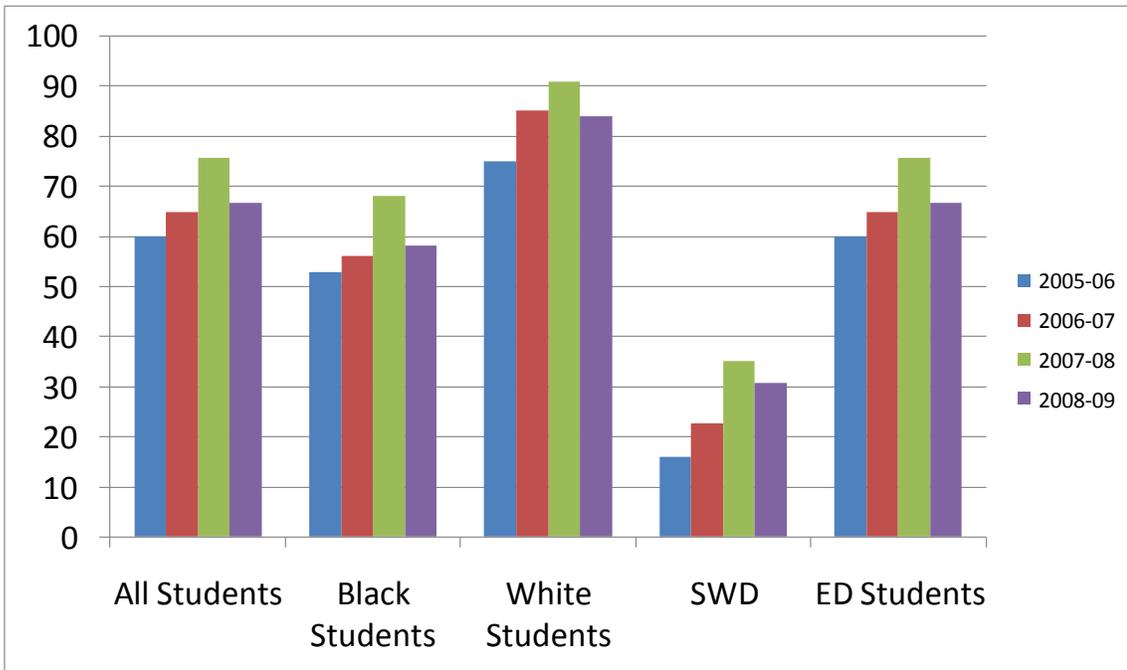
		All Students	Asian / Pacific Islander	Black	Hispanic	Amer. Indian / Alaskan	White	Multi-Racial	SWD	ELL (LEP)	Econ. Disadv.
2009	Graduation Class Size	354		229			115		25		354
	Graduates (Regular Diplomas)	244		152			83		6		244
	Graduation Rate	68.9%		66.4%			72.2%		24%		68.9%
2008	Graduation Class Size	335		233			95		35		335
	Graduates (Regular Diplomas)	204		135			64		10		204
	Graduation Rate	60.9%		57.9%			67.4%		28.6%		60.9%
Current Year >= 75%		Y		.			.				.
Graduation Rate		Y		.			.				.

Last Modified: 10/1/2009

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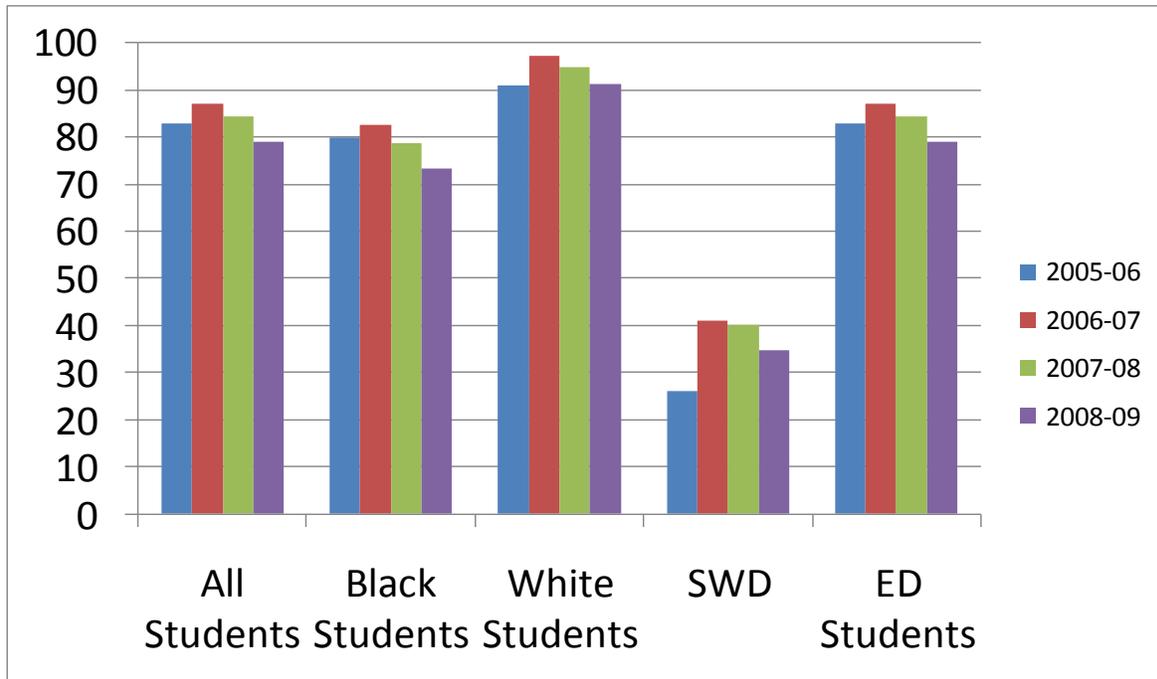


C 4. Mathematics



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C 5. English Language Arts



C 6. Additional Accomplishments

Fine Arts	Third Place at Region One-Act Competition (including one member named to the All Star Cast)—October 2008.
	Multiple Excellent and Superior Ratings for both Marching and Symphonic Band 2008 & 2009.
	Superior Ratings for Concert Choir and Chamber Choir at the District Large Group Performance Evaluation (for six years and three years respectively).
	Annual musical performances for the school and community (Kaleidoscope, Grease, etc.)
CTAE	First Place Region and Third Place State winner for brick laying through Skills USA.
	National Center for Construction Education and Research certification earned by a BCHS student in 2009.
	State winner FFA Week; Multiple state-level awards and degrees FFA.
	The largest AFJROTC program in the Eastern US for a school of comparable size.
	FBLA Chapter of the Year Bronze Award for outstanding service, membership, and leadership—2008-2009.

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Athletics	First, Second, and Third Place winners at Regional FBLA competition—2008-2009.
	Multiple camp-based awards for FCCLA in 2008 & 2009.
	Numerous individual Gold, Silver, and Bronze awards including one National Gold award winner—2009.
	Cooperative Spirit Sportsmanship Award 2007-2008.
	Region 3AAA Co-Champions in Football—2007.
	Second Round State Football Playoffs—2008.
	Participated in the State Sweet 16 in Basketball—2008-2009.
	Region 3AAA Champions Boys Track—2009.
	State Champions Boys Golf—2009.

C 7. GAPSS Analysis

Our current situation is reflected in the CSRA-RESA GAPSS Team Report dated 9/9/2009. It is disturbing that BCHS was marled Fully Operational only in the area of Planning and Organization Standard 4.3 (Physical Plant Maintained and up-to-date). BCHS was rated at the Emergent level in most standards. Our primary areas of need are in **Curriculum, Assessment, Instruction, Student, Family, & Community, Professional Learning,** and **Leadership**. We have developed a plan that will address each of these areas in a way that will create a model school and transform BCHS into a Distinguished School.

The GAPSS team reviewed perception surveys (attachment 15) along with their observations, and we will discuss some of the recommendations made by the team and how they can be addressed in the SIG 1003g BCHS plan.

Curriculum Recommendations

1. Develop and implement a systematic process for monitoring and evaluating curriculum implementation through frequent and consistent analysis of collaborative student work, conducting peer-to-peer awareness walks, and evaluating student work. C 3.1
2. Create a process for vertical and horizontal teacher collaboration, which focuses on student work samples to assist with requisite knowledge at each grade level. C 1.2, 2.1, 2.2
3. Formalize a school-wide, consistent process for lesson/unit planning. C 2.1
4. Monitor curriculum implementation by conducting weekly-TARGETED focus walks by all administrators with units/lessons in hand. Provide teachers with immediate feedback. C 3.1
5. Provide professional learning to all certified staff to increase knowledge and practice of rigorous curricula in a standards-based environment. C 1.3

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Instruction Recommendations

1. Determine current level of staff understanding of differentiated practices and other research based best practices. Implement the structures necessary to match instruction to the learner and to provide targeted professional learning for teachers based on individual need. I 2.3
2. Use the language of the standards during instruction to guide students to their intended learning goals for the day. I 2.2
3. Establish a system to ensure pervasive and consistent use of developed units/lesson plans to guide instruction. I 1.1
4. Analyze teacher-planning time to maximize collaborative opportunities for teachers to plan instruction. I 1.2
5. Increase the use of technology usage in instructional practice and make a variety of technology available for student use. I 2.7
6. Use student Lexiles to provide appropriate resources. I 2.1
7. Increase the use of student portfolios and allow students access to help build self-efficacy. I 3.3
8. Develop a pervasive system for students to identify and monitor their personal learning goals. (Ex. Portfolios, standards-based checklists) I 3.3

Assessment Recommendations

1. Expand the use of diagnostic pre-assessments and formative, benchmark, and summative assessments to continually revise instructional practices and indicate students' strengths and clarify misconceptions. A 1, A-2
2. Provide opportunities for teacher collaboration by subject area to determine evidence of standards mastery at each level and gain consensus on student work that meets the standard. A 1.3
3. Formalize a process for school-wide collaboration on GPS aligned, teacher-created assessments. A 1.4

Professional Learning Recommendations

1. Design a concise professional learning plan aligned with the SIP that includes the establishment of a focused process for supporting and monitoring the effective implementation of all professional learning for administrators and teachers. PL 1.4
2. Analyze student achievement data to establish the specific professional learning needs of all teachers in the development of individual professional learning plans. PL 2.1, 2.5
3. Develop long-range (3-4 years) expectations/goals for all professional learning and include an evaluation piece with clearly defined evidence to determine effectiveness of the learning opportunity. PL 2.2, 2.4
4. Conduct awareness/focus walks to gather data needed to plan and implement professional learning goals. PL 2.2, 2.5
5. Provide professional learning opportunities on effective teacher collaboration and implement the protocols and practices needed to achieve collaborative planning. PL3.2
6. Utilize the Standards Assessment Inventory (SAI) survey results from the GaDOE as guidance to align student performance goals with professional learning actions. PL 2.2
7. Create a process for sustained development of teachers' deep understanding of content knowledge and monitor regularly. PL 2.2

Since the review, in consultation with our State Consultant, we have implemented action plans to address following goals:

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In our first 45 – 60 day Short Term Action plan (STAP), these goals were updated:

1. Apply the standards and practice protocol for examining student work. Primary focus will be on the first three steps of the protocol.
The first 3 steps of the GLISI Standards in Actions (SIP) protocol have been presented to the faculty. These steps were implemented in PLCs. On Nov. 2, 2009 a practice session was held for all departments which were monitored by Dr. Burcham and administrators. The 4th step (rubrics) will be presented in April 2010
2. Revisiting GPS standards with specific focus on increasing rigor and depth of knowledge.
 - **Continue to utilize consultants to work with faculty in specific content areas.**
 - **Establish a monitoring process to ensure that rigor is being transferred into increased student achievement.**
 - **PL sessions on Rigor & Depth of Knowledge were held with all academic content areas.**
 - **Mary Stout—ELA, Oct. 2009**
 - **Bill Cranshaw—SS, Nov. 2009**
 - **Cindy Hillsman—Science 2008**
 - **Cindy Hillsman—Math, March 2010**

Dr. Mark Cheek, Math Consultant, began working with the Math Department in January 2010 to help determine the critical needs of this department. Jan Nixon, ELA Consultant, began working with the ELA Dept. in October 2009, in order to help guide the ELA teachers in unit planning and rigor and relevance.

3. Continue to work on Standards-Based Teaching Practices.
 - **Jan Nixon, consultant, will provide help to teachers on Standards Based Practices.**
 - **Establish a systematic monitoring process to determine teacher effectiveness.**
 - **Begin focus walks utilizing Better Seeking Team Members.**
 - **Continue teacher observations with feedback.**
 - **Jan Nixon has contracted to work 22 days with ELA teachers.**
 - **Teachers are revising all ELA units.**
 - **Dr. Mark Cheek began working with math teachers on Jan. 19, 2010.**
 - **A focus walk to look at Depth of Knowledge was completed the week of Jan. 11, 2010.**
 - **Data has been compiled and was reviewed at the following BST meeting.**
 - **Teacher observations with feedback will continue on a weekly basis. Administrators will focus on a specific group of teachers.**
4. Graduation Rate:
 - **Graduation Rate—a cohort list for each class was developed.**
 - **11th grade students have been identified by name for the following groups—secure students, Marginal students, and At-risk students.**
 - **Marginal students and at-risk students are receiving progress checks.**
 - **Interventions are being developed for students needing support.**
 - **“Slam Sessions” (short intense reviews) were scheduled prior to the administration of the GHSGT.**

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- Seniors who have not yet passed a portion of the GHSGT are receiving tutoring.
- A Lunch Intervention Program began at the beginning of the 2nd semester and we have begun to see a positive increase in student grades.
- A Saturday Credit Recovery Program also began at the beginning of the 2nd semester. This was targeting 12th graders with the Economics Class and we have seen 90% of enrolled students get on track for graduation.
- In addition, students needing to recover credit have been removed from some elective classes in order to work on Plato. This was targeting 12th graders and we have seen 80% of enrolled students get back on track for graduation.
- Contacts with dropouts are being made to encourage enrollment in an on-line program.

Battle Book (a collection of the data on the Graduation cohort)—Teachers from BCHS visited Wayne County High School in Nov. 2009 to observe their data room and battle book. A team was organized to develop a BCHS battle book. This team is in the process of gathering the data needed.

C 8. As a result of the analysis of our data from multiple sources, the following areas were each determined to be a critically needed focus for BCHS:

Instruction and Performance

- Increase the passing rate of GHSGT and EOCTs
- Increase the graduation rate
- Increase the quality and rigor of classroom instruction through consistent implementation of research-based learning strategies and processes following the Learning Focused Model
- Implement consistent, school wide, state mandated curriculum and standards-based learning practices with Rigor and Relevance and match the GaDOE Frameworks in order to use OAS based benchmark tests. This will include the writing/rewriting of curriculum units
- Fully implement a balanced assessment program to increase the monitoring of instruction and student achievement and the increased capacity to use data analysis to determine trends, needs/weaknesses, and strengths of the school and of individual students
- Implement instructional common planning time with a protocol for meetings that will focus on student mastery of standards and instructional improvement
- Increased capacity of staff to differentiate instruction
- Increase the depth of content knowledge
- Increase student engagement in learning

Culture

- Establish a school culture that consistently provides support for academic, social, and emotional growth for all learners
- Increase the motivation of students and teachers
- Establish common norms for students and teachers
- Establish a consistent use of data to improve achievement
- Implement Teachers as Advisors Program starting with a homeroom advisement process that will feature homeroom teachers keeping the same group of students through 9th, 10th, 11th, and 12th grades
- Improve the ability to collaborate through the use of technology

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- Implement Response to Intervention and Positive Behavior Interventions and Support (PBIS) programs
- Reduce student discipline incidents
- Reduce in-school and out of school student suspensions and expulsions
- Increase student attendance
- Increase faculty attendance.

Monitoring, Support & Evaluation

- Implement Class Keys and Leader Keys
- Establish common planning time for all teachers
- Establish weekly department meetings to review student performance data and determine next steps
- Provide high quality professional learning
- Provide job-embedded professional learning
- Provide instructional leadership and coaches
- Implement incentives and compensation tied to student success

Credit Recovery & Mastery

- Improve the quality of learning for those students in ISS
- Increase the use of a Credit Recovery Program
- Increase the use of remediation/tutorial to keep students on track for success, (this will include before school, after school and during the school day opportunities for remediation/tutorial)
- Revamp the Freshman Focus Class to work with students using computer-aided instruction to provide remediation and acceleration for 9th grade students

Build Career Opportunities for Students

- Increase the number of Advance Placement Courses and more importantly increase the student access to these courses
- Promote post-secondary credit opportunities by developing, expanding, and promoting career pathways and programs of study for seamless transitioning of students from secondary to post-secondary education and into careers and dual enrollment
- Implement the Move-on-When-Ready Program at BCHS

Increase use of 21st Century Technology

- Provide classroom technology designed to engage students and increase instructional rigor
- Use student response systems to determine student understanding

We will not be able to achieve or even implement all of the identified areas for change in the first year, but we will use high leverage strategies to start the process and plan for success in all areas over time. We believe that BCHS needs a reform model that will facilitate continuous growth that will create and maintain an environment in which student achievement as well as student intrapersonal development will be significantly increased.

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D. Provide rationale for the intervention model selected.

Burke County considered all four of the models and rejected the following:

1. Turnaround Model: We feel that there is more than 50% of the current staff that are highly qualified and effective, and we would be forced to eliminate staff that could be successful in helping improve student achievement.
2. Restart Model: We believe that we have the capacity within Burke County to create a model school with the application of additional funds and flexibility that preclude the use of this model.
3. Closure: Burke County High School (BCHS) is the only high school in Burke County and the closest high school out of county is 35 miles away. We also believe that we have the capacity within Burke County to create a model school with the application of additional funds and flexibility that preclude the use of this model.

The Burke County High School team has made a careful and strategic analysis of the data collected and determined that the transformation Model most closely aligns to guidance required to turnaround the school performance deficiencies. A root cause analysis revealed the need for increased rigor in an instructional model and increased monitoring of instruction would bring about systemic change in the school and ultimately increase student achievement. The needs assessment process included a review of the September 2009 GAPSS Analysis (see Appendix 18) which was requested by school leaders to better inform school improvement initiatives. Some of the issues identified through careful examination of the GAPSS study, student achievement data, Adequate Yearly Progress (AYP), attendance and graduation rates, stakeholder input, and demographics informed the decision to use the Transformation Model.

Areas of required immediate change for improved student achievement include delivery and monitoring of instruction, attendance, and engagement. A comprehensive evaluation system, CLASS Keys, and Leader Keys, will provide guidance and support for leader, teacher, and staff change. The data analysis revealed the need for shifting practices in the school that have not brought about improvement in overall performance, and perhaps have contributed to continued declines. The Transformation Model will serve to improve Burke County High School through comprehensive curriculum reform, job-embedded professional learning, extended learning time, and flexible scheduling. This model closely aligns with initiatives for school improvement already in progress, such as recently development of standards-based classroom practices and improved instruction in the areas of math and ELA, including technology enhancements in these departments. Work is already in progress to include a data-driven approach to instruction and assessment with formative and summative assessments being incorporated into the instructional program along with common assessments and benchmark assessment practices. The support of the School Improvement Grant will allow opportunity for the school to develop capacity over the three year period so that improvement efforts are sustainable and enduring. The requirements for the Transformation Model closely align with the needs of the school and community and the direction for improvement as suggested by the GAPSS analysis and other data examined.

4. **Transformation Model:** We believe that we have the capacity within Burke County to create a model school with the application of additional funds and the flexibility that preclude the use of this model. BCHS was one of 36 high schools in Georgia that was named by US News on 2/2/2010 as a Bronze Medal Winning School. We feel that there is more than 50% of the current staff that are highly qualified and effective, and we would be forced to eliminate staff that could be successful in helping improve student achievement. The changes needed to push BCHS to a higher degree of excellence are within our capacity with the implementation of the instructional model Learning Focused Schools with fidelity.

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After careful analysis of available data on student learning, demographics, instruction, assessment, and our other data, Burke County High School is ready to accept the challenge of creating a standards-based system with assessments in place that will monitor student progress. This will in turn align instruction to standards and move students from where they are to where they need to be. We intend to strengthen the Instructional Leadership Team and add the necessary staff to ensure the implementation of this model. We also believe that the additional staff and training will allow us to re-engage parents and the community and to improve the quality of our school and community. Burke County High School plans to follow the implementation process outlined below:

Year One: Initial Implementation (2010-2011)

- Building school-wide commitment to and understanding of the design
- Developing school-wide understanding of standards and the role of student work in driving school improvement
- Planning full implementation of the design
- Building a professional learning community
- Fully embracing the Learning Focused Model of Instruction and Rigor and Relevance with GPS
- Implementing a greater focus on Credit Recovery and Targeted Tutorials to prevent failure
- Implementation of a redesign of 9th grade Freshman Focus Classes
- Planning for implementation of increasing Advanced Placement Opportunities
- Planning for implementation of increasing Career Pathways
- Planning for implementation of Move on When Ready
- Conducting a GAPSS Analysis 2nd Semester to indicate progress and continued areas of need

The outcome of year one will reflect the reform's effectiveness and create the environment for continued improvement.

Year Two: (2011-2012)

- Building on using the Data for Results approach for using data to improve learning
- Continuing the development of a professional learning community
- Deepening the school-wide use of standards and student work in standards-based instruction
- Planning for implementation of increasing Advanced Placement Opportunities
- Planning for implementation of increasing Career Pathways
- Planning for implementation of Move-on-When-Ready

Year Three: (2012-2013)

- Implementing increased Advanced Placement Opportunities
- Implementing more Career Pathways
- Implementing Move-on-When-Ready
- Extending the work around content literacy to other subject area teachers
- Deepening the data analysis work focused on student performance
- Continuing the development of a professional learning community

A GAPSS Analysis will be used to determine the progress of year two and to determine next steps.

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E: LEA Capacity

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.

Burke County has only one Tier I school and no Tier II schools, and we believe that the LEA Team led by the Director of Federal Programs/School Improvement under the Direction of the Superintendent can provide the guidance and oversight necessary to implement the Transformation Model at BCHS.

The Director of Federal Programs (LEA School Improvement) will be the primary monitor of the on-going plan and will act as a liaison between the grant team and the BOE to facilitate the grant team and the implementation. He will report on this monitoring to the Superintendent. BCHS has completed the process for the implementation of a Title I school-wide plan and the Federal Programs Director will help the school utilize this plan to improve instruction. The Director of Federal Programs will allocate Title I and Title II A funds to supplemental the implementation of this Instructional Transformation Model.

For the past year, a Central Office instructional leader (the Federal Programs Director) has served on the school's leadership team to provide support for the implementation of the school improvement plan. He will be assigned to help implement and monitor the implementation of the Transformational model at BCHS and some of his roles and responsibilities are:

- Attend assigned school's Leadership Team (LT) and Better Seeking Teams (BST) meetings on a regular basis
- Periodically attend content area meetings and/or other professional learning activities
- Assist the school based members of the LT to develop their skills and take the responsibility for school improvement
- Assist the school in monitoring and developing the School Improvement Plan and 45 day plans
- Participate in Focus Walks and classroom observations and share feedback with the principal
- Communicate progress, suggestions, and concerns to the Superintendent
- Act as the liaison to the GaDOE for reports on the implementation of the 1003(g) SIP Grant.

The Assistant Superintendent for Instruction will provide on-going support for the instructional changes by participating in school level walk-throughs and monitoring of instructional delivery. She will also provide resource information for additional funding and budgetary concerns from local and state funding sources.

The Curriculum Director for 6 – 12 will provide ongoing instructional support to the Assistant Principal for Academics and lead the system level team for school walk-throughs using the BCHS instructional template. Our Curriculum/Professional Learning Director provides professional learning specific to each department's goals. In addition, she assists teachers with implementation of the Georgia Performance Standards with fidelity.

The Technology Director, Student Data Director, Testing Director, and the Instructional Technology Director as members of the LEA Team will provide on-going academic and instructional support to enhance the implementation of school improvement plan.

The school administrators will begin implementation of CLASS Keys, a performance-based teacher evaluation system, during the 2010-2011 school year.

The Superintendent and School System Leaders along with the Transformation Team have determined that we will implement Leader Keys starting during the 2010-2011 school year, a performance based evaluation system for school

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leaders.

BCHS has established a strong partnership with the Georgia Department of Education Division of School Improvement and hopes to keep Cynthia A. Burcham, Ed.D., School Improvement Specialist to continue to work with us as we move into the Transformation Model. We will be sending teams from the middle and high schools along with Central Office staff (total of 29 Staff) to the Summer Leadership Academy and will continue to seek the support and technical assistance of this division.

Burke County utilizes a data management program, Data Director, to collect and organize assessment data to inform instruction.

- We will continuously analyze various forms of data to differentiate instruction with a goal of meeting all students' academic needs. Analyzing data will become a principal component of all leadership team meetings, professional learning communities, vertical team meetings, grade level meetings, and student conferences.

This Grant will give us the opportunity to increase parental involvement by utilizing a new Family/School Liaison to conduct parent workshops, develop community forums, monitor students' attendance, and help parents connect with appropriate community resources.

Burke County supports the administration in developing schedules which maximize learning time within the school day as well as extending learning through the Before, After, and Saturday School Academies. We will form a committee at BCBS to explore the various types of school schedules to determine the best fit for student achievement.

2. LEA is not applying to serve each Tier I

- C. 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.

This is not applicable to Burke County as we have only one Tier I school and will be able to implement and serve this school. We also have one Tier III school and are committed to serving the needs of this school and hope to apply for School Improvement funding in Phase 2.

3. Attachment 2 Model

- D. Complete the appropriate portion of Attachment 2 (2a: Turnaround Model, 2b: School Closure Model,

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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. Attachment 2 Timeline

- E. 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. Attachment 2 Annual Goals

- F. 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. Attachment 3 for each Tier III school the LEA

- 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.

8. The LEA must describe and provide evidence of how it has consulted with relevant stakeholders

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.

We started the process on 3/3/2010. When meeting with the GaDOE Team, the Burke County Team also included the BOE Chairman. The 1003(g) SIP grant was presented to the Burke County Board of Education on 3/9/2010, 3/16/2010, 4/13/2010, and 5/11/2010. The BOE named a Transformation Principal in the meeting on 3/9/2010, and the faculty of BCHS was given information about the Transformation Model on 3/10/2010. The Transformation plan was presented to the BCHS Faculty again on 3/31/2010 and on 4/12/2010 (Agendas in Attachment 17).

The LEA Team met several times before bringing BCHS faculty from the Better Seeking Team members into the process. We also began to share the plan with parent representatives. These faculty members and parents gave invaluable insight to the development of the plan which was shared with the GaDOE Team on 3/22/2010 and also with the Burke BOE in a called meeting on 3/22/2010. The next step required that the plan be shared again the Burke

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County BOE on 4/1/2010 and then with the BCHS school council. The plan was shared with the BCHS School Council on 4/13/2010 (Faculty and Council Agendas in Attachment 17).

Next, the plan will be shared with the faculty of BCHS, business leaders, and parents. After the plan has been submitted to GaDOE for approval, we will start community meetings to give and gain information about any changes that will be added. Burke County had a county wide Parent Involvement Meeting on 4/22 and the plan was shared with approximately 500 system staff and parents (Parent Agendas in Attachment 18).

We have continued to meet and share the plan since 3/3/2010 and will continue to do this as this is not a static plan but is a plan that will be continuously monitored and modified in 45-60 day reviews (Team Agendas in Attachment 18).

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Section C. BUDGET

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

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.

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- (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.

Section E. WAIVERS

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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LEA Application

Attachment 1c High School Profile

LEA Name: Burke County

School Name: Burke County High School

Grades: 9, 10, 11, 12

School Enrollment Total: 1447

**NOTES: ED Facts data that is housed at the Georgia Department of Education will be provided in noted areas.
Enter "NA" for any fields for which you do not have data.**

STUDENT OUTCOME/ACADEMIC PROGRESS DATA

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	MATH	SI				
AYP targets the school missed	MATH, SI	ELA, SI	ELA, MATH				
School improvement status	NI-2	NI-3	NI-4				
Number of days within the school year	180	180	180	180	180		
Number of minutes within the school day	418	418	418	418	440		
Number of minutes within the school year	75240	75240	75240	75240	79200		

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LEA Application

Attachment 1c High School Profile

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		50					
Graduation rate (percentage)	50.1	60.9	68.9				
Dropout rate (percentage)	7	7.2	5.3				
Student attendance rate (percentage)	16.3	19.4	24.3				
Number of students completing advanced coursework (AP)	20	47	51	36			
Percentage of students completing advanced coursework (AP)	2%	4%	4%	2.5 %			
Number of students completing advanced coursework (IB)	0	0	0	0			
Percentage of students completing advanced coursework (IB)	0	0	0	0			
Number of students completing advanced coursework (early-college high schools)	0	0	0	0			
Percentage of students completing advanced coursework (early-college high schools)	0	0	0	0			

**School Improvement Grant 1003(g)
LEA Application**

Attachment 1c

High School Profile

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 (dual enrollment classes)	1	0	0	0			
Percentage of students completing advanced coursework (dual enrollment classes)	0	0	0	0			
College enrollment rate	NA	NA	NA	NA			
Number of discipline incidents coded as 900 as reported to state	0	16	11				
Number of truants	0	0	0				
Teacher attendance rate	NA	92.6%	93%				

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LEA Application

Attachment 1c

High School Profile

Distribution of Certified Staff by Performance Level

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	94	101	102	103			
Number of teachers evaluated	80	87	88	89			
Certified Staff Evaluated at Each Performance Level							
Percentage rated Satisfactory	99%	100%	94%	100%			
Percentage rated Unsatisfactory	1%	0%	5%	0%			
Percentage non-renewed	1%	0%	1%	1%			

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LEA Application

Attachment 1c

High School Profile

**GHS GT Spring First-time 11th Grade Test-Takers English Language Arts
Percent of Students Who Met or Exceeded**

GHS GT Spring First-time 11th Grade Test-Takers English Language Arts Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores		257	243	279				
Percentage Black		82.6%	78.6%	79.2%				
Percentage White		97.4%	94.9%	93.8%				
Percentage Hispanic	3	NA	NA	NA				
Percentage Asian	0	NA	NA	NA				
Percentage American Indian	1	NA	NA	NA				
Percentage Multiracial	1	NA	NA	NA				
Percentage Students with Disabilities		40.9%	40%	38.5%				
Percentage Economically Disadvantaged		87.2%	84.4%	83.5%				

LEA Application

Attachment 1c

School Improvement Grant 1003(g)

High School Profile

Student Participation Rate

GHSGT Spring First-time 11th Grade Test-Takers English Language Arts							
Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black	99.5%	98.2%	99%				
Percentage White	100%	97.6%	97.6%				
Percentage Hispanic	NA	NA	NA				
Percentage Asian	NA	NA	NA				
Percentage American Indian	NA	NA	NA				
Percentage Multiracial	NA	NA	NA				
Percentage Students with Disabilities	100	100	100				
Percentage Economically Disadvantaged	99.6%	98%	98.3%				

School Improvement Grant 1003(g)

LEA Application

Attachment 1c

High School Profile

Average Scale Score

GHSGT Spring First-time 11th Grade Test-Takers English Language Arts																																
Average Scale Score																																
	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013							
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th				
FAY students with test scores	NA																															
Black	NA																															
White	NA																															
Hispanic	NA																															
Asian	NA																															
American Indian	NA																															
Multiracial	NA																															
Students with Disabilities	NA																															
Economically Disadvantaged	NA																															

School Improvement Grant 1003(g)

LEA Application

Attachment 1c High School Profile

GHSGT Spring First-time 11th Grade Test-Takers Mathematics Percent of Students Who Met or Exceeded

GHSGT Spring First-time 11th Grade Test-Takers Mathematics Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores		256	244	279				
Percentage Black		56.2%	68.1%	64.1%				
Percentage White		85.3%	91%	85.2%				
Percentage Hispanic	3	NA	NA	NA				
Percentage Asian	0	NA	NA	NA				
Percentage American Indian	1	NA	NA	NA				
Percentage Multiracial	1	NA	NA	NA				
Percentage Students with Disabilities		22.7%	35%	34.6%				
Percentage Economically Disadvantaged		64.8%	75.8%	71%				

***State assessment changed to align with the new curriculum implementation. (Georgia Performance Standards)

School Improvement Grant 1003(g)

LEA Application

Attachment 1c

High School Profile

Student Participation Rate

GHSGT Spring First-time 11th Grade Test-Takers Mathematics							
Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011***	2011-2012	2012-2013
Percentage Black	99.5%	98.8%	99%				
Percentage White	98.7%	97.6%	97.6%				
Percentage Hispanic	NA	NA	NA				
Percentage Asian	NA	NA	NA				
Percentage American Indian	NA	NA	NA				
Percentage Multiracial	NA	NA	NA				
Percentage Students with Disabilities	100%	100%	100%				
Percentage Economically Disadvantaged	99.2%	98.4%	98.3%				

School Improvement Grant 1003(g)

LEA Application

Attachment 1c High School Profile

Average Scale Score

GHSGT Spring First-time 11th Grade Test-Takers Mathematics																																
Average Scale Score																																
	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011***				2011-2012				2012-2013							
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th				
FAY students with test scores	NA																															
Black	NA																															
White	NA																															
Hispanic	NA																															
Asian	NA																															
American Indian	NA																															
Multiracial	NA																															
Students with Disabilities	NA																															
Economically Disadvantaged	NA																															

***State assessment changed to align with the new curriculum implementation. (Georgia Performance Standards)

School Improvement Grant 1003(g)

LEA Application

Attachment 1c

High School Profile

Mathematics I: Algebra/Geometry/Statistics

Mathematics I: Algebra/Geometry/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	70%	73%	77.1%	60%			
Percentage passed EOCT	66%	63%	47%	45%			

Mathematics II: Geometry/Algebra II/Statistics

Mathematics II: Geometry/Algebra II/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	85%	84%	82%	93%			
Percentage passed EOCT	68%	69%	45%	63%			

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

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LEA Application

Attachment 1c

High School Profile

English Language Arts: Ninth Grade Literature and Composition

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	73%	72%	71%	71%			
Percentage passed EOCT	60%	68%	62%	70%			

English Language Arts: American Literature and Composition

English Language Arts: American Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	80%	82%	84%	86%			
Percentage passed EOCT	73%	84%	79%	90%			

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LEA Application 2010

Attachment 2d Transformation Model

LEA Name: Burke County

School Name: Burke County High School

The LEA must:

A. A1. Replace the principal

A1. Replace the principal who led the school prior to commencement of the transformation model.

Actions:

We began the selection of a Turnaround Leader by going through list of current leaders in the system and ranking them based on the turnaround leader rubric.

There was a standout Principal who was considered and interviewed.

The current principal will be transferred to Central Office as Special Education Director and the selection of a Turnaround Leader has been accomplished.

A new principal, Sam Adkins, has been approved by the Burke Co. BOE and will work with the Transformation Team to design the plan and begin to work toward implementation.

The qualities of Mr. Adkins that led us to approve him for the Turnaround Leader include his successful implementation of the GLISI model of Better Seeking Team/School Improvement Team process at his current school that has resulted in greater academic achievement, higher teacher morale, and increased use of standards based classroom as evidenced by a GAPSS review. His school has sustained student achievement scores that have resulted in gains over the past 7 years and the school has been recognized at TI Distinguished school during that time period. Under his leadership, the school has received other accolades to include; State Superintendent Achievement Award, and a Georgia No Excuses School designation.

Timeline:

3/3/10: Meeting with GaDOE

3/4/10: Selection of Turnaround Leader Begins.

3/10/10: Principal named.

3/12/2010: Turnaround Leader becomes part of planning team.

B. A2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals

A2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that

- (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing

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<p>collections of professional practice reflective of student achievement and increased high school graduations rates; and</p> <p>(2) Are designed and developed with teacher and principal involvement.</p>	
<p>Actions:</p> <p>Research has shown that effective teachers are the dominant factor in student learning and are directly related to student success. Marzano (2009) has noted that effective teachers are those who can use instructional strategies in order to achieve student learning results (effective teacher = student achievement). Since principals do not directly instruct students, an effective principal is one who establishes the conditions in his or her school to systematically develop teacher effectiveness (effective principal = effective teachers).</p> <p>In The Widget Effect, Weisberg, et al, (2009) reinforced that schools generally fail to recognize and identify the variations in teacher performance and to align teacher needs with student learning needs through effective professional development focused on student learning.</p> <p>Use CLASS Keys: During the 2008-2009 school year, our district, along with 54 other school systems (46 of the 176 schools were high schools); participated in Cohort 1 of the CLASS (Classroom Analysis of School Standards) Keys field study. Teachers (876) and administrators (278) had the opportunity to provide oral and written input both during and following the pilot.</p> <p>During the 2009-2010 school year, the district participated in Cohort 3, which gave us the opportunity to study the standards and elements with full faculty so that expectations are clear to everyone.</p> <p>Burke County High School (and the entire district) will implement CLASS (Classroom Analysis of School Standards) Keys – Georgia’s new teacher evaluation process. The following strands are the basis for the standards, elements, and rubrics:</p> <ul style="list-style-type: none"> • Curriculum and Planning • Standards-Based Instruction • Assessment of Student Learning • Professionalism • Student Achievement <p>This is an evaluation system that</p> <ul style="list-style-type: none"> • Is fair and consistent 	<p>Timeline:</p> <p>June 2010: All System Leaders will complete CLASS Keys Training.</p> <p>July 2010: Teacher materials for CLASS Keys will be collected and readied for training.</p> <p>August 2010: All teachers will receive orientation to CLASS Keys and observation will begin.</p> <p>August 2010 – July 2011: Receive Ongoing support from GaDOE in implementing CLASS Keys.</p> <p>2011-2012 School Year: Continue CLASS Keys</p> <p>2012-2013 School Year: Continue CLASS Keys</p>

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- Gives honest feedback
- Leads a teacher toward “Next Steps”
- Based on more than a 20-minute observation
- Enhances teacher-leader relations
- Identifies top performers
- Identifies strengths and weaknesses
- Gives more feedback on duties and responsibilities
- Gives teachers input in the process
- Works in the standards-based classroom of the new GPS

The state has also developed a new leader evaluation process to improve the quality and effectiveness of principals/administrators. While this process is less familiar to us, Burke County High School (and the entire district) will implement this process during the 2010-2011 school year as well.

The following are direct statements from the Introduction of **Leader Keys**: Current research has emphasized that quality leadership at the school and district levels significantly impacts student achievement. Therefore, improving performance on the vast array of skills needed by educational leaders is crucial for the academic success of our students, and also the economic future of Georgia. To lead the nation in improving student achievement, Georgia’s educational leaders must be equipped with skills to direct the new work of standards-based learning.

The **Leader Keys** is a performance appraisal process based on Georgia’s Leadership Performance Standards that have been adopted by the Board of Regents and the Professional Standards Commission. In the same manner that the **Georgia Performance Standards (GPS)** guide student learning, the **School Keys** serve as a foundation for Georgia’s comprehensive system of school improvement and support, and the **CLASS Keys** guide the instructional practices of teachers, the **Leader Keys** define effective, high impact practices that school and district leaders need to know, understand, and do.

Leader Keys will serve as both a formative and summative instrument to identify a leader’s level of performance on specific standards. The Georgia Department of Education encourages the use of the process at the district and school levels to assess leadership performance and facilitate the professional growth that occurs as leaders engage in continuous improvement.

Leader Keys is organized into ten broad strands: Curriculum,

April – July, 2010: Develop Teacher Effectiveness Observation Form

August 2010: Introduce Teacher Effectiveness Observation Form and begin its use.

2010 – 2011 School Year: Use Teacher Effectiveness Observation Form and modify as necessary.

2011 – 2012 School Year: Use Teacher Effectiveness Observation Form and modify as necessary.

2012 – 2013 School Year: Use Teacher Effectiveness Observation Form and modify as necessary.

2010-2011 school year: Burke County High School (and the entire district) will implement Leader Keys.

July – September, 2010: Train staff on the use of Leader Keys.

2011 -2012 School Year: Utilize Leader Keys for Leader Evaluations

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<p>Assessment, Standards-Based Instruction, Data Analysis, Organizational Culture, Professional Learning and Development, Performance Management and Process Improvement, Managing Operations, Leading Change, and Relationship Development. These ten strands have been further developed and defined into performance standards with rubrics and accompanying evidence and artifacts.</p> <p>Leader Keys will be field tested by several hundred districts and school leaders throughout the state during the 2009-2010 school year. These leaders will serve as co-developers by providing feedback which will be used to refine the appraisal system. An external validation study of Leader Keys will be conducted and further refinements will be made to the process before the larger roll out in the 2010-2011 school year.</p> <p>Burke County and BCHS are committed to evaluating all personnel in a fair and consistent manner that will take into consideration their impact on student achievement. This will allow us to build a school culture that focuses on the core of our beliefs.</p>	<p>2012 -2013 School Year: Utilize Leader Keys for Leader Evaluations</p>
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C. A3. Identify and reward school leaders, teachers, and other staff

<p>A3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>	
<p>Actions:</p> <p>Burke County will begin Spring of 2010 to identify:</p> <ol style="list-style-type: none"> 1. Teachers and other staff who may need to be removed 2. Staff that need a Professional Development Plan to immediately start receiving individualized plans of professional learning to improve their professional practice in the Spring and Summer of 2010, 3. Staff that show promise, 4. Recruit and place new staff, and 5. Staff that have proven to be effective. <p>We have begun working on staff contracts that will reflect the necessity to show student progress and implement with fidelity the changes to be implemented at BCHS. These contracts will also</p>	<p>Timeline:</p> <p>March 2010: Identify staff that will not be recommended to return</p> <p>August 2010: identify staff who need a Professional Development Plan</p> <p>September 2010: Begin implementing Professional Development for those staff members who have PDP's</p> <p>June 2010: Send a team to Summer Leadership Academy with additional Central Office Staff</p> <p>July 2010 – June 2013: Begin</p>

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<p>indicate the consequence for staff, which after ample opportunities to improve has not done so.</p> <p>Plan: We will begin to study the rewarding of school leaders, teachers, and other staff starting in the fall of 2010 and develop a reward plan to be implemented for the 2011-2012 school year.</p> <p>Rewards tied to Student Achievement: All staff rewards will be directly tied to student achievement. We will study various student achievement measures and determine the degree that they can be used to determine staff effectiveness. We will look at current student data using school year 2010-11 as a baseline. These measures may include such things as GHSGT test results, EOCT results, reduction in student discipline infractions and increased student attendance.</p> <p>Study Committee: A committee is being created now that will develop the compensation rubric.</p> <p>Budget: No money will be allocated for 2010 – 2011 but will be budgeted for years 2 and 3.</p> <p>We have no intentions of awards being tied to discipline and/or attendance but we will work on improved attendance and reduced discipline because the time students are in the classroom is correlated with achievement.</p> <p>We want to take time to look at the rewards in order to make sure that we select those that will work for a rural school with the demographics of BCHS and to make sure that we have a high degree of buy in from the staff. We fully understand that rewards must be tied to student achievement and want to make sure all staff</p>	<p>providing Professional Learning activities to all staff</p> <p>July 2010: Learning Focused Training for all BCHS staff</p> <p>September 2010: A Rewards Committee will be formed to start studying staff rewards.</p> <p>September 2010 - January 2011: The Rewards Committee will study various types of rewards and how they will be tied to student achievement.</p> <p>January – February 2011: Present Plans to the BCHS Faculty for feedback.</p> <p>March – April 2011: Present Plan to Burke County BOE.</p> <p>2011 – 2012 School Year: Implement Staff Reward Plan and monitor its effectiveness.</p> <p>July 2012: Committee Reviews data on Staff Reward and prepares for next year.</p> <p>2012 – 2013 School Year: Implement Staff Reward Plan and monitor its effectiveness.</p>
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<p>contract with LFS for a three-year implementation plan at BCHS.</p> <p>Rigor and Relevance: We started this year, and want to continue, Rigor and Relevance training for each department. This training will be geared toward the teachers re-evaluating and rewriting the curriculum for each class.</p> <p>Assessment: We plan to bring in consultants to help teachers develop meaningful assessments and send teams to GaDOE Formative Assessment training.</p> <p>BCHS is looking at multiple possibilities for assessment development but are starting with an “Assessment for Learning” series of workshops sponsored by CSRA-RESA that will be taught by Karen Bailey. This series has sessions in June, July, September, October, and November. We are also planning on the Formative Assessment Training provided by the GaDOE. In addition, we have found the GaDOE School Improvement Specialist assigned to BCHS, to be a valuable resource to help us find quality workshops and consultants.</p> <p>TAA: Another goal of ours is to implement TAA (Teachers as Advisors) in the school year 2011-2012. This will also require staff development in order for it to be an effective tool. The Teachers as Advisors Training had no associated costs with it as it is an ongoing process that we started in the 2009-10 school year and this effort is supported with local funds. We have also utilized the Elluminate sessions that have been provided on this subject. The process was started and is being led by the director of curriculum.</p>	<p>training for all instructional staff. 5 days of training for leadership staff.</p> <p>August 2010 – June 2011: Continue training in LFS</p> <p>August 2011 – June 2012: Continue training in LFS for year 2 and train new staff in LFS</p> <p>August 2012 – June 2013: Continue training in LFS for year 3 and train new staff in LFS</p> <p>August 2010 – June 2011: Continue training in Rigor and Relevance training. Follow-up with new staff in Years 2 and 3.</p> <p>August 2010 – June 2011: Year 1 Team August 2010 – June 2011: 2nd Team August 2010 – June 2011: 3rd Team</p> <p>2010-2011: Study and send team for training. 2011-2012: Implement 2012-2013: Evaluate and provide support.</p>
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Job-Embedded: We must make sure that all teachers participate in learning teams throughout the year and meet regularly to plan for instruction (e.g., develop lesson plans, examine student work, and monitor student progress). We will implement job-embedded learning during common planning time with appropriate protocols to monitor the implementation and effectiveness.

We will make sure that there is collaborative planning time set aside for this purpose and that this process will have meeting protocols and be monitored by the Instructional Coaches. Two days per week a portion of common planning will be devoted to analyzing student work, unit building, building common assessments, differentiated instruction, and job embedded professional learning based on walk-through data. The Assistant Principal for Academics will ensure that the collaborative work is aligned with the school improvement goals.

PL Online: We are committed to providing high quality professional learning resources in order to support professional learning including job-embedded professional learning. We will ensure that job-embedded learning takes place during the workday by providing the time and resources necessary.

Technology: Professional learning will be provided on 21st Century Classroom technology and the effective use of instructional technology. This technology will include the use of ACTIVBoards, grade books, PowerSchool, PowerTeacher, Data Director and student instructional software.

August 2010 – June 2011: Implemented and monitored by AP for Academics and Instructional Coaches.

August 2011 – June 2012: Continue under direction of the AP for Academics and Instructional Coaches

August 2012 – June 2013: Continue under direction of the AP for Academics and Instructional Coaches

August 2010 – June 2011: Provide PD360 and PBS TeacherLine this will provide numerous opportunities for professional growth.

July 2011 determine effectiveness of PD360 and TeacherLine and continue in years 2 and 3 if effective.

June 2010 – July 2011: Title I and Professional Learning Funds will be used to provide ongoing training on the effective use of Technology to increase Teacher effectiveness and student engagement.

June 2011 – July 2012: Title I and Professional Learning Funds will be used to provide ongoing training on the effective use of Technology to increase Teacher effectiveness and student engagement.

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<p>Summer Leadership Academy(selected personnel)</p> <p>Instructional Coach Training (selected personnel)</p> <p>Georgia Leadership Institute for School Improvement: (GLISI) Send teams in years 2 and 3 to build capacity of staff.</p> <p>RTI/PBS Training: These initiatives are instrumental to the continued success of students and High Schools have had a difficult time implementing them. Therefore, staff training will be an ongoing process.</p> <p>Stipends for PL for Staff during non-working hours. Stipends are awarded based on the amount of PLU’s or time associated with an activity. This ranges from \$100 to \$400. The 4 days of training this summer for the LFS training are set at \$400 per staff member who is not on contract time.</p> <p>Create PL Room at BCHS to Facilitate Professional Learning Opportunities</p> <p>Common Planning: We have carefully arranged the teaching schedule for 2010-11 in order to make common planning occur in a way that allows all core subject teachers to have common content planning time. They will also have an Instructional Coach that will be available during the same time. We have further set up 2 days per week where PL activities will be guided by the AP for Academics or IC that will involve unit building, common assessment, data analysis, or other selected topics. CTAE teachers will be associated with the content area teams where the majority of their standards occur.</p>	<p>June 2012 – July 2013: Title I and Professional Learning Funds will be used to provide ongoing training on the effective use of Technology to increase Teacher effectiveness and student engagement.</p> <p>Years 1 -3: Summer Leadership</p> <p>Years 1 -3: Instructional Coach Training</p> <p>Years 2 – 3: GLISI</p> <p>Years 1 -3: RTI/PBS Training</p> <p>Year 1 – 3: Stipends</p> <p>Year 1 – 3: PL Room</p> <p>August 2010 start common planning</p>
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E. A5. Implement such strategies as financial incentives

<p>A5. 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 a transformation school.</p>	
<p>Actions:</p> <p>Financial Incentives Plan: We will begin to study the rewarding of school leaders, teachers, and other staff starting in the fall of 2010 and develop a reward plan to be implemented for the 2011-2012 school year.</p> <p>Rewards tied to Student Achievement: All staff rewards will be directly tied to student achievement. We will study various student achievement measures and determine the degree that they can be used to determine staff effectiveness. We will look at current student data using school year 2010-11 as a baseline. These measures may include such things as GHSGT test results, EOCT results, reduction in student discipline infractions and increased student attendance.</p> <p>Study Committee: A committee is being created now that will develop the compensation rubric.</p> <p>Budget: No money will be allocated for 2010 – 2011 but will be budgeted for years 2 and 3.</p> <p>Staff Opportunities and Work Conditions Plan: A School Culture Committee will be formed to research and determine strategies for the needs of BCHS. Burke County will begin Winter 2011 to identify increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff.</p>	<p>Timeline:</p> <p>September 2010: A Rewards Committee will be formed to start studying staff rewards.</p> <p>September 2010 - January 2011: The Rewards Committee will study various types of rewards and how they will be tied to student achievement.</p> <p>January – February 2011: Present Plans to the BCHS Faculty for feedback.</p> <p>March – April 2011: Present Plan to Burke County BOE.</p> <p>2011 – 2012 School Year: Implement Staff Reward Plan and monitor its effectiveness.</p> <p>July 2012: Committee Reviews data on Staff Reward and prepares for next year.</p> <p>2012 – 2013 School Year: Implement Staff Reward Plan and monitor its effectiveness.</p> <p>January 2011: A School Culture Committee will be formed to start studying staff opportunities.</p> <p>January – March 2011: The School Culture Committee will study various types of staff opportunities for promotion, career growth, flexible work conditions and how</p>

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<p>We understand that all rewards have to be tied to student achievement but incentives do not have to be tied to student achievement. Stipends are an incentive. While we may be able to articulate the difference, the overall staff at BCHS does not yet understand the difference. This is one of the reasons that we have chosen to take the time to build consensus among our staff before implementing the rewards and incentives.</p> <p>We expect to have the participation of the GaDOE School Improvement Specialist in this process and we will present the plan to the GaDOE for approval before implementing. We are in a rural area and there are limited promotions available to our staff but we will provide opportunities for teacher leaders to work with BST's, BSST's, SIP Teams and other opportunities.</p> <p>We will also provide opportunities for staff to attend conferences in order to have career growth. We decided to take a year to plan in order to make sure that we have an organize plan that will be fair and equitable to all staff. It was asked how could it cost money for work promotions and the answer is that if the committee determined that this was something that was necessary then and only then would a budgetary item be discussed with the grant administration and GaDOE to determine if it was reasonable and allowable.</p>	<p>these could affect student achievement.</p> <p>March 2011: Present Plans to the BCHS Faculty for feedback.</p> <p>April - May 2011: Present Plan to Burke County BOE.</p> <p>2011 – 2012 School Year: Implement Staff Opportunities and work Plan and monitor its effectiveness.</p> <p>July 2012: Committee Reviews data on Staff Opportunities and work Plan and prepares for next year.</p> <p>2012 – 2013 School Year: Implement Staff Opportunities and work Plan and monitor its effectiveness.</p>
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F. A6. Use data to identify and implement an instructional

<p>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.</p>	
<p>Actions: A GAPSS analysis was completed on 8/26 – 27/09. The official report was presented on 9/9/2009. Several areas were noted for concern, but primarily the instructional delivery model was inconsistent as was the understanding of how to use rigor and relevance with the Georgia Performance Standards.</p> <p>Therefore, we have chosen to use the <u>Learning-Focused Schools (LFS) Model</u> as our Instructional Model and will have this</p>	<p>Timeline: July 26, 2010: Leadership: Balanced Achievement & Accountability 1 Day for Leadership Team</p> <p>LFS Training Purchased Services:</p>

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delivered and monitored with assistance from Learning-Focused Staff. Their Implementation Model provides details for raising student achievement and reaching Balanced Achievement using the Learning-Focused Continuous Improvement Model. We will be guided to use an exemplary practices framework for schools and districts implementing the Learning-Focused Model. More importantly, the guidance provides schools and districts with the best approaches for implementation that are proven to work, conceptually sound, and easy to use. The Implementation Guidance spans the entire range of the Learning-Focused School Model's various components.

- Leadership team along with all Instructional staff will receive 4 days of the Learning-Focused Model to include: Exemplary Practice in Acquisition, Connecting Extending Thinking, Planning Learning Units, and Transforming Standards into Learning.
- LFS Staff will spend 3 days observing classes along with leadership team and conferences with teachers for improvement.
- LFS Staff will spend 2 days observing classes along with leadership team and conferences with teachers for improvement.
- LFS Staff will spend 2 days observing classes along with leadership team and conferences with teachers for improvement.

Exemplary schools research indicates that for a school to replicate student achievement data of exemplary schools, a school should have a plan for implementation, focus on quality, and adhere to a "consistent and pervasive" philosophy. Inconsistent implementation with no plan or focus on quality will not help improve a school's achievement data. Therefore, BCHS will implement this program with fidelity and the guidance of Learning Focused staff for a 3 year plan of improvement.

Credit Recovery using computer based instruction and teacher assistance during the day as well in the Saturday and After-School Programs.

Year 1: July 27, 28, 29, & 30, 2010: Leadership team along with all Instructional staff will receive 4 days of the Learning Focused Model

October 2010: LFS Staff will spend 3 days observing classes.

February 2011: LFS Staff will spend 2 days observing classes

April 2012: LFS Staff will spend 2 days observing classes.

We have a tentative layout for Years 2 and 3, but this will be solidified based on school and staff performance in year 1.

Year 2 has a focus on sustaining LFS, administrative conferencing, differentiated assignments, scaffolding learning and improvement of vocabulary instruction. These sessions will begin in July 2011.

Year 3 has a focus on connections for learning, administrative conferencing, unit and lesson planning, math acquisition, connecting strategies for math, reading comprehension for ELA teachers, school based coaches, and writing assignments.

These sessions will begin in July 2012.

Years 1 -3: Credit Recovery
Increase Credit Recovery offerings
August 2010. Determine Success
and implement changes January
2011.

Increase Credit Recovery offerings
August 2011. Determine Success

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<p>Academic Intervention (Zeros): This program allows for students to make up zeros during lunch and after-school sessions.</p>	<p>and implement changes January 2012. Increase Credit Recovery offerings August 2012. Determine Success and implement changes January 2013.</p> <p>Years 1 -3: Academic Intervention Start Lunch time intervention program August 2010. Determine Success and implement changes January 2011. Continue Lunch time intervention program August 2011. Determine Success and implement changes January 2012. Continue Lunch time intervention program August 2012. Determine Success and implement changes January 2013.</p>
<p>Revamp Freshman Focus (3 tiered) curriculum to remediate math and reading skills with computer based remediation software.</p>	<p>Years 1 -3: Freshman Focus August 2010 implement computer intervention component for Freshman Focus. Evaluate Success and make changes January 2011.</p> <p>August 2011 implement computer intervention component for Freshman Focus. Evaluate Success and make changes January 2012.</p> <p>August 2012 implement computer intervention component for Freshman Focus. Evaluate Success and make changes January 2013.</p>
<p>Establish 9th grade transition protocol for struggling students starting in year one we will start to develop more ways to keep this critical group on track.</p>	<p>Years 1 -3: 9th Grade July 2010 1 day orientation for Freshmen. July 2011 5 day orientation for Freshmen. July 2012 5 day orientation for Freshmen.</p>
<p>Have students complete surveys on Teacher/Class Effectiveness (not for teacher evaluation, but to provide student perspective on</p>	<p>Years 1 -3: Student Surveys August 2010 introduce concept.</p>

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<p>classroom environment)</p> <p>Grade level counselors will loop w/ students: the counselors assigned to students in 2010-2011 will loop with them as they progress through BCHS.</p> <p>Increase AP offerings/enrollment: Determine needs for increase in AP offerings and how to increase student access to these courses.</p> <p>Increase CTAE Offerings: Work with CTAE Department to ensure that all available funds and support are being used to increase these offerings and assist with Grant funding when possible.</p> <p>Increase Move-On-When-Ready and Dual Enrollment: Determine how we can increase student access to Dual enrollment opportunities.</p> <p>Re-align course curriculum and Rewriting/Writing Curriculum to match DOE frameworks: Continue to re-align to rigor of DOE.</p>	<p>January 2011 complete first semester surveys. Adjust and complete 2nd semester surveys June 2011.</p> <p>January 2012 complete first semester surveys. Adjust and complete 2nd semester surveys June 2012.</p> <p>January 2013 complete first semester surveys. Adjust and complete 2nd semester surveys June 2013.</p> <p>Years 1 -3: Counselors Year 1 Counselors will begin with their grade of students. Year 2 Counselors will go up one grade with their grade of students and 12th Grade Counselor will start over with 9th grade group. Year 3 Counselors will go up one grade with their grade of students and 12th Grade Counselor will start over with 9th grade group.</p> <p>Years 1 -3: Advance Placement January - July 2011 study and prepare for new courses for next year. January - July 2012 study and prepare for new courses for next year.</p> <p>Years 1 -3: CTAE January - July 2011 study and prepare for new courses for next year. January - July 2012 study and prepare for new courses for next year.</p> <p>Years 1 -3: Dual Enrollment January - July 2011 study and work with Colleges to determine options for next year.</p> <p>Years 1 -3: Re-align Courses AP for Academics will work with</p>
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<p>Require a dedicated network drive/server for lesson plans, and sharing lessons: Necessary to allow the sharing of resources within the school.</p>	<p>teachers to re-align curriculum. This will be an ongoing process that will be reviewed at the end of each semester.</p>
<p>Implement home room advisement process: Homeroom teachers will continue to have the same group of students as they progress from grade to grade in order to ensure greater advisement.</p>	<p>Years 1 -3: Increase Network Access for collaboration Network server will be placed into service January 2011.</p>
<p>Revamp ISS structure: Improve student access to subject help is provides along with computer based remediation.</p>	<p>Years 1 -3: Home Room Advisement Start home room advisement program August 2010. Determine Success and implement changes January 2011. Start home room advisement program August 2011. Determine Success and implement changes January 2012. Start home room advisement program August 2012. Determine Success and implement changes January 2013.</p>
<p>Differentiated Instruction (assessment focus): Make sure that instruction is being differentiated in order to support student learning.</p>	<p>Years 1 -3: Revamp ISS August 2010 implement computer intervention component for ISS. Evaluate Success and make changes January 2011. August 2011 implement computer intervention component for ISS. Evaluate Success and make changes January 2012. August 2012 implement computer intervention component for ISS. Evaluate Success and make changes January 2013</p> <p>Years 1 -3: Differentiated Instruction : January 2011 Professional learning June 2011 Professional Learning June 2012 Professional learning June 2013 Professional Learning</p>

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<p>Server and laptops for student engagement and interventions. Currently we are implementing the IPASS math program and Reading Plus (provided by Burke County for the last year at other schools and for 2010-11) but we will take time to study the results of this implementation and to explore and consider other research based programs such as Read 180, Classworks, etc. This will give us the necessary information to make a careful and deliberate decision for programs that will increase the achievement of our students.</p> <p>Add ACTIVBoards and student response systems to classrooms.</p> <p>Reduce Tardiness with use of Digital Displays in commons area to act as countdown counter and to deliver student information at other times</p> <p>Upgrade science labs with equipment and materials for student experiments. The Science scores at BCHS lag far behind the State averages. In order to support science achievement we intend to improve the instructional delivery of science with the Learning Focused model, enhanced concentration on GPS and the utilization of an Instructional Coach. The next step would be to improve the labs in order to give more activities that would engage the students and give greater understanding.</p>	<p>Years 1 -3: Technology Differentiated Instruction August 2010 implement increased access. Repeat August 2012 and 2013.</p> <p>Add Digital Clocks to commons areas July 2011.</p> <p>Years 1 -3: Increase Science access Begin January 2011 and add additional capacity each semester after evaluation success.</p>
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G. A7. Promote the continuous use of student data

<p>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.</p>	
<p>Actions:</p> <p>We will work with teachers from each academic area department and the Instructional Leadership Team (Principal, Vice Principal, Assistant Principal for Academics, Instructional Coaches) to fully implement the assessment program in all departments. We have been working on this for the last few years to some effect, but it is time to utilize assessment for learning. We have pockets of success in this area and all departments give common assessments. The addition of Instructional coaches will allow us to facilitate this process along with other strategies in the common planning</p>	

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meetings. This will result in the consistent use of this model throughout the school.

We will utilize the results of the GHSGT Predictor tests given to 10th graders to provide learning opportunities based on their strengths and weakness prior to the 11th Grade GHSGT. We have predictor tests in the areas of writing, ELA, Math, Science, and Social Studies.

Burke County High School will utilize various assessment techniques to monitor student achievement and contribute to the decision-making process for teachers by enabling them to differentiate instruction to meet the needs of individuals within their classroom. Pre-assessment strategies will be implemented to determine student initial understanding of concepts and establish flexible grouping patterns with the following: checklists, pre-tests, KWL charts, student discussions, student demonstrations, writing prompts, and writing samples. Formative assessments will be employed to improve course content, to shape the method of instruction, to plan the next steps in instruction, to provide students with feedback to improve the quality of their work, and to help students control their journey toward success. The following strategies will be instrumental in the transformation process: conferences, cooperative learning opportunities, demonstrations, exit cards, interviews, journals, learning logs, peer evaluations, product creation, and self-evaluations. Summative assessments will be given periodically to determine at a particular point in time what students know, and they will be used as an accountability measure as it pertains to student attainment of desired educational results.

We plan to put into practice the following measures for next year: district benchmarks, end-of-unit or chapter tests, end-of-semester exams, GHSGT and EOCT scores, 9-week performance assessments, end-of-unit performance tasks, and student portfolios.

Common Planning Formative Assessment Teams: All departments will fully implement the use of common (formative) assessments to determine the levels of student mastery of standards. These results will be utilized to determine best strategies for remediation. Part of the designated PL time during common planning will be the development of common assessments and using the data for student achievement. This will be facilitated by the AP for Academics and Instructional Coaches.

September 2010 – June 2011: All departments will fully implement the use of common (formative) assessments to determine the levels of student mastery of standards.

September 2011 – June 2012: Designated PL time during common planning will continue to be utilized for the continued development of balanced assessments and using the

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<p>Designated PL time during common planning will continue to be utilized for the continued development of balanced assessments and using the data for student achievement. This will continue to be facilitated and monitored by the AP for Academics and Instructional Coaches.</p>	<p>data for student achievement.</p>
<p>DATA Teams: AP for Academics will work with the Instructional Coaches in the use of data. She is trained in Facilitating DATA Teams and will train the Instructional Coaches.</p>	<p>September 2012 – June 2013: Continue Formative Assessment</p>
<p>Common Planning DATA Teams: AP for Academics and the Instructional Coaches will begin facilitating DATA Teams during the designated PL time in common planning.</p>	<p>July – October 2010: Train Instructional Coaches for Data Teams</p>
<p>GaDOE Data Teams Training: We will start to send teams to the GaDOE Data Teams Training and Formative Assessment Training Sessions. These team members will form the core of our data and assessment teams.</p>	<p>August 2010 – June 2011: Start facilitating DATA Teams</p>
<p>Continue to send teams to the GaDOE Data Teams Training and Formative Assessment Training Sessions. These team members will increase the capacity of our data and assessment teams and should allow for greater transfer of knowledge in these critical areas throughout BCHS.</p>	<p>August 2011 – June 2012: Continue facilitating DATA Teams</p>
<p></p>	<p>August 2012 – June 2013: Continue facilitating DATA Teams during the designated PL time in common planning.</p>
<p></p>	<p>Fall 2010: Data Team Training by GaDOE</p>
<p></p>	<p>2011-2012: Continue to send teams to the GaDOE Data Teams Training</p>
<p></p>	<p>2012-2013: Continue to send teams to the GaDOE Data Teams Training</p>

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H. A8. Establish schedules

A8. Establish schedules and strategies that provide increased learning time (as defined in this notice).	
<p>Actions:</p> <p>Increased Student Learning: We have already begun this discussion and have determined a way to extend the instructional day for our targeted students by 30 minutes per day through a before school tutorial program that will occur 30 minutes before school starts. Transportation is provided to the students for this targeted intervention.</p> <p>Additionally, we will extend the instructional day for our targeted students by 90 minutes per day through an after school tutorial program that will occur for 90 minutes after school ends. Transportation is provided to the students for this targeted intervention.</p> <p>Furthermore, we will extend the instructional week for our targeted students by 4 hours per week through a Saturday school tutorial program. This program will provide tutoring, credit recovery opportunities, and an absence recovery program. Transportation is not provided.</p> <p>The before-school program is available to all students and as is the after-school program. In both cases Bus transportation is provided to all students. Burke County covers 830+ square miles of rural area and as such the majority (approximately 80%) of our students ride buses to and from school each day. Out of the student population approximately 700 arrive 30 minutes prior to school and 90% of the students are on campus 15 minutes prior to school starting. The remaining 10% could be on campus earlier if they are their parents' desire. This gives access to a before-school program that can provide tutoring, homework assistance, and/or acceleration.</p> <p>The after-school program is designed to give access to all students for a 90 minute period for two days each week and transportation is provided by the Burke County Transportation Department. We also have a 21st CCLC at BCHS (3 hours per day for 4 days per week) that provides additional tutoring and credit-recovery options to students and transportation is provided by the Burke County Transportation department.</p> <p>In addition, Saturday School (4 hours on targeted days) will be provided to all students for tutoring, credit-recovery, and for students to recover attendance. We believe that these offerings will provide additional learning time to all students</p> <p>Increased PL Time: We will also use various ways to increase the learning time for staff, starting with the 4-day training for implementing Learning Focused being added to the front of the</p>	<p>Timeline:</p> <p>2010 – 2011 School Year: Implement Before-School, After-School, and Saturday School Tutorials.</p> <p>2010 – 2011 School Year: If Data indicates effectiveness then continue Before-School, After-School, and Saturday School Tutorials.</p> <p>2010 – 2011 School Year: If Data indicates effectiveness then continue Before-School, After-School, and Saturday School Tutorials.</p> <p>July 2010: 4 days of LFS Training</p> <p>2010 – 2011 School Year: Increase</p>

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<p>school year and stipends being given to staff. Staff will be provided with an additional 4 days of professional learning from LFS that will be in addition to the other professional learning times throughout the year.</p>	<p>Staff Opportunities for extended learning time.</p>
<p>Common Planning: We also have begun working on common planning time, after school and Saturday professional learning opportunities for staff that will have stipends offered for successful implementation. We will create common planning for the instructional staff that will result in increased job-embedded professional leaning.</p>	<p>2011 – 2012 School Year: Increase Staff Opportunities for extended learning time</p> <p>2012 – 2013 School Year: Increase Staff Opportunities for extended learning time</p> <p>2010 – 2011 School Year: Establish Common Planning Time with 2 days per week designated for unit planning, data, student work analysis, and PL. 2011 – 2012 School Year: Continue Common Planning Time with 2 days per week designated for unit planning, data, student work analysis, and PL.</p>
<p>Flexible Groups: We will begin training our staff on the utilization of Flexible Groups to increase student achievement. We will start training with local personnel until we can determine if other training is necessary.</p>	<p>2011 – 2013 School Year: Continue Common Planning Time with 2 days per week designated for unit planning, data, student work analysis, and PL.</p> <p>2010 – 2011 School Year: Establish ongoing training in the use of flexible grouping for student achievement. 2011 – 2012 School Year: Continue ongoing training in the use of flexible grouping for student achievement. 2011 – 2013 School Year: Continue ongoing training in the use of flexible grouping for student achievement.</p>
<p>Ombudsman: Teacher assisted online program (operated at a site off of _HS’s campus) that offers an alternative route to graduation for students who are at-risk for dropping out of school; provides students with personalized instruction, individualized attention</p>	<p>Fall 2009 Spring 2010: Fall 2010 Spring 2011: Fall 2011 Spring 2012: Fall 2012 Spring 2013:</p>

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<p>with a low student-to-teacher ratio, and freedom to work at their own pace. Extended hours are 7:00 AM to 9:00 PM and students must attend either a 3 or 4 hour block of time to meet the needs of their individualized instruction program. This is provided with Local funds.</p> <p>Credit Recovery: Available for students who meet attendance criteria and received a 63-69 course average in the core-content classes. Credit Recovery opportunities are available for a 4 days per week throughout the school year with the assistance of the 21st CCLC – Project Burke. This service starts at 3:30 until 6:30 PM Monday through Thursday and is located on the BCHS Campus. This provided through 21st CCLC Funds</p> <p>Career, Technical, and Agricultural Education (CTAE) Extended Day Opportunities: Apprenticeships and work-based learning opportunities are offered to students in CTAE courses through extended day opportunities. Hours vary depending on the program or operational hours of the partnering business. We need to increase the graduation rate of our students and in order to do this we need to provide meaningful pathways to post-secondary opportunities. The enhancement of CTAE pathways will occur only to supplement the Perkins/CTAE Funds in order to increase these offerings after careful consideration and consultation with the CTAE Director, director of Federal Programs and appropriate GaDOE staff.</p> <p>GHS GT Review Program: An intense 12-day GHS GT remediation program for students needing to pass one or more areas of GHS GT in which they were unsuccessful during the first administration. The program emphasizes the use of individualized instruction through small group, one-on-one, and pull-out sessions. Each class consists of a teacher, a student coach, and a maximum 15 students of varying ability levels. The program concludes with the summer administration of the GHS GT.</p>	<p>Fall 2010 Spring 2011: Fall 2011 Spring 2012: Requires Grant Renewal Fall 2012 Spring 2013:</p> <p>Fall 2010 and Spring 2011; Fall 2011 and Spring 2012; Fall 2012 and Spring 2013</p> <p>June/July 2010; June/July 2011; June/July 2012</p>
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A9. Provide ongoing mechanisms for family and community engagement.

<p>A9. Provide ongoing mechanisms for family and community engagement.</p>	
<p>Actions:</p> <p>Burke County will offer a community-oriented school that will seek to create an environment conducive to cultivating a meaningful partnership between the school, the home, community-based organizations, and other local agencies. The Transformation Model has been chosen to refurbish the school's current family</p>	<p>Timeline:</p>

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and community engagement environment. Burke County High School's goal will be to ensure that the parent, school, child, community organizations to include faith-based organizations, and community agencies work to coalesce resources to ensure the success of every child, regardless of socioeconomic status.

The goal of the family and community engagement component is to implement "a continuum of effective community services, strong family supports, and comprehensive education reforms to improve the educational outcomes for children" (A Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act, March 2010). This process will be transparent and will always keep the needs of the children in the forefront.

Parent Input: Parents often do not feel welcome at the school. There appears to be a strong need for more communication from the staff, and parents indicated that the perception of the school within the community at large is negative. Parents indicated a strong need for a Parent Teacher Association (PTA) at the school, and they suggested that transportation and hard economic times are key issues for parents' lack of participation at the school. Parents would like to see a parent resource center housed at the school that will provide resources to assist parents.

Staff Input: Staff members agreed that diversity training that focuses on poverty and diversity needs to be offered at the school. Staff members also reaffirmed the fact that the school needs some form of organized structure (PTA) at the school to support better communication with parents. During this session, it was also mentioned that many of the parents are young, and that alternative means of communication should be explored in order to reach these parents. On the other end of the spectrum are grandparents that are raising many of these children. These grandparents have a different set of issues that must be addressed.

We do not have a Parent Involvement staff member for BCHS. Therefore, this position will be created. We will work with GaDOE Parent Involvement to implement this program.

Hire a School & Family Liaison for BCHS. We will look for a professional educator who has shown the interest in the area of family engagement and who has gained respect from the community. This will be necessary to build this program.

Work with the Parent Engagement Division of GaDOE to provide training and guidance to form this program and set annual goals for building Family/Community Support.

We support the Georgia statewide **360-Family Engagement**

June 2010: Hire a School & Family Liaison for BCHS.

July – September 2010: GaDOE to provide training and guidance.

July – December 2010: Community Forums

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achievement focus.



Start a series of community forums to provide information on the transformation of BCHS and receive feedback from parents and community.

Spring 2011: Should have a functioning Family/Community Engagement Committee that is working to provide support and feedback to BCHS on implementation strategies and Parent Training concepts.

Fall 2011: Parent capacity building training sessions at least 4 times per

Fall 2012: Parent capacity building training sessions at least 4 times per year.

I. A10. Give the school sufficient operational flexibility

A10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.

Actions:

The BCHS Principal will be entrusted with the responsibility of ensuring implementation of a fully comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates. Through operational flexibility centered on staffing decisions, utilization of instructional time, and budgeting of allocations, the principal will act as a change agent.

Timeline:

Year 1:

Spring 2010: BCHS school calendar for 2010-2011.

April – July 2010: Select Staff.

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Staffing decisions will be within the principal's decision-making capability so that those personnel not supporting the change initiative or not demonstrating measurable student progress are replaced, reassigned, or redirected. The Transformation Principal has started to work with the current Principal to determine staffing decisions for 2010-2011. Staff members deemed to be unsatisfactory will be replaced through transfers, retirements, and/or non-renewal. The Transformation Principal has started to determine staff that will be effective at BCHS, those who can be transferred and he is interviewing new personnel for 2010-2011.

Instructional time will be organized and maximized as determined by the principal so that the most impact possible is made on student achievement, through both contact time for students and professional learning time for personnel. The Transformation Team was given the opportunity to establish the BCHS school calendar for 2010-2011.

Based on the approved plan, budget allocations will be strategically aligned to drive and support implementation initiatives. The Transformation Principal is working with the LEA on the budget of all monies to utilize at BCHS.

System policies will be reviewed to determine that they do not restrict implementation and effectiveness of the identified interventions. In addition, Central Office personnel will provide support and assist in removing barriers that could impede progress and/or success of the Transformation model implemented. The Transformation Team and Principal have been meeting regularly with the Superintendent and the BOE to inform and have been given flexibility to determine the needs of BCHS and any changes necessary to prevent barriers.

April 2010 – Ongoing: Budget

March 2010 – Ongoing: Identify Barriers

Year 2 and 3: Constant monitoring for Barriers and way to overcome them.

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J. A11. Ensure that the school receives ongoing, intensive technical support.

<p>A11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>	
<p>Actions:</p> <p>Summer Leadership Academy: BCHS will send 12 members to the Summer Leadership Academy and there will also be 5 LEA team members who will attend the training. In addition, we will send 12 staff members from the <u>feeder schools</u> of BC Middle and BC Alternative Schools. This will result in 29 BC Staff trained at the Summer Leadership Academy. All additional Teams will be supported from Local Funds and Title I funds.</p> <p>LFS Training: Determine the Instructional Model that needs to be the primary focus of BCHS. Burke County has started the Learning Focused schools model and will provide 2 days of training for all other instructional staff in the county. This model will be implemented with fidelity across the county. We will work with LFS to provide 4 days of intensive training to all BCHS instructional staff.</p> <p>All BCHS Leadership staff will receive 5 days of LFS training. One day is for the Leadership Team members to learn how to monitor the implementation, and the other 4 days will be with for the instructional staff.</p> <p>We are ready to commit to a 3-year contract with Learning-Focused to implement instructional change.</p> <p>LFS Training for BCMS: The middle school will receive LFS training during the summer of 2010. This training and materials will be provided on an ongoing basis for all schools in Burke County with utilization of <u>funds from Professional Learning, local funds and Title I funds</u>. This will build capacity of staff across the county and provide a common instructional model to all schools.</p>	<p>Timeline:</p> <p>June 2010: 24 Burke County Staff will attend Summer Leadership from BCHS and the feeder schools. There are an additional 5 Central Office Staff that will attend with these schools. Additional School and staff is being Funded with Local and Title I funds.</p> <p>Years 2 and 3: Teams will attend Summer Leadership</p> <p>Spring 2010: Explore the type of support needed from LFS.</p> <p>July 2010: All BCHS Leadership staff will receive 5 days of LFS training.</p> <p>July 2010: All instructional staff will be trained in the LFS Model for 4 days.</p> <p>August 2010 – June 2011: LFS will provide ongoing support, monitoring classes and conferencing with staff.</p> <p>2011 – 2012 School Year: Contract with LFS for continued support and training.</p> <p>2012 – 2013 School Year: Contract with LFS for continued support and training.</p> <p>May - July 2010: All other Burke County instructional staff will be involved in LFS Training.</p> <p>September 2010 – June 2013: We have 12 staff members trained as</p>

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<p>Rigor and Relevance Training: This training will be provided to staff at BCMS and BCHS during the summer 2010 and throughout 2010-2011 with the use of Professional Learning funds.</p> <p>ACTIVBoard Training: This training will be provided to staff at all schools during the summer 2010 and throughout 2010-2011 with the use of Title I and Title IID funds.</p> <p>Instructional Coaches: These important instructional improvement personnel have been provided at BCMS with the use of Title I funds.</p> <p>Director of Federal Programs: This position has also included the additional duty of Testing Director. Beginning in 2010-2011 the Testing Duties will be removed in order for this individual to spend the necessary time providing assistance and monitoring the Implementation of this plan.</p> <p>Vice Principal/Implementation Specialist: This position is necessary to keep all of the Transformation reforms monitored and on track. This will allow the Principal and all Leadership Team members to be involved in instruction on an ongoing basis. This position is funded with Local Funds</p> <p>Assistant Principal of Academics: This position is necessary to ensure that the focus of instruction and professional learning reforms monitored and on track. This, along with the Instructional Coaches, will allow significant improvement in the instructional capacity of all staff. These staff members will be the core group along with others to identify at risk learners and provide the necessary assistance to allow our students to be successful.</p> <p>Data Clerk: In order to keep data on attendance, discipline, student achievement, teacher attendance, teacher PL activities, etc. and to have this information constantly available to the BCHS staff and especially the instructional team, Behavioral Specialist and Family/School Liaison, this position is required. This will allow us to be more efficient and effective in the use of data. This position will also decrease the clerical aspects of the team and to maximize their ability to be working in the classrooms.</p>	<p>certified LFS trainers that can provide ongoing support for this initiative.</p> <p>2010-2011 Rigor and Relevance Training: Provided with PL Funds</p> <p>2010-2011 ACTIVBoard Training: Provided with Title I and Title IID Funds</p> <p>2009 – 2010: Instructional Coaches at BCMS with Title I Funds</p> <p>2010 – 2011: Instructional Coaches at BCMS with Title I Funds</p> <p>2010 – 2011: Provide more time for the Director of Federal Programs to provide assistance to BCHS.</p> <p>2010 – 2013 Local Funds to provide Vice Principal</p> <p>2010- 2013: Local Funds to provide Assistant Principal of Academics:</p>
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B. Conduct a rigorous review

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

C. Align additional resources with the interventions.

C. Align additional resources with the interventions.	
<p>Actions:</p> <p>The following resources have been devoted to the 1003(g) Grant from Burke County through the alignment of other funds;</p> <ul style="list-style-type: none"> ➤ Burke County Transportation: We will provide additional transportation to students participating in any of the various after-school programs. This will assure that after-school is available to all students. ➤ Director of Federal Programs: This person has been designated to provide ongoing support and monitor the implementation of the 1003(g) SIP and to work with the GaDOE School Improvement Division to assure compliance. This individual will report to the Superintendent and make sure support is provided to BCHS from all available resources. ➤ Implement a Student Advisory Committee (3 students from each grade) to meet monthly with the Principal and provide the student perspective of the functioning of the school and to feel a part ownership in the school ➤ Vice Principal/Implementation Specialist: This position is locally funded and necessary to keep all of the Transformation reforms monitored and on track. This will allow the Principal and all Leadership Team members to be involved in instruction on an ongoing basis. ➤ Assistant Principal of Academics: The results of our GAPSS review indicated the need for significant change in instruction delivery at BCHS. This position is locally funded and necessary to ensure that the focus of instruction and professional learning reforms monitored and on track. ➤ Graduation Coach: This position is locally funded and necessary to ensure that we provide every opportunity to 	<p>Timeline:</p> <p>Fall 2011 – June 2013:</p>

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<p>students to help them graduate.</p> <ul style="list-style-type: none"> ➤ Burke County Curriculum/Professional Learning Director: Burke Count has 2 Curriculum Directors and one is devoted to grades 6 – 12. This allows her to give approximately 50% of her time to BCHS. ➤ Technology Specialist assigned to BCHS ➤ Director of Technology ➤ Two Technology Specialists at the BOE that will provide ongoing support to BCHS ➤ Director of Instructional Technology ➤ Two Media Specialists at BCHS that will provide ongoing training and support. One of these is an ACTIVBoard trainer ➤ ARRA Funds for BCHS were \$476,000.00 ➤ BCHS benefited from the utilization of IDEA funds in FY10 ➤ Title 1 School-Wide Plan approved in FY10 ➤ E-Rate Funds ➤ FY10 Title I School Improvement funds were \$145,000.00 ➤ Title IID funds were received for BCHS in FY10 directly but they were able to participate in Instructional Technology Training through these funds, ➤ Title IIA are used to provide Professional Learning ➤ Perkins funds are utilized to support CTAE activities at BCHS 	<p>Fall 2011 – June 2013:</p> <p>Fall 2010 – June 2013: Funded Locally</p> <p>Fall 2010 – June 2013: Funded Locally Fall 2010 – June 2013: Funded Locally</p> <p>Fall 2010 – June 2013: Funded Locally</p> <p>Fall 2010 – June 2013: Funded Locally</p> <p>ARRA- 2010-2011</p> <p>SPED- 2010-2013</p> <p>Fall 2011 – June 2013: Fall 2011 – June 2013 ERate monies – dispersed yearly to system needs</p> <p>School Improvement funds- 2010 – 2013</p> <p>Title II- 2010 – 2013</p> <p>Title IIA Fall 2011 – June 2013:</p> <p>Fall 2011 – June 2013: Perkins Funds</p> <p>Fall 2010 – June 2013: Funded</p>
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<ul style="list-style-type: none"> ➤ ACTIVBoard Training: We will need to provide training and support to teachers who have installed ACTIVBoards. ➤ Implement a Student Advisory Committee (3 students from each grade) to meet monthly with the Principal and provide the student perspective of the functioning of the school and to feel a part ownership in the school. 	<p>Locally</p> <p>Fall 2010 – June 2013: Funded Locally</p>
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LEA Application 2010

Attachment 2d

Transformation Model

D. Modify practices or policies

<p>D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.</p>	
<p>Actions:</p> <p>The Transformation Team and Principal have been meeting regularly with the Superintendent and the BOE to inform, and they have been given the flexibility to determine the needs of BCHS and any changes necessary to prevent barriers.</p> <p>The team discovered that BCHS had misinterpreted a rule about students not graduating before 4 years to mean that students that dropped out and came back still had to be present at BCHS for 4 years. We have presented this to the Superintendent and received the flexibility needed to try to graduate students within 13 years from their start date in Kindergarten. This will allow us to use credit recovery to get students back on track for Graduation.</p> <p>The Transformational Team has identified some disciplinary policies that need to be discussed and the Burke BOE has indicated they welcome the team to discuss these with them at the June BOE meeting.</p>	<p>Timeline:</p> <p>March 2010: Ongoing</p> <p>Received Flexibility needed to have students graduate on time even when they have gotten off track with the use of Credit Recovery.</p> <p>Meet with BOE June 2010</p>

E. Sustain the reform after the funding period ends.

<p>E. Sustain the reform after the funding period ends.</p>	
<p>Actions:</p> <p>The Transformation Team and Principal have been meeting regularly with the Superintendent and are looking at ways to sustain the reforms after the 1003(g) SIP funding ends. We intend to concentrate our efforts requiring increased personnel in year one</p>	<p>Timeline:</p> <p>March 2010 – Ongoing</p>

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<p>and to be able to eliminate some of these positions over the 3 years due to increased capacity of staff.</p> <p>Year 1 and Year 2: 4 Instructional Coaches will be supported Full time with 1003(g) SIP Funds.</p> <p>Year 3 and Year 4: Instructional Coaches will be supported 50% of their time with 1003(g) SIP Funds and teach 50% of the day and Funded by State and Local Funds. We believe that this should be sustainable with Title I funds taking the place of the 1003(g) Funds in Year 4 and beyond.</p> <p>Year 3 and Year 4: Credit Recovery Specialist will be supported 50% of their time with 1003(g) SIP Funds and teach 50% of the day and Funded by State and Local Funds. We believe that this should be sustainable with Title I funds taking the place of the 1003(g) Funds in Year 4 and beyond</p> <p>Year 4: Elimination of <u>Vice Principal</u> and <u>Assistant Principal for Academics</u> due to the capacity that we have built at BCHS. These duties will be absorbed by other administrative positions.</p> <p>Year 4: Elimination Clerical/Data Worker position as these duties will be able to be absorbed into other Clerical duties once grant required paperwork and record keeping is eliminated.</p> <p>Year 4: Elimination Discipline/Behavior Specialist position as these duties will be able to be absorbed into other positions.</p> <p>Family/School Liaison position is critical for the success of our program and will be continued after the 1003(g) SIP Grant ends. This position will then be supported with Title I Parental Funds.</p> <p>We need to build the Technology Infrastructure of BCHS. We have been able to build this capacity in our elementary and middle schools with various Title II-D grants, and Title I funds but have not been able to provide these resources at BCHS. We believe that once we have 21st Century Classrooms (ACTIVBoards, projectors, student response systems, access to mobile computer labs), then we will be able to sustain this level of technology with existing funds from Local, State, and Title Programs.</p>	<p>Year 1 and 2: 4 Instructional Coaches full time</p> <p>Year 3 and beyond: 4 Instructional Coaches 50% of the day with 50% time teaching.</p> <p>Year 3 and beyond: Credit Recovery Specialist 50% of the day with 50% time teaching.</p> <p>Year 4: Elimination of Vice Principal, Assistant Principal, Discipline/Behavior Specialist, and Clerical/Data Worker positions.</p> <p>Years 1 -3 Funded by 1003(g)</p> <p>Years 4 and beyond: Funded by Title I</p> <p>Years 1 – 3: Build Technology infrastructure at BCHS</p> <p>Years 4 and Beyond: Use Local, State, and Title Funds to sustain.</p>
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LEA Application 2010

Attachment 2d

Transformation Model

LEA Name: Burke County

School Name: Burke County High School

Annual Goals: Attachment 2d

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

The percentage of BCHS students who meet and exceed standards will increase by 5% as measured by the Spring 2010-2011 GHSGT in the All subgroup.

The percentage of BCHS students who meet and exceed standards will increase by 5% as measured by the Spring 2010-2011 GHSGT in the Black subgroup.

The percentage of BCHS students who meet and exceed standards on the Ninth Grade Literature EOCT will increase by 5% as measured by the Spring 2010-2011 EOCT.

The percentage of BCHS students who meet and exceed standards on the American Literature and Composition EOCT will increase by 5% as measured by the Spring 2010-2011 EOCT.

2011-2012 School Year

The percentage of BCHS students who meet and exceed standards will increase by 5% as measured by the Spring 2011-2012 GHSGT in the All subgroup.

The percentage of BCHS students who meet and exceed standards will increase by 5% as measured by the Spring 2011-2012 GHSGT in the Black subgroup.

The percentage of BCHS students who meet and exceed standards on the Ninth Grade Literature EOCT will increase by 5% as measured by the Spring 2011-2012 EOCT.

The percentage of BCHS students who meet and exceed standards on the American Literature and Composition EOCT will increase by 5% as measured by the Spring 2011-2012 EOCT.

2012-2013 School Year

The percentage of BCHS students who meet and exceed standards will increase by 5% as measured by the Spring 2012-2013 GHSGT in the All subgroup.

The percentage of BCHS students who meet and exceed standards will increase by 5% as measured by the Spring 2012-2013 GHSGT in the Black subgroup.

The percentage of BCHS students who meet and exceed standards on the Ninth Grade Literature EOCT will increase by 5% as measured by the Spring 2012-2013 EOCT.

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The percentage of BCHS students who meet and exceed standards on the American Literature and Composition EOCT will increase by 5% as measured by the Spring 2012-2013 EOCT.

Mathematics

2010-2011 School Year

The percentage of BCHS students who meet and exceed standards will increase by 5% as measured by the Spring 2010-2011 GHSGT in the All subgroup.

The percentage of BCHS students who meet and exceed standards will increase by 5% as measured by the Spring 2010-2011 GHSGT in the Black subgroup.

The percentage of BCHS students who meet and exceed standards on the Math I EOCT will increase by 5% as measured by the Spring 2010-2011 EOCT.

The percentage of BCHS students who meet and exceed standards on the Math II EOCT will increase by 5% as measured by the Spring 2010-2011 EOCT.

2011-2012 School Year

The percentage of BCHS students who meet and exceed standards will increase by 5% as measured by the Spring 2011-2012 GHSGT in the All subgroup.

The percentage of BCHS students who meet and exceed standards will increase by 5% as measured by the Spring 2011-2012 GHSGT in the Black subgroup.

The percentage of BCHS students who meet and exceed standards on the Math I EOCT will increase by 5% as measured by the Spring 2011-2012 EOCT.

The percentage of BCHS students who meet and exceed standards on the Math II EOCT will increase by 5% as measured by the Spring 2011-2012 EOCT.

2012-2013 School Year

The percentage of BCHS students who meet and exceed standards will increase by 5% as measured by the Spring 2012-2013 GHSGT in the All subgroup.

The percentage of BCHS students who meet and exceed standards will increase by 5% as measured by the Spring 2012-2013 GHSGT in the Black subgroup.

The percentage of BCHS students who meet and exceed standards on the Math I EOCT will increase by 5% as measured by the Spring 2012-2013 EOCT.

The percentage of BCHS students who meet and exceed standards on the Math II EOCT will increase by 5% as measured by the Spring 2012-2013 EOCT.

Graduation Rate

2010-2011 School Year

The BCHS Graduation rate will improve by 5% for 2010/2011.

The BCHS Graduation rate will improve by 5% for 2010/2011 for the Black subgroup.

2011-2012 School Year

School Improvement Grant 1003(g)

The BCHS Graduation rate will improve by 5% for 2011/2012.

The BCHS Graduation rate will improve by 5% for 2011/2012 for the Black subgroup.

2012-2013 School Year

The BCHS Graduation rate will improve by 5% for 2012/2013.

The BCHS Graduation rate will improve by 5% for 2012/2013 for the Black subgroup.

LEA Application 2010

Attachment 4 – Budget Year 1

		LEA Application 2010 Attachment 4		
LEA Name: Burke County				
School Served: Burke County High				
Intervention Model: Transformation Model			Tier Level: Tier 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	4 Instructional Coaches	260,000	
	Services	Discipline/Behavior Specialist	65,000	
	(Salaries)	Credit Recovery Specialist	70,000	
		School & Family Liaison	72,000	
		Clerical Worker	20,000	
		Substitutes	6,000	
		Extended Day for Teachers, Before-School, ISS, Lunchtime Intervention	25,000	
		After-School, Saturday School, Summer GHSGT	70,000	
		Professional Learning Stipends (most for LFS training 4 days before school start)	85,000	
		Object Total		\$673,000.00
200	Benefits	4 Instructional Coaches	91,000	
		Discipline/Behavior Specialist	21,000	
		Credit Recovery Specialist	24,500	
		School & Family Liaison	24,700	
		Clerical Worker	7,000	
		Substitutes	500	
		Extended Day for Teachers, Before-School, ISS, Lunchtime Intervention	3,500	
		After-School, Saturday School, Summer GHSGT	7,000	
		Professional Learning Stipends (most for LFS training 4 days before school start)	5000	
		Object Total		\$184,200.00

300	Purchased	Learning Focused Training	65,383	
	Professional	Data Utilization Training	10,000	
	& Technical	Formative Assessment Training	5,000	
	Services	PD 360 Anytime Online Training	10,000	
		PBS TeacherLine payment for courses	8,000	
		Ga Summer Leadership Registration and Travel	25000	
		Instructional Coach Training Registration and Travel	6000	
		GaDOE Data Teams and Formative Assessment registration and travel	4000	
		Object Total		\$133,383.00
500	Other	Travel for Professional Learning	12,000	
	Purchased	Travel for Family Involvement	6,000	
	Services	Advanced Placement & MOWR registrations and travel	4,000	
		Object Total		\$22,000.00
600	Supplies	ACTIVBoards & ActivExpression Learner Response System (25)	170,000	
		6 Mobile Laptop Labs (30 ea = 180 laptops) & Carts	190,000	
		Plato Credit Recovery Software, SWISS software, Office software	60,000	
		Binders, flash drives, toner, paper, pencils, pens, calculators, notebooks	7,000	
		Laptops for Administrative Teams for Collaboration	12,000	
		Supplemental Instructional Books & Materials	20,000	
		Laptops for Instructional Staff for use with ACTIVBoards (25)	25,000	
		Netbooks and a cart for 9th Grade Intervention	20,000	
		Desktops for ISS Interventions	15,000	
		Server to increase student access, allocate student email	7,500	
		Server to increase instructional resources, allocate shared space for collaboration	10,000	
		Printers and mobile access ports for labs	9,000	
		Improve CTAE Pathways by adding additional books, notebooks, DVDs, after Perkins funds have been utilized.	10,000	
		Equip Professional Learning room with ACITIVBoard, laptops, and displays	21000	
		Add Digital Displays to Commons area to show countdown to Tardy bell	2000	
		Object Total		\$578,500.00
700	Property			
	(Capitalized			

	Equipment)	Object Total		\$ -
800	Other			
	Objects	Object Total		\$ -
900	Other			
	Uses	Object Total		\$ -
		School Total		\$1,591,083.00

LEA Application 2010

Attachment 4 – Budget Year 2

LEA Application 2010 Attachment 4				
LEA Name: Burke County				
School Served: Burke County High				
Intervention Model: Transformation Model			Tier Level: Tier I	
Fiscal Year: July 1,		2011	through June 30, 2012	
<p>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.</p>				
Object Class	Item Description		Costs	
100	Personnel	4 Instructional Coaches	260,000	
	Services	Discipline/Behavior Specialist	65,000	
	(Salaries)	Credit Recovery Specialist	70,000	
		School & Family Liaison	72,000	
		Clerical Worker	20,000	
		Substitutes	4,000	
		Extended Day for Teachers, Before-School, ISS, Lunchtime Intervention	25,000	
		After-School, Saturday School, Summer GHSGT, 9th Grade Summer	80,000	
		Professional Learning Stipends (most for LFS training 4 days before school start)	60,000	
		Financial Awards	200000	
		Staff Promotion and Career Opportunities	50000	
		Object Total		\$906,000.00
200	Benefits	4 Instructional Coaches	91,000	
		Discipline/Behavior Specialist	21,000	
		Credit Recovery Specialist	24,500	
		School & Family Liaison	24,700	
		Clerical Worker	7,000	
		Substitutes	400	
		Extended Day for Teachers, Before-School, ISS, Lunchtime Intervention	3,600	
		After-School, Saturday School, Summer GHSGT, 9th Grade Summer	8,500	
		Professional Learning Stipends (most for LFS training 4 days before school start)	5000	
		Object Total		\$185,700.00

300	Purchased	Learning Focused Training	60,000	
	Professional	Data Utilization Training	15,000	
	& Technical	Formative Assessment Training	13,000	
	Services	PD 360 Anytime Online Training	10,000	
		PBS TeacherLine payment for courses	8,000	
		Ga Summer Leadership Registration and Travel	25000	
		Instructional Coach Training Registration and Travel	4000	
		GaDOE Data Teams and Formative Assessment registration and travel	5000	
		Object Total		\$140,000.00
500	Other	Travel for Professional Learning	10,000	
	Purchased	Travel for Family Involvement	10,000	
	Services	Advanced Placement & MOWR registrations and travel	5,000	
		GLISI	25,000	
		Object Total		\$50,000.00
600	Supplies	ACTIVBoards & ActivExpression Learner Response System (20)	152,000	
		3 Mobile Laptop Labs (30 ea = 90 laptops) & Carts	100,000	
		Plato Credit Recovery Software, SWISS software, Office software	60,000	
		Binders, flash drives, toner, paper, pencils, pens, calculators, notebooks	25,000	
		Laptops for Instructional Staff for use with ACTIVBoards (20)	25,000	
		Supplemental Instructional Books & Materials	35,000	
		Add Additional Computer Based Instruction for Targeted Remediation in Math and Reading	100,000	
		Add Advanced Placement Classes and provide start-up materials to increase student access	60,000	
		Parent Interventions Software and supplies	15,000	
		Server to increase student access, allocate student email	7,500	
		Add Parent Center and a Career Center	10,000	
		Printers and mobile access ports for labs	9,000	
		Improve CTAE Pathways by adding additional books, notebooks, DVDs, after Perkins funds have been utilized.	80,000	
		Object Total		\$678,500.00
700	Property			
	(Capitalized			
	Equipment)	Object Total		\$ -
800	Other			

	Objects	Object Total		\$ -
900	Other			
	Uses	Object Total		\$ -
		School Total		\$1,960,200.00

LEA Application 2010

Attachment 4 – Budget Year 3

		LEA Application 2010 Attachment 4			
LEA Name: Burke County					
School Served: Burke County High					
Intervention Model: Transformation Model			Tier Level: Tier I		
Fiscal Year: July 1,		2012	through June 30,		
			2013		
<p>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.</p>					
Object Class	Item Description	Costs			
100	Personnel	4 Instructional Coaches	130,000		
	Services	Discipline/Behavior Specialist	65,000		
	(Salaries)	Credit Recovery Specialist	70,000		
		School & Family Liaison	72,000		
		Clerical Worker	20,000		
		Substitutes	4,000		
		Extended Day for Teachers, Before-School, ISS, Lunchtime Intervention	13,500		
		After-School, Saturday School, Summer GHSGT, 9th Grade Summer	45,000		
		Professional Learning Stipends (most for LFS training 4 days before school start)	60,000		
		Financial Awards	200000		
		Staff Promotion and Career Opportunities	50000		
		Object Total		\$729,500.00	
	200	Benefits	4 Instructional Coaches	91,000	
		Discipline/Behavior Specialist	21,000		
		Credit Recovery Specialist	24,500		
		School & Family Liaison	24,700		
		Clerical Worker	7,000		
		Substitutes	400		
		Extended Day for Teachers, Before-School, ISS, Lunchtime Intervention	2,100		
		After-School, Saturday School, Summer GHSGT, 9th Grade Summer	5,000		
		Professional Learning Stipends (most for LFS training 4 days before school start)	5000		
		Object Total		\$180,700.00	

300	Purchased	Learning Focused Training	60,000	
	Professional	Data Utilization Training	25,000	
	& Technical	Formative Assessment Training	20,000	
	Services	PD 360 Anytime Online Training	10,000	
		PBS TeacherLine payment for courses	16,000	
		Ga Summer Leadership Registration and Travel	25000	
		Instructional Coach Training Registration and Travel	6000	
		GaDOE Data Teams and Formative Assessment registration and travel	4000	
		Object Total		\$166,000.00
500	Other	Travel for Professional Learning	20,000	
	Purchased	Travel for Family Involvement	10,000	
	Services	Advanced Placement & MOWR registrations and travel	5,000	
		GLISI	25,000	
		Object Total		\$60,000.00
600	Supplies	ACTIVBoards & ActivExpression Learner Response System (20)	160,000	
		3 Mobile Laptop Labs (30 ea = 90 laptops) & Carts	100,000	
		Plato Credit Recovery Software, SWISS software, Office software	70,000	
		Binders, flash drives, toner, paper, pencils, pens, calculators, notebooks	27,000	
		Laptops for Instructional Staff for use with ACTIVBoards (20)	25,000	
		Supplemental Instructional Books & Materials	100,000	
		Upgrade Laptops for Instructional Staff	25,000	
		Parent Activities and Supplies	15,000	
		Upgrade Professional Learning room with ACITIVBoard, laptops, and displays	100,000	
		Servers to increase instructional Access	20,000	
		Add AP classes and start-up materials	50,000	
		Printers and mobile access ports for labs	15,000	
		Improve CTAE Pathways by adding additional books, notebooks, , DVDs, video editing system, and AutoCAD software	38,000	
		Equip Science Labs with updated science equipment for student experiments	88000	
		Object Total		\$833,000.00
700	Property			
	(Capitalized			
	Equipment)	Object Total		\$ -
800	Other			

	Objects	Object Total		\$ -
900	Other			
	Uses	Object Total		\$ -
		School Total		\$1,969,200.00

LEA Application 2010

Attachment 4 – Budget Year 4

The 4th Budget Year was placed to show the positions and programs that Burke County feels are sustainable after the grant funds are exhausted. We reserve the right to utilize the data obtained over the grant period to adjust as necessary in order to assure continued progress.

LEA Name:		Burke County School Served:	Burke County High	
Intervention Model:		Transformation Model	Tier Level: Tier I	
Fiscal Year: July 1, 2013		through June 30,		2014
Object Class	Item Description		Costs	
100	Personnel Services (Salaries)	4 Instructional Coaches	130,000	
		After-School, Saturday School, Summer GHSGT, 9th Grade Summer	30,500	
		Credit Recovery Specialist	35,000	
		School & Family Liaison	72,000	
		Extended Day for Teachers, Before-School, ISS, Lunchtime Intervention	9,000	
		Object Total		\$276,500.00
200	Benefits	4 Instructional Coaches	45,500	
		Credit Recovery Specialist	12,250	
		School & Family Liaison	24,700	
		Extended Day for Teachers, Before-School, ISS, Lunchtime Intervention	1,500	
		After-School, Saturday School, Summer GHSGT, 9th Grade Summer	3,250	
		Object Total		\$87,200.00
300	Purchased Professional & Technical Services	PD 360 Anytime Online Training	5,000	
		Object Total		\$5,000.00
500	Other Purchased Services	Travel for Family Involvement	5,000	
		Object Total		\$5,000.00
600	Supplies	Plato Credit Recovery Software, SWISS software, Office software	30,000	
		Parent Activities and supplies	3,000	
		Object Total		\$33,000.00
		School Total		\$406,700.00

LEA Application 2010

Attachment 4 – Budget Summary

Note: Year 4 shows sustainability.

Object Code	Section	Description: Will be Detailed in Budget	Year One	Year Two	Year Three	Year Four
110	A4	9th Grade Transitions: Teachers to run Summer Orientation	\$0.00	\$10,000.00	\$10,000.00	\$5,000.00
110	A4	Credit Recovery Specialist	\$70,000.00	\$70,000.00	\$35,000.00	\$35,000.00
110	A8	After School Tutoring	\$40,000.00	\$40,000.00	\$20,000.00	\$15,000.00
110	A8	Saturday School Tutoring	\$10,000.00	\$10,000.00	\$5,000.00	\$3,500.00
110	A8	Summer GHSGT Tutoring	\$20,000.00	\$20,000.00	\$10,000.00	\$7,000.00
113	A4	Subs for PL Activities	\$6,000.00	\$4,000.00	\$4,000.00	\$0.00
115	A4	Academic Intervention: Extended Day Teachers to run Lunchtime intervention	\$7,500.00	\$7,500.00	\$4,000.00	\$3,000.00
115	A4	Re-Structure ISS: Each Department will provide Teachers help students complete assigned work	\$7,500.00	\$7,500.00	\$4,500.00	\$3,000.00
115	A8	Before School Tutoring	\$10,000.00	\$10,000.00	\$5,000.00	\$3,000.00
116	A4	Stipends for PL	\$85,000.00	\$60,000.00	\$60,000.00	\$0.00
142	A4	Data Clerk	\$20,000.00	\$20,000.00	\$20,000.00	\$0.00
177	A9	School and Family Parent Liaison	\$72,000.00	\$72,000.00	\$72,000.00	\$72,000.00
190	A9	Discipline/Behavior Specialist	\$65,000.00	\$65,000.00	\$65,000.00	\$0.00
191	A6	Instructional Coaches	\$260,000.00	\$260,000.00	\$130,000.00	\$130,000.00
191	A9	AP for Academics	Local Funds	Local Funds	Local Funds	\$0.00
191	A9	Vice Principal	Local Funds	Local Funds	Local Funds	\$0.00
199	A3	Awards Year 2 and 3	\$0.00	\$200,000.00	\$200,000.00	\$0.00
199	A5	Financial Incentives Costs	\$0.00	included	included	\$0.00
199	A5	Staff Opportunities	\$0.00	\$50,000.00	\$50,000.00	\$0.00

		Costs				
200	A4	9th Grade Transitions: Teachers to run Summer Orientation	\$0.00	\$1,500.00	\$1,500.00	\$750.00
200	A4	Academic Intervention: Extended Day Teachers to run Lunchtime intervention	\$1,500.00	\$1,500.00	\$1,000.00	\$500.00
200	A4	Credit Recovery Specialist	\$24,500.00	\$24,500.00	\$12,250.00	\$12,250.00
200	A4	Data Clerk	\$7,000.00	\$7,000.00	\$7,000.00	\$0.00
200	A4	PL FICA	\$5,000.00	\$5,000.00	\$5,000.00	\$0.00
200	A4	Re-Structure ISS	\$1,000.00	\$1,000.00	\$500.00	\$500.00
200	A6	Instructional Coaches	\$91,000.00	\$91,000.00	\$45,500.00	\$45,500.00
200	A8	After School Tutoring	\$3,000.00	\$3,000.00	\$1,500.00	\$1,500.00
200	A8	Before School Tutoring	\$1,000.00	\$1,000.00	\$500.00	\$500.00
200	A8	Saturday School Tutoring	\$1,500.00	\$1,500.00	\$750.00	\$350.00
200	A8	Summer GHSGT Tutoring	\$2,500.00	\$2,500.00	\$1,250.00	\$650.00
200	A9	Discipline/Behavior Specialist	\$21,000.00	\$21,000.00	\$21,000.00	\$0.00
200	A4	Subs	\$500.00	\$400.00	\$400.00	\$0.00
200	A9	School and Family Parent Liaison	\$24,700.00	\$24,700.00	\$24,700.00	\$24,700.00
300	A3	Professional Learning for PGP and PDP	online	online	online	online
300	A4	Differentiated Teaching Strategies: Training	online	online	online	online
300	A4	Formative Assessment Training	\$5,000.00	\$13,000.00	\$20,000.00	\$0.00
300	A4	GLISI	\$0.00	\$25,000.00	\$25,000.00	\$0.00
300	A4	Instructional Coach Training	\$6,000.00	\$4,000.00	\$6,000.00	\$0.00
300	A4	PBS TeacherLine: Online PL	\$8,000.00	\$8,000.00	\$16,000.00	\$0.00
300	A4	PD360: Online PL	\$10,000.00	\$10,000.00	\$10,000.00	\$5,000.00
300	A4	Re-align Courses	Local Funds	Local Funds	Local Funds	Local Funds
300	A4	Teachers as Advisors (TAA)	Local Funds	Local Funds	Local Funds	Local Funds

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300	A4	Technology Training (Provided by Local, Title II and Title I Funds.	Local Funds	Local Funds	Local Funds	Local Funds
300	A4 / A11	Summer Leadership	\$25,000.00	\$25,000.00	\$25,000.00	\$0.00
300	A4 / A6	Learning Focused Training	\$65,383.00	\$60,000.00	\$60,000.00	\$0.00
300	A4 / A7	Data Training	\$10,000.00	\$15,000.00	\$25,000.00	\$0.00
300	A4 / A7	GaDOE Assessment and Data Teams Training	\$4,000.00	\$5,000.00	\$4,000.00	\$0.00
300	A8	Flexible Groups	Local Funds	Local Funds	Local Funds	Local Funds
580	A4	AP Courses: Travel for Teacher training	\$4,000.00	\$5,000.00	\$5,000.00	\$0.00
580	A4	Dual Enrollment	included	included	included	\$0.00
580	A4	GLSI	\$0.00	\$25,000.00	\$25,000.00	\$0.00
580	A4 / A11	Travel for PL	\$12,000.00	\$10,000.00	\$20,000.00	\$0.00
580	A5	Financial Incentives Study	included	included	included	\$0.00
580	A5	Staff Opportunities Study	included	included	included	\$0.00
580	A9	School and Family Parent Liaison: Travel	\$6,000.00	\$10,000.00	\$10,000.00	\$5,000.00
610	A2 / A3 / A4	Supplies	\$7,000.00	\$25,000.00	\$27,000.00	\$0.00
610	A4	Differentiated Teaching Strategies: Books and materials	included	included	included	\$0.00
610	A4	Dual Enrollment	included	included	included	\$0.00
610	A4	Home Room Advisement	included	included	included	\$0.00
610	A4	Loop Councilors	included	included	included	\$0.00
610	A4	Professional Learning Surveys	included	included	included	\$0.00
610	A4	Re-align Courses	included	included	included	\$0.00
610	A4	RTI/PBS	included	included	included	\$0.00
610	A4	Student Surveys	included	included	included	\$0.00
610	A4	Teachers as Advisors (TAA)	included	included	included	\$0.00

610	A4 / A2	Class Keys	included	included	included	\$0.00
610	A4 / A2	Leader Keys	included	included	included	\$0.00
610	A4 / A7	Formative Assessment Training	included	included	included	\$0.00
610	A4 / A7	GaDOE Assessment Training	included	included	included	\$0.00
610	A4 / A8	CTAE	\$10,000.00	\$80,000.00	\$38,000.00	\$0.00
610	A5	Financial Incentives Study	included	included	included	\$0.00
610	A5	Staff Opportunities Study	included	included	included	\$0.00
610	A6	Supplies	included	included	included	\$0.00
610	A8	Common Planning	included	included	included	\$0.00
610	A8	Flexible Groups	included	included	included	\$0.00
612	A4	Professional Learning Surveys: Survey Monkey for all survey use at BCHS	included	included	included	\$0.00
612	A4	Re-Structure ISS: Remediation Software	included	included	included	\$0.00
612	A4	Freshman Focus: Software for student remediation in Math and ELA	included	included	included	\$0.00
612	A4 / A6	Software	\$60,000.00	\$160,000.00	\$70,000.00	\$0.00
615	A4	Create Professional Learning Room at BCHS	\$21,000.00	\$0.00	\$100,000.00	\$0.00
615	A6	Digital Displays	\$2,000.00	\$0.00	\$0.00	\$0.00
615	A6	Printers	\$9,000.00	\$9,000.00	\$15,000.00	\$0.00
616	A4	Collaborative Services: Server for Teacher Access to Resources	\$10,000.00	\$0.00	\$20,000.00	\$0.00
616	A4	Freshman Focus: Laptops for Students to access interventions	\$20,000.00	\$0.00	\$0.00	\$0.00
616	A4	Re-Structure ISS: Laptops for Online remediation	\$15,000.00	\$0.00	\$0.00	\$0.00

616	A6	ACTIVBoards and Student Response Systems	\$170,000.00	\$152,000.00	\$160,000.00	\$0.00
616	A6	improve Science Equip and Materials	\$0.00	\$0.00	\$88,000.00	\$0.00
616	A6	Laptops: Staff	\$37,000.00	\$25,000.00	\$50,000.00	\$0.00
616	A6	Server for Student Instructional Access to house intervention software	\$7,500.00	\$7,500.00	\$0.00	\$0.00
616	A6	Student Laptops	\$190,000.00	\$100,000.00	\$100,000.00	\$0.00
642	A4	Supplemental Books and Materials	\$20,000.00	\$35,000.00	\$100,000.00	\$0.00

Attachment 4 – Budget Summary

When we looked at the professional learning/training costs contained in the budget, they are Year 1 \$241,383, Year 2 \$270, 000, and Year 3 \$305,500. This is a total of \$816,883 for the three years. This amount does not include professional learning/training that will be provided by Burke County through the alignment of other resources.

The Technology PL/Training will be provided by Burke County through the alignment of other resources and therefore no grant funds were allocated for this important training. We have already started providing this training starting May 2010. This initial training was provided by Staff from Fort Discovery ETC and was to develop Local Trainers. We have 10 trainers that have been certified by ETC and two are from BCHS, one is a Media Specialist and the second is a Teacher Leader.

In addition, we have a Technology Specialist assigned to BCHS, plus the Director of Technology, Director of Instructional Technology, and two Technology Specialists at the BOE that will provide ongoing support to BCHS. In addition we have two Media Specialists at BCHS that will provide ongoing training and support. We have received and will continue to receive ongoing support from the Fort Discovery ETC staff.

We will monitor the utilization of technology in LoTi focus walks and provide additional supports as indicated by the data collected about utilization.

Attachment 5 - Checklist

Section A. SCHOOLS TO BE SERVED	
<p>The chart is complete:</p> <ul style="list-style-type: none"> ✓ All Tier I, II, and III schools are identified. ✓ Intervention models are selected for each Tier I and Tier II school. ✓ If more than nine schools will be served, only 50 percent or less have selected the transformation model. ✓ An explanation for the Tier I schools that the LEA is not applying to serve has been provided. 	<input type="checkbox"/> x <input type="checkbox"/> x <input type="checkbox"/> x <input type="checkbox"/> x
Section B. DESCRIPTIVE INFORMATION	
<p>1. Data Sources and Narrative</p> <ul style="list-style-type: none"> ✓ All sections of the School Profile are complete (Attachment 1a: Elementary School Profile, Attachment 1b: Middle School Profile, Attachment 1c: High School Profile). Minimum requirement ✓ The narrative reflects the analysis of multiple sources of data to determine school needs. If the narrative reflects the analysis of additional sources of data, such as process, demographic and/or perception data, summary reports for the data must be attached to the application. ✓ A rationale for selection of intervention model is provided. 	<input type="checkbox"/> x <input type="checkbox"/> x <input type="checkbox"/> x
<p>2. Capacity</p> <ul style="list-style-type: none"> ✓ Description identifies multiple resources (e.g., human, material, technical, etc.) and related support (e.g., commitment of school board to remove barriers, credentials of staff, recruitment process, area technical colleges and universities, job-embedded professional learning, etc.). Complete all parts of Section B. 2. ✓ Attachment 7a: Capacity Factor Chart, Attachment 7b: Restructuring Team Checklist, and Attachment 7c: Selecting Turnaround Leaders are tools that you may use to assist in determining the LEA’s capacity to provide adequate resources and related support. ✓ To ensure the quality of an external provider chosen by the LEA, the SEA will look for specific examples of the following actions for: <ul style="list-style-type: none"> • Demonstrating capacity to devote staff, facilities, funding, services, and other resources exclusively to the management contracting function. • Demonstrating flexibility in removing barriers for the contract schools. • Ensuring that the LEA’s central office staff will support successful implementation of the contract. 	<input type="checkbox"/> x <input type="checkbox"/> x <input type="checkbox"/> x

<p>6. Tier III Schools</p> <p>✓ The services the school will receive and/or the activities the school will implement are clearly described in Attachment 3.</p>	<input checked="" type="checkbox"/>
<p>7. Stakeholder Representation</p> <p>✓ Relevant stakeholders have been consulted regarding the LEA's application and plans for implementation of school improvement models selected for its Tier I and Tier II schools.</p> <p>✓ Evidence is provided addressing stakeholder notification and involvement (e.g., agendas and minutes from school council meetings, web postings, newsletters, etc.).</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>

Section C. DEVELOP A BUDGET

<p>✓ The LEA has completed a budget on Attachment 4 for each Tier I, Tier II, and Tier III school.</p>	<input checked="" type="checkbox"/>
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Section D. ASSURANCES

<p>✓ The superintendent agrees to the assurances for the School Improvement Grant.</p>	<input checked="" type="checkbox"/>
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Section E. WAIVERS

<p>✓ The superintendent agrees to the waivers included in the School Improvement Grant.</p>	<input checked="" type="checkbox"/>
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Attachment 6 - Rubric

CONCEPT	NOT EVIDENT	NEEDS REVISION	MEETS
Rationale	There is no evidence to support that data was analyzed to determine school needs and select the most appropriate intervention model.	Data has been collected; however, there is limited evidence that the data collected has been sufficiently analyzed to determine school needs resulting in the selection of an appropriate intervention model.	Sufficient data, including student achievement, process, demographic, and perception data, has been collected and analyzed to support the selection of the intervention model. The rationale clearly justifies the selection of the intervention model based on data analysis and school needs.
Capacity	There is no evidence in the application that indicates the LEA has the capacity to provide adequate resources and support to fully and effectively implement the intervention model selected.	Actions described in the application lack the detail necessary to ensure the LEA is prepared and committed to fully and effectively implement the selected intervention model. More specific information regarding resources, support, and commitment is needed.	<p>Actions described in the application indicate that the LEA is prepared and committed to provide the necessary resources and support to implement the selected intervention model fully and effectively. In addition, the application indicates the LEA is prepared and committed to provide the school sufficient operational flexibility to fully implement a comprehensive approach to substantially improve student achievement outcomes.</p> <p>To ensure the quality of an external provider chosen by the LEA, the SEA will look for specific examples of the following actions for:</p> <ul style="list-style-type: none"> • Demonstrating capacity to devote staff, facilities, funding, services, and other resources exclusively to the management contracting function. • Demonstrating flexibility in removing barriers for the contract schools. • Ensuring that the LEA’s central office staff will support successful implementation of the contract.

CONCEPT	NOT EVIDENT	NEEDS REVISION	MEETS
Capacity			<p>To ensure that the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively, the SEA will look for specific examples of the following actions for:</p> <ul style="list-style-type: none"> • Reviewing local board policies which would restrict a school's ability to implement requirements of the intervention models for Tier I and Tier II schools. • Ensuring that the LEA's central office staff will support successful implementation of the interventions and school improvement strategies. • Demonstrating flexibility in removing barriers that will interfere with the intervention models selected.

CONCEPT	NOT EVIDENT	NEEDS REVISION	MEETS
<p>Implementation</p>	<p>There is no evidence in the application that indicates implementation of the intervention model has been thoroughly planned.</p>	<p>Actions described in the application are not fully aligned with the final requirements of the intervention model selected. Actions lack innovation and do not reflect a strong focus on improving student achievement.</p>	<p>Actions described in the application reflect comprehensive and strategic planning to ensure implementation of the intervention model. The actions described include specific processes and strategies that are aligned with the final requirements of the intervention model selected. The actions are innovative, comprehensive, and focus on improving student achievement. To ensure the quality of an external provider chosen by the LEA, the SEA will look for specific examples of the following actions for:</p> <ul style="list-style-type: none"> • Developing a written policy and procedure for selecting external providers and utilizing the process. • Demonstrating that it has used a rigorous selection process to choose contract school providers, which will include: <ul style="list-style-type: none"> ○ A Public Notice of Intent process. ○ An assessment of the applicant provider’s knowledge of, skill with, and success rate related to the intervention model selected. ○ A thorough review of each applicant’s administrative, organizational structure, legal, and financial perspectives. ○ Documentation that references have been contacted to verify prior successful implementation of the selected intervention model.

CONCEPT	NOT EVIDENT	NEEDS REVISION	MEETS
Implementation			<ul style="list-style-type: none"> • Ensuring that the providers know how to choose and manage school leaders who have the competencies to work effectively in a reform environment. • Clarifying the roles for the school provider and LEA that will be a part of the contract. • Defining a process for cancelling the contract and restructuring when a contract provider is not successful. • Including stakeholders such as parents and community groups throughout the entire process. • Establishing clear goals and closely monitoring school performance. • Establishing a clear timeframe for measuring gains in student achievement. <p>To ensure alignment of other resources with the interventions, the SEA will look for specific examples of actions the LEA has taken or will take for:</p> <ul style="list-style-type: none"> • Developing a plan complete with strategies that focus on the individual school’s student achievement needs. • Ensuring Title I schoolwide schools are consolidating ESEA funds to upgrade the entire educational system of the school. • Providing job-embedded professional learning for teachers. • Ensuring that each school has developed the intervention model that aligns all funding available to the school to implement specific strategies.

CONCEPT	NOT EVIDENT	NEEDS REVISION	MEETS
Allocation of	There is no evidence that sufficient funds are	Funds are allocated to support the	The actions and strategies funded directly support improving student achievement and are aligned to the final requirements of the intervention

Funds	allocated to support implementation of the intervention model, and the actions and strategies funded do not align with the final requirements of the intervention model selected.	implementation of the intervention model; however, the actions and strategies funded are not consistently aligned to improving student achievement and/or the final requirements of the intervention model.	model. Funds allocated are sufficient to support implementation of the intervention model selected.
Sustainability	There is no evidence in the application that indicates actions will be taken to maintain implementation of the processes and strategies that positively impact student achievement.	An initial plan describes actions the LEA will take to maintain implementation of the processes and strategies required for the intervention model selected; however, the plan does not describe the specific actions the LEA will take after the funding period ends.	An initial plan describes actions the LEA will take to maintain implementation of the processes and strategies that positively impact student achievement. The plan identifies preliminary steps that will be taken to retain human, material, and financial resources after the funding period ends. In addition, the plan addresses LEA support (e.g., policies, professional learning opportunities, protected time, etc.) for the actions and strategies that positively impact student achievement. To ensure that reforms are sustained after the funding period ends, the SEA will review the LEA process for: <ul style="list-style-type: none"> • Developing a plan with a timeline for continued implementation of the intervention strategies. • Measuring progress and adjusting strategies that have not proven to be effective. • Aligning funds to continue supporting successful intervention efforts and progress.
CONCEPT	NOT EVIDENT	NEEDS REVISION	MEETS
Sustainability			<ul style="list-style-type: none"> • Providing continued professional learning opportunities that link to the intervention strategies and annual goals for student achievement.

School Improvement Grant 1003(g)

LEA Application 2010

Attachment 7a

Attachment 7a Capacity Factor Chart

Factor:	Strength: We have this or already do this:	Weakness: This is a weakness; but we could improve if:	Opportunity: If these external changes occur, this could be a strength:	Threat: If these external changes occur, this could be a weakness:
<p>Team Staff: Our LEA has staff qualified for a restructuring team. *Complete the Restructuring Team Checklist</p>	<p>Yes, The BOE and the Superintendent have assigned the Director of Federal Programs to lead the LEA change team to support the restructuring. The LEA Team along with the BCHS Leadership Team comprise all of Marzano's 21 qualities of School Leadership that Works.</p>			
<p>Will: Our LEA is willing to take extreme action in failing schools.</p>			<p>Our LEA is willing to take action that will result in BCHS becoming a model school for the sake of our students.</p>	
<p>Outsiders: Our LEA is willing to bring in external support if needed for student learning.</p>			<p>Yes, we are ready to commit to a 3-year contract with Learning Focused to implement instructional change. We are also looking forward to a closer working partnership with GaDOE School Improvement Division.</p>	
<p>Insiders: Our LEA is willing to require central staff to make many changes to support restructured</p>	<p>Yes, The BOE and the Superintendent have assigned the Director of Federal Programs to lead the LEA change team to support the restructuring.</p>			

School Improvement Grant 1003(g)

schools.				
Flexibility: Our LEA is willing to give capable leaders unprecedented freedom to change, even if this creates inconsistency and inconvenience.		Yes, because of the circumstances, the Burke BOE Members have agreed to this provision based on the needs of the school and the funding.		

Note: This table was adapted from The Center for Comprehensive School Reform and Improvement publication, *School Restructuring Under No child Left Behind: What Works When? A Guide for Education Leaders*, 2006.

School Improvement Grant 1003(g)

LEA Application 2010

Attachment 7b – Restructuring Team Checklist

Team Members: Who should be on your team to organize restructuring throughout the LEA? Readiness and willingness to drive major change are important, but credibility and LEA knowledge are also important.

Lead Organizer: In a smaller LEA, the superintendent may lead the team. In a larger LEA, this might be a deputy or assistant superintendent or other senior person who is ready and able to organize a major change process. In some cases, a credible outsider who is familiar with the LEA schools may be best. Strong team leadership skills are essential to keep the team motivated, informed, and productive through a challenging change process.

Qualifications to consider for your total working team include people with:

- **A Drive for Results**

A record of implementing change despite political and practical barriers.
An unyielding belief that all children-no matter how disadvantaged-can learn.
Organizing and planning skills to keep the decision process and implementation for each failing school on track.

- **Relationship and Influence Skills**

Good relationships with a wide range of district staff, parents, and community organizations.
Willingness and ability to disagree with others politely; a “thick skin.”
Teamwork skills to complete tasks responsibly and support team members.
Strong influence skills.

- **Readiness for Change**

An open mind about ways to improve student learning.
Willingness to learn about what kinds of big changes work under differing circumstances.
Willingness to try new restructuring strategies.
No political agenda that may interfere with student learning-centered decisions.

- **Knowledge to do What Works** (or willingness to acquire it quickly)

Knowledge of the formal and informal decision-making processes in your district.
Knowledge of past efforts to change and improve schools in your LEA.
Knowledge of education management, effective schools research with a focus on what has been proven to produce student learning results with disadvantaged children.

Note: This table was adapted from The Center for Comprehensive School Reform and Improvement publication, *School Restructuring Under No child Left Behind: What Works When? A Guide for Education Leaders*, 2006.

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LEA Application 2010

Attachment 7c –Selecting Turnaround Leaders

Instructions: Assess leaders available to this school. Does the school’s current principal or other available leader in the LEA have these competencies? Have they demonstrated these behaviors? Can you recruit for these competencies and behaviors?

Summarize your findings here:

We do do not have a turnaround leader available to this school.

We can cannot recruit additional turnaround leaders.

Possible turnaround candidates within the LEA:

Competencies	Current Principal	Other Available District Principals	Can Recruit for This	Do not Have and Cannot Recruit for This
Driving for results: setting high goals, taking initiative, being relentlessly persistent to succeed.	NA	Adkins		
Solving problems: using performance data to identify and solve immediate problems.	NA	Adkins		
Showing confidence: exhibiting confidence, using failure to initiate problem solving, not excusing failure.	NA	Adkins		
Influence: influencing immediate action toward the school’s goals.	NA	Adkins		
Teamwork and cooperation: getting input and keeping others informed.	NA	Adkins		
Conceptual thinking: connecting the mission, learning standards, and curriculum to clarify for all.	NA	Adkins		
Team leadership: assuming the role as leader and motivating staff to perform despite challenges.	NA	Adkins		
Organizational commitment: making personal sacrifices needed for school success.	NA	Adkins		
Communicating a compelling vision: rousing staff to commit energy to the change.	NA	Adkins		

Note: This table was adapted from The Center for Comprehensive School Reform and Improvement publication, *School Restructuring Under No child Left Behind: What Works When? A Guide for Education Leaders*, 2006.

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LEA Application 2010

Attachment 8 - School Improvement Services

Division of School Improvement - Services

The Division of School Improvement provides a range of services to districts and schools in Georgia. The goal of the services is to assist district and school staff with the continuous improvement process so that teaching and learning positively impacts students in Georgia.

GAPSS Analysis – The GAPSS Analysis: *Closing the Gap* process provides detailed information for a school on the progress towards full implementation of the School Keys: *Unlocking Excellence through the Georgia School Standards*. Any school in Georgia can request a school review from the Division of School Improvement of the Georgia Department of Education. The review consists of classroom observations, staff surveys, interviews, and document reviews. The review process involves the following steps.

- Team members introduce themselves at a faculty meeting prior to the beginning of Day 1. They will ease concerns of the staff and convey an understanding of the team's agenda.
- The principal should plan to do a 15-20 minute presentation of the data to the review team using Guiding Questions as provided by the team leader.
- Interviews of various school stakeholders are conducted during the review process.
- Classroom observations using the observation instrument are completed in all classrooms, with all teachers.
- The review team meets to compile, discuss, chart and share the collected data from the review sorted by the eight strands of the School Keys.
- Using the shared data, the team determines the school's implementation level for each element/row in the GAPSS Summary Report.
- The team may include clarifying comments relative to elements as needed.
- The team identifies next steps for identified areas of need to support the school leadership in the school improvement effort.
- The team leader and designated members of the review team meet with the principal and school leadership team, and, if applicable, the system contact person, to discuss the summary.

Instructional Coach Training – This training is offered to school-based instructional coaches. The training is designed to provide participants with tools and resources to enhance the impact school-based instructional coaches have on teacher practice and student achievement. The training helps to clarify and explicitly define expectations of instructional coaches and ensures that coaches have the knowledge and skills to facilitate high quality, job-embedded professional learning that improves teacher practice and student achievement. Instructional coaches learn to engage teachers in the following job-embedded learning strategies.

- Explicit instruction
- Modeling
- Facilitation of collaborative learning and planning
- Observations with feedback

School Improvement Grant 1003(g)

- Analysis of student work

Summer Leadership Academy – Each summer, the Division of School Improvement provides an intensive, weeklong professional learning opportunity for school-based leadership teams. Schools may send a team of ten to participate in the academy. Schools may send additional staff members as space permits. The purpose of the academy is to strengthen the school improvement planning process. School teams are engaged in the school improvement planning process throughout the academy. Sessions provide support to school teams with the following actions.

- Engaging leadership teams in the right work
- Collecting and analyzing the four types of data (student achievement data, process data, demographic data, and perception data)
- Developing SMART goals
- Selecting appropriate strategies, actions, and interventions to meet school improvement goals
- Identifying artifacts and evidence of implementation
- Creating a professional learning plan to support implementation
- Designing a plan for monitoring implementation of the school improvement plan

Leadership teams complete the academy with a product, a systematically and deliberately developed school improvement plan that is ready to be refined, implemented, and monitored immediately.

Data Teams Training – The Division of School Improvement provides a one-day training to teams of teachers that focuses on building the capacity of teacher teams to engage in a cycle of data analysis to improve teaching and learning. The data team process engages collaborative teacher teams in results-driven, job-embedded professional learning. Teams of teachers learn the following steps in the data team cycle.

- Collect and chart data
- Analyze strengths and obstacles
- Establish goals
- Select instructional strategies to help them meet the goals
- Determine what is expected when the strategy is implemented

Formative Assessment Training – The Division of School Improvement offers a series of three formative assessment professional learning opportunities. The first session provides an overview of effective formative assessment strategies and practices. The second session addresses the development of common assessments and actions educators may take to analyze the results from common assessments. The third and final session is focused on the development of effective test items that serve as a foundation for lessons.

School Improvement Specialists – The Division of School Improvement employs field-based school improvement specialists who provide on-site support and guidance to school staff as they engage in the continuous improvement process. School improvement specialists provide support by engaging in the following actions.

School Improvement Grant 1003(g)

- Guiding leaders in developing and sustaining a leadership team that is focused on continuous improvement in order to increase student achievement
- Guiding leaders, the leadership team, and collaborative learning teams with the development of structures and processes that support standards-based, job-embedded, results-driven professional learning and brokering professional learning resources as needed with emphasis on Thinking Maps®, Data Teams, formative assessment, and Active Literacy
- Assisting the leadership team in maximizing the use of Title I School Improvement Grant funds, if applicable
- Guiding school leaders in creating and sustaining a culture of data-driven decision making
- Guiding the leadership team and collaborative learning teams in creating school improvement plans that are action plans with measurable goals
- Guiding the leadership team and collaborative learning teams with:
 - Implementing the GPS within standards-based classrooms
 - Monitoring the implementation of the GPS within standards-based classrooms
- Facilitating the leadership team and collaborative learning teams' development, implementation, and continuous monitoring of a formalized system of data-driven intervention(s)
- Assisting the leadership team in continuously assessing progress toward fully-operational high impact practices
- Guiding leaders in sustaining the school improvement process through all strands of the School Keys: Unlocking Excellence through the Georgia School Standards in order to increase student achievement
- Guiding the leadership team, collaborative learning teams, and individual teachers (through observation, modeling, and feedback) in best practices that will directly lead to increased academic achievement for individual students and subgroups in relation to AYP targets
- Guiding the leadership team in interventions to monitor and improve student and teacher attendance
- Guiding the leadership team in the development of action plans

Thinking Maps® Training – This training is organized by the Division of School Improvement in an effort to reduce costs for schools that are interested in implementing Thinking Maps® as an instructional strategy to improve student engagement and student achievement. The Division of School Improvement staff members are trained in Thinking Maps® and can facilitate and support implementation of the instructional strategy. Thinking Maps® provides leaders, teachers, and students with a common visual language for learning within and across disciplines that supports eight cognitive thinking processes.

- Defining
- Classifying
- Describing
- Comparing/Contrasting
- Sequencing
- Analyzing cause and effect

School Improvement Grant 1003(g)

- Identifying part to whole relationships
- Seeing analogies

Active Literacy Training – This training is offered to teachers and leaders. The training shows teachers – at every grade level and in every subject area – how to integrate the teaching of literacy skills into their daily curriculum. With an emphasis on schoolwide collaborative planning, the training shows how curriculum mapping sustains literacy between grade levels and subjects. The training offers teaching strategies to help students in primary through high school do the following.

- Learn, retain, and use vocabulary
- Take better notes in class
- Edit and revise their writing
- Speak and listen more effectively

Graduation Coach Support – The Division of School Improvement offers support to districts and schools with the implementation of Graduation Coach programs and other best practices and strategies to support increasing the graduation rate in Georgia. The Graduation Coach Work Management System (WMS) was designed not only to improve the quality of data available to the state program office, but also to serve as a tool to enable graduation coaches to make data-driven decisions about which services to deliver and to whom. The Graduation Coach Work Management System assists in the identification of students at risk of dropping out of school or otherwise not earning a high school diploma.

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Attachment 9 - GAPSS Analysis

CSRA-RESA

August 2009

Curriculum Recommendations

1. Develop and implement a systematic process for monitoring and evaluating curriculum implementation through frequent and consistent analysis of collaborative student work, conducting peer-to-peer awareness walks, and evaluating student work. C 3.1
2. Create a process for vertical and horizontal teacher collaboration, which focuses on student work samples to assist with requisite knowledge at each grade level. C 1.2, 2.1, 2.2
3. Formalize a school-wide, consistent process for lesson/unit planning. C 2.1
4. Monitor curriculum implementation by conducting weekly TARGETED focus walks by all administrators with units/lessons in hand. Provide teachers with immediate feedback. C 3.1
5. Provide professional learning to all certified staff to increase knowledge and practice of rigorous curricula in a Standards-Based environment. C 1.3

Commendations

1. The teachers at Burke County High School demonstrate a strong desire to collaborate and develop quality curricula and opportunities, often spending their own money for rewards and opportunities for their students. C 2.1
2. Burke County High School offers a diverse menu of opportunities for students to participate in Advanced Placement and Pathway/CTAE courses. C 1.3

Instruction Recommendations

1. Determine current level of staff understanding of differentiated practices and other research based best practices. Implement the structures necessary to match instruction to the learner and to provide targeted professional learning for teachers based on individual need. I 2.3
2. Use the language of the standards during instruction to guide students to their intended learning goals for the day. I 2.2
3. Establish a system to ensure pervasive and consistent use of developed units/lesson plans to guide instruction. I 1.1
4. Analyze teacher-planning time to maximize collaborative opportunities for teachers to plan instruction. I 1.2
5. Increase the use of technology usage in instructional practice and make a variety of technology available for student use. I 2.7
6. Use student Lexiles to provide appropriate resources. I 2.1
7. Increase the use of student portfolios and allow students access to help build self-efficacy. I 3.3

School Improvement Grant 1003(g)

8. Develop a pervasive system for students to identify and monitor their personal learning goals. (Ex.-Portfolios, standards-based checklists) I 3.3

Assessment Recommendation

1. Expand the use of diagnostic pre-assessments and formative, benchmark, and summative assessments to continually revise instructional practices and indicate students' strengths and clarify misconceptions. A 1, A-2
2. Provide opportunities for teacher collaboration by subject area to determine evidence of standards mastery at each level and gain consensus on student work that meets the standard. A 1.3
3. Formalize a process for school-wide collaboration on GPS aligned, teacher created assessments. A 1.4

Planning and Organization Recommendation

1. Establish a systematic process to guide collaborative planning that centers on rigorous student work for all students. PO 2, PO 3
2. Revisit and simplify the creation of the master schedule to allow for collaborative planning, fewer teacher preparations, and more time for students to move between classes. The bell schedule needs to be less of an interruption to the learning process and general school environment. PO 2.1
3. Identify barriers within the school's rules, policies, and procedures that may impede student achievement and instructional time. PO 4.1
4. Set clear benchmark dates in the School Improvement Plan and monitor and review data at each BST meeting. Revise as necessary throughout the year. PO 2.3

Commendation

The school is beginning to utilize data to drive school improvement decision making. PO 2

Student, Family, Community Involvement Recommendation

1. Create an action plan to utilize community partnerships to improve parental involvement and knowledge of school/system services. SFC-1.2

Professional Learning Recommendations

1. Design a concise professional learning plan aligned with the SIP that includes the establishment of a focused process for supporting and monitoring the effective implementation of all professional learning for administrators and teachers. PL 1.4

School Improvement Grant 1003(g)

2. Analyze student achievement data to establish the specific professional learning needs of all teachers in the development of individual professional learning plans. PL 2.1, 2.5
3. Develop long-range (3-4 years) expectations/goals for all professional learning and include an evaluation piece with clearly defined evidence to determine effectiveness of the learning opportunity. PL 2.2, 2.4
4. Conduct awareness/focus walks to gather data needed to plan and implement professional learning goals. PL 2.2, 2.5
5. Provide professional learning opportunities on effective teacher collaboration and implement the protocols and practices needed to achieve collaborative planning. PL3.2
6. Utilize the Standards Assessment Inventory (SAI) survey results from the GaDOE as guidance to align student performance goals with professional learning actions. PL 2.2
7. Create a process for sustained development of teachers' deep understanding content knowledge and monitor regularly. PL 2.2

Leadership Recommendations

1. Reinforce the focus of the Better Seeking Team to:
 - a) Collect, review, analyze, and make decisions based on the data that is specific to individual teachers and students
 - b) Evaluate, monitor, and adjust implementation of the school improvement plan
 - c) Monitor curriculum implementation. L 4
2. Involve the Leadership Team in disaggregating and utilizing data to develop next step action plans to support students' mastery of standards. L 4.3

School Culture Recommendations

1. Plan on-going team building activities designed to build trust, openness, and a risk free work environment for staff. SC 1.2
2. Develop procedures to frequently celebrate and acknowledge the accomplishments of students, faculty, and staff. SC 2.2
3. Create a Caring Adult in the Building (CAB) program to serve as an academic and career adviser for students. This should extend beyond the counseling program. SC 1.1

School Improvement Grant 1003(g)

Attachment 10 – Learning Focused

LEARNING-FOCUSED

Contract for Services

PO Box 2112

Boone NC 28607

Contract Date 3/30/2010

Contract # 49165

Page 1

CONTRACTED AGREEMENT WITH:

Angela Williams

PO #

Note Year #1

Burke County Public Schools
 Burke County High School
 1057 Perimeter Road

PD/Item #	Services and Items to be provided	Quantity	Date(s)	Rate	
2004	Service: Leadership. Balanced Achievement. Accountability	1	July 26, 2010	3,000.00	3,000.00
0522	Notebook: Leadership, Balanced Accountability	25		25.00	625.00
1992	Service: LFS-Connect Exemplary Practices in Acquisition Less	2	July 27, 2010	2,550.00	5,100.00
2002	Service: LFS- Connecting Extending Thinking	2	July 28, 2010	2,550.00	5,100.00
2003	Service: LFS- Planning Learning Units	2	July 29, 2010	2,550.00	5,100.00
1991	Service: LFS-Transforming Standards into Learning	2	July 30, 2010	2,550.00	5,100.00
0830	Notebook/Flipchart: Learning-Focused Model Set	120		140.00	16,800.00
2006	Service: Conferencing	2	October 2010	2,835.00	5,670.00
2007	Service: Monitoring for Achievement	1	October 2010	3,000.00	3,000.00
0110	Notebook: Unit and Lesson Planning Support Guide	120		15.00	1,800.00
0632	Notebook: Monitoring for Achievement	10		45.00	450.00
2006	Service: Conferencing	2	February 2011	2,835.00	5,670.00
2007	Service: Monitoring for Achievement	2	TBD	3,000.00	6,000.00

Subtotal
Shipping (Ground (7-14 day arrival): 10%)

\$65382.50

Total

School Improvement Grant 1003(g)

LEARNING-FOCUSED

Contract for Services

PO Box 2112

Boone NC 28607

866-955-3276

Contract Date 4/6/2010

Contract # 49194

PO #

Note Year 2 -Proposal

CONTRACTED AGREEMENT WITH:

Angela Williams

PD/Item #	Services and Items to be provided	Quantity	Date(s)		Rate
2036	Service: Starting and Sustaining Learning-Focused	1		3,000.00	3,000.00
0525	Notebook: Starting and Sustaining Exemplary Practices	25		25.00	625.00
2005	Service: Administrative Conferencing	3		3,000.00	9,000.00
2006	Service: Conferencing	3		2,835.00	8,505.00
2032	Service: Differentiated Assignments 6-12	2		2,700.00	5,400.00
0346	Notebook: Differentiated Assignments 6-12	120		35.00	4,200.00
2012	Service: Vocabulary Instruction	2		2,700.00	5,400.00
0842	Notebook: Vocabulary Instruction	120		30.00	3,600.00
2014	Service: Scaffolding Learning	2		2,700.00	5,400.00
0752	Notebook: Scaffolding Grade Level Learning	120		30.00	3,600.00

Subtotal

Shipping (Ground (7-14 day arrival): 10%)

Total

\$

\$

\$49,352.50

School Improvement Grant 1003(g)

LEARNING-FOCUSED

Contract for Services

PO Box 2112

Boone NC 28607

Contract Date 4/6/2010

Contract # 49195

Page 3

CONTRACTED AGREEMENT WITH:

Angela Williams

Burke County Public Schools
 Burke County High School
 1057 Perimeter Road

PO #

Note Year 3 -Proposal

PD/Item #	Services and Items to be provided	Quantity	Date(s)	Rate	Amount
2005	Service: Administrative Conferencing	3		2,700.00	8,100.00
2006	Service: Conferencing	3		2,700.00	8,100.00
0503	Notebook: The Amazing Book of Connections for Learning	25		25.00	625.00
0110	Notebook: Unit and Lesson Planning Support Guide	120		15.00	1,800.00
3013-B	Service: Connecting Strategies in Math Acquisition Less 6-12	1		2,700.00	2,700.00
0767	Notebook/Flipchart: Connecting Strategies in Math 6-12	25		40.00	1,000.00
0362	Notebook: Engaging Activities for Mathematics 6-12	25		25.00	625.00
3014	Service: Reading Comprehension for ELA Teachers 6-12	1		2,700.00	2,700.00
0747	Notebook: Reading Comp. Strat: Teacher Directed Lessons 6-12	25		30.00	750.00
2024	Service: Writing Assignments 9-12	2		2,700.00	5,400.00
United St					Amount
0791	Notebook/Flipchart: Writing Assignments & Assessments 9-12	120		40.00	4,800.00
2008	Service: School-based Coaches	2		2,700.00	5,400.00
0225	Notebook: Learning-Focused Coaches Portfolio	15		50.00	750.00

Subtotal	42,750.00
Shipping (Ground (7-14 day arrival): 10%)	1,035.00
Total	\$43,785.00

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Attachment 11 – Plan Outline

STRATEGIES		YEAR ONE	YEAR TWO	YEAR THREE
INSTRUCTION				
We want to restructure our classroom environment. We want more engaging lessons, and more student achievement pieces.	Learning Focused Schools	X	X	X
	Hire Instructional Coaches, AP for Academics	X	X	
	Common Planning Times	X	X	X
	Increase Credit Recovery	X	X	X
	Increase AP offerings/enrollment		X	X
	Monitor Student Achievement	X	X	X
	Re-align course curriculum to match DOE frameworks	X	X	X
	Require dedicated network drive space for lesson plans, and sharing lessons.	X	X	X
PROFESSIONAL LEARNING				
We will contract with LFS to come in for training and follow-up implementation pieces. We want to work within departments to develop rigorous and relevant units based on GPS specific plans.	Learning Focused Schools	X	X	X
	RTI/PBS	X	X	X
	Class Keys	X	X	?
	Rigor and Relevance Training	X	X	?
	Assessment	X	X	X
	Promethean Board Training	X	X	X
	Rewriting/Writing Curriculum	X	X	?
	Data Analysis	X	X	X
	Differentiated Instruction (Assessment focus)	?	X	X
	PD 360(development as needed)	X	X	X
	Instructional Coach Training(selected personnel)	X	X	?
	Leader Keys (selected personnel)	X	X	X
	Teachers As Advisors (selected personnel)	X	X	?
	Summer Leadership Academy(selected personnel)	X	X	X
	GLISI	-	X	X
DISCIPLINE				
	Implement PBS	X	X	X
What we want to see is....	Implement HR advisement process	X	X	X
	Revamp ISS structure(2 ISS's all day and period)	X	X	X

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PERSONNEL				
These positions are needed. Our four instructional coaches will be funded as coaches for 75% of the day during year 2. By year three, we will fund these positions at only 50% as an instructional coach and 50% as classroom teachers.	Vice Principal	X	X	X (Eliminate Year 4)
	Assistant Principal for Academics	X	X	X (Eliminate AP Position Year 4)
	Instructional Coaches (4)	X	X (75%)	X (50%)
	Credit Recovery Specialist	X	X	X (50% Year 4)
	Discipline/Behavior Specialist	X	X	X
	School & Family Liaison	X	X	X
	Data Clerk	X	X	X (Eliminate Year 4)
INITIATIVES				
These are designed to help students with their daily classes and/or to recover credit.	Grade level counselors will loop w/ students		X	X
	Credit Recovery during the day	X	X	X
	Academic Intervention (Zero's)	X	X	X
	After School Tutorials for Students failing	X	X	X
	Teachers As Advisors	X	X	X
	Revamp Freshman Focus (3 tiered) curriculum to remediate math and reading skills	X	X	X
	Establish 9th grade transition protocol for struggling students	X	X	X
	Implement a Student Advisory Committee (3 students from each grade) to meet monthly with the Principal	X	X	X
	Have Students complete surveys on Teacher/Class Effectiveness (not for teacher evaluation but to provide student perspective on classroom environment)	-	X	X

School Improvement Grant 1003(g)

Attachment 12 Listings of Job Responsibilities

PRINCIPAL: (Paid For Locally)

Instruction

Budget/Finance

Personnel

Evaluations

Maintenance and Operations

Extra-Curricular Activities

School Improvement

Community and Family Involvement (PR)/Stakeholder Engagement

Establishing the School Culture and Climate, setting expectations, determining protocol and procedure(s)

Discipline

VICE PRINCIPAL (Implementation Specialist): New Position see Job Description (Paid for Locally)

Supervises Instruction

Ensuring 1003 g Grant compliance

Instruction

Professional Learning

Discipline

Operations

Student Services

Data Point - Hub

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AP COMMUNITY INVOLVEMENT: (Paid For Locally)

Supervises Instruction

PBS

Parent Involvement

Websites

School Council

Public Relations

Parent Outreach and Training

Building Business Partnerships, Faith Community Partnerships, and Support Agency Partnerships

AP OPERATIONS: (Paid For Locally)

Teacher Attendance/Student Attendance

Supervises Instruction

Transportation

Facilities

Maintenance

Personnel

Duty Rosters

SNP

Security

ASP Tutorial Set Up

Morning TAA organization

Monitoring of grades and attendance being entered in a timely fashion

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AP STUDENT SERVICES: (Paid For Locally)

Supervises Instruction

TAA training

Supervises Counseling/Guidance Services

Works with Special Education Teachers

Works with Special Education Lead Teacher

Oversees the implementation of co-teaching

504 Compliance Officer

Supervises Graduation Coach

Responsible for clubs, etc.

AP FOR Academics: New Position see Job Description (Paid for Locally) Supervises Instruction

Building capacity for AP

Oversees testing

Oversees Better Seeking Team

Oversees Professional Learning.

Oversees Instr. Coaches

Oversees Instr. Technology

Oversees RTI process

Monitors Data Analysis

Oversees implementation of district and school instructional initiatives (LFS, etc.)

Instructional Interventions

Balanced Assessments

Developing of all units

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Textbooks

CREDIT RECOVERY SPECIALIST: New Position see Job Description (Paid with Grant)

Oversight of GA Virtual Schools

Oversight of GA Virtual Credit Recovery

Oversight of Plato Credit Recovery

Ensures appropriate placement for students eligible for credit recovery after Vice Principal approval

INSTRUCTIONAL COACHES: New Position see Job Description (Paid with Grant)

Development of Units and Common Assessments

Monitoring of Instruction: Observations w/ Feedback, Reviewing Lesson Plans w/ Feedback, Reviewing Common Assessment Results

Identify target students and designing interventions

Guiding PLC's weekly

Professional Learning: Identifying/Providing/Monitoring follow-up activities

Coaching teachers based on their strengths/weaknesses

Helping to developing grading procedures

Ensure lessons are based on GPS

Assist with the RTI process

Support the instructional process

Ensures that the school's curriculum is guaranteed and viable by supporting the development of content knowledge, performance standards, and curriculum design

Guides the application of research to develop professional practice, support purposefully made instructional decisions that contribute to all students meeting rigorous standards, and focus on planning, teaching, and critical reflection

Scaffolds the development of an effective assessment system based on regular examination of professional practice through analysis of student work, focused on effective feedback, and designed to support all teachers and students

Designs on-going, site-based professional development where teachers support each other's

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professional growth and focus on the school's unique goals and needs to move the school improvement plan forward

Provides team and classroom support to ensure that collaboration produces shared understandings and thoughtful development of professional practice

DISCIPLINE/BEHAVIOR SPECIALIST: New Position see Job Description (Paid with Grant)

Implements PBS

Runs/Tracks discipline with SWISS

Parent discipline conferences

Ensures discipline consistency

SCHOOL & FAMILY PARENT LIAISON: New Position see Job Description (Paid with Grant)

Parent contacts for conferences, notifications, and other related matters (as specified)

Student attendance

Student Failures

COUNSELORS: (Includes Graduation Coach) (Paid for Locally)

Four-Year Plans for all students

Oversight of assigned grade levels for individual advisement and cadre advisement

Development and implementation of information sessions with students and parents regarding high school courses, graduation requirements, college/career options (including the application process), financial assistance and resources for post-secondary options, and monitoring of students to ensure that they are on track for graduation (appropriate courses taken)

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Attachment 13

BURKE COUNTY SCHOOL SYSTEM

Job Description FLSA Status: ___NON-EXEMPT ___EXEMPT

JOB TITLE: ASSISTANT PRINCIPAL OF ACADEMICS

REPORTS TO: BCHS PRINCIPAL

QUALIFICATIONS:

Education: MINIMUM OF A MASTER'S DEGREE REQUIRED IN EDUCATIONAL LEADERSHIP, ED.S. PREFERRED

Experience: MINIMUM OF 3 YEARS ADMINISTRATIVE EXPERIENCE

JOB FUNCTIONS:

- Oversee the academic program of BCHS to include instruction, professional learning, and testing
- Supervise all instructional coaches, credit recovery specialist, and media/instructional technology specialists
- Organize professional learning activities based on needs assessment and 1003g compliance
- Schedule and facilitate administrative and cadre team meetings
- Monitors and analyzes all school data
- Develops and monitors balanced assessment, instructional interventions, and unit development
- Oversees instructionally-based instructional programs including, but not limited to the Better Seeking Team, RTI, balanced scorecard
- Maintains textbook inventory, procurement, and distribution

General Responsibilities:

- Actively engages in the processes of instruction, not only to evaluate, but also to lead, encourage, assist and, as needed, direct effective processes of instruction.
- Considers the forces and directions of change and plans appropriately for change through involvement and preparation of staff and faculty. Acts to maintain instructional processes and curriculum where these are perceived to be effectively meeting student needs.

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- ❑ Assists in utilizing staff within the school hierarchy as well as other qualified educators inside and outside the system to contribute to instructional supervisory functions.
- ❑ Maintains knowledge of effective instructional practices, continuously monitors student success, and works with individual teachers or groups of teachers to continually improve instructional practices.
- ❑ In collaboration with staff, assists the principal in identifying areas in need of instructional improvement and change, plans for addressing these improvements and changes, and provides for both in-class implementation and staff development necessary to bring about improvements and changes.
- ❑ Assists in maintaining accurate personnel, student, financial, and property records and providing information as needed.
- ❑ Assists in managing school programs and operations in accordance with state and local policies, procedures, and directives.
- ❑ Assists in establishing and fostering an effective internal communication system, which facilitates both top-down and bottom-up flow of information.
- ❑ Assists in establishing and maintaining strong parental and community involvement in the school and maintains effective communication with parents.
- ❑ Establishes a climate of high expectations in academics and behavior for the administration, staff, and students.
- ❑ Fosters a climate of teamwork, respect for others, and participatory decision-making.
- ❑ In collaboration with staff, assists the principal in establishing school goals, guiding efforts towards meeting these goals, and measuring goal accomplishment.
- ❑ Keeps abreast of current research and development in the profession through professional reading and participation in professional meetings and in-services.
- ❑ Performs any other related duties and responsibilities as assigned by the principal.

WAGE/SALARY LEVEL: As set by the BCBOE in accordance with the state pay scale

TERMS OF EMPLOYMENT: 230 days per year, 8 hours per day.

EVALUATION: Performance will be evaluated annually by the principal

REVISED: 4/09

School Improvement Grant 1003(g)

BURKE COUNTY SCHOOL SYSTEM

Job Description

FLSA Status: ___NON-EXEMPT ___EXEMPT

JOB TITLE: DISCIPLINE / BEHAVIOR SPECIALIST **REPORTS TO: BCHS PRINCIPAL**

QUALIFICATIONS:

Education: MINIMUM OF A BACHELORS DEGREE REQUIRED, MASTER'S PREFERRED

Experience: MINIMUM OF 5 YEARS TEACHING EXPERIENCE, ADMINISTRATIVE EXPERIENCE PREFERRED

JOB FUNCTIONS:

- ❑ Oversee the implementation and compliance of PBIS (Positive Behavior Interventions and Support)
- ❑ Monitors school discipline data using SWIS software and assists in the implementation of best practices to support PBS and a safe and conducive climate for student learning
- ❑ Conducts initial parent conferences regarding student disciplinary infractions
- ❑ Ensures school discipline consistency among administrative staff and teacher referral process
- ❑ Develops and monitors balanced assessment, instructional interventions, and unit development
- ❑ Collaborates with School & Family Liaison to build parent involvement and support

General Responsibilities:

- ❑ Actively engages in the processes of instruction, not only to evaluate, but also to lead, encourage, assist and, as needed, direct effective processes of instruction.
- ❑ Considers the forces and directions of change and plans appropriately for change through involvement and preparation of staff and faculty. Acts to maintain instructional processes and curriculum where these are perceived to be effectively meeting student needs.
- ❑ Assists in utilizing staff within the school hierarchy as well as other qualified educators inside and outside the system to contribute to instructional supervisory functions.

School Improvement Grant 1003(g)

- ❑ Maintains knowledge of effective instructional practices, continuously monitors student success, and works with individual teachers or groups of teachers to continually improve instructional practices.
- ❑ In collaboration with staff, assists the principal in identifying areas in need of instructional improvement and change, plans for addressing these improvements and changes, and provides for both in-class implementation and staff development necessary to bring about improvements and changes.
- ❑ Assists in maintaining accurate personnel, student, financial, and property records and providing information as needed.
- ❑ Assists in managing school programs and operations in accordance with state and local policies, procedures, and directives.
- ❑ Assists in the proper maintenance, sanitation, and cleanliness of the buildings and grounds.
- ❑ Assists in establishing and fostering an effective internal communication system, which facilitates both top-down and bottom-up flow of information.
- ❑ Assists in establishing and maintaining strong parental and community involvement in the school and maintains effective communication with parents.
- ❑ Establishes a climate of high expectations in academics and behavior for the administration, staff, and students.
- ❑ Fosters a climate of teamwork, respect for others, and participatory decision-making.
- ❑ In collaboration with staff, assists the principal in establishing school goals, guiding efforts towards meeting these goals, and measuring goal accomplishment.
- ❑ Keeps abreast of current research and development in the profession through professional reading and participation in professional meetings and in-services.
- ❑ Performs any other related duties and responsibilities as assigned by the principal.

WAGE/SALARY LEVEL: As set by the BCBOE in accordance with the state pay scale

TERMS OF EMPLOYMENT: 210 days per year, 8 hours per day.

EVALUATION: Performance will be evaluated annually by the principal

REVISED: 4/09

School Improvement Grant 1003(g)

BURKE COUNTY SCHOOL SYSTEM

Job Description

FLSA Status: ___NON-EXEMPT ___EXEMPT

JOB TITLE: VICE - PRINCIPAL
REPORTS TO: BCHS PRINCIPAL

QUALIFICATIONS:

Education: MINIMUM OF A MASTER'S DEGREE REQUIRED IN EDUCATIONAL LEADERSHIP, ED.S. PREFERRED

Experience: MINIMUM OF 3 YEARS ADMINISTRATIVE EXPERIENCE

JOB FUNCTIONS:

- Oversee the implementation and compliance of the 1003g grant
- Organize professional learning activities based on needs assessment and 1003g compliance
- Schedule and facilitate administrative and cadre team meetings
- Assist in the development and implementation of all academic, public relation, operation, and student service programs
- Serve as the liaison to the principal

General Responsibilities:

- Actively engages in the processes of instruction, not only to evaluate, but also to lead, encourage, assist and, as needed, direct effective processes of instruction.
- Considers the forces and directions of change and plans appropriately for change through involvement and preparation of staff and faculty. Acts to maintain instructional processes and curriculum where these are perceived to be effectively meeting student needs.
- Assists in utilizing staff within the school hierarchy as well as other qualified educators inside and outside the system to contribute to instructional supervisory functions.
- Maintains knowledge of effective instructional practices, continuously monitors student success, and works with individual teachers or groups of teachers to continually improve instructional practices.

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- ❑ In collaboration with staff, assists the principal in identifying areas in need of instructional improvement and change, plans for addressing these improvements and changes, and provides for both in-class implementation and staff development necessary to bring about improvements and changes.
- ❑ Assists in maintaining accurate personnel, student, financial, and property records and providing information as needed.
- ❑ Assists in managing school programs and operations in accordance with state and local policies, procedures, and directives.
- ❑ Assists in the proper maintenance, sanitation, and cleanliness of the buildings and grounds.
- ❑ Assists in establishing and fostering an effective internal communication system, which facilitates both top-down and bottom-up flow of information.
- ❑ Assists in establishing and maintaining strong parental and community involvement in the school and maintains effective communication with parents.
- ❑ Establishes a climate of high expectations in academics and behavior for the administration, staff, and students.
- ❑ Fosters a climate of teamwork, respect for others, and participatory decision-making.
- ❑ In collaboration with staff, assists the principal in establishing school goals, guiding efforts towards meeting these goals, and measuring goal accomplishment.
- ❑ Keeps abreast of current research and development in the profession through professional reading and participation in professional meetings and in-services.
- ❑ Performs any other related duties and responsibilities as assigned by the principal.

WAGE/SALARY LEVEL: As set by the BCBOE in accordance with the state pay scale

TERMS OF EMPLOYMENT: 230 days per year, 8 hours per day.

EVALUATION: Performance will be evaluated annually by the principal

REVISED: 4/09

School Improvement Grant 1003(g)

Job Descriptions

BURKE COUNTY SCHOOL SYSTEM

Job Description

FLSA Status: ___NON-EXEMPT ___EXEMPT

JOB TITLE: CREDIT RECOVERY SPECIALIST
REPORTS TO: BCHS PRINCIPAL

QUALIFICATIONS:

Education: MINIMUM OF A BACHELOR'S DEGREE REQUIRED, MASTER'S PREFERRED

Experience: MINIMUM OF 3 YEARS TEACHING EXPERIENCE IN THE BURKE COUNTY SCHOOL SYSTEM AND A MINIMUM OF 5 YEARS TEACHING EXPERIENCE

JOB FUNCTIONS:

- Coordinate and implement credit recovery program
- Collaborates with the Graduation Coach, Counselors, and Instructional personnel to place students in program
- Facilitates student attendance and progress in assigned program(s)
- Utilize technology to facilitate student learning
- Interprets student data to assist in identifying at-risk student and to assess student performance and learning once in the program
- Support the system's and school's vision, mission, beliefs, and goals
- Comply with and uphold all federal, state, and local policies, procedures, and protocols

SPECIFIC RESPONSIBILITIES:

- Assign students to credit recovery programs as approved by the vice-principal or principal
- Conduct instructional programs designed to implement research-based instructional best practices strategies that would serve to assist students assigned to credit recovery course(s).
- Meet on a regular basis with instructional, administrative, and support personnel to assess student progress and program effectiveness
- Facilitates the development of program protocol and procedures that will best facilitate student achievement and attainment of needed credit
- Participates in meetings, workshops, trainings, and seminars for the purpose of conveying and/or gathering information required to perform functions of the position

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- Prepares written material for the purpose of documenting activities, providing written reference, and/or conveying information as to student progress and program effectiveness
- Processes documents and materials for the purpose of disseminating information to school personnel
- Assist principal in collecting and analyzing data for improvement of student performance
- Attend after school meetings as needed
- Complete and carry out any additional tasks and /or responsibilities as assigned by the principal

QUALITIES, SKILLS AND ABILITIES:

- Excellent interpersonal skills
- Ability to work well with various stakeholder groups
- Have proven computer skills
- Strong verbal and written communication
- Ability to manage multiple, ongoing projects
- Strong organizational skills
- Timely/Prompt in responding to requests and turning in reports

WAGE/SALARY LEVEL: As set by the BCBOE in accordance with the state pay scale

TERMS OF EMPLOYMENT: 190 days per year, 8 hours per day.

EVALUATION: Performance will be evaluated annually by the principal

REVISED: 4/09

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BURKE COUNTY SCHOOL SYSTEM

Job Description

FLSA Status: ___NON-EXEMPT ___EXEMPT

JOB TITLE: SCHOOL / FAMILY LIAISON
REPORTS TO: BCHS PRINCIPAL

QUALIFICATIONS:

Education: MINIMUM OF A BACHELOR'S DEGREE REQUIRED, MASTER'S PREFERRED

Experience: MINIMUM OF 3 YEARS TEACHING EXPERIENCE IN THE BURKE COUNTY SCHOOL SYSTEM AND A MINIMUM OF 5 YEARS TEACHING EXPERIENCE

JOB FUNCTIONS:

- Coordinate and implement parent involvement in students' educational program and school site activities
- Research and acquire a broad array of community resources to support instructional programming
- Facilitate positive parent, family, school, and student relationships
- Establish, maintain, and enhance communication with personnel, parents, and other stakeholders
- Utilize technology to enhance communication between the school and community
- Support the system's and school's vision, mission, beliefs, and goals
- Comply with and uphold all federal, state, and local policies, procedures, and protocols

SPECIFIC RESPONSIBILITIES:

- Assist in planning meetings with parents for the purpose of enhancing the effectiveness of relationships between the parent, school, and student
- Coordinate educational opportunities using district, school, or professionally developed programs or activities for the purpose of promoting student achievement, student attendance, and home-school partnerships
- Develops programs and/or activities for parents to be involved in with their children for the purpose of promoting successful participation in all phases of school life
- Conduct programs designed to demonstrate instructional strategies that would serve to assist parents/guardians in enhancing their child's education
- Make home visits on a regular basis to reinforce school attendance, academic performance, positive behavior, and parental involvement
- Seeks out and visits parent of students new to the community and school for the purpose of helping bridge the communication between home, school, and community

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- Facilitates the development of a parent volunteer program, policy manual, and necessary documentation for implementation
- Recruits, orients, and monitors volunteers for accomplishing assigned tasks within the school as part of a parent volunteer program
- Participates in meetings, workshops, trainings, and seminars for the purpose of conveying and/or gathering information required to perform functions of the position
- Prepares written material (invitations, flyers, letters, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information
- Processes documents and materials for the purpose of disseminating information to appropriate community, family, and/or business partners
- Responds to inquires (community programs, activities, events, etc.) for the purpose of providing information regarding the school, programs, and activities
- Assist principal in collecting and analyzing data for improvement of student performance
- Attend after school meetings as needed
- Complete and carry out any additional tasks and /or responsibilities as assigned by the principal

QUALITIES, SKILLS AND ABILITIES:

- Excellent interpersonal skills
- Ability to work well with various stakeholder groups
- Have proven computer skills
- Strong verbal and written communication
- Ability to manage multiple, ongoing projects
- Strong organizational skills
- Timely/Prompt in responding to requests and turning in reports

WAGE/SALARY LEVEL: As set by the BCBOE in accordance with the state pay scale

TERMS OF EMPLOYMENT: 200 days per year, 8 hours per day.

EVALUATION: Performance will be evaluated annually by the principal

REVISED: 4/09

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BURKE COUNTY SCHOOL SYSTEM

Job Description FLSA Status: ___NON-EXEMPT ___EXEMPT

JOB TITLE: INSTRUCTIONAL COACH

REPORTS TO: BCHS PRINCIPAL

QUALIFICATIONS:

Education: MINIMUM OF A MASTER’S DEGREE REQUIRED, ED.S. PREFERRED

Experience: MINIMUM OF 3 YEARS TEACHING EXPERIENCE IN THE BURKE COUNTY SCHOOL SYSTEM AND A MINIMUM OF 5 YEARS TEACHING EXPERIENCE

JOB FUNCTIONS:

- Provide leadership for teachers by assisting with planning, mentoring, and facilitating change to increase student achievement and improve the instructional program
- Assist in implementing sound assessment procedures to accurately assess student learning and address students’ learning needs
- Disaggregate and analyze data
- Assist in the interpretation of data to improve student achievement and/or program effectiveness
- Provide assistance with the understanding and application of GPS
- Facilitate the use of research-based teaching strategies and practices to affect sustainable progress
- Promote and provide Professional Learning opportunities necessary to implement the school’s improvement plan (SIP)
- Establish, maintain, and enhance communication with personnel, parents, and other stakeholders
- Utilize technology to enhance and extend instruction
- Support the system’s and school’s vision, mission, beliefs, and goals
- Comply with and uphold all federal, state, and local policies, procedures, and protocols

SPECIFIC RESPONSIBILITIES:

- Observe teachers in their classrooms for the purpose of support, assessment, and professional enhancement
- Assist instructional coordinator with evaluating lesson plans on a weekly basis
- Assist with set up of online instructional programs (OAS, Data Director, etc.)
- Conduct mini-lessons designed to demonstrate instructional strategies that would serve to enhance the lesson as well as create an environment that is conducive to learning
- Provide support for new teachers with writing lesson plans, setting up grade books, etc.

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- Attend content meetings to ensure that GPS are being implemented and teacher instruction is aligned with pacing guides and curriculum maps
- Monitor classrooms to ensure that best practices (Learning Focused Strategies, Thinking Maps, Alderman strategies/PBS) are being implemented regularly and consistently
- Monitor to ensure that all classrooms are representative of a standard based classroom
- Monitor instructional programs and activities (Reading and Math software applications, OAS, Plato Credit Recovery, etc.)
- Plan and conduct meetings with selected instructional staff as needed (per principal's approval)
- Discuss and analyze data (GHS GT, EOCT, benchmark, common assessments, pass/fail rates, Reading and Math application reports, AimsWeb, etc.) to assist teachers with differentiating instruction
- Assist principal in collecting and analyzing data for improvement of student performance
- Attend after school instructional meetings as needed
- Assist with the identification and implementation of interventions for students and with progress monitoring
- Complete and carry out any additional tasks and /or responsibilities as assigned by the principal

QUALITIES, SKILLS AND ABILITIES:

- Excellent interpersonal skills
- Ability to work well with various stakeholder groups
- Have proven computer skills
- Strong verbal and written communication
- Ability to manage multiple, ongoing projects
- Strong organizational skills
- Timely/Prompt in responding to requests and turning in reports

WAGE/SALARY LEVEL: As set by the BCBOE in accordance with the state pay scale

TERMS OF EMPLOYMENT: 200 days per year, 8 hours per day.

EVALUATION: Performance will be evaluated annually by the principal

REVISED: 4/09

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BURKE COUNTY SCHOOL SYSTEM

Job Description FLSA Status: ___NON-EXEMPT ___EXEMPT

JOB TITLE: Data Entry Clerk

REPORTS TO: BCHS PRINCIPAL

QUALIFICATIONS:

- Minimum** high-school diploma or equivalency, and at least one (1) year of relevant work experience.
- Familiarity** with standard office equipment and procedures.
- Good** spelling, punctuation and grammar skills.
- Preferred** experience with keyboarding, word processing, spreadsheets, and data base management software.

DEFINITION:

Under general supervision, performs office or clerical duties that are moderately complex. Follows set procedures and may exercise some independent judgment in carrying out instructions. Examples of work performed may include preparing routine correspondence, compiling report data, verifying data, completing forms or reports, answering phones, distributing mail, or filing.

The employee is capable of working independently on a variety of data entry assignments. Operates computers and alphabetic and numeric machines in recording and verifying a variety of complex data; and performs related duties as required. Requires knowledge of technical material, prioritizes, and batches material for data entry.

The Data Entry Clerk will support operations on site with the following duties:

- Enter data into a computer using alphabetic, numeric, or symbolic data from source documents using data entry device, such as keyboard or optical scanner, and following format displayed on screen.
- Operate a variety of office machines, set up and prepare reports, letters, mailing labels, and other text material, prepare master copies and perform other clerical or administrative duties.
- Compares data entered with source documents, or re-enters data in verification format on screen to detect errors, and deletes incorrectly entered data, and re-enters correct data; input lists of items, numbers, or other data, into computers or complete forms that appear on a computer screen.
- May compile, sort, and verify accuracy of data to be entered and keep a record of work completed.
- Reformat existing data, edit current information, or proofread new entries for accuracy.
- Use scanners, electronically transmitted files, or other forms of character recognition systems.

WAGE/SALARY LEVEL: As set by the BCBOE in accordance with the pay scale

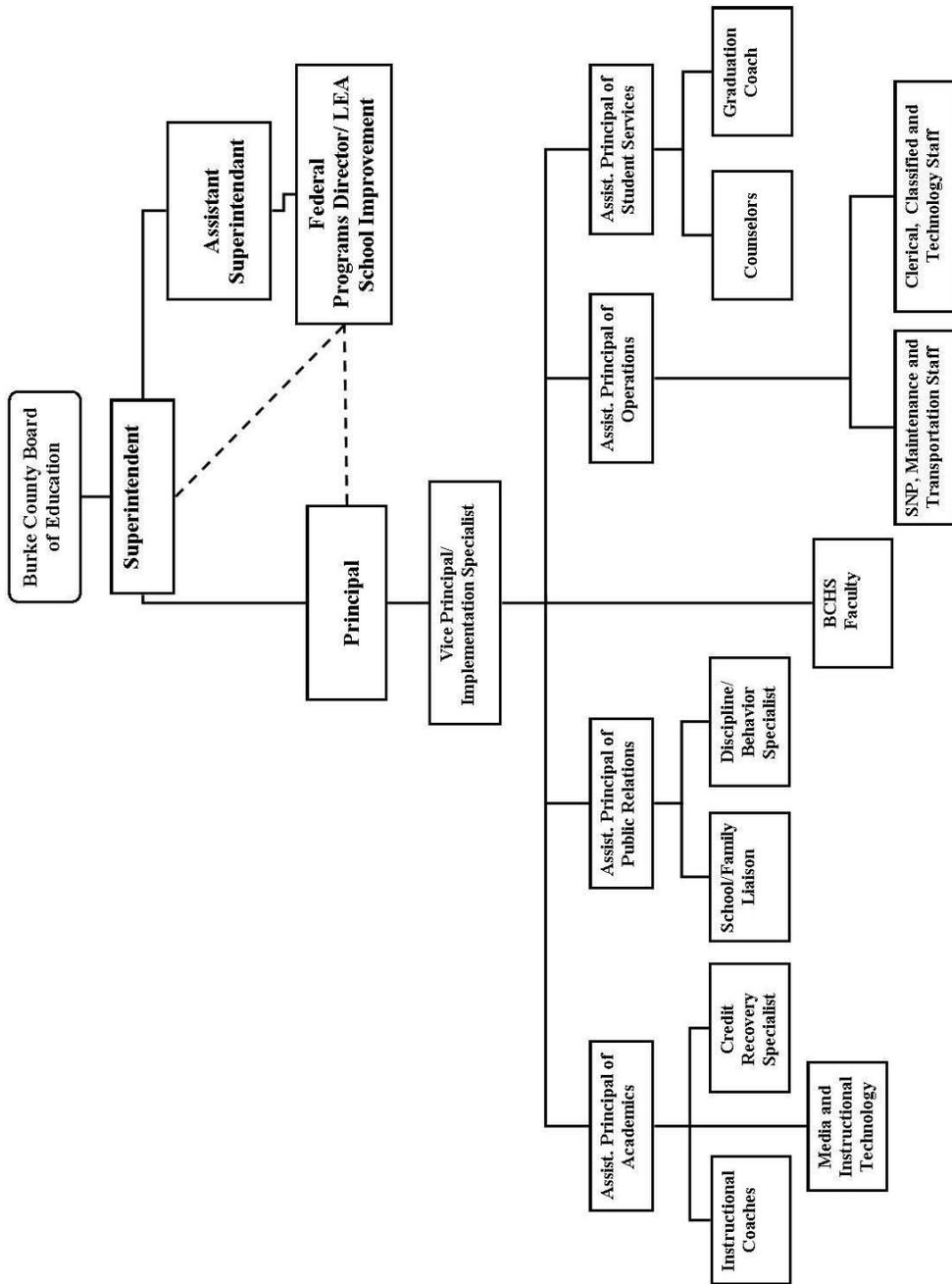
TERMS OF EMPLOYMENT: 200 days per year, 8 hours per day.

EVALUATION: Performance will be evaluated annually by the principal

REVISED: 4/09

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Attachment 14 BCHS Reorganization Chart



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Attachment 15 – Teacher Effectiveness

Burke County High School Teacher Effectiveness

Teacher _____

Date: _____

Subject Area: _____

Course:			Course:		
Y	N		Y	N	
		70% of students (overall) score at the meets or exceeds level			70% of students (overall) score at the meets or exceeds level
		70% of SWD score at the meets or exceeds level.			70% of SWD score at the meets or exceeds level.
		70% of Black students score at the meets or exceeds level.			70% of Black students score at the meets or exceeds level.
		Number of students taught.			Number of students taught.
		Number of students who passed the class.			Number of students who passed the class.
		Number of students who failed the class			Number of students who failed the class
		Number of students who passed class but failed the EOCT/Final			Number of students who passed class but failed the EOCT/Final
		Number of students who passed the EOCT/Final but failed course.			Number of students who passed the EOCT/Final but failed course.
		Number of "bubble students" or "at risk" who passed the EOCT (if available)			Number of "bubble students" or "at risk" who passed the EOCT (if available)
		Number of "bubble students" or "at risk" who failed the EOCT (if available)			Number of "bubble students" or "at risk" who failed the EOCT (if available)
		Number of SWD taught.			Number of SWD taught.
		Number of SWD who passed the EOCT.			Number of SWD who passed the EOCT.
		Number of SWD who failed the EOCT.			Number of SWD who failed the EOCT.
		Number of Black students taught.			Number of Black students taught.
		Number of Black students who passed EOCT.			Number of Black students who passed EOCT.
		Number of Black students who failed EOCT.			Number of Black students who failed EOCT.
		Number of White students who passed the EOCT.			Number of White students who passed the EOCT.
		Number of White students who failed the EOCT.			Number of White students who failed the EOCT.
AYP Report Data					
		SWD met AMO			
		▶ Absolute bar			
		▶ Safe harbor			
		Black students met AMO			
		▶ Absolute bar			
		▶ Safe harbor			
Teacher Attendance Goal: Each Month at 95% or above.					
Rate	Month		Rate	Month	
	August			January	
	September			February	
	October			March	
	November			April	
	December			May	

School Improvement Grant 1003(g)

Teacher Discipline Referrals			
Y	N	Teacher has no more than five classroom referrals per month. This excludes major offenses such as fighting.	
		No. of Referrals	Month
			August
			September
			October
			November
			December
			January
			February
			March
			April
			May
Walk-Through Data			
		Indicates that teacher is implementing requirements of the standards-based classroom in the majority of areas (General Expectations, Opening, Work Period, and Closing).	
Standards-Based Classroom			
		Teacher observations, walk-through data, and self-assessment on the Standards-Based Classroom Rubric indicate that the teacher is at operational or fully operational in 80% of areas.	
Professional Learning			
		Teachers actively participate in all professional learning as requested by the school and/or system.	
Teacher Shows Evidence of the Following			
		Formative assessment data.	
		Changes in instruction based on formative assessment data.	
		Monthly progress charting on one area of focus related to School Improvement.	
		Collaborative planning with inclusion teachers (if applicable).	
		Collaborative planning within departments.	
		Collaborative vertical teaming (i.e. eight grade).	

Comments:

Teacher Signature

Date

Administrator Signature

Date

School Improvement Grant 1003(g)

Attachment 16 - Certified Staff Survey

CSS Priority Ranking Burke County High School

"Consistently" or "Often"	Statement #	Standard	Certified Staff Survey Statement
93%	4	C-1.1	Our written curriculum documents (e.g., maps and units) are aligned to GPS/QCC and are used to guide instruction. C-1.1
92%	5	C-1.2	Our curriculum has been aligned horizontally and vertically in order to support students' mastery of the GPS/QCC standards. C-1.2
88%	6	C-1.3	Our curriculum maps and units are designed to ensure all students participate in a curriculum that requires depth of understanding and rigor. C-1.3
91%	7	C-2.1 C-2.2	We meet to collaborate on the design and implementation of the curriculum. C-2.1, C-2.2
85%	8	C-2.1 C-2.2	Our teachers have a shared understanding of what students are expected to know, do and understand at all grade levels and in all subject areas. C-2.1, C-2.2
77%	9	C-2.2 C-3.2	Our teachers analyze student work collaboratively to build consensus for a common understanding of proficiency and rigor. C-2.2, C-3.2
88%	10	C-3.1	Administrators and teacher leaders monitor and evaluate implementation of the curriculum through a consistent and systematic school-wide process. C-3.1
83%	11	C-3.2	Performance data and the review of student work are used to revise curriculum implementation and to align resources. C-3.2
96%	13	I-1.1	An organizing framework (e.g., Opening/Activating Strategy, Teaching/Student Work time, Summarizing/Sharing Work) that aligns curriculum, assessment, and instruction is utilized to plan quality teaching and learning. I-1.1
93%	14	I-1.2	Teachers plan together to design, monitor, and revise instruction. I-1.2
93%	15	I-1.3	Learning goals are aligned with GPS/QCC. I-1.3
91%	16	I-1.3	Learning goals and are explicitly communicated to our students. I-1.3
93%	17	I-2.1	Teachers use a variety of research-based instructional strategies. (e.g., compare/contrast, summarizing, higher-order questioning, advanced organizers) I-2.1
86%	18	I-2	Teachers emphasize and encourage learners to use higher-order thinking skills (e.g., compare, contrast, classify), processes (e.g., problem-solving, decision-making) and mental habits of the mind (e.g., critical thinking, creative thinking). I-2.
94%	19	I-2.3	Differentiated instruction, adjustment of content, product, process and/or learning environment, is provided to support students according to their instructional needs. I-2.3
76%	20	I-2.5	We utilize flexible grouping based on ongoing diagnosis and formative assessment is used to enhance student learning. I-2.5
81%	21	I-2.6	Systematic and data-driven interventions are required for our students who need additional assistance to master standards. I-2.6
90%	22	I-2.7	Technology is effectively used to maximize student learning. I-2.7
86%	23	I-3.1	Our students are engaged in work that is authentic, standards-driven and requires higher-order reasoning. I-3.1
85%	24	I-3.2	Teachers and students work collaboratively to establish high expectations and challenging learning goals. I-3.2

CSRA RESA

School Improvement Grant 1003(g)

Attachment 16

CSS Priority Ranking Burke County High School

76%	25	I-3.3	Students identify and apply evaluation criteria and monitor achievement of those criteria utilizing such tools as benchmark work, rubrics, anchor papers, scoring guides, and evaluation checklists. I-3.3
84%	27	A-1.1	We use a comprehensive system for assessing student progress toward meeting the GPS/QCC. A-1.1
81%	28	A-1.2	Learning gaps and problems are identified through assessment data and instruction is adjusted to improve overall and individual student achievement. A-1.2
94%	29	A-1.3	Teachers collaborate to design assessments aligned to the GPS/QCC. A-1.3
77%	30	A-2.1	Diagnostic assessments are used to adjust instruction to accommodate students' readiness levels. A-2.1
90%	31	A-2.2	Teachers use a variety of formative assessments to monitor student progress and adjust instruction. A-2.2
90%	32	A-2.3	Teachers use a variety of summative assessment tasks to evaluate student achievement of GPS/QCC. A-2.3
82%	33	A-2.3	Collaboration on data analysis guides and informs grade-level and school-wide decision-making. A-2.3
75%	34	A-2.4	Our student's ability to self-monitor and self-evaluate is enhanced through the use a variety of assessments (e.g., constructed-response test items, reflective assessments, academic prompts, performance tasks and projects) A-2.4
74%	35	A-3.1	Assessment data is used to plan and adjust for instruction for each student, subgroup of students and the school as a whole. A-3.1
89%	37	PO-1.1	Our school's vision and mission guides and informs our continuous school improvement process. PO-1.1
83%	38	PO-2.1	Our school improvement plan was created with staff input. PO-2.1
92%	39	PO-2.3	Our administrators and the school leadership team monitor the implementation of the school improvement plan and its impact upon student achievement. PO-2.3
89%	40	PO-3.1	Our school and our district work together to ensure resources are allocated to support the achievement of our school improvement goals. PO-3.1
90%	41	PO-3.2	Human, technological, and material resources are effectively selected and used to ensure the academic success of all learners. PO-3.2
97%	42	PO-4.1	A safe learning environment is planned, implemented, and maintained by our school staff and administrators. PO-4.1
88%	43	PO-4.2	Instructional time is maximized, and no interruptions occur to detract from time on learning. PO-4.2
100%	44	PO-4.3	Our school facility is adequately maintained, clean, and conducive for teaching and learning. PO-4.3
82%	46	SFC-1.1	Opportunities for communication exist in both directions between the home and school. SFC-1.1
55%	47	SFC-1.2	Opportunities exist for parents to participate in training and informational sessions to enhance student performance. SFC-1.2
83%	48	SFC-1.4	Parents feel welcome in our school. SFC-1.4
74%	49	SFC-2.1	Opportunities exist for parents and community members to participate in school governance, decision-making and problem-solving. SFC-2.1

CSRA RESA

School Improvement Grant 1003(g)

Attachment 16

CSS Priority Ranking Burke County High School

83%	50	3.1 SFC-	School and community partnerships exist to provide a network of support for our students. SFC-3.1, SFC-3.2
91%	52	PL-1.1 PL-1.5	Teachers and administrators participate in job-embedded professional learning and collaboration addressing curriculum, assessment, instruction, and technology (e.g. developing lesson plans, examining student work, monitoring student progress) PL-1.1, PL-1.5
91%	53	PL-1.2 PL-2.2 PL-2.5	The principal and other school leaders set clear expectations and monitor the effectiveness of professional learning on teacher practices and student learning. PL-1.2, PL-2.2, PL-2.5
79%	54	PL-1.3	Opportunities exist for teachers in our school to participate in instructional leadership development. PL-1.3
83%	55	PL-1.4 PL-2.1 PL-2.5	The principal and other leaders plan professional learning by utilizing data (student learning, demographic, perception, and process) to determine adult learning priorities and utilizing a variety of professional learning designs (e.g. collaborative teacher meetings, lesson study, peer observations, modeling, instructional coaching, etc) PL-1.4, PL-2.1, PL-2.5
84%	56	PL-1.6	Resources are allocated to support job-embedded professional learning that is aligned with high priority school improvement goals. PL-1.6
72%	57	PL-2.3	Teams meet to review and study current research to make informed instructional decisions. PL-2.3
67%	58	PL-2.4	The staff participates in long-term (two-to-three year period) in-depth professional learning which is aligned with our school improvement goals. PL-2.4
88%	59	PL-2.7	Teachers and administrators have the knowledge and skills (e.g., group decision-making strategies, stages of group development, setting norms, using protocols) necessary to collaborate. PL-2.7
85%	60	PL-3.1	Our professional learning prepares us in practices that convey respect for diverse cultural backgrounds and high expectations for all students. PL-3.1
87%	61	PL-3.2	Our professional learning prepares teachers to adjust instruction and assessment to meet the needs of diverse learners. PL-3.2
71%	62	PL-3.2	Our teachers participate in professional learning to deepen their content knowledge. PL-3.2
93%	63	PL-3.3	Our professional learning designs are purposeful, aligned with specific individual and group needs, and the application of strategies is closely monitored. PL-3.3
53%	64	PL-3.4	Professional learning in our school provides opportunities for teachers and administrators to learn how to involve families in their children's education. PL-3.4
89%	66	L-1.1	Our principal and school administrators exhibit a deep understanding of curriculum, assessment and instruction. L-1.1
77%	67	L-1.2 L-1.3	Our principal and school administrators are actively involved in the learning community, including active membership on study teams and promoting meaningful professional learning. L-1.2, L-1.3
93%	68	L-1.3	Our principal and school administrators keep the school focused on student learning and promote sustained and continuous improvement. L-1.3
79%	69	L-1.4	Our principal and school administrators utilize multiple types of data to drive and monitor school-wide instructional decisions. L-1.4
87%	70	L-2.1	Our principal and school administrators implement policies, practices, and procedures that ensure a safe and orderly learning environment. L-2.1
88%	71	L-2.2	Our principal and school administrators maximize the availability and distribution of instructional resources (human, material and technology) focused on school learning goals. L-2.2
79%	72	L-2.3	Our principal and school administrators are visible to staff, students and parents, including participation in subject and grade level meetings. L-2.3

CSRA RESA

School Improvement Grant 1003(g)

Attachment 16

CSS Priority Ranking Burke County High School

81%	73	L-3.1	Our principal and administrators collaborate with staff members and other stake holders to elicit input and provide opportunities for shared decision-making and problem solving. L-3.1
78%	74	L-3.2	Staff members have opportunities to serve in a variety of leadership roles. L 3.2
91%	75	L-3.3	Our school uses external resources (e.g., Central Office, RESA, GLRS, Universities, ETTC, GaDOE) to support school improvement initiatives. L-3.3
83%	76	L-4.1	Our school has a fully operational leadership team (school improvement team, design team, etc.) that is representative of our entire staff. The team conducts regular, results-driven meetings and exists to address student achievement and overall academic success. L-4.1
71%	77	L-4.2	Our leadership team has developed and uses a protocol for handling business, making decisions, and solving problems. L-4.2
78%	78	L-4.3	Our leadership team uses an on-going, data-driven decision-making process to identify student achievement and organizational productivity needs. L-4.3
E 94%	95% 80	SC-1.1	Our school provides support to promote the academic achievement of all learners. (Examples of support: counseling, academic advisements, transitional experiences) SC-1.1
87%	81	SC-1.2 SC-1.3	Our school supports and enhances the social and emotional growth and development of all learners. (Examples of support: advisement, mentoring, coaching, shadowing, counseling services) SC-1.2, SC-1.3
88%	82	SC-2.1	School policies, practices, and experiences promote respect for individual differences. SC-2.1
81%	83	SC-2.2	Our school celebrates the achievements and accomplishments of our students, staff and school community. SC-2.2
78%	84	SC-2.4	Our school culture reflects an atmosphere of trust and openness among all stakeholders. SC-2.4

CSRA RESA

School Improvement Grant 1003(g)

Attachment 18 – Agendas for 1003(g) Team meetings, Faculty Meetings, School Council and Parent Involvement Meeting.

School Improvement Grants Application Section 1003(g)

Meeting 3/3/2010 in Atlanta

Agenda

Heard about opportunity to apply for 1003(g) SIP

Present

Johnny Jenkins, Burke Board Chairman

Dr. Allen Kicklighter, Director of Federal Programs

Linda S. Bailey, Superintendent

Angela Williams, Curriculum Director, 6-12

Dr. Wayne Hickman, Principal for BCHS

School Improvement Grant 1003(g)

School Improvement Grants Application Section 1003(g)

Meeting 3/8/2010

Agenda

Technical Assistance Meeting in Atlanta to learn about options for plan and to start work on plan.

Present

Dr. Allen Kicklighter, Director of Federal Programs

Linda S. Bailey, Superintendent

Dr. Wayne Hickman, BCHS Principal

School Improvement Grant 1003(g)

Board Briefs

March 9, 2010

The Board met for its regular monthly meeting and the following action was taken.

Lynn Crews was absent; all other Board members were present.

Heard questions and concerns from Alberta Anderson.

Maintenance Director, Paul Williams, provided an update about the Early Head Start-Old BES building.

Linda S. Bailey, Superintendent, notified the Board that the tentative Promotion Policy would be posted on the district website and sent to the system to receive feedback.

The Board approved Policies EDC/EDCB (Transportation Safety) and KCA (Public Participation).

Elected Willie Latimore as the delegate and Lynn Crews as the alternate for the 2010 GSBA Delegate Assembly.

John Jenkins, Chairman, and Linda S. Bailey, Superintendent, gave an overview of School Improvement Grant 1003(g).

Approved personnel as recommended by the Superintendent.

School Improvement Grant 1003(g)

From: Linda Bailey <LSBAILEY@burke.k12.ga.us>
Sent: Wednesday, March 10, 2010 7:15 PM
To: CO ALL
Subject: Changes

BCHS has been designated by the GaDOE as eligible for the 1003(g) School Improvement Grant due to the 3 year averaging of its graduation rate. The eligibility rate was set at "below 60%." BCHS had a 59.9% average. Due to the guidelines of the 1003(g) School Improvement Grant and the provisions attached to it, one of 4 models had to be implemented. In the model to be implemented at BCHS (Transformation), it is required that the principal be replaced.

As a result of this new development, Dr. Hickman will be coming to the Central Office. Mr. Adkins will be going to BCHS as the principal. A principal for SGA has not been named.

There will be many changes at BCHS as a plan for it must be written and implemented.

Dr. Hickman has worked tirelessly. He has been able to ensure steady progress at BCHS. I am proud of his accomplishments and am excited about adding him to the CO family.

Linda S. Bailey

Linda S. Bailey
Superintendent
Burke County Schools
789 Burke Veterans Parkway
Waynesboro, GA 30830
Phone: (706) 554-5101
Fax: (706) 554-8051

School Improvement Grant 1003(g)

School Improvement Grants Application Section 1003(g)

Meeting 3/12/2010

Agenda

1. Congratulations to Sam Adkins who was named as the incoming Principal for BCHS
2. Overview of 1003(g)
3. Develop Plan
4. Define Organizational Changes

Present

Dr. Allen Kicklighter, Director of Federal Programs

Linda S. Bailey, Superintendent

Angela Williams, Curriculum Director, 6-12

Sam Adkins, Transformational Principal for BCHS

Joshua Brantley, AP for Instruction BCHS

School Improvement Grant 1003(g)

School Improvement Grants Application Section 1003(g)

Meeting 3/15/2010

Agenda

1. Welcome BCHS Better Seeking Team
2. Overview of 1003(g)
3. Discuss Plan
4. Discuss Organizational Changes
5. Discuss Instructional Changes

Present

Dr. Allen Kicklighter, Director of Federal Programs

Linda S. Bailey, Superintendent

Howell Thompson, Assistant Superintendent

Angela Williams, Curriculum Director, 6-12

Sam Adkins, Transformational Principal for BCHS

Joshua Brantley, AP for Instruction BCHS

BCHS Better Seeking Team

1. Erica Goode
2. Eric Luke
3. Jamie Epps

School Improvement Grant 1003(g)

School Improvement Grants Application Section 1003(g)

Meeting 3/16/2010

Agenda

1. Continue to Develop Plan
2. Define Organizational Changes – Instructional Support
3. Develop Instructional Changes – Learning Focused

Present

Dr. Allen Kicklighter, Director of Federal Programs

Linda S. Bailey, Superintendent

Howell Thompson, Assistant Superintendent

Sam Adkins, Transformational Principal for BCHS

Joshua Brantley, AP for Instruction BCHS

School Improvement Grant 1003(g)

School Improvement Grants Application Section 1003(g)

Meeting 3/19/2010

Agenda

1. Discuss Plan
2. Discuss Organizational Changes
3. Discuss Instructional Changes
4. Discuss Discipline Changes

Present

Dr. Allen Kicklighter, Director of Federal Programs

Linda S. Bailey, Superintendent

Howell Thompson, Assistant Superintendent

Sam Adkins, Transformational Principal for BCHS

Joshua Brantley, AP for Instruction BCHS

School Improvement Grant 1003(g)

School Improvement Grants Application Section 1003(g)

Meeting 3/22/2010

Agenda

Technical Assistance Meeting in Atlanta to firm up options for plan and to continue to work on plan.

Present

Dr. Allen Kicklighter, Director of Federal Programs

Sam Adkins, Transformation Principal for BCHS

Joshua Brantley, AP for Instruction for BCHS

School Improvement Grant 1003(g)

School Improvement Grants Application Section 1003(g)

Meeting 3/30/2010

Agenda

1. Discuss Plan
2. Discuss Organizational Changes
3. Discuss Instructional Changes
4. Discuss Discipline Changes – Changes to ISS

Present

Dr. Allen Kicklighter, Director of Federal Programs

Linda S. Bailey, Superintendent

Howell Thompson, Assistant Superintendent

Sam Adkins, Transformational Principal for BCHS

Joshua Brantley, AP for Instruction BCHS

Angela Williams, Curriculum Director, 6-12

Dr. Burcham, BCHS State SIP

School Improvement Grant 1003(g)

Revised: 3/31/2010 1:01 PM

Faculty Meeting Agenda 033110.doc



Faculty Meeting Agenda

Date: March 31, 2010
Time: 3:20
Place: Media Center
Type: Scheduled

Agenda Topics:

1. Announcements
 - a. 1003G Grant—General Information.

Other Information/Notes:

School Improvement Grant 1003(g)

School Improvement Grants Application Section 1003(g)

Meeting 3/31/2010

Agenda

1. Discuss Plan
2. Discuss Organizational Changes
3. Discuss Instructional Changes
4. Discuss Discipline Changes – How to reduce tardiness

Present

Dr. Allen Kicklighter, Director of Federal Programs

Linda S. Bailey, Superintendent

Howell Thompson, Assistant Superintendent

Sam Adkins, Transformational Principal for BCHS

Joshua Brantley, AP for Instruction BCHS

Dr. Burcham, BCHS State SIP

School Improvement Grant 1003(g)

School Improvement Grants Application Section 1003(g)

Meeting 4/1/2010

Agenda

1. Discuss Plan
2. Discuss Organizational Changes
3. Discuss Instructional Changes
4. Discuss Discipline Changes

Present

Dr. Allen Kicklighter, Director of Federal Programs

Linda S. Bailey, Superintendent

Howell Thompson, Assistant Superintendent

Sam Adkins, Transformational Principal for BCHS

Joshua Brantley, AP for Instruction BCHS

Angela Williams, Curriculum Director, 6-12

Dr. Burcham, BCHS State SIP

School Improvement Grant 1003(g)

School Improvement Grants Application Section 1003(g)

Meeting 4/12/2010

Agenda

1. Discuss Plan
2. Discuss Organizational Changes
3. Discuss Instructional Changes
4. Discuss Discipline Changes

Present

Dr. Allen Kicklighter, Director of Federal Programs

Linda S. Bailey, Superintendent

Sam Adkins, Transformational Principal for BCHS

Joshua Brantley, AP for Instruction BCHS

Patricia Saxon, CSRA RESA

School Improvement Grant 1003(g)

Revised: 4/2/2010 11:27 AM

Faculty Meeting Agenda 041210.doc



Faculty Meeting Agenda

Date: April 12, 2010
Time: 3:20
Place: Media Center
Type: Scheduled

Agenda Topics:

1. Announcements
 - a. Introduction of Mr. Adkins—Hickman 1003(g)
 - b. Prom Activities—Ms. Kennedy
2. Battle Book Presentation—Battle Book Committee & Dr. Cheek
3. EOCT Proctor Information & Training—Mr. Brantley

Other Information/Notes:

School Improvement Grant 1003(g)

Board Briefs

April 13, 2010

The Board met for its regular monthly meeting and the following action was taken.

Willie Latimore and Willie Jordan were absent; all other Board members were present.

Howell Thompson, Assistant Superintendent, and Maintenance Director, Paul Williams, provided an update about the Early Head Start construction bid. Craig Buckley, President of James W Buckley Enterprises, explained changes that would be made to help with the cost. The Board approved the bid from Pope Construction.

Responded to a list of questions and concerns from Alberta Anderson.

Heard School Improvement Grant 1003(g) update from Principal, Sam Adkins, and Testing Director/Special Programs, Dr. Allen Kicklighter.

Curriculum Directors, Dr. Frances Young and Angela Williams, gave a presentation explaining the rationale behind the Promotion Policy change.

Amy Nunnally, Public Information Officer, presented the 2010-2011 school calendar voting report. The Board adopted the most popular calendar, option #2 with an August 17th start date, for the 2010-2011 school year.

Donna Martin, Nutrition Program Director, requested permission to advertise for a registered dietitian to assist with the new Early Head Start program. The position would be funded by the state. The Board gave their approval. Martin also offered to fund the school nutrition secretarial positions that were not already being funded by the school nutrition department. This will save the Board approximately \$50,000. The Board gave their approval and thanked Martin.

Heard request from Dr. Allen Kicklighter, Testing Director/Special Programs, to partner with the National Council of Teachers of Mathematics (NCTM) for the I3 Grant. The Board gave their approval.

Approved personnel as recommended by the Superintendent.

School Improvement Grant 1003(g)

School Improvement Grants Application Section 1003(g)

Meeting 4/13/2010

Agenda

1. Finalize Plan
2. Finalize Organizational Changes
3. Finalize Instructional Changes
4. Finalize Discipline Changes

Present

Dr. Allen Kicklighter, Director of Federal Programs

Linda S. Bailey, Superintendent

Sam Adkins, Transformational Principal for BCHS

Joshua Brantley, AP for Instruction BCHS

School Improvement Grant 1003(g)



AGENDA

BCHS School Council
Tuesday, April 13, 2010
4:00 PM

1. Call to Order Jim Larmour, Chairperson
2. Attendance Check
3. Approval of Agenda
4. Approval of Minutes
5. Recognition of Visitors
6. Presentation (s)
 - a. Coach Eric Luke
 - b. Coach Eric Parker
7. Report of the Principal
 - a. 1003(g) SIG
8. Old Business
9. New Business
10. Executive Session (if needed)
11. Develop Agenda for Next Meeting
12. Adjournment

Next Meeting: Tuesday, May 11, 2010, 4:00 pm.

Burke County High School Council
1057 Burke Veterans Parkway
Waynesboro, GA 30830
Office: (706) 554-6691 / Fax: (706) 554-8070
Wayne A. Hickman, Ed.D., Principal
wahickman@burke.k12.ga.us
<http://burke.k12.ga.us/BCHS/index.htm>

School Improvement Grant 1003(g)

Burke County Parent Night

On Thursday, April 22, approximately 500 Burke County Public School parents and students came together at Burke County Middle School for an evening of entertainment and information. Instructional Coordinators, Merla Jones and Josh Brantley, provided information about reading the CRCT and Georgia High School Graduation Test results. Dr. Allen Kicklighter provided information about the BCHS School Improvement plan for 2010-11.

Parents participated in a brief survey's about their child's school and the 21st Century program. Everyone then enjoyed an exciting and educational performance from Chad Crews the Magician! Crews, former BCHS graduate and teacher presented his "Creative Reading Extravaganza.!" Chad used humor, magic, storytelling, and lots of audience participation to illustrate the different points of the program; that good readers can learn to do all kinds of things, meet all kinds of people, and go on all kinds of adventures. The program concluded with a touching performance of "We are the World" by the BCPS All County Chorus group. Dr. Allen Kicklighter, BCPS Federal Programs Director, thanks parents for contributing to the success of our after-school programs and students.

School Improvement Grant 1003(g)

School Improvement Grants Application Section 1003(g)

Meeting 5/5/2010

Agenda

1. Atlanta to meet about the status of plan and changes necessary

Present

Dr. Allen Kicklighter, Director of Federal Programs

Linda S. Bailey, Superintendent

Sam Adkins, Transformational Principal for BCHS

Joshua Brantley, AP for Instruction BCHS

School Improvement Grant 1003(g)

School Improvement Grants Application Section 1003(g)

Meeting 5/10/2010

Agenda

1. Discuss Plan and changes necessary
2. Determine Budget Cuts
3. Discuss Organizational Changes
4. Discuss Instructional Changes
5. Discuss Discipline Changes

Present

Dr. Allen Kicklighter, Director of Federal Programs

Linda S. Bailey, Superintendent

Sam Adkins, Transformational Principal for BCHS

Joshua Brantley, AP for Instruction BCHS

Angela Williams, Curriculum Director, 6-12

School Improvement Grant 1003(g)

Board Briefs

May 11, 2010

The Board met for its regular monthly meeting and the following action was taken.

Willie Latimore, Vice-Chairman, responded to a list of questions and concerns from Alberta Anderson. There was no presentation about the Richmond/Burke Job Training Authority, Inc.

Curriculum Directors, Dr. Frances Young and Angela Williams, provided a brief overview of the new Promotion Policy presented to the Board at the April meeting. The Board approved the new Promotion Policy.

James Hyder, General Counsel, requested approval to revise the Public Participation policy (KCA). Five days would be changed to five working days. The Board gave their approval.

The Board voted to request that the County demolish two buildings at the Old Blakeney School and authorized the Superintendent to send a letter to the County Administrator to that effect.

Maintenance Director, Paul Williams, provided an update about the Early Head Start building. Williams stated that the plumbing in the floors was almost complete and everything was coming along nicely.

Heard School Improvement Grant 1003(g) update from Testing/Federal Programs Director, Dr. Allen Kicklighter.

Heard preliminary FY11 budget information from Les Peel, Finance Director.

Chris Henry, Administrative Liaison, gave a presentation explaining the REMBC (Readiness and Emergency Management for Burke County Schools).

Chris Henry, Administrative Liaison, provided an overview of the new partnership with Vogtle and their commitment to school bus stop safety.

Heard preliminary CRCT test results from Dr. Allen Kicklighter, Testing/Federal Programs Director. Kicklighter stated that progress was made across every grade level. As of now, all schools grades K-8 will make AYP. Barring any unforeseen circumstances, BCMS will be removed from the needs improvement list!

Approved personnel as recommended by the Superintendent.

School Improvement Grant 1003(g)

School Improvement Grants Application Section 1003(g)

Meeting 5/14/2010

Agenda

1. Discuss Plan
2. Organizational Changes
3. Instructional Changes
4. Discipline Changes

Present

Dr. Allen Kicklighter, Director of Federal Programs

Sam Adkins, Transformational Principal for BCHS

Joshua Brantley, AP for Instruction BCHS

School Improvement Grant 1003(g)

School Improvement Grants Application Section 1003(g)

Meeting 5/26/2010

Agenda

1. Finalize Plan
2. Finalize Organizational Changes
3. Finalize Instructional Changes
4. Finalize Discipline Changes
5. Finalize Budget

Present

Dr. Allen Kicklighter, Director of Federal Programs

Linda S. Bailey, Superintendent

Sam Adkins, Transformational Principal for BCHS

Joshua Brantley, AP for Instruction BCHS

Patricia Saxon, CSRA RESA