School Improvement Grant 1003(g)

Dade County High School SIG Grant
Executive Summary

Transformational Model:

Dade County High School has referenced the outline of the Transformational Components found in the SIG notebook, p. 19 of 22 to ensure that the DCHS SIG meets the required and permissible activities. In the analysis of the components of the transformational model DCHS meets all required activities and the vast majority of the permissible activities.

The process of transformation at DCHS requires a thorough understanding of the current status of the school. Due to death, resignation, retirement, and illness, DCHS has had four principals in the last five years. Leadership in the school has been limited to non-existent. For the most part, the culture at DCHS does not support or focus on student achievement. Apathy, poor attendance, and complacency are the norm. Thus the transformational model for the school focuses on building a culture focused on learning: *A Community of Learners*. The visual of the Dade Community of Learners process (see title page and appendix A, page 58) outlines the four focus areas of (1) standards-based instruction, (2)collaboration (3)monitoring and feedback, and (4) relationships with students, family, community. Under these four key areas are the components of the each focus area. The mechanism for achieving all of the focus areas and components is high-quality, job-embedded professional learning.

Some might not consider the four focus areas of the *Community of Learners* an "extreme makeover", but for DCHS it is!   Achieving the goal of a Community of Learners will involve some innovative strategies (i.e., flexible scheduling, project-based learning, 21st century technology, freshman bridge program), but the strategies must support the overarching needs of the school: good instruction, collaboration, monitoring, and caring about the students!

To identify the changes made to the grant through a bulleted list would basically involve identifying everything in the grant, because the grant has been rewritten and has little resemblance to the first submission.

With the visual of the Dade County Community of Learners in mind, we ask that you again review the grant application.

Sincerely,

Dade SIG Team

Dade County High School

School Improvement Grant

Dade County High School's Transformation

"Build a Community of Learners"

...Through High Quality, Job-embedded **Professional Learning and Support** for...

Standards-based Instruction = *lesson structure, learning strategies, differentiation, assessment, content*

Collaboration and Partnerships = *collaborative planning; community, business, and stakeholder partnerships*

Monitoring and Feedback = *high expectations, classroom observations, PL implementation, performance feedback*

Relationships = *student attendance, transition from 8th-9th grade, culture change, academic and social support*

Other Aligned Components

Standards-based Instruction	Collaboration and Partnerships	Monitoring and Feedback	Relationships
21st Century Technology	Dual Enrollment	District Grant Coordinator	Freshman Bridge Program /
Intervention Strategies	Community Involvement	E-walk Classroom Observations	Freshman Academy
Academic Coach	Student Goal Setting	CLASS Keys / Leader Keys	Student Advisement
Flexible Scheduling	Graduation Coach		Teacher Leadership
Instructional Technology Specialist	Project Based Learning		Understanding Poverty
AP Courses			Graduation Coach
Project Based Learning			
CLASS Keys			

Dedicated, Committed to Helping Students Graduate

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

LEA Name: **Dade County Schools**	LEA Mailing Address: **52 Tradition Lane** **Trenton, Georgia 30752**

LEA Contact for the School Improvement Grant

Name: **Patty Priest**

Position and Office: **Superintendent**

Contact's Mailing Address: **52 Tradition Lane; Trenton, Georgia 30752**

Telephone: **706-657-4361**

Fax: **706-657-4572**

Email Address: **pattypriest@dadecountyschool.org**

Superintendent (Printed Name): Patty Priest	Telephone: 706-657-4361
Signature of Superintendent: X _Patty Priest_	Date: 4-15-2010
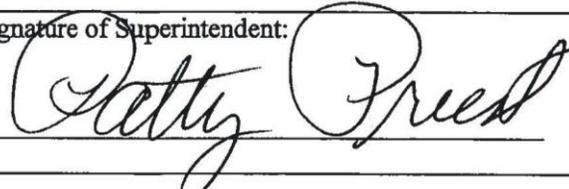
The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.

School Improvement Grant 1003(g)
LEA Application 2010

LEA Name: __Dade County Schools__

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
Dade County High School	**1301590**		**X**					**X**

School Improvement Grant 1003(g)
LEA Application 2010

LEA Name: Dade County

School Name: Dade 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. 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 1a: Elementary School Profile, Attachment 1b: Middle 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).

Dade County High School is located in an isolated, rural community just outside of Chattanooga, TN. There is virtually no industry in the county, forcing most residents to commute to Chattanooga for employment or, for those that work within the county, accept low-paying jobs with limited opportunity for advancement.

Dade County High School is the only high school in the county and houses approximately 760 students. Only 17.4% of our county's residents have a college degree and 33.0% of adults twenty-five years or older do not have a high school diploma or equivalency.   As a general rule, parents and the community place little value on education, which negatively influences student drop-out rate, post-secondary enrollment, tardiness, and absenteeism. The 2007 per capita income in Dade County was $26,057 and the 2009 unemployment rate was 10.1%. All schools in Dade County qualify for Title I with a district free/reduced rate of 47%.

The Dade School Improvement Grant Team is comprised of a diverse group of individuals who have been identified as change agents and are committed to seeing the dream transformation of Dade County High School become a reality. Team members representing the district office and the Board of Education are the Superintendent, Assistant Superintendent, Director of Special Programs, and the Chairperson of the Board of Education. Representing Dade County High School are the new principal for the 2010-11 school year, an assistant principal, a counselor, department chairs, and regular classroom teachers. Additional team members include the district's GLISI performance consultant, an RTI consultant working with the Dade School System, and a community representative.

The Grant Team began its work by analyzing all available data, including student achievement data, GAPSS Review recommendations, district balanced scorecard, school profile data provided by the GDOE, other data from AYP and GOSA report cards, current attendance data, and Stakeholder Survey results.

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As an outcome of the data analysis, four areas emerged as deficits and areas of concern: (1) Instruction, (2) Collaboration and Partnerships, (3) Monitoring and Feedback, and (4) Relationships. Each is described in detail below.

INSTRUCTION

- Low academic achievement – Dade County High School has been identified by the Georgia Department of Education as being in the lowest 5% of Title I eligible high schools in the state. GHSGT math scores have been consistently low. In 2007, 67.1% of the students met or exceeded standards on the GHSGT. In 2008, GHSGT scores increased to 78.1% meeting and exceeding. However, in 2009, scores declined again with a meet and exceed percentage of 67.3%. More specifically, DCHS's Math GHSGT scores for all students and for economically disadvantaged students have been noticeably lower than the state average for two of the last three years. **(See Chart Below)**

Math GHSGT
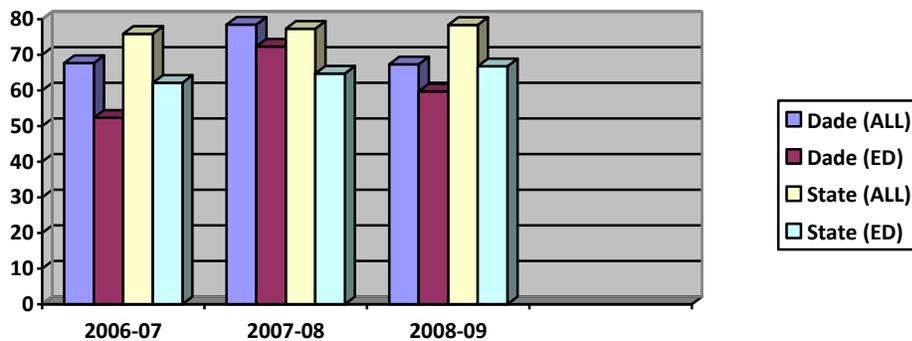
Along with low Math scores, ELA scores on the GHSGT have declined over the last few years. In 2008-09, economically disadvantaged students scored significantly lower than in previous years. .

ELA GHSGT
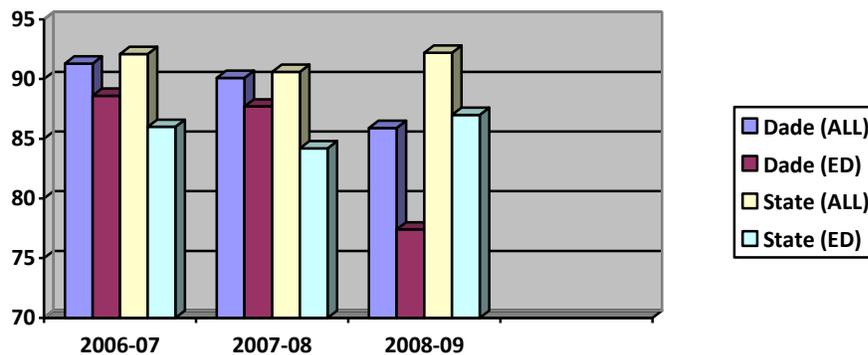
- Lack of standards-based instruction – Identified as the top area of concern in the GAPSS Review and in Stakeholder Surveys.
- Lack of rigor in all content areas – GHSGT results reveal concerns in other content areas. For

example, Social Studies GHSGT scores have stayed close to the state in the percent meeting and exceeding. However in 2009, 81% of the Social Studies GHSGT first time test takers showed geography as their lowest performing domain. Presently, geography is not offered at Dade County High School**. (See GHSGT <u>SS Comparison Chart and Geography Domain Chart below</u>)**

SS GHSGT :
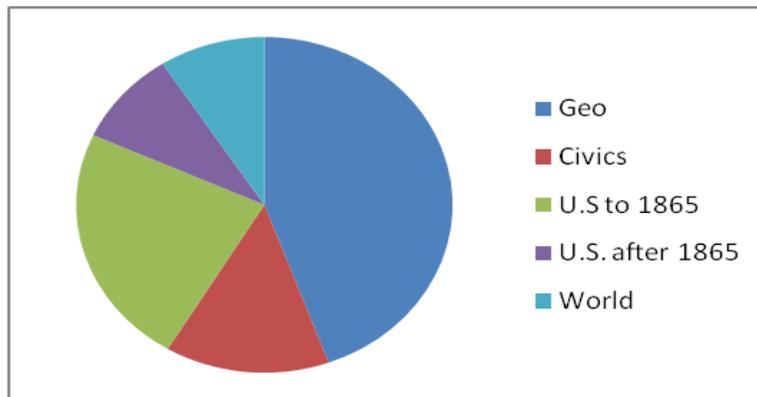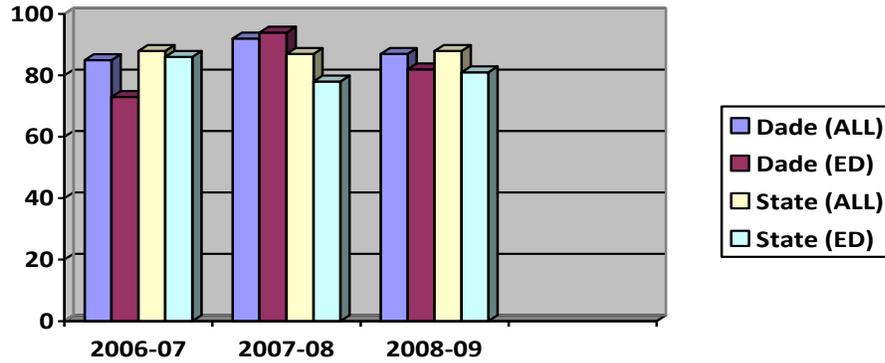
Science GHSGT scores are also an area of concern. Economically disadvantaged students are scoring consistently lower that all students. **(See Science GHSGT below)**

Science GHSGT 1
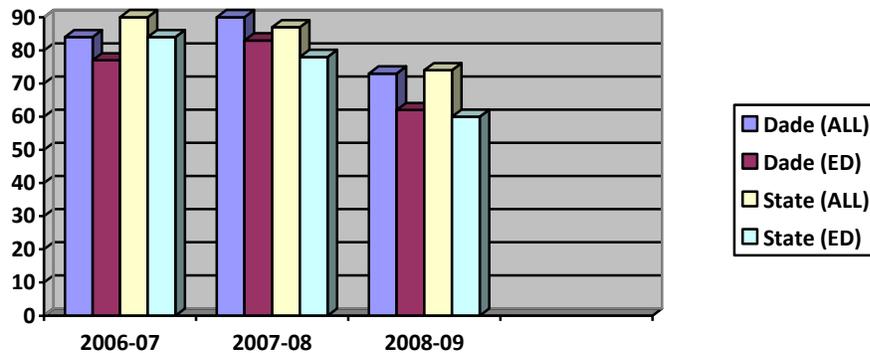
- Lack of student engagement – Students are passive and disengaged learners in the

classroom, as revealed in the GAPSS Review, attendance, and SIG team needs assessment. The GAPSS review team encouraged development of classes with high student interest and high relevance while substantially increasing rigor, and this recommendation was supported by the other data.

- Lack of data use for curricular decisions – The faculty currently has no access to benchmark assessments. Informal formative assessment is rarely used to drive instruction.
- Lack of remediation for struggling learners – Currently, students have no opportunities for tutoring or intervention. Additionally, there is no mechanism in place for identifying students who have deficits in basic reading and math.
- Ineffective use of available technology – Although the school has some current technology available, it is not used consistently in classroom instruction. Many teachers do not know how to use the technology in their classrooms.
- Lack of access to 21st century technology - Science labs are outdated and computer labs are being used at maximum capacity. Math calculators are old and do not allow for formative feedback and assessment.
- Ineffective implementation of co-teaching – Co-teaching team members have no time to plan together, a limited understanding of co-teaching models, and no mechanism for monitoring and feedback . As a result, co-teaching models are not used effectively to teach all learners.
- Lack of job-embedded, relevant professional learning - The need to offer job-embedded professional learning was seen as high-priority by the GAPSS team and was a strong recommendation by stakeholders. There is no short or long term professional learning plan in place. Current PL is not based on a comprehensive needs assessment.
- Lack of rigor and challenging instruction for advanced placement students -Over the last three years the pass rate for AP classes has declined by 22.5%. Only a few students each year in the AP classes take the AP exam and the number scoring three or greater is extremely small (i.e., 2009-2010: AP Calculus: 4 students took the test, 1 of the 4 made a 3. AP English: 7 students took the AP exam and 2 made a 3).

COLLABORATION AND PARTNERSHIPS

- Lack of collaborative planning - Current scheduling practices provide little opportunity for horizontal or vertical planning, and teachers do not understand the purpose, relevance, and value in collaboration.
- Disconnect between school and community - Parent and community participation in school sponsored activities such as parent/teacher conferences and informational sessions has been less than 10%.
- Lack of goal setting for students – There is limited focus on post secondary options and plans.
- Limited curricular opportunities (Dual/joint enrollment) – Students have little opportunity to participate in early college and dual enrollment experiences.
- Lack of opportunity for authentic learning projects - Students have no opportunity to produce authentic learning projects (Project Based Learning). Incorporating this into the instructional process would increase stakeholder interaction between the school and community.

MONITORING AND FEEDBACK

- Poor staff attendance - Teacher attendance was 94.8% in 2009. Expectations have not been

established for staff attendance.

- Lack of stable leadership - Over the last five years, Dade County High School has had four different principals due to death, resignation, and retirement. The current principal that is retiring this year was seriously ill last school year, which caused him to be away from the school a large part of the year.
- Lack of objective feedback - Teacher evaluations have been a formality at DCHS for several years. In 2007-08, 24% of the staff received no annual evaluations.   In 2008-09, 21% were never evaluated. In both cases, 100% of those evaluated were given satisfactory ratings.
- Inconsistent enforcement of policies and procedures – Stakeholder Surveys identified a need for consistent accountability for teachers and students. Many policies and procedures are not enforced consistently throughout the school. While policies are in place to address many concerns raised, there is no accountability for failure to follow those policies. For example, there were over 3000 tardies reported as of March, 2010 with little or no consequences. The lack of consistency throughout the school is causing dissention among the students, faculty and community.

RELATIONSHIPS

- Poor student attendance - The number of students who have missed over fifteen days has steadily increased from 13.9 % in 2007, 16.1% in 2008, to 20.1% in 2009. As stated earlier, there have been over 3,000 tardies during the 2009-10 school year. All stakeholder groups identified a need to make school attendance more enticing for students at Dade County High School.
- Apathetic school culture – The school functions as a gathering of independent contractors rather than a cohesive community of learners.   There are limited leadership opportunities for staff members.
- Lack of understanding of poverty and its impact on student engagement and achievement – As outlined earlier, DCHS has a high population of students living in poverty. There is no evidence of differentiation or instructional strategies designed for this population in the classroom.
- Lack of transition from middle to high school – Opportunities for middle school students to become involved in high school activities is limited. As a result, many freshmen immediately fall into the pattern of poor attendance and apathy.

Proposed Solutions:

Based on these identified deficits and concerns, the SIG Grant Team developed a comprehensive plan for school improvement grounded in the concept of creating "**A Community of Learners**". Conzemius and O'Neill (2002) in the book The Handbook for SMART School Teams identify two principles for continuous improvement; *"Make learning something that an entire school does and apply that learning to achieve continuous improvement." (p.2)*   It is our goal to create a culture in which all involved – administration, teachers, parents, and students – take ownership of the school and the learning that takes place there. As a result, students will know that their success is the focus of everyone at DCHS, and student achievement will improve.

After much data analysis, discussion, and consultation with SEA consultants, the team chose not to subscribe to a packaged reform framework. Instead, we chose to develop a plan based specifically on

the needs of our school and community. By doing this, we believe the plan will fully address the identified deficits and will be more readily embraced by the faculty, students, and community.

The Comprehensive School Improvement Plan for Dade County High School involves the following:
INSTRUCTION
- Fully implement Standards-based Instruction -
  - All staff members will participate in authentic, job-embedded professional learning based on the targeted needs as described in the Professional Learning Plan (See Appendix E, pages 75-78).
  - Flexible scheduling will be used to provide time for professional learning for staff and extended learning time for students.
  - Teachers will use formative and summative data to drive instruction in content areas and in remediation.
  - Universal screening will be administered to all students to identify those with significant deficits in reading and math.
  - Targeted interventions will be provided to students with significant deficits in reading and math through a Response to Intervention framework.
  - An Academic Coach will work with all teachers to implement standards-based instruction, research-based learning strategies, differentiated instruction, and data-based decision making.
  - An Instructional Technology Specialist will train teachers to effectively use technology in everyday instruction.
  - The DCHS Graduation Coach will work with struggling and at-risk students to develop a learning plan that will fully meet their instructional needs.
  - AP Courses and Dual/Joint Enrollment will increase the rigor of instruction and offer students additional learning venues.

COLLABORATION AND PARTNERSHIPS
- Develop collaboration within the school and partnerships within the community
  - Daily common planning will be provided to math and ELA teachers.
  - Flexible scheduling will be used to create collaborative planning time for all content areas to promote horizontal and vertical planning.
  - Relationships with community members will be developed through Mentor/ Apprenticeship Program.
  - Project based learning will be initiated beginning in 9th grade and will continue throughout the rest of students' high school experience. The projects will be tied to the community and businesses.
  - Collaboration with local colleges will be fostered by increasing dual/joint enrollment courses and offering them on the DCHS campus during extended learning time.

MONITORING AND FEEDBACK
- Provide and enforce consistent, high expectations for staff and students by increasing monitoring and feedback
  - Train all teachers in CLASS Keys and use for annual evaluation and feedback
  - Evaluate all administrators using Leader Keys
  - Use technology (E-walk) to assist with classroom observations
  - Use Value-added data and teacher effect data to monitor quality of instruction

- o Provide a Grant Coordinator to oversee grant implementation at the District level
- o Conduct review of policies and procedures that are applicable to DCHS. School leadership will consistently enforce all student policies and procedures, and will follow-up on all tardies, truancies and absences through parent contact and DMV notification.

RELATIONSHIPS

- Build relationships in the school and community to foster a change in the school's culture
  - o Initiate a Freshman Bridge program to promote transition from middle to high school, utilizing Seniors to act as freshman mentors.
  - o Strengthen the Freshman Academy to increase transition success.
  - o Address poor student attendance by notifying parents when students are absent, strictly enforcing attendance policy, and offering positive recognition for good attendance.
  - o Create student advisement and have students remain with the same advisor throughout their high school career.
  - o Identify at-risk students and have Graduation Coach work with and closely monitor students to ensure successful school completion.
  - o Strengthen collaborative planning by having Academic Coach and administrator attend all common planning, departmental meetings, and Professional Learning sessions.
  - o Encourage teacher leadership through attendance at GDOE Summer Leadership Academy, development of a Building Leadership Team, and through increase of responsibility for department chairpersons.
  - o Identify potential leaders and recommend them to the Dade – Catoosa Rising Stars cohort. Rising Stars, a GLISI leadership program, provides a full year of leadership training for teacher leaders and aspiring leaders.
  - o Provide professional learning designed to enable teachers to understand and effectively teach students who live in poverty.
  - o Develop better relationships with parents through Parent Action Community Team and Student/Parent Incentive Program.
  - o Involve parents through an individual registration conference with the student. Times for these meetings will be flexible in order to accommodate parents who work during the day.

Summary:

   At present, Dade County High School is not implementing best practices and is clearly in need of a transformation. The learning culture at DCHS lacks rigor, relevance, and accountability, and students see little value in their current learning experience. These problems are addressed in this proposal. Through changes in leadership, the establishment of high expectations for student achievement, professional learning on research-based practices, collaboration, stakeholder engagement, full implementation of Standards-based instruction and frequent monitoring, Dade County High School will see improvement. The plan for a **Community of Learners** at DCHS will create a culture in which all stakeholders take ownership and are focused on successfully educating the students in Dade County.

Conzemius, A. & O'Neill, J. (2002). The handbood for SMART school teams. Solution Tree: Bloomington, IN

d) Provide rationale for the intervention model selected.

In order to create a true **Community of Learners**, Dade County has identified the Transformation Model as the best option for the school. The Closure Model was not possible due to the fact that we are the only existing high school in the county. The invasiveness of an outside governing body seemed too intimidating for our community, thus eliminating the Restart Model option. The Dade County Board of Education firmly believes that, given the appropriate tools and training, the majority of existing staff will be able to meet their expectations for providing an effective, high-quality, strong education for our youth. In addition, the location of Dade County in the northwestern corner of the state sometimes hinders the district when hiring teachers. The belief of the BOE, the location of the district, and the culture of the community eliminated the selection of the Turn-around model and revealed that the Transformation Model is the best option for the school. With the selection of the Transformation Model, the Board of Education unanimously agreed that the status quo is unacceptable and the educational program at DCHS must improve.

The Transformation Model provides the Dade County School District the opportunity to collaborate as a team to determine appropriate improvement initiatives. Additional input was gathered from businesses, industry, a post-secondary institution, community members, students and parents to customize a model that is most favorable for the success of DCHS students. This model allows us to promote positive culture and high expectations, provide school-level programs and interventions that will increase student achievement, and maximize the system-level time allotted for professional learning resulting in quality instruction.

In addition, the Transformation Model allows DCHS the prospect of infusing research-based best practices into its culture. It will ensure vertical and horizontal alignment of all curricula and promote data-driven instruction. The implementation of CLASS Keys will provide consistent expectations for all faculty members and a mechanism for evaluation of those expectations. All of these components will guarantee the fidelity of program implementation, resulting in a positive impact on student achievement, and helping to build the vision of a **Community of Learners**.

The current DCHS principal will retire effective May 31, and a new principal has been hired by the Board of Education. The administrative and leadership team at DCHS had already begun to identify ways to address the recommendations of the GAPSS team. The SIG grant process has given the team a mechanism for further analyzing the data, identifying critical needs, and planning for improvement. The Transformation Model provides the framework to not only ensure an extreme makeover for the culture of our school, but to transform the entire community into a "Community of Learners" that values education.

Some of the required and permissible activities of the Transformation Model that will be used by Dade County High School are:

Developing and increasing teacher and school leader effectiveness:

1) Rigorous, transparent and equitable teacher evaluations will be accomplished through CLASS Keys.

2) Rigorous, transparent and equitable leader evaluations will be accomplished through Leader Keys. Leader effectiveness will be improved through implementation of the CLASS Keys and use of Leader keys for evaluation.

3) Personnel effectiveness will be identified through CLASS Keys and teacher-effect data.

Ineffective personnel will be removed if the embedded professional learning and their Professional Development Plan (PDP) do not increase their effectiveness.

4) Ongoing, high-quality, job embedded professional development that is aligned with the school's instructional program will be provided in the following areas: standards-based classroom instructional strategies, vertical and horizontal alignment, differentiated instruction, project-based learning, distributed leadership, RTI, data analysis, common assessments/benchmarks, technology integration, and math and ELA training.

5) Financial incentives will be provided to faculty and staff for meeting student achievement goals as measured by GHSGT and graduation rate.

6) Promotion and career growth opportunities will be supported through locally provided professional learning; local, state, and national subject area conferences; and GLISI training. In addition, locally qualified applicants will be given strong consideration for promotions.

Implementing comprehensive instructional reform strategies:

1) Research-based instructional practices will be implemented in all classrooms,.

2) Early warning systems will be implemented through our RTI process. Our Graduation Coach will work with students assigned to Reading and Math support classes and assist with credit-recovery program to increase our graduation rate.

3) Professional learning will be provided to train teachers in using benchmark, growth, and projection data to identify at-risk students and drive instruction.

4) The district will utilize "Growth and Projection Models" in order to acquire projection data on individual students and value-added data for schools.

5) The school will increase rigor and relevance through the addition of Advanced Placement courses, Early College participation, and dual/joint enrollment.

6) The teachers will integrate technology into the curriculum thoroughly and effectively.

7) The implementation of an end-of- the year Freshman Bridge and a summer Freshman Advance for all upcoming 9th graders will facilitate a seamless transition from 8th grade into our high school 9th Grade Academy.

Increasing learning time and creating community-oriented schools:

1) Increased learning time for students will be incorporated within our new 7-period modified flexible schedule. Through this schedule, students will be provided both enrichment and remediation. Transportation will be provided for after-school tutoring for all participating students. Professional learning for faculty and staff will be provided during pre-planning days and "Sacred Wednesday" professional learning.

2) Ongoing mechanisms for family and community engagement will be addressed comprehensively through the coordination of a Parent Action Community Team and School Council Team.

3) Increased parent involvement and communication will be acquired through the Mentor/Apprenticeship Program, Wolverine Bridge Program, Academic Excellence Scholarship Program, student registration process and implementation of the communication plan.

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Providing operational flexibility and sustained support:

1) Operational flexibility and sustained support will be achieved through several processes. These include adjusting the school calendar to add paid professional learning days, implementing the new 7-period modified schedule, adding Sacred Wednesdays that will increase job-embedded professional learning opportunities, and by adding personnel to sustain support efforts, namely a District Improvement Coordinator, Academic Coach, Instructional Technology Specialist, Graduation Coach, and academic support positions.

2) The Dade County Board of Education has begun the process of reviewing and revising policies that influence DCHS (i.e., attendance, discipline). The BOE has made recent changes to the graduation policy and will continue to review and, if needed, revise any policies that will restrict grant implementation.

3) Dade County Schools will ensure that resources currently provided to DCHS will continue to be allotted and aligned (i.e., ESPLOST, Title II, FTE allocations).

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

The Dade County School System will assist Dade County High School by providing district resources, school personnel, and district support in a variety of ways. The district will continue to provide necessary financial resources to Dade County High School. All School Improvement Grant funds will be monitored and maintained at the district level to ensure appropriate fiscal management of grant funds per state and federal rules, regulations, and laws.

The person responsible for this will be a district grant coordinator hired to support and monitor the grant implementation. This position is necessary due to the limited number of district personnel that already have multiple jobs and serve in numerous roles. Due to recent budget constraints, the district has lost central office personnel, which caused other district office employees to absorb additional responsibilities.

The Dade County Board of Education fully commits to serving and supporting Dade County High School as a Tier II school in the school improvement process. The Board of Education will ensure that policies that could impede the implementation of the grant at DCHS will be revised and resources (i.e., ESPLOST, Title II, FTE allocations) will be aligned with other resources.

The Superintendent will be responsible for supporting, monitoring, and evaluating the DCHS principal through frequent progress monitoring to ensure that the policies, procedures, SI plan, and grant expectations are being implemented. Support for school leadership will also be provided by a leadership consultant and the district grant coordinator.

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

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

Dade County does not have a Tier I school.

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

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

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

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

   N/A Dade County does not have a Tier III School

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.

   Dade County recognized that the success of the school improvement grant and the improvement of Dade County High School would take the involvement and support of the community. It was important to the Dade Superintendent and Board of Education to ensure all stakeholder groups had a voice in the development of the School Improvement Grant, so meetings with various stakeholder groups were organized. Parents, community representatives, business and industry leaders, school staff, school council members, students and higher education leaders were all included in working together for the improvement of Dade County High School. (**See Appendix D, Needs Assessment, pages 71-74**)

   February 17, 2010 – Informational meeting with GDOE
   - During this meeting, it was explained that Dade County High School qualified for the school improvement grant because the school is among the lowest achieving 5% of secondary schools

in the state of Georgia. At this meeting an explanation was given as to the choices for SIG Intervention Models. Each model was described and instructions were given on how to apply for the grant.

February 18, 2010 – Dade BOE Meeting

- The following night a work session of the Dade County Board of Education was called. A review of the State Board's presentation was given by Ms. Patty Priest, Superintendent, to determine the most appropriate model to meet the needs of the students at Dade County High School.
- The Transformation Model was discussed and approved by the Board as they unanimously agreed to support the School Improvement Grant.
- The Board also made the decision to hold an informational meeting with the staff at Dade County High School on February 22, 2010.

February 22, 2010 – Dade High School Faculty meeting

- Dade County High School Staff met with the current principal. He informed the faculty and staff about the grant, its requirements, and the BOE expectations, and answered questions from the staff.
- Superintendent Patty Priest and Dade BOE members were present at the faculty meeting to show support for the grant and express their expectations for the improvement of DCHS.

February 26, 2010 – Dade SIG Team meeting

- The first School Improvement Grant Team meeting was held. The SIG team consists of 15 people, included district office personnel (Superintendent, Assistant Superintendent, Director of Special Programs), the Chairman of the Board of Education, School Administrators, members of the School Leadership Team and RTI and GLISI consultants.
- The meeting agenda included:
  - Purpose of Meeting-SI Grant Overview
  - Grant Application Components
  - Current Reality (Data Analysis)
  - Root Cause Analysis
  - Development of the Needs Assessment
  - Understanding the Transformation Model
  - Beginning to "Dream" (Suite of Solutions)
- The Needs Assessment was correlated to the GDOE School Key Strands and items were prioritized
- SIG team members were divided into research groups to begin collecting information on their assigned prioritized areas

March 1, 2010 – Community and stakeholder group meeting

- A meeting was held for the community and stakeholder groups with approximately 50 people in attendance. The purpose was to gather community input and information for a needs assessment.
- Stakeholder input was correlated to the GDOE School Key Strands.
- Results from the stakeholder needs assessment were closely tied to the SIG team's needs assessment.

March 8, 2010 – GDOE SIG support day

March 9, 2010 – Dade SIG Team meeting

- SIG Team members shared the results from their research
- Team members continued to refine their "suite of solutions" based on needs assessment and research from group members.

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<u>March 10, 2010 – Dade Student Input meeting</u>
- Student input was gathered through the use of:
  - Student surveys
  - Interviews with a student focus group

<u>March 18, 2010 – Dade SIG Team meeting</u>
- Dean of Early College from Chattanooga State University and the District Technology Director joined the meeting to discuss and answer questions about Early College, Joint Enrollment, and Technology for 21st Century
- SIG team developed three year plan for grant and began to gather information on budget

<u>March 22, 2010 – GDOE SIG support day</u>

<u>March 25, 2010 – Dade SIG Team Meeting</u>
- SIG Team revisited three year grant plan, discussed new research, and started to write the grant

<u>March 30, 2010 – Dade SIG Team Meeting</u>
- SIG Team members continued to write the grant and develop the budget.

<u>April 12, 2010 – Dade SIG Team Meeting</u>
- Final review and revisions of grant by SIG team members.

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

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

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

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

The LEA must assure that it will:
(1) Use its School Improvement Grant to implement fully and effectively an intervention in Tier I and Tier II school that the LEA commits to serve consistent with final requirements.
(2) Establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.
(3) If the LEA implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
(4) Report to the SEA the school-level data required under section III of the final requirements.

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LEA Application 2010

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.

LEA Application 2010

LEA Name: _____**Dade County School System**_____

School Name: ___**Dade County High School**_____

The LEA must:

A1. Replace the principal who led the school prior to commencement of the transformation model.	
The present DCHS principal will retire in May, 2010, and the new principal has already been approved by the Board of Education. The new principal, Josh Ingle, holds an unwavering commitment to transform Dade County High School to become a true **Community of Learners**. He is the right man to lead the extreme makeover and has been promoted from within the school system. As Eaker and Dufour note, "A leader's role… is to promote, protect, and defend the school's vision and values and to confront behavior that is inconsistent with the school's vision and values (p. 27)." Mr. Ingle fully believes in this role and is committed to filling it. The Dade County Board of Education is committed to supporting the school improvement changes at DCHS, and has great confidence in Mr. Ingle. They have set high expectations for Mr. Ingle, as do all high school staff members. *Eaker,R., DuFour, R. & DuFour, R. (2002). Getting started: Reculturing schools to become professional learning communities. National Education Service: Bloomington ID*	Timeline: **March, 2010 -** New DCHS principal hired. **June 1, 2010**- New principal will assume the role.

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 collections of professional practice reflective of student achievement and increased high school graduations rates; and (2) Are designed and developed with teacher and principal involvement.

CLASS Keys:	Timeline:
Teachers are essential to the **Community of Learners**, and they deserve a strong feedback and evaluation system. CLASS Keys will ultimately be used to help evaluate teacher performance, promote professional growth, and positively impact student learning. The utilization of CLASS Keys will strengthen a currently weak and irrelevant evaluation process and ensure all teachers are evaluated and given feedback. In addition, CLASS keys will leverage a deeper understanding of standards-based instruction. Furthermore, this	**June 2, 2010** – Beth Johnston (GDOE Leader Quality) provides CLASS Keys training for faculty

process will allow teachers to develop their own professional growth plan and goals for continuous improvement. Ongoing study and professional learning regarding the CLASS Keys' strands will occur during the first year of the School Improvement Grant and will provide teachers and leaders an opportunity to understand and have input in the evaluation process. It will also be a major component in the development of Dade County High School's professional learning plan.

   This evaluation process will begin in 2010-2011 as a year of study of the CLASS Keys strands, standards, and elements. During this year, the following will occur:

- All staff will be trained on CLASS Keys by GDOE facilitator.
- School staff will use CLASS Keys for self-assessment.
- Teachers will develop Professional Growth Plans aligned to data and CLASS Keys identified standards.
- Conduct Faculty Professional Learning Community (PLC) study groups that will discuss the CLASS Keys strands and artifacts.
- School Administrators begin to use CLASS Keys as walkthrough documents (with E-Walk) for classroom observations and meet with teachers to discuss observations and give feedback.
- Academic Coach, Instructional Technology Specialist, and outside consultants work with teachers on model lessons, feedback, and professional learning related to CLASS Keys

   Beginning in the 2011-2012 school year, CLASS Keys will be fully implemented and used as the evaluation model for teachers.

Leader Keys:
   The Leader Keys evaluation process for Principals and Assistant Principals was piloted in Dade County during the 2009–2010 school year and will be fully implemented in 2010–2011. This formative and summative instrument will help identify the leadership's level of performance. The Principal and Assistant Principal(s), in collaboration with the Superintendent, will establish professional growth goals aligned with Leader Keys' standards in order to engage in continuous improvement.

EVAAS'
   In order to significantly transform instructional practice, teachers need better performance data on their students. The Dade County Schools, partnering with Walker County, proposes to use an individual student projection model and value-added model developed by the SAS® *called* Educational Value Added Assessment

August, 2010 – CLASS Keys self-assessment completed by all faculty members.
August – September, 2010 – Teachers set professional growth goals that align with data analysis and previously identified CLASS Key standards.
August, 2010 – May, 2011 – Model lessons, feedback, and Professional Learning tied to CLASS Keys
October, 2010 – February, 2011 Faculty PLC Study Groups meet to review and identify artifacts of CLASS Keys
June 7, 2010 – E-walk training for administrators
October , 2010 – May, 2011 – CLASS Keys walkthroughs with feedback
August, 2011 – ongoing- Full implementation of CLASS Keys

August, 2009 – June, 2010 Leader Keys training and piloting in Dade County
June, 2010 – on-going Full implementation of Leader Keys

February – March, 2010: Investigate SAS® EVAAS® through conversations, WebEX

System(EVAAS®). The individual student projection model provides a means for educators to identify those students in need of academic interventions or students who need to be placed in more rigorous courses of study, which will promote increased academic growth for all students. The value-added model provides a measure of effectiveness for schools and teachers regarding their influence on student growth. Student test scores will serve as the "main ingredient" of these analyses. Both models use available test scores for individual students. Using data for each student, the projection model will predict individual students' chances for future academic success, and the value added model will provide the most reliable and fair measure of school and teacher effectiveness on student growth.

SAS® EVAAS® for K-12 builds on Value-Added Assessment System methodology developed by Dr. William L. Sanders and his colleagues at the University of Tennessee. Value-added assessment eliminates the possibility of a distorted view of effective schooling by following the progress of individual students. Dade County will send electronic data directly to SAS® through a secure FTP for analysis. The SAS® EVAAS® reporting uses mixed-model, multivariate longitudinal methodologies, which increase the utility of test scores because they dampen the measurement error associated with a single score on a single day for each individual child. The value-added and projection models provide valuable diagnostic information about past practice and also report students' predicted success probabilities at numerous academic milestones. Dade County will also incorporate projections of student proficiencies on SAT, ACT, GHSGT, and EOCT. This model will encourage Dade County High School to improve student achievement and close achievement gaps by focusing resources on all students who have yet to attain proficiency on state assessments. It will also allow Dade County High School to identify those students who are not currently being challenged enough academically to obtain the best possible school experience.

In addition to student proficiency and growth, teacher effectiveness will also be measured and reported through SAS® EVAAS® for K-12 on state assessments-CRCT, GHSGT, and EOCT. In measuring teacher effectiveness, teachers will be divided into 3 categories: least effective, most effective or average effectiveness. The least effective teachers have scores that are strongly negative (at least 1.5 standard error below 0). Most effective teachers have scores that are strongly positive (at least 1.5 standard error or above 0). Teachers with average effectiveness have scores close to 0 (within 1.5 standard error or 0).

informational sessions, and partnerships with other districts – February, March, and April, 2010
July, 2010: Contract with SAS® EVAAS® upon grant approval.
July, 2010 - Provide SAS® EVAAS® with student data
August – October, 2010 Provide professional learning to teachers and administrators on how to use the data to guide instruction.
August, 2010 – May, 2011 Continue to submit student data as it becomes available for :
- Measuring individual student progress
- Measuring teacher effectiveness
June, 2011 – on-going Full implementation of SAS® EVAAS® growth model
Sustainability- Local funds will continue to support the purchase of the SAS EVAAS* system. In-house staff will be PL trainers for the program as new staff are hired.

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.	

Actions:
 	
   In order to create a Community of Leaders, DCHS is committed to supporting all teachers to reach high performance.   Data (i.e., GHSGT, GHSWT, EOCT, SAT, AP, Work Ready Assessments) for Dade County High School will be fully analyzed to determine student achievement growth. Professional Growth Plans for each faculty and staff member will be written and will clearly connect to the expectations for improvement of the GHSGT and the graduation rate.
 	
   Student Achievement and graduation rate goals have been established and are found on **page 48**. Rewards will be provided to all DCHS faculty, staff (parapros), and administrators for meeting the GHSGT student achievement goals. The financial incentives will be:
 	
-       $500 the first year for meeting GHSGT goals
 	
-       $500 the second year for meeting GHSGT goals
 	
-       $500 the third year for meeting GHSGT goals
 	
   In addition, financial incentives will be provided each year to all faculty, staff (parapros), and administrators for meeting the graduation rate goal.
 	
-       $500 the first year for meeting graduation rate goal
 	
-       $500 the second year for meeting graduation rate goal
 	
-       $500 the third year for meeting graduation rate goal
 	
   Along with financial rewards, the administration of Dade County Schools and Dade County High School will increase recognitions and celebrations throughout the year. Celebration opportunities for students, teachers, departments, and grade levels will be used to recognize, and encourage the Dade Community of Learners. Examples of celebration opportunities would be an increase in GHSWT scores, Teacher of the Year, faculty completion of advanced degrees, student literary competitions, CTAE awards, and SAT scores.
 	
   CLASS Keys, classroom observations, teacher effect data, and
	Timeline:
	June, 2011 (Year 1) - $500 for all certified staff, if the school meets GHSGT goal
	June, 2012 (Year 2): $500 for all certified staff, if the school meets GHSGT goal
	June, 2013 (Year 3): $500 for all certified staff, if the school meets GHSGT goal
	
	June, 2011 (Year 1) - $500 for all certified staff, if the school meets graduation rate goals
	June, 2012 (Year 2): $500 for all certified staff, if the school meets graduation rate goal
	June, 2013 (Year 3): $500 for all certified staff, if the school meets graduation rate goal

achievement data will be used to identify teachers not making gains in student achievement. These teachers will be expected to develop and implement a Professional Development Plan (PDP). The identified teachers will be provided additional support from the academic coach and/or a mentor teacher. Anyone not showing student gains or meeting expectations outlined in the CLASS Keys will be given opportunities to show improvement prior to dismissal. The reward and sanction components are: • Consistent classroom observations using CLASS Keys or the equivalent (GTOI during year 1 CLASS Keys pilot year) will be a key component to monitor teacher professional practice. • Teacher effect and value added data will be used to further evaluate instructional impact. • PDPs for teachers not meeting expectations in professional practice or student achievement will be developed. • Support for teachers will be provided through the Academic Coach and/or mentor teacher. • Staff not successful in improving student achievement or improving identified deficiencies will be removed.	**August, 2011 – June, 2013 (Years 1-3)**: Identify non-performing teachers through CLASS Keys, frequent classroom observations, analysis of teacher effect data, and analysis of achievement data. **August, 2011 – June, 2013 (Years 1-3)**: Write Professional Development Plan for identified non-performing teachers. Support for PDP teacher through professional learning, academic coach, and / or mentor teacher. **April, 2011 – June, 2013 (Years 1-3)**: Removal of non-performing staff.

A4. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

High quality, job-embedded professional learning is essential if DCHS is to transform into a **Community of Learners**. Professional learning on educational best practices, combined with frequent monitoring and performance feedback by school administrators, leadership team members, consultants, and the district coordinator, are critical for improvement at DCHS.

Areas identified for intensive professional learning at Dade County High School are best practices that are NOT currently in place at DCHS. Transformation for some schools would be "out of the box" initiatives. However, transformation at Dade County High School is (1) setting and communicating high expectations; (2) providing professional learning on identified needs; (3) implementing collaborative planning and academic coaching; (4) monitoring implementation, and (5) providing performance feedback for improvement. *(NSDC, 2001)*

The following professional learning needs were identified based on data analysis, GAPSS report data, stakeholder feedback, and root cause analysis.

Improve Standards-based instruction:
- Best practices for lesson structure, learning strategies
- 21st Century Instructional Technology
- Intervention Strategies
- Differentiated instruction
- Assessment
- Data analysis and data-based decision making
- CLASS Keys
- Summer Teacher Academy for Professional Learning
- Content area training
- Advanced Placement training
- Project-based learning
- Response to Intervention framework

Increase collaboration and partnerships
- Collaborative planning with horizontal and vertical alignment

National Staff Development Council. (2001). *NSDC standards for staff development.* Oxford, OH: Author

Timeline:
August 2-6, 2010: Summer Professional Learning for staff.
August 25, 2010: Begin Wednesday Professional Learning (2:30 – 4:00) for all DCHS faculty members.
September, 2010 – Ongoing: Continue PL throughout the school year with weekly collaborative planning and weekly PL time.
June – August, 2011: Summer Professional Learning for staff
August, 2011 – June, 2013: Continue PL throughout the school year with weekly collaborative planning and weekly PL time.
Sustainability – Each year, DCHS will complete a needs assessment and develop an annual PL plan. Teachers that become exemplary in the PL strategies will become in-school trainers for new hires and struggling staff members. Title II funds will also be used for PL during and after the completion of the grant.

Provide Effective Monitoring and Feedback:
- CLASS Keys
- Teacher effect data
- Value added data
- E-walk
- Analyzing student work
- Teacher commentary

Build and Enhance Relationships
- Student advisement
- Teacher leadership
- Understanding children from poverty

Additional Professional Learning Support:
- The DCHS Leadership Team will attend summer GDOE Leadership Training. This training will provide guidance, resources, and opportunities to strengthen the leadership team's skills.
- The DCHS Academic Coach will work with teachers during the school day on collaborative planning, additional professional learning (PL), support for implementation, and monitoring PL strategies by staff members.
- An Instructional Technology Specialist (ITS) will provide job-embedded support for teachers using technology to enhance instruction, assess student learning, and increase student engagement. The Instructional Technology Specialist will work with teachers on an individual, small group and whole group basis to train, support, and address the implementation of technology in all classrooms.
- Collaborative department planning will be provided, implemented, and monitored for effectiveness at DCHS. Common planning for all teachers in the critical needs areas of Math, ELA, and Science has been scheduled every day. Some, but not all, Social Studies teachers will have common planning every day. This provides teachers in the Math, ELA, and Science departments 53 minutes of common planning on Monday, Tuesday, and Thursday; as well as 95 minutes of planning on either Wednesday or Friday. Extended time for collaborative planning will take place on Wednesday or Friday of each week with 95 minutes of planning time. This time will be used for horizontal and vertical planning, the development of curriculum documents and common assessments, examining student work, providing teacher commentary,

June, 2010: GDOE Leadership Academy
Summer, 2011-2013: GDOE Leadership Academy

June, 2010 (Year 1) – Hire Academic Coach to provide job-embedded professional learning and support for instructional strategies.
Years 2-3- Academic Coach to provide job-embedded professional learning and support for instructional strategies.
Sustainability: Pay for Academic Coach from local, state, or federal funds

June, 2010 (Year 1) – Hire Instructional Technology Specialist to provide job-embedded professional learning and support for instructional strategies.
August, 2010 – May, 2011 Year 1: Instructional Technology Specialist to provide job-embedded professional learning.
August, 2011 – May, 2012 Year 2: Instructional Technology Specialist provides job-embedded PL. Begin to ensure staff can sustain the use of technology in the classroom.

and analyzing student data. The math co-teacher also has daily common planning with the math department. Other co-teachers are being assigned by content areas, in order to increase the level of support and planning opportunities between co-teaching teams.

- Dade County, in collaboration with Catoosa County Schools and the Georgia Leadership Institute for School Improvement, will establish a "Rising Stars (RS) Cohort" for teacher leaders during the 2010-2011 school year. Identified teachers from DCHS that are recognized as leaders or have the potential to increase their leadership capacity will be recommended to the RS cohort. This cohort will meet for 10 days during the school year and summer of 2011 for intense professional learning on the roles and responsibilities of school leaders. The identified DCHS participants will have the opportunity to interact and learn from other teacher leaders in their district and in Catoosa County, as well as from presenting leaders at each session. In addition, participants will be expected to work with their building administrator to identify an area of need and conduct action research on a school improvement initiative in their building.

An additional seven days of professional learning time will be provided for all high school teachers before and during the school year, beginning with a 5 day Summer Teacher Academy. Ongoing training and follow-up will be provided for two hours each Wednesday afternoon from 2:30-4:00. This Wednesday time, called "Sacred Wednesdays," will be mandatory for all DCHS faculty and will be safe-guarded by school administrators as weekly professional learning time for all staff members. All DCHS faculty will be expected to sign an agreement document at the beginning of each school year that outlines expectations for professional learning attendance, participation, and implementation. Fulfilling the agreement will become part of each teacher's annual evaluation.

Professional Development (Year 1):

A comprehensive professional learning plan for 2010-2011, based on the School Improvement Grant components, has been developed. **(See PL Plan- Appendix E, pages 75-78).** The PL plan will be continually revised as needs of the staff and school change. This comprehensive plan will provide staff members with the opportunity to acquire, enhance and refine the knowledge, skills, and commitment necessary to create and support high levels of learning for all students .

Professional Development (Year 2 and Year 3):

August, 2012 – May, 2013 Year 3: Instructional Technology Specialist provides job-embedded PL. Ensure staff can sustain the use of technology in the classroom. **Sustainability:** Teachers and in-house staff will be trainers for new hires and struggling teachers.

July, 2010 – December, 2011: DCHS candidates participate in GLISI Rising Stars Cohort.

August, 2010 – June, 2011 (Year 1): Daily common planning for Math, ELA, and Science. Extended collaborative planning on Wednesday or Friday. **August, 2011 – June, 2013 (Years 2-3):** Continue collaborative planning (vertical and horizontal)

May 10, 2010 Develop a comprehensive PL plan. Frequently monitor and make revisions to PL plan as needed.

February – June, 2011 Revise and update PL plan for 2011-2012 school year. **February – June, 2012** Revise and update PL plan for 2012-2013 school year.

June 7, 2010 – E-walk training **August, 2010 – May, 2011 (Year 1):** e-walk classroom observations and data analysis of PL implementation. **August, 2011 – June, 2013** (Years 2-3): Continue e-walk monitoring

June, 2010 – Contract with Math, RTI, and Leadership consultants for PL and in-house support (50 days each) **June, 2011 –** Consultants contract

Professional learning at Dade County High School for subsequent years will focus on job-embedded, authentic, sustained, collaborative learning that is monitored for implementation. Year 2 and 3 of DCHS's Professional Development will continue with a Summer Teacher Academy, Sacred Wednesday Professional Learning time (2:30-4:00), weekly collaborative planning, and job-embedded support from the Academic Coach and the Instructional Technology Specialist. The Professional Learning Topics for Year 2 will be a <u>deeper</u>, <u>content specific focus</u> on the Year 1 PL topics.	(45 days) **June, 2012** – Consultants contract (40 days) **Sustainability** – Use in-house trainers that have been identified as experts in each area.

> *"The design of work in schools is fundamentally incompatible with the practice of improvement. Teachers spend most of their time working in isolation from each other in self-contained classrooms…The problem with this design is that it provides almost no opportunity for teachers to engage in continuous and sustained learning about their practice in the setting in which they actually work…This disconnect between the requirements of learning to teach well and the structure of teachers' work life is fatal to any sustained process of instructional improvement." (Elmore, 2006, p.127)*

Elmore, R. (2006). School reform from the inside out: Policy, practice, and performance. Cambridge, MA: Harvard Education Press.

Sustainability:
    Professional development will be sustained after the three years of the grant by ensuring that the staff has the capacity to continue in-house professional learning. Trainers will be identified among the faculty, and they will become the internal experts on various professional learning components. This will enable DCHS to continue to meet the professional learning needs of new teachers and teachers needing support or additional professional learning. In addition, Title II funds will continue to be used for ongoing professional learning activities.

Professional Learning Implementation:
    The effectiveness of professional learning implementation will be monitored by school administrators, the district grant coordinator, consultants, the academic coach and the instructional technology specialist. E-walk will be used to gather data on the fidelity of the instructional processes through ongoing classroom observations and consultation with teachers. The Academic Coach, Instructional Technology Specialist, and consultants will work with teachers needing additional support for implementation. Each teacher will develop Professional Growth Plans, aligned with the CLASS Keys,that identify their individual professional learning needs. These plans will be used

to guide instructional improvement in the classroom. Teacher effect data will also be analyzed and used in determining instructional effectiveness. Based on these factors, teachers that are not meeting expectations for improvement will have a Professional Development Plan (PDP) that will identify specific deficiencies and outline steps for improvement. If a teacher does not show improvement as outlined on the PDP, then they will be dismissed.	

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<table>
<tr><td colspan="2">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.</td></tr>
</table>

Financial incentives, increased career growth opportunities, and flexible working conditions will be options available to the DCHS faculty and staff. All incentives will be utilized to reward teachers, staff, and faculty for increasing student achievement. The incentives have been developed in such a way as to reward teachers for improvement, yet continue to establish a culture of collaboration and mutual support. Additional monetary supplements or professional learning opportunities will also be provided to staff members that assume additional responsibilities for guiding and implementing the improvement process at DCHS.

-Stipend (equal to daily rate of pay x 7) for all DCHS faculty members for attending 5 days of professional learning during the summer (2010) and 2 additional days of PL during the school year.

- Financial incentive /supplement awarded to School Leadership Team members (department chairs) will be $1,500.00 per year to compensate them for their extra duties and responsibilities required for this leadership position.

-Teachers assuming tutoring responsibilities will be compensated.

-Financial incentives will be provided to all faculty, staff, and administrators for reaching student achievement goals on the GHSGT and graduation rate. (See p. 19)

In order to further increase teacher capacity and promote career growth, the leadership team will attend the Georgia Department of Education Summer Leadership Academy. The process of increasing teacher leader capacity started during the 2009-2010 school year, when several members of the DCHS leadership team attended GLISI's Base Camp and Leadership Summit training.

In 2010-2011, identified teacher leaders from DCHS will be recommended to participate in a collaborative Rising Star cohort with Catoosa County. The Rising Star program focuses on preparing teacher-leaders and future school leaders. Dade County participated in a Rising Star cohort during the 2008-2009 school year and found this program an effective way to recruit, place, and retain teacher leaders and future leaders for the

Timeline:
August 2-6, 2011 and May, 2011 (Year 1): 7 days of Professional Learning @ faculty members' daily rate.
July - August, 2011 (Year 2): 5 Days of PL during @ faculty members' daily rate
July - August, 2011 (Year 3): 3 Days of PL during @ faculty members' daily rate
Sustainability: Professional learning will continue during the school year and afterschool with DCHS teachers as in-house PL experts.

August, 2010 – May, 2011 (Year 1):
-Leadership Team Supplements @ $1500
-Tutoring Compensation
August, 2011 – May, 2013 (Years 2 – 3):
-Leadership Team Supplements @ $1500
-Tutoring Compensation
Sustainability: Tutoring will continue with compensation being sought from extended day/ remediation funds. Leadership team supplements will be sought from local school money

June, 2011 (Year 1) - $500 for all certified staff, $250 for classified staff (parapros who work with students) if the school meets GHSGT goal
June, 2012 (Year 2): $500 for all certified staff, $250 for classified staff (parapros who work with students) if the school meets

district. The new principal at DCHS was a member of the 2008 RS cohort.

   In addition to the opportunity for career growth, the Dade County High School leadership team will be instrumental in the implementation, support, and monitoring of the school improvement plan that is directly tied to the SIG. The leadership team, along with the school administrators and the leadership consultant, will work with departments on their improvement plans, which will be directly linked to the school plan. One role of the leadership team will be the cascading of the improvement process to departments and individual teachers at DCHS. Members of the leadership team will meet bi-weekly to review data, develop short term action plans, identify areas that need additional support, and provide information on the status of their department improvement plans.

   An area of need identified by the SIG team and voiced by teachers was the need for time for collaboration and professional learning. Time for weekly professional learning will be achieved through a seven-period modified schedule. Monday, Tuesday, and Thursday will consist of a straight seven-period schedule of 55 minute classes. Wednesdays and Fridays will utilize block classes to provide two hours of collaborative planning. Wednesdays will be known as "Sacred Wednesdays whereas teachers will be engaged in professional learning from 2:30 until 4:00. Furthermore, this time will also allow for student remediation, Credit recovery, and Dual Enrollment. Additionally, teachers will have PL time to learn new strategies as well as plan for implementation.

GHSGT goal

June, 2013 (Year 3): $$500 for all certified staff, $250 for classified staff (parapros who work with students) if the school meets GHSGT goal

June, 2011 (Year 1) - $500 for all certified staff, $250 for classified staff (parapros who work with students) if the school meets graduation rate goals

June, 2012 (Year 2): $500 for all certified staff, $250 for classified staff (parapros who work with students) if the school meets graduation rate goal

June, 2013 (Year 3): $500 for all certified staff, $250 for classified staff (parapros who work with students) if the school meets graduation rate goal

June, 2010 – Leadership team members attend GDOE Leadership Academy

August, 2010 – December, 2011 Some members of DCHS leadership team participate in Dade / Catoosa Rising Stars

June – August, 2010 Year 1 Complete SI plan for implementing all SIG initiatives.

August, 2010 – Present SIP to full staff, departments build their SIP.

August, 2010 – May, 2011 Departments discuss SIP progress and data during collaborative planning. SLT department representative meets with School Leadership Team bi-weekly to share information from department improvement, monitor school SIP, analyze data, and ensure progress toward school improvement goals.

June, 2011 – August, 2012 Year 2 Develop SIP and continue process

	outlined above. **Sustainability:** School Leadership Team and Departments continue to develop improvement plans and monitor them. Culture of improvement and student achievement has been developed. **August, 2010 –** Begin 7 period flexible schedule with Sacred Wednesdays for PL **August, 2011 – May, 2013** Continue flexible schedule **Sustainability:** Continue schedule, as no additional financial funds are needed to support this.

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A6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.

Through the review of the GAPSS data, DCHS recognized the deficiencies that supported the need to develop a **Community of Learners**. The School Improvement Grant team identified a need to increase standards-based instruction and horizontal /vertical collaborative planning. Additionally, the SIG team found that student engagement, rigor, and relationships were further needs in the area of instruction.

Standards-based Instruction

Dade County has a district rubric/continuum outlining expectations for standards-based Instruction in all classrooms. **(See Appendix H, pages 97-101).** The standards-based classroom continuum was based on a combination of School Keys, CLASS Keys, and the GDOE High Impact Rubric. This document has been used in other Dade County schools to successfully communicate expectations for instruction and guide instructional improvement. In the past, the document has not been consistently used at DCHS to communicate expectations, guide instruction, or provide feedback on implementation.

Our system is cognizant that the current status of standards-based instruction at DCHS is unacceptable and demands revision. A successful transformation must heed the current condition of our school regarding curriculum, instruction, and assessment. While best practices advised by Marzano, Reeves, and other education experts would not be considered an extreme makeover in normal circumstances, it is a vital component of the **Community of Learners** extreme makeover for DCHS.

> *The quality of teaching is the most important factor that influences student learning. Other components or course, play a role, from the quality of the curriculum to the policies and programs for students. But it is the quality of instruction where all elements come together in an alchemy that students remember for years. Therefore, no matter what else educational leaders (whether teacher leaders or administrators) do, they must not neglect the skill of teachers in this core responsibility." (Danielson, 2006, page 97)*

Therefore, Dade County is not purchasing an instructional program but has committed to implementing a standards-based model with research-based best practices (i.e., differentiation, lesson framework, activating strategies, summarization, performance tasks, and balanced assessments). These activities will be monitored by the full time Academic Coach.

Timeline:
August 2-6, 2010 (Year 1): Establish clear expectations for standards-based instruction (SBI) in all classrooms.
August, 2010 – May, 2011 (Year 1): Continue professional development on learning strategies, differentiation, assessment, and CLASS Keys (which outlines expectations for SBI). Monitor implementation of SBI and provide feedback for improvement.
June, 2011 – June 2012 (Year 2): Continue setting SBI expectations, professional learning, and monitoring for SBI
June 2012 – June 2013 (Year 3): Continue setting SBI expectations, professional learning, and monitoring for full implementation of SBI in all classrooms (Sustainability, with PL experts in-house).

June, 2010 – June, 2013 (Year 1-3): Employ Academic Coach
Sustainability - This position will be maintained after the grant through a combination of local, state, and / or federal funds.

August, 2010 – June, 2011 (Year 1): Establish clear expectations for collaborative planning and the curriculum products to be developed.
August, 2010 – June, 2011 (Year 1): Monitor collaborative planning.
August, 2010 – June, 2011 (Year 1): Provide professional learning to all

Furthermore, DCHS will be have additional teachers trained in Advanced Placement as a way to increase teacher instructional skills, expand the use of differentiation, and up the rigor of instruction. Advanced placement course options will be increased, which will give additional flexibility in scheduling to students.

The implementation of CLASS Keys will also assist DCHS in communicating the expectations for instruction. The Standards-based Instruction strand of the CLASS Keys clearly identifies the components, evidence, and level of implementation for instruction. By studying the CLASS Keys during year 1 of the grant, all faculty members will gain a greater understanding of the standards and elements of the keys and will be better prepared for the use of the CLASS Keys for classroom evaluation.

21st Century Classroom:

Technology for the 21st century is essential in preparing today's students for higher education or the workplace, thus technology needs to be embedded in all aspects of a student's high school learning.

> "The use of the internet and other digital technology has transformed both _what_ young people learn today and _how_ they learn." (Wagner, 2008, p. 178)

Basic technology is in place in many classrooms at DCHS, but is not being effectively used in about 1/3 of the classrooms to enhance instruction, engage students, or monitor learning. Some teachers are using technology to the fullest, while others are still hesitant to adopt new methods of teaching. To correct this problem, the following activities will be implemented:

- During year 1 of the grant:
  - DCHS will ensure that the available technology is used by all staff members through the job-embedded professional learning and support from the Instructional Technology Specialist.
  - Create equity in technology equipment for all teachers. Although all teachers have basic technology in their classrooms (promethean board, LCD, and 1 computer), many do not have access to tools that promote student engagement and technology use (student computers, graphing calculators, document cameras, etc.). If the goal of ensuring that all teachers are effectively using the available technology is to become a reality, then all teachers must have technology available to them.
  - Purchase TI-Nspire calculators and supporting technology for math teachers. This technology is essential to increasing formative assessment in Math.

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teachers on the components and processes of collaborative planning.
Year 2: Continue collaborative planning at DCHS and establish vertical planning with Dade County Middle School
Year 3: Continue vertical planning and the development /utilization of curriculum documents across all grades.

July, 2010 – June, 2011 (Year 1): Employ Instructional Technology Specialist to provide PL and help teachers utilize available technology to enhance instruction. Provide additional PL through consultants from ETC.
June 2011-2013 (Year 2 and 3): Continue to provide Instructional Technology Support to teachers.
Sustainability: Build capacity of In-house staff that are trained to provide support and PL

June, 2010 – May, 2011 (Year 1): Purchase identified technology resources and provide professional learning on integrating technology into instruction.
June, 2011 – May 2012 (Year 2): Purchase identified technology resources and provide professional learning on integrating technology into instruction.

- o Install wireless network to allow math teachers to use TI-Nspire calculators for immediate student feedback.
- • During years 2 and 3 of the grant:
  - o DCHS will continue to support the use of available technology used by all staff members through professional learning and classroom consultation from the Instructional Technology Specialist.
  - o The following items will be purchased:
    - additional portable computer labs for ELA (See Data chart on lab use below)
    - Web-based management system for the media center to support both project-based learning and increased rigor.
    - Purchase other technology (i.e., I-Pads, Tablets, Kindles / Nooks) that will continue to enhance instruction and engage students.

July, 2010 – August, 2011 (Year 1): Purchase materials to enhance instruction and increase student engagement in all core content areas

August, 2011 – June, 2013: (Year 2 and 3): Utilize materials in core content areas, combined with PL on pedagogy and expectations for SBI, to increase student interest, learning, and achievement.

Research on Computer Lab Use at DCHS during 2009-10:

	Labs Used	Available Labs
August	85	180
September	141	228
October	88	180
November	120	180
December	161	180
January	144	240
February	170	240
March	159	240
April	151	180

The data in this chart was collected as part of a research study by DCHS teacher, Lori Moore (See Appendix G, pages 81-96).
Conclusions from her study were:
-66% of the available computer labs are being used throughout the year.'
-Teachers identified scheduling lab time as a conflict that prevents them from using the lab.
-There are many days that the available labs are not sufficient for all who need to use them (i.e., December, 2009 – labs were scheduled for 54 of the 60 possible times)

Collaborative Planning (Horizontal and Vertical):

   If DCHS is to change the current culture into a **Community of Learners**, collaboration must become the norm. Along with a focus on standard-based instructional methods / pedagogy and the use of technology to enhance instruction, there is a need to also strengthen content knowledge and curriculum documents at DCHS. Collaborative planning, both vertical and horizontal, will be used for discussion of GPS standards, content, and instructional strategies.

"Improving schools in significant and meaningful ways is an incremental, complex process that requires among other things, patience, passion, and persistence. An important element of the

July, 2010 – June, 2013 (Year 1-3): All departments will have weekly collaborative planning focused on curriculum development, pedagogy, and assessment.
The work with be supported by school administrator, Academy Coach, Instructional Technology Specialist, and Consultants
July, 2010 – June, 2013 (Year 1-3): Vertical planning with DMS will be scheduled throughout the year by departments. The work with be supported by school administrator, Academy Coach, Instructional Technology Specialist, and

process involves learning from each other." (Eaker, Dufour, Dufour, 2002, p 8)

Collaborative planning will occur each week at DCHS for a minimum of 2 hours on Wednesdays or Fridays during the block planning time. An administrator designated to that content area, the academic coach, and the instructional technology specialist will attend the planning sessions to provide support and emphasize the importance of these meetings. During these meetings, teachers will review, revise, and/ or develop curriculum documents and also begin to build benchmark and common assessment documents. The need for common curriculum documents (available to everyone) was noted by the GAPSS team in September, 2009.

Data analysis clearly identifies a weakness in the area of math **(See chart, page 5).** The school improvement grant will support instructional improvement through the hiring of an Academic Coach and the use of a Math consultant who will work with math teachers on both content and pedagogy. Vertical teaming with middle school teachers throughout the year will provide math teachers across both schools the opportunity to learn from each other, identify gaps, address needs, and strengthen transition from 8th to 9th grade. The academic coach and math consultant will arrange, facilitate, provide professional learning, and follow-up to the vertical planning sessions. The academic coach will work with the middle school to identify at-risk students entering high school and provide appropriate schedules for support classes, tutoring, and / or remediation opportunities. The math consultant will work with both middle and high school teachers on instructional strategies, alignment of curriculum, and intervention techniques. The RTI consultant will also work with the middle school faculty in process implementation. Other district funding (Title IIA, Title VIB) will be used to support the middle school vertical planning, professional learning, and substitutes.

Although ELA scores have stayed within close proximity to the state GHSGT scores, they have declined over the last three years. Several of the current English teachers are retiring at the end of 2009-2010, so the ELA Department will have new teachers joining the school next year. Just as with the Math Department, this department will engage in weekly collaborative planning on content and pedagogy. Additionally, they will review, revise, and develop curriculum documents and assessments. A consultant will also work with the ELA Department during the year to support them in vertical planning with Dade Middle School and with Professional Learning.

Consultants
Sustainability: Horizontal and vertical collaborative planning will continue after the grant as a part of the culture and expectations at DCHS

August, 2010 – June, 2011: Begin vertical teaming with middle school.
August, 2011 – May, 2013: Continue vertical teaming with middle school.

July, 2010 – August, 2011 (Year 1): Purchase materials to enhance instruction and increase student engagement in all core content areas
August, 2011 – June, 2013: (Year 2 and 3): Utilize materials in core content areas, combined with PL on pedagogy and expectations for SBI, to increase student interest, learning, and achievement.

Increasing Rigor:

    Additional Advance Placement classes will be offered for students. Along with adding more AP classes, there will be an emphasis on ensuring the current AP classes are meeting the needs of the students and preparing them for both the AP exam and their post-secondary options. In year 2, a web-based management system for the media center will be purchased and available to all classes. This web-based management program will be especially useful for AP students and teachers.

    Dual/joint enrollment partnerships have been secured with a local college that will send professors to the Dade County High School campus to teach an English and Psychology class. With the professor coming to the DCHS site, the transportation issue that hinders some students from dual enrollment will be avoided. Additional dual enrollment classes will be added in year 2 and 3 of the grant.

    In order to incorporate a meaningful, unified curriculum, DCHS will incorporate a culminating senior project that encompasses students skills accrued through their high school career. Each child will receive two advisors, one English teacher to monitor and advise writing skills and accomplishments and a career technical teacher to advise students pertaining to their career pathways. In order to strengthen research skills and support project based learning, a web-based management system will be purchased to allow students to link their home computers or the computers at the public library to DCHS research sites. As Dade County High School increases project-based learning for students, the need for research will also increase. Students need to be able to access the research available to them at school during times outside the school day. This management system will provide students with the mechanism to do research away from the school building. This system will also prepare students for post-secondary education, since colleges and universities have web-based management systems that students are expected to use.

    Along with increased rigor, there is a need for increased relevance and revised sequencing of courses. The stakeholder needs assessment (see #12 above and needs assessment appendix) identified a lack of high-interest, relevant courses and learning as a root cause of poor student attendance, high tardies, and student drop-outs.

    In searching for ways to increase student engagement, the English department has examined our reading lists and found a need to update our school's classroom sets of books. Many high-

June, 2010 – August, 2010: Get additional teachers trained in AP
August, 2010 – June, 2013: Offer more AP classes and increase rigor (pass rate on AP exam) of current courses
August, 2010 – June, 2011: Provide on campus dual enrollment classes in English and Psychology
August, 2011 – June, 2013: Continue and add courses for dual enrollment options. Sustainability

August, 2010: Begin senior projects
August, 2011 – June, 2013: Continue and enhance senior projects.

August, 2011 – Add Web-based management system to media center and train staff on the system. Monitor use of the system to ensure it is being used to increase rigor.

July, 2011 – Purchase ELA materials

interest novels are being published that would encourage our students to participate in class reading and discussion. For example, an English III Honors class recently completed the book, *Nineteen Minutes* authored by Jodi Piccoult. This reading assignment resulted in a smaller amount of lethargic students and greater participation. More participation and interest will without a doubt secure higher test results from Dade County High School, as 48% of the English portion of the high school graduation test is reading comprehension. In order for this to improve, students must read; they are much more likely to complete such tasks if it pertains to their interests.
 	
    Kindles, nooks, or a similar electronic reader) will be used by the ELA, Foreign Language, and other departments to provide students alternative reading materials.   For example, at-risk and SWD students will be able to use Kindles instead of lower-level reading books that are often easily identifiable by peers. Kindles have been purchased for use by SWD students in Troup County, and this district has observed the following benefits: (1) students are reading more with the Kindles than they were without them; (2) teachers are able to provide appropriate level reading material that does not require students have a low-level reader visible to peers; (3) other students have been interested and intrigued by the Kindles, which has increased the self-confidence of SWD students and created opportunities where peers are asking SWD students to "show them" how the Kindles work. While Troup County does not have long-term data on the noted benefits, Dade County finds the short term benefits to be in-line with their needs assessment. Current research on at-risk readers also supports this strategy, Labbo and Reinking (1999) note that, for a new technology to be effective in a literacy classroom, it must be: (1) accessible, (2) used to enhance and transform traditional literacy instruction, and (3) used to prepare and empower students for the future. Electronic readers are easily accessible, enhance traditional reading materials, and empower students for the 21st century.
 	
   Electronic readers also expand options for ELL students, students taking foreign language classes, and advanced placement students because applications can be added to the electronic reader in another language and the number of available reading options can greatly expand current media center material.
 	
   Dade County High School is revising and reordering the social studies course sequence offered to students to ensure that students have been taught the curriculum prior to the 11th grade GHSGT. Under this new course schedule, students will take
	August, 2010 – ongoing: Add Geography and government to 9th grade curriculum
	
	August, 2010 – ongoing: Build outdoor classroom and forensic farm and incorporate these elements into the curriculum and science lessons.
	August, 2011: Begin to update Science lab equipment

government and geography in 9th grade, World History in 10th, U.S. History in 11th grade, and Economics in 12th grade. Geography, Government, World, and US History are all tested domains on the GHSGT, thus students need to have taken these courses prior to spring of their 11th grade year. In the past, 9th graders entering DCHS were not required to take a social studies class, government was embedded in 11th grade U.S. History with a student receiving 2 credits on a block schedule, and geography was not an available course. Data provided in the grant outlined the need for the addition of geography as a course.
 	
    With the changes in the order of the Social Studies courses and the addition of a geography course, there will be a need to have government taught in 9th, 11th, and 12th grades for the next two years. Current 10th, 11th, and 12th grade students have not had government and will have to continue to take this course prior to graduation. Entering 9th graders will take government, along with geography, so government will be taught in three of the four grade levels during 2010-2011 and 2011-2012. These additional classes in government for 9th, 11th, and 12th graders make another social studies teacher necessary for the school.
 	
    The Science Department, as a way to increase student engagement and interest in the field of science, will begin building an outdoor classroom and forensics farm, as well as updating science lab equipment. The addition of an outdoor classroom will provide students with integrated learning opportunities between science and agriculture classes, and it will help provide real-world, authentic learning for students. The outdoor classroom will increase rigor for the environmental science classes and the CTAE (agriculture) classes as students: (1) provide scientific and generic labels and markers to plant species along the walking trail; (2) collaborate with wildlife and plant experts at nearby Cloudland Canyon State park on nature trails; and (3) study water quality and begin stream-watch data collection of aquatic species. Collaboration with the CTAE construction classes will also occur with the addition of outdoor seating. The forensic farm will serve as an additional resource for the biology curriculum. This area will provide a hands-on opportunity for students to participant in simulations that allow for intense study of the skeletal, muscular, and other systems of the human body. With the addition of the forensic farm, the opportunity for classes in AP Biology, Human Anatomy, and Forensic Science can also be explored. The addition of this resource, along with the outdoor classroom (see below), grew out of the needs assessment from parents, the community, students, and school staff.
	July, 2010 – Freshman Advance will be provided to all incoming freshmen
	July 2010 and July, 2011 – Freshman Advance will be expanded to multiple days
	
	August, 2010: Begin training on poverty; advisement program (with PL on advisement); and tutoring.
	August, 2011 – June, 2013: Strengthen advisement program by having teachers loop with students. Continue poverty training.
	Sustainability: Change in "the way we do things" become embedded in the culture of DCHS
	
	June, 2010 – June, 2013 (Year 1-3): Employ Graduation Coach
	Sustainability - This position will be maintained after the grant through a combination of local, state, and / or federal funds.

Relationships	
A Graduation Coach will be hired to work with students on setting goals and working toward successful school completion. This person will serve as a critical link in increasing the graduation rate.	**June – July, 2010:** Identify and acquire student advisement curriculum
Student advisement will begin during the 2010-2011 school year with teachers looping each year with the students they are advising. Through advisement, teachers and students will be able to work closely on scheduling and develop a trusting relationship. Teachers will be able to monitor and support students that are struggling academically, as well as identify students needing tutoring, mentors, advanced coursework, and those needing to work with the graduation coach or counselors. Dade County High School commits to having a curriculum in place for advisement by the beginning of school. Curriculums being considered are "College Ed", HSTW (High Schools that Work), or curriculum developed by neighboring school districts. For example, Dr. Melissa Williams, Bartow County, has developed an advisement curriculum and Dade County has contacted Dr. Williams about their curriculum. Along with identifying and implementing a curriculum, Dade County will be providing teachers with Professional Learning on advisement and will also loop advisers with their cohort of students each year.	**August, 2010:** Provide PL on Advisement curriculum and process. **August, 2010 – June, 2011:** Implement student advisement **August, 2011 – June, 2013:** Continue student advisement
Teachers will receive professional learning during the 2010-2011 school year on Understanding Poverty. Additional training will be planned for Years 2 and 3 (i.e., Paul Slocum, "Boys in Crisis").	**August, 2010 – June, 2011:** Professional Learning on Framework for Understanding Poverty **June, 2011 – May 2013:** Continued PL on students from Poverty
Additional strategies will be used to increase and strengthen relationships with students.	
- Freshman Advance (see A9) will provide students transitioning from 8th – 9th grade an opportunity to meet their teachers, participate in team building activities, and pledge to graduate from DCHS. In years 2 and 3, the program will be expanded to multiple days, providing an opportunity for curricular focus and for at-risk students to receive concentrated interventions during this session.	**July/August, 2010:** Begin Freshman Advance **July, 2011, 2012, 2013:** Expand and enhance Freshman Advance
- Working with the Parent Action Community Team/School Council (See A9) and the Chamber of Commerce, mentors will be identified that can work with students.	**August, 2010 – May, 2011:** Establish Parent Action Community Team **August, 2011 – May, 2013:** Strengthen and increase involvement of Parent Action Community Team
Response to Intervention	
DCHS currently has no mechanism for identifying struggling learners or students at risk for school failure/dropout. In order to address this, the school will fully implement Response to Intervention through Georgia's Pyramid of Intervention framework. The RTI framework has over thirty years of research	**June 1, 2010** – overview of RTI

supporting its use as a school improvement model for raising student achievement in reading and, over the past 10 years, has been found to be equally effective in addressing math deficits (Hughes & Deshler, 2007; University of Kansas Center for Research on Learning, 2007).

RTI implementation will involve the use of a Universal Screening Tool, purchased through the grant, to be administered to all students at least twice each year. Students identified at-risk or with significant deficits in basic reading and math will receive targeted interventions during the school day and have the opportunity for additional instruction after school and on Wednesday afternoons. During the school day, students with reading deficits will receive targeted interventions by a reading specialist, provided by the grant. One ELA teacher will receive training as a Reading Specialist in order to provide these reading interventions. While this is connected to the ELA department, the teaching of reading influences all content areas. The most common reason that students fail to achieve in high school content classes is a lack of proficiency in reading comprehension (Biancarosa & Snow, 2006). Through the Response to Intervention framework (fully discussed below)

> Heidi Hayes Jacobs notes, "*Understanding mathematics requires language capacity on the part of the learner. If students do not comprehend the teacher's oral explanations in math and struggle through reading a math textbook, then they do have the necessary language capacity to do well in math." (Jacobs, 2010, p. 54).*

The reading specialist will use a research-based intervention program specifically designed for adolescents. This intervention program will be chosen by the leadership team after a review of programs to be presented by vendors on June 4.

Math interventions will be implemented through Math support classes. The RTI and math consultants will work with the math teachers to identify research-based instructional strategies specific to student needs.

In addition, professional learning on RTI has been embedded into the Professional Learning Plan. Teachers will receive ongoing instruction in data-based decision-making, progress monitoring, differentiated instruction, and reading interventions embedded into all content area classes. The school will focus on strengthening Tier 1 instruction and providing increasingly intensive interventions to all struggling learners.

Biancarosa, C., & Snow, C. E. (2006). Reading Next – A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York (2nd ed.). Washington, DC: Alliance for Excellent Education.

framework for DCHS presented to all faculty and staff

June 4, 2010 – review of universal screening/progress monitoring tools and intervention programs for reading and math

June 2010 – purchase of assessment and intervention tools

July – fall 2010 – professional learning on purchased tools provided by vendors

August, 2010 – August, 2011: ELA teacher receives ongoing support to implement Reading interventions. Math teachers receive support in research-based math interventions.

Fall 2010 – full implementation of assessment and intervention tools, supported by vendors, graduation coach, academic coach, and consultants

Years 2 & 3 – Additional intervention programs added for Tiers 2, 3, and 4 as needs are identified through data analysis

Sustainability – Interventionists will receive ongoing updates through professional learning from the vendors on intervention programs. Additional costs for keeping interventions up to date will be provided through local and federal funds (Title VI-B).

Danielson, C. (2006). Teacher Leadership: That strengthens professional practice. ASCD: Alexandria, VA.

Eaker,R., DuFour, R. & DuFour, R. (2002). Getting started: Reculturing schools to become professional learning communities. National Education Service: Bloomington ID

Hughes, C., & Deshler, D. (2007). RTI in middle and high school: How will the game play out? Presentation at the Council for Exceptional Children's National Conference, Louisville, KY.

Jacobs, H. (2010). Curriculum 21: Essential education for a changing world. ASCD: Alexandra, VA.

Labbo, L. D., & Reinking, D. (1999). Negotiating the multiple realities of technology in literacy research and instruction. Reading Research Quarterly, 34, 478–492.

University of Kansas Center for Research on Learning. (2007). Content Literacy Continuum. Retrieved December 11, 2007, from http://clc.kucrl.org.

Wagner, T. (2008). The global achievement gap: Why even our best schools don't teach the new survival skills our children need-and what we can do about it. Basic Books: New York.

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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.	

As outlined earlier, the development of a **Community of Learners** will address the weakness in data analysis and utilization at DCHS. Extensive professional development in this area has been included in the Professional Learning Plan (see section A 4).

The faculty and administration at Dade County High will use data to assure alignment of instruction with curriculum and to drive instruction in all areas of the curriculum. Formative, interim, and summative data will be used in multiple ways:

- Formative:
  - Embedded daily classroom assessment, both formal and informal, will be used to adjust and differentiate instruction based on student understanding of the standards
  - Benchmark assessments aligned to standards will be administered every 9 weeks
  - Assessment data from TI-Nspire calculators will be used to continually adjust instruction in math classes
  - Universal screening (AIMS web, STEEP or STAR Literacy/Math) will be administered to all students twice each year to identify those who are at risk for failure in reading and math and in need of targeted interventions.
  - Progress monitoring data will be collected and analyzed bi-weekly for students receiving RTI Tier 2 interventions and weekly for students receiving Tier 3 and 4 interventions
  - SAS EVAAS projection models will provide predictive data for student performance on summative assessments such as GHSGT and EOCT

- Summative:
  - Data from state-mandated assessments (GHSGT, EOCT, CRCT, GHSWT, and GAA) will be used to analyze and adjust instructional practices and curriculum implementation
  - Data from national assessment tools (SAT, ACT, PSAT, ACCESS, and AP Exams) will be used to analyze and adjust instructional practices and curriculum implementation
  - Summative data from benchmark assessments

Timeline:
August 2010 – May 2011 - Training on Formative Assessment and Data Utilization – 2 hours each month during Sacred Wednesdays specifically dedicated to Assessment. Will also be embedded in other Wednesday topics.
June, 2011 – June, 2013 Continued support and monitoring of data analysis by all staff members by Academic Coach
Sustainability: Staff has full understanding of data analysis and it is an embedded part of their job. Academic Coach continues to support process.

June 4, 2010 – Preview Universal Screening and Progress Monitoring Tools
June to August, 2010 – Purchase Universal Screener and intervention program (i.e., Read 180). Begin PL on Universal screening, progress monitoring, RTI, and intervention strategies / tools
August, 2011-June, 2013 Continue strengthening implementation of progress monitoring / interventions.
Sustainability: Faculty / staff has full understanding of RTI, progress monitoring, and interventions. Universal screener and intervention tools cost paid for by local, state or federal funds – 6B (primary cost was at time of purchase)

August 2010 – May 2011 – obtain or begin development of Benchmark Assessments

will be used to analyze and adjust instructional practices and curriculum implementation • Data Utilization/Management o Value-added and projection models used in SAS$^®$ EVAAS$^®$, will import EOCT, CRCT, GHSGT, and GHSWT and provide value–added results for teachers and schools as well as predictive data on individual students. In addition, data will be continually analyzed to determine the effectiveness of school processes. This will include: • Attendance (both student and faculty) • Truancy • Graduation rate • Promotion/retention • Comparison of GHSGT/EOCT with course grades • School climate/culture • Parent participation in school activities • Community perception	**August 2011** – full implementation of Benchmark Assessments **Sustainability**: Benchmarks will be fully in place and part of school culture. **September 2010** – Training for math teachers on TI-Nspire calculators **October, 2010 – June, 2013** – Develop capacities to use TI-Nspire calculators in math to engage students, assess progress, and enhance instruction. **July 2010** – purchase SAS EVAAS package **August – September 2010-** SAS EVAAS training **Sustainability:** SAS EVAAS will be sustained through the use of local, state, and / or federal funds. **June, 2010 – June, 2013** – School Leadership Team analyzes data and evaluates progress during monthly meetings **August, 2010 – June, 2013** – review data during departmental / collaborative meetings **Sustainability-** Data-driven culture **May 2011; May, 2012; May, 2013** – School Culture Survey and SACS Parent Survey **August, 2010 – June, 2013**– Seek input from PACT/School Council

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A8. Establish schedules and strategies that provide increased learning time (as defined in this notice).

DCHS is using a variety of means to offer extended learning time.

- Modified Schedule –In 2010-11, DCHS will move from a 4x4 block schedule to a modified 7 period daily schedule to be followed Monday, Tuesday, and Thursday. On Wednesday and Friday, students will follow a modified block schedule. This change will increase seat time in each subject area by 20 hours per year (see comparison below).   In addition, the school day will be extended by beginning school 15 minutes earlier and ending 5 minutes later than the previous schedule. (See Bell Schedule, Appendix F, pages 79-80)

Schedule	Time per class	Total
2009-10 Block Schedule	90 minutes per class x 90 days (180 days)	8100 minutes OR 135 hours
2010-2011 7 Period Flexible Schedule	53 minutes per class x 175 days	9275 minutes or 155 hours
Increased Learning Time		**20 hours more per class x 7 classes = 140 hours**

The purpose of the modified schedule on Wednesday is to provide <u>extended learning time for students</u> through Credit Recovery, Virtual School, Dual Enrollment, remediation, GHSGT remediation, and peer tutoring. Students may earn class credit during this time. Para-professionals will be used during the Wednesday enrichment/remediation to (1) supervise / support the computer labs and (2) provide tutoring / intervention support. Para-pros in the computer lab will primarily supervise students that are using the computers for virtual school classes, credit recovery, Nova net remediation, and APEX learning. Because all these programs involve individualized learning, the students will work at their own pace. The para-pros can troubleshoot any technology problems the students might experience. Other para-pros will be trained to use the intervention programs and will be able to provide intervention/remediation support to at-risk students

In addition to increased learning time for students, this schedule will provide time for teachers and administrators to receive embedded professional learning

Timeline:
August, 2010 – May, 2013 (Year 1-3): Use flexible 7 period day schedule for increased learning time during the school day AND extended learning time on Wednesday afternoons.
Sustainability: Continue 7 period flexible schedule (no additional funding needed)

Fall, 2010 – purchase remediation materials for tutoring sessions
August, 2010 – May, 2013 (Year 1-3): Provide tutoring services with content teachers after-school on Monday, Tuesday, and Thursday with transportation
Sustainability: Through the community partnership, seek other options for transportation

activities every Wednesday from 2:30 until 4:00. In addition, the block schedule on Wednesday and Friday will provide time for collaborative planning for all teachers.	**August, 2010 – May, 2013 (Year 1-3):** Focus on appropriate scheduling for SWD, at-risk, gifted, AP / dual enrollment students. **Sustainability:** Continue priority schedule
• Tutoring Services and Transportation- Before and after-school tutoring will be provided by teachers on Monday, Tuesday, and Thursday of each week from 7:30 until 8:00 and 3:30 until 5:00. Teachers will be paid through a stipend for time spent tutoring outside the work day. Materials for use during this time will include Coach workbooks for EOCT, AP Literature Released exams, GHSGT prep materials. Because many of our students travel a long distance to school, before and after-school tutoring has not been a viable option in the past. In order to allow more students to participate, transportation services will be provided to accommodate the students of Dade County High School. For example, students that rely specifically on bus transportation, the school will coordinate with the transportation department to ensure students arrive at school by 7:30am. Furthermore, following after-school tutoring activities, transportation will be provided to four drop-off points within the community.	**August, 2010 – May, 2013 (Year 1-3):** Provide targeted interventions for students needing reading support and Math support **Sustainability:** Have in-house staff trained as reading specialist and in intervention strategies for Math.
• Priority scheduling – Priority will be given to students with disabilities to ensure they receive appropriate support (co-taught) classes and have equal access to high interest vocational classes. Students that participate in extra-curricular activities will have an elective course for their 7th period class to ensure that leaving school during the afternoon to attend scheduled athletic events will not interfere with their core courses (Math, ELA, Science, Social Studies). Students participating in dual enrollment and AP classes will also receive priority in scheduling. Finally, co-taught classes will be scheduled first to allow for collaborative planning time for co-teaching teams.	
• Targeted Interventions through RTI – Students identified through universal screening and through data analysis that exhibit significant deficits in reading will be provided targeted reading interventions for one class period each day. This class will replace one elective. Math I, II, and III support classes will be used as intervention time for students that are deficient in math. Teachers will work with Math and RTI consultant on intervention strategies.	

School Improvement Grant 1003(g)

Transformation Model

A9. Provide ongoing mechanisms for family and community engagement.

Actions:	Timeline:
Increasing family and community engagement is a great need at DCHS and will be essential to the development of a **Community of Learners.** Data analysis of parent and community participation in school sponsored activities such as parent/teacher conferences and informational sessions has been less than 10%.	
The following actions for family and community engagement were decided upon based on the needs assessment and input from all stakeholder groups. The SIG team believes these programs will help increase student, family, and community engagement, as well as expand the **Community of Learners** concept.	
• Establish a Parent Action Community Team/School Council led by the school principal. The team will meet prior to the beginning of school and will continue meeting every 4 ½ weeks to help guide the process of increasing parent and community engagement.	**April 2010:** Establish Parent Action Committee/School Council.
• Encourage parents to attend academic events at DCHS by establishing a Student/Parent Incentive Program and providing Parent Training opportunities (drug abuse, bullying, etc). Student presentations (Band, Chorus, Art, Athletes, CTAE groups, core subjects) will be scheduled at each meeting in order to increase attendance.	**August 2010**: Begin student/parent invitations to academic events
• Increase communication through the purchase of a Parent Notification System to alert parents of absences, tardies, parent meetings and other pertinent school information.	**July 2010:** Purchase of Code-ed calling system
• Establish a Mentor/Apprenticeship Program. Get community and parent volunteers/businesses to build relationships with students (target at-risk students).	
• Use upcoming seniors as mentors for the Wolverine Bridge Program. Seniors will serve as mentors for the upcoming freshmen during a visitation day in spring of their 8th grade school year. The mentor students will also be a part of freshman advance.	**July 2011 – May 2012** – establish Mentor/Apprenticeship Program **Sustainability**: Use the parent action committee and committee partnerships to sustain the program.
• Initiate a Freshman Advance to be held 1-3 days before school starts. The 1st year will be a one day camp. The camp will be expanded to multiple days during years 2 and 3 of the grant. Parents will be invited to participate in the camp as an informational session to disseminate information (i.e., use of PowerSchool, attendance, dress code) and acquire communication information (email &	**July 2010 –** Freshman Advance (1 day) **July 2011, July 2012 –**Freshman Advance (2 days)

phone numbers). During years 2 and 3, students identified at risk will receive remediation and intervention during this time. • Use registration as a way to engage students and parents. Parents will participate in their child's registration for the following year's classes. Students will be given an appointment time during the spring, according to their grade level, and will sit down with their counselor and parents to register for their upcoming classes. Evening registration times will be available. • Incorporate community and parent involvement in senior projects and in the presentations / awards associated with the projects. • An online and hard-paper parent survey will be provided to elicit feedback on school functioning, instructional quality, and parent satisfaction. All parents will have access to the survey through hard-paper or on-line options. Parents will have access to the electronic survey through personal computers, the computers in the parent centers of any Dade County school, and at the public library. Hard paper copies of the survey will be provided to parents that do not have access to computers. The hard paper copies will be available to parents in the front office of the school, through the local newspaper, and from local grocery stores. These resources have been used successfully in the past to communicate with and get feedback from parents.	**Sustainability**: Continue Freshman advance using existing teachers. **May 2011** – Initiate parent involvement in registration and senior projects. Initiate community involvement in senior projects. **May, 2012, 2013, on-going** – continue parent involvement in student registration and senior projects. **May 2011** – Initiate parent survey and continue each in May, 2012 and May 2013 **May, 2012, 2013, on-going** – continue parent surveys

School Improvement Grant 1003(g)

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 SIG will provide resources and opportunities for the school to use flexibility in time, staffing, and budget.
 	
• Calendars/time –
 	
   o Embedded Professional Learning – 1 ½ hours of professional learning embedded in every week's calendar
 	
   o Collaborative Planning – 2 hours of collaborative planning time weekly for interdisciplinary work
 	
   o Extended Learning (Intervention / Advanced) – available to all students once each week on Wednesday afternoon
 	
   o Before- and After-school tutoring – a total of 6-8 hours available to all students weekly
 	
   o 7 period day – increased instructional hours per class
 	
   o Intervention period – 53 minutes daily for students with significant reading deficits
 	
   o Addition of 7 Professional Learning Days to Staff Calendar – devoted to PL identified in plan (see A-4)
 	
• Staffing –
 	
   o Academic Coach - guide implementation and provide accountability as we develop standards-based classrooms
 	
   o Graduation Coach – work directly with students and teachers to increase graduation rate
 	
   o Instructional Technology Specialist – train teachers and coordinate integrated technology use in the classrooms
 	
   o District Improvement Coordinator - oversee implementation of the grant
	Timeline:
	
	May, 2010 – May 2011 (Year 1): Implement a customized 7 period schedule, including "Sacred Wednesday" for PL and student support.
	
	May, 2011 – May 2013 (Year 2- 3): Enhance and strengthen schedule, professional learning, and student support.
	
	June, 2010 – June, 2013 (Year 1-3): Employ District Coordinator to oversee/facilitate the grant.
	Sustainability: Position will be absorbed into District Level job after completion of the grant.
	
	June, 2010 – June, 2013 (Year 1-3): Employ School Academic Coach and Graduation Coach
	Sustainability: Position will be paid out of local, state, or federal funds
	
	June, 2010 – June, 2013 (Year 1-3): Employ Instructional Technology Specialist.
	Sustainability: Teachers will become proficient with all available technology during the grant period. In-house experts will be identified in each department to continue

o Reading Interventionist – provide targeted interventions to at-risk students
 	
o Consultants – provide intensive job-embedded professional learning to all staff
 	
• Budgeting -
 	
    o Stipends for Professional Learning Days
 	
    oTransportation for students involved in After-School Tutoring to drop-off points in the community
 	
    o Extensive Professional Learning
 	
    o Assessment programs and data management software
 	
    o21st Century Technology
	training after grant ends.
	
	June, 2010 – June, 2013 (Year 1-3): Employ Reading Interventionist. **Sustainability:** Position will be funded by FTE.
	
	June, 2010 – June, 2013 (Year 1-3): Contract with Leadership, Math, and RTI consultants. **Sustainability:** Teachers will become in-house experts to carry out additional training and support. Title II funds will be used for consultant training.
	
	July, 2010 – June, 2011 (Year 1): Provide stipends for 7 PL days **July, 2011 – June, 2013 (Year 2-3):** Provide stipends for summer PL days

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).	

Actions:
 	
   Dade County School System is fully committed to providing ongoing technical assistance and support to Dade County High School during the implementation of the School Improvement Grant. This support was evident in the assistance provided to the DCHS SIG Grant Writing team which included the following district office personnel: Board Chairperson, Superintendent, the Assistant Superintendent, the Special Education Director and the Student Service Director.
 	
   The LEA will continue to provide support through both district personnel and external consultants who will help support and monitor the grant implementation. A District Improvement Coordinator will be hired for the purpose of overseeing and supporting the full implementation of this grant. Due to economic distress, downsizing the central office became necessary with nonrenewal of contracts in 2009 and again in 2010. Additional duties were assigned to remaining administrative staff. The importance of this endeavor must hold precedence; therefore a
	Timeline:
	March – May, 2010 (Year 1): District personnel on SIG team.
	June, 2010 – June, 2013 (Year 1-3): District Improvement Coordinator will oversee and monitor the DCHS grant.
	June, 2010 – School Leadership Team attends GDOE Leadership Academy at Callaway
	July, 2010- June, 2011 (Year 1-3): Use SEA, LEA, GLISI, and other consultants to provide technical assistance
	June 14, 2010 (Year 1): Begin training on CLASS Keys
	August, 2010 – June, 2011 (Year 1): Study of CLASS Keys and

position must be allotted from the School Improvement Grant for a district position that will oversee compliance of grant stipulations, monitor effectiveness of installed programs and strategies, and act as liaison for the Academic Coach, the Instructional Technology Specialist, and high school staff. Dade County High School will seek ongoing, intensive technical assistance and related support from external partnerships. The DCHS leadership team will be attending the GDOE Leadership Academy in June, 2010 and will be sending a team for GDOE Formative Assessment training. The SEA will continue to provide Dade County High School with other professional learning opportunities and implementation support on CLASS Keys/Leader Keys, school improvement, GPS, and human resources. Additionally, external partners will include outside consultants, the Georgia Leadership Institute for School Improvement (GLISI), and Chattanooga State University .	implementation Leader Keys **Year 2-3**: Implementation of CLASS Keys .

B. Conduct a rigorous review process to recruit, screen, and select an external provider to ensure quality.

Actions:	Timeline:
N/A.	

C. Align additional resources with the interventions.

Actions:	Timeline:
District resources available to Dade County High School in implementing the Transformation Model listed below: For SY 2009-2010 the following additional resources were provided to Dade County High School: • Allocated $76,951 from VI-B. • $49,879 in Title II funds • GACHE funds - $6000 • Perkins grant funds – $3,555 • Extended day fund - $22,072 • AG Extended day - $4660 • Extended year funds AG - $1962 • Vocational Supervisor funding - $15,204 • Youth Apprenticeship - $18,526 • Industry Certification - $10,800 • Program Improgram - $23,321 Dade County Schools is fully committed to continuing to provide similar financial support to DCHS during the duration of the SIG. The school will continue to receive the allocations	**July, 2010 – June, 2013 (Years 1-3)** - Additional financial resources will continue to be provided to DCHS by LEA, State, and Federal monies

named above. Additional funds will be designated as needed. For example, Title II Funds will be used to pay for three DCHS teachers to get Advanced Placement Training during the Summer, 2010. These funds will also be used to offset professional learning costs and materials throughout the grant period.	

D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.	

Actions:
 	
    The LEA is committed to implementing the necessary policy and practices required to make the DCHS School Improvement Grant successful. The Board of Education recognizes the need for flexibility in approving necessary changes in policies and procedures. The Board and Superintendant have given the principal the approval to make site-based management decisions needed for this school improvement initiative. The School Leadership team, working with all stakeholders, has worked to develop an improved set of practices and policies to be instrumental in school improvement.
 	
    The school is moving from a block to a flexible 7 period schedule. Because there will be more classes available to students each day (7 vs. 4), the schedule will enable students identified as struggling in math and language arts the ability to have support classes to build skills necessary for them to succeed. The schedule will also allow two hours per week for teachers to work on professional learning during the school day. The schedule may also allow students with good attendance and behavior to be rewarded with a shorter day on Wednesday afternoon. Students staying for the Wednesday afternoon sessions will be those in dual enrollment courses, remediation, credit recovery, In-School Suspension or detention.
 	
    Policies and procedures will be revised or developed at DCHS related to (1) student attendance, (2) teacher attendance, (3) classroom instructional expectations, (4) collaborative planning and professional learning expectations. Once developed the policies will be presented to the superintendent and BOE for approval.
 	
    Some policies and procedures will be developed at the District level.
    1)   Put policies in place to identify CLASS Keys and Leader Keys as official district evaluation process.
    2)   Revisit student attendance, tardy, and truancy policies to determine if changes are needed to support the DCHS grant.
	Timeline:
	
	August, 2010 – May, 2011 (Year 1): Implement new schedule
	June, 2011 – May, 2013 (Year 2-3): Continue to refine and implement flexible schedule.
	
	August, 2010 – May, 2011 (Year 1): Review, revise, and/or develop policies and procedures at the school and district level (i.e., attendance, discipline, expectation policies and procedures for students and faculty).

3) Review non-renewal policy to determine if modifications are needed to support DCHS SI grant requirements for non-performing teachers.	**June, 2011 – May, 2013 (Year 2-3):** Provide consistent implementation of policies and procedures.

E. Sustain the reform after the funding period ends.	
Actions: (See also explanations in timeline throughout the grant).

    All stakeholders are committed to ensuring sustainable school improvement at Dade County High School. There is strong support for the grant from the board of education, community, leadership, and faculty.

    The initiatives being implemented are research-based, ensuring that they have been proven successful in school improvement efforts. All funds will be used to implement improvement in areas that have been identified as deficits during our needs analysis. Many items requested through grant funding are one-time investments or positions (consultants, grant coordinator, etc.) that will no longer be needed after grant completion.

    One significant factor for long-term sustainability is effective professional development. The data analysis revealed that Dade County High School is in need of a great deal of meaningful and effective professional learning. The focus on professional learning will not cease upon completion of the funding period of the School Improvement Grant. Instead, it will be ongoing and based on continual data analysis. Staff capacity to provide in-house professional learning will be strengthened through the identification of faculty members that will become trainers for the various professional learning components. This will ensure that new teachers or teachers needing additional support will have internal experts available for professional development.

    A long-term plan will be developed in which those new to the staff will be trained by current staff members who are proficient in the identified areas. Subject specific staff development will be designed in house by subject expert and the Academic Coach. After the three years of the grant, the technology at Dade County High School will continue to be maintained by ESPLOST.

    During the three years of the SI grant at DCHS, the district will work to develop a budget to retain staff hired with grant funds (Academic Coach, Graduation Coach, Reading Interventionist, etc.). | Timeline: |

LEA Name: _____**Dade County Schools**_____

School Name: ___**Dade County High School**_____

Annual Goals: The LEA must establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics to be used to monitor Tier I and Tier II schools. Write the annual goals below.
Reading/English Language Arts
2010-2011 School Year-Increase DCHS scores on the GHSGT by 5% from the 2009-2010 baseline score.
2011-2012 School Year-Increase ELA scores on the GHSGT by 10% over the 2010-2011 baseline scores.
2012-2013 School Year-Increase ELA scores on the GHSGT by 15% over the 2011-2012 baseline scores.
Mathematics
2010-2011 School Year-Increase Math scores on the GHSGT by 5% over the 2009-2010 baseline scores.
2011-2012 School Year- Increase Math scores on the GHSGT by 10% over the 2010-2011 baseline scores.
2012-2013 School Year- Increase Math scores on the GHSGT by 15% over the 2011-2012 baseline scores.
Graduation Rate
2010-2011 School Year- Increase the DCHS graduation rate by 5% over the 2009-2010 graduation rate.
2011-2012 School Year– Increase the DCHS graduation rate by 10% over the 2010-2011 graduation rate.
2012-2013 School Year- Increase the DCHS graduation rate by 15% over the 2011-2012 graduation rate.
Student Attendance
2010-2011 School Year-Improve student attendance as reflected by no more than 10% of students absent more than 15 days.
2011-2012 School Year- Improve student attendance as reflected by no more than 5% of students absent more than 15 days
2012-2013 School Year-Improve student attendance as reflected by no more than 3% of students absent more than 15 days

LEA Application 2010   **Budget Detail**

Dade County High School – SIG Budget

Object Code	Section	Description	Year One	Year Two	Year Three
100 Personnel Services (Salaries)	1e, A10	District Improvement Coordinator	$82,500.00	$82,500.00	$82,500.00
	A4, A6, A10	Academic Coach (220 day contract)	$66,120.00	$66,120.00	$66,120.00
	A4, A6, A10	Instructional Technology Specialist	$33,060.00	$33,060.00	$33,060.00
	A6, A10	Graduation Coach	$66,120.00	$66,120.00	$66,120.00
	A6	Geography / Freshman Academy Teacher	$66,120.00	$66,120.00	$66,120.00
	A8	Tutoring Services (Staff for GHSGT remediation, before / after school, Credit Recovery)	$44,724.00	$44,724.00	$44,724.00
	A5, A6	Staff for Summer and After School Events / Sessions (Freshman Advance, Transition Academy, Parent Meeting and Training)	$10,000.00	$10,000.00	$10,000.00
	A3, A5	Faculty, staff, and administrator rewards for GHSGT goals and Graduation rate goals	$62,000.00	$62,000.00	$62,000.00
	A5	Supplements for School Leadership Team	$10,500.00	$10,500.00	$10,500.00
	A4, A5, A10	7 Days of Professional Learning for all teachers, plus 4 additional days for School Leadership Team (5 days in year 2, 3 days in year 3)	$110,000.00	$80,000.00	$50,000.00
	A8	Transportation costs and Bus driver salaries for afterschool transportation	$4000.00	$4000.00	$4000.00
		Object total	**$555,144.00**	**$555,144.00**	**$555,144.0000**

School Improvement Grant 1003(g)

200 Benefits	A4, A6	Benefits for certified and classified personnel	$113,308.00	$113,308.00	$113,308.00
		Object total	**$113,308.00**	**$113,308.00**	**$113,308.00**
300 Purchased Professional Technical Services	A4, A6	Consultants (RTI, Math, Leadership) (50 days each in year 1, 50 in year 2, 40 in year 3)	$212,500.00	$212,500.00	$170,000.00
	A3, A4	Professional Learning Cost and Materials (AP training for teachers, Wednesday afternoons for 36 weeks, 7 days of summer training, training for Academic Coach and Instructional Technology Specialist, Training for Math teacher on TI-Nspire, Advisor / Advisee training, etc.) Will take remainder of money from Title II	$10,000.00	$10,000.00	$10,000.00
		Object total	**$222,500.00**	**$222,500.00**	**$180,000.00**
600 Supplies	A2, A7	Longitudinal Data Management System (EVAAS, including growth model and teacher effect data)	$6,500.00	$6,500.00	$6,500.00
	A6	72 tablets and 2 carts in ELA classes (36 in year 2, 36 in year 3)		$50,000.00	$50,000.00
	A6	Texas Instrument Nspire graphing calculators, wireless hubs, and software	$18,000.00		
	A6	Document cameras in English classes		$10,200.00	
	A6	Maintenance supplies and accessories for calculators, printers and scanners (toner, calculator holders, batteries and chargers for calculators)	$5,000.00	$2,000.00	$2,000.00
	A6	Web-based media center management system		$15,000.00	
	A6, A7, A8	Universal screening/progress monitoring tool	$4000.00	$4,000.00	$4,000.00
		Supplies as follows for to increase rigor and relevance in core content areas:			
	A6	16 Stereomicroscopes		$4,320.00	

A6	10 Compound microscopes		$2,500.00	
A6	Prepared slides for biology		$200.00	
A6	5 Digital scales		$850.00	
A6	1 Video flex		$700.00	
A6	1 DNA technology		$1,500.00	
A6	4 Disarticulated skeleton		$1,400.00	
A6	1 incubator		$450.00	
A6	5 Lamonte soil testing		$275.00	
A6	1 Lamonte water test		$390.00	
A6	5 solar panels		$400.00	
A6	Materials for body farm (fencing, concrete, etc.)	$120.00		
A6	Materials for outdoor education area (garden tools, fencing, gates, tillers, etc.)	$2,175.00		
A6	Materials to increase rigor and relevance in English classes (novels, Scholastic subscriptions)		$14,600.00	
A8	Remediation materials (Coach workbooks for EOCT 9th and 11th grade, AP Literature Released Exams, GHSGT)	$5,687.00		
A6, A8	Intervention materials for Reading	$10,000.00		
A6	Kindles/Nooks		$5,460.00	
	Object total	**$51,482.00**	**$120,745.00**	**$62,500.00**
	Total	**$942,434.00**	**$1,011,697.00**	**$953,452.00**

Appendix
Table of Contents

Dade County High School's Transformation

"Build a Community of Learners"

...Through High Quality, Job-embedded **Professional Learning and Support** for...

Other Aligned Components

Standards-based Instruction = *lesson structure, learning strategies, differentiation, assessment, content*

Collaboration and Partnerships = *collaborative planning; community, business, and stakeholder partnerships*

Monitoring and Feedback = *high expectations, classroom observations, PL implementation, performance feedback*

Relationships = *student attendance, transition from 8th-9th grade, culture changes, academic and social support*

Standards-based Instruction	Collaboration and Partnerships	Monitoring and Feedback	Relationships
21st Century Technology	Dual Enrollment	District Grant Coordinator	Freshman Bridge Program /
Intervention Strategies	Community Involvement	E-walk Classroom Observations	Freshman Academy
Academic Coach	Student Goal Setting	CLASS Keys / Leader Keys	Student Advisement
Flexible Scheduling	Graduation Coach		Teacher Leadership
Instructional Technology Specialist	Project Based Learning		Understanding Poverty
AP Courses			Graduation Coach
Project Based Learning			
CLASS Keys			

<u>D</u>edicated, <u>C</u>ommitted to <u>H</u>elping <u>S</u>tudents Graduate

School Improvement Grant 1003(g)
LEA Application 2010

District Name: Dade County

School Name: Dade County High School

Grades: 09, 10, 11, 12

School Enrollment Total: 816

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

SCHOOL DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
AYP status	N	Y	N				
AYP targets the school met	ELA, SI	ELA, Math, SI	SI				
AYP targets the school missed	Math		ELA, Math				
School improvement status	NI-1	NI_AYP	NI-1				
Number of days within the school year	180	180	180	180			
Number of minutes within the school day	360	360	360	360			
Number of minutes within the school year	64,800	64,800	64,800	64,800			

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

Georgia Department of Education
Kathy Cox, State Superintendent of Schools
February 11, 2010 ● Page 1 of 10
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Enter data for all highlighted fields.
☐ All data should be available.
▨ Data based on students who completed the course or who are currently enrolled.
Enter "NA" in any fields for which you do not have data.

STUDENT OUTCOME/ACADEMIC PROGRESS DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage of limited English proficient students who attain English language proficiency							
Graduation rate (percentage)	73.7	83.1	75.9				
Dropout rate (percentage)	4	4.3	3.7				
Student absent over 15 days rate (percentage)	13.9	16.1	20.1				
Number of students completing advanced coursework (AP)	28	22	14	34			
Percentage of students completing advanced coursework (AP)	100%	68%	78.5%	N/A			
Number of students completing advanced coursework (IB)	N/A	N/A	N/A	N/A			
Percentage of students completing advanced coursework (IB)	N/A	N/A	N/A	N/A			

Attachment 1c
High School Profile

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

STUDENT OUTCOME/ACADEMIC PROGRESS DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of students completing advanced coursework (early-college high schools)	N/A	N/A	N/A	N/A			
Percentage of students completing advanced coursework (early-college high schools)	N/A	N/A	N/A	N/A			
Number of students completing advanced coursework (dual enrollment classes)	N/A	N/A	16	N/A			
Percentage of students completing advanced coursework (dual enrollment classes)	N/A	N/A	75%	N/A			
College enrollment rate	41%	52%	41%				
Number of discipline incidents coded as 900 as reported to state	22	8	8	N/A			
Number of truants	14.3%	11%	7.3%	N/A			
Teacher attendance rate	94.2%	95.7%	94.8%	N/A			

School Improvement Grant 1003(g)
LEA Application 2010

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

Distribution of Certified Staff by Performance Level as Designated on the LEA's Certified Staff Evaluation System							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of certified staff	53	60	60	53			
Number of teachers evaluated	43	N/A	42	53			
Certified Staff Evaluated at Each Performance Level							
Percentage rated Satisfactory	100%	N/A	100%	100%			
Percentage rated Unsatisfactory	0	N/A	0	0			
Percentage non-renewed	1.96%	N/A	1.88%	1.88			

Subgroups	Grade 11 GHSGT English — Percent of Students Who Met or Exceeded																				
	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black																					
Percentage White	141	155	91	151	168	89.9	131	153	85.6												
Percentage Hispanic																					
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	6	13	46.2	5	14	35.7	10	20	50												
Percentage Economically Disadvantaged	39	44	88.6	57	65	87.7	48	62	77.4												

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

| | Grade 11 GHSGT English Percent of Students Who Participated | | | | | | | | | | | | | | | | | | | | | |
| Subgroups | 2006-2007 | | | 2007-2008 | | | 2008-2009 | | | 2009-2010 | | | 2010-2011 | | | 2011-2012 | | | 2012-2013 | | |
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black																					
Percentage White	158	159	99.4	170	171	99.4	161	163	98.8												
Percentage Hispanic																					
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	13	13	100	14	15	93.3	22	23	95.7												
Percentage Economically Disadvantaged	45	46	97.8	66	66	100	66	68	97.1												

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

Attachment 1c
High School Profile

Grade 11 GHSGT Mathematics
Percent of Students Who Met or Exceeded

Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black																					
Percentage White	104	155	67.1	132	169	78.1	103	153	67.3												
Percentage Hispanic																					
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	0	13	0	3	14	21.4	7	20	35												
Percentage Economically Disadvantaged	23	44	52.3	47	65	72.3	37	62	59.7												

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

Grade 11 GHSGT Mathematics Percent of Students Who Participated																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black																					
Percentage White	159	160	99.4	171	172	99.4	159	161	98.8												
Percentage Hispanic																					
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	13	13	100	14	15	93.3	22	23	95.7												
Percentage Economically Disadvantaged	45	46	97.8	66	66	100	64	66	97												

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

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

Mathematics I: Algebra/Geometry/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	N/A	N/A	92.7	N/A			
Percentage passed EOCT	N/A	N/A	N/A	68%			

Mathematics II: Geometry/Algebra II/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	N/A	N/A	N/A	N/A			
Percentage passed EOCT	N/A	N/A	N/A	52%			

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

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

English Language Arts: Ninth Grade Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	87.3	92.8	90.3	N/A			
Percentage passed EOCT	66	69	74	86%			

English Language Arts: American Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	89.4	90	86.5	N/A			
Percentage passed EOCT	84	88	85	86%			

DADE HIGH SCHOOL GAPSS RECOMMENDATIONS
September 9-11, 2009

Key Recommendations:

1. The development and implementations of a School Improvement Plan is critical.
2. Professional learning, implementation, and monitoring of elements of a Standards-based classroom is essential.
3. A systematic plan for horizontal and vertical collaborative planning should be devised and implemented.

Recommendations by School Key Strands:

Curriculum

- There should be a school wide focus to strengthen the horizontal planning process and develop a systematic plan for vertical alignment among grade levels and departments.
- Curriculum documents (i.e., curriculum maps, unit plans, pacing guides, benchmark assessments) need to be developed and/or strengthened by department teams and disseminated to all teachers and administrators.
- Once developed, curriculum documents need to be uniformly followed.
- Curriculum documents need to be used in planning instruction to ensure consistency of goals and time of delivery.
- Teachers must use the language of the standards throughout instruction to ensure students understand the learning goals.
- A continued effort to increase rigor and higher order thinking skills should be a priority.
- Additional professional learning should be provided in the areas of co-teaching, teacher commentary, creation of common assessments, and review of student work as a collaborative process.

Assessment

- All departments should work toward developing common assessments and benchmarks for monitoring student progress and planning instruction.
- Assessments need to reflect rigor and relevance.
- Assessment data (standardized, summative, formative, etc.) should be utilized consistently to drive instruction.
- Teacher commentary on student work should reference standards and provide specific feedback for improvement.
- A school wide policy for test retakes to ensure consistency throughout the building should be developed.
- While some teachers are utilizing assessment strategies in their classroom, there needs to be more emphasis on the use of formative assessments for standards-based learning.

Instruction

- Teachers should continue working toward refining student activities that promote higher order thinking skills.
- Research-based instructional strategies should be more fully implemented (opening, closing, summarizing, activating strategies, performance tasks, flexible instructional grouping based on data, differentiation).

- It is critical that instruction is engaging, time is utilized to the fullest, and that students are not allowed to be passive or disengaged learners.
- Specific lesson standards and EQs must be clearly identified, articulated, and referenced throughout the instructional period by both teachers and students.
- RTI strategies should be implemented using a pyramid of intervention.
- Co-teaching teams should follow an inclusion model, collaborate, and share instructional responsibilities for all students.

Leadership

- The vision and mission of the school should be reviewed and be the guiding force within the school.
- The leadership team needs to strengthen communication with the faculty focusing on the purpose and vision of the team.
- School leaders should consider expanding leadership opportunities to help develop teacher leaders.
- Administration should consider a deliberate process of selecting leadership team members based on the GLISI 8 Roles of Leaders.
- School leaders should provide opportunities to increase stakeholder engagement.

Planning and Organization

- The school leadership team with the full input of the staff needs to develop a school improvement plan with prioritized goals and strategies.
- The Balanced Scorecard should be continually updated and used as a tool for data analysis and measuring growth.
- Representative stakeholders should participate in the revision of the mission, vision, and beliefs to ensure alignment to the school improvement plan.

Professional Learning

- A school improvement plan needs to be developed which links professional learning to targeted School Improvement goals.
- Professional learning should be provided to support:
  o effective collaborative planning,
  o developing RTI strategies,
  o differentiating instruction,
  o using formative assessment,
  o ensuring rigor, relevance, and relationships,
  o differentiating technology training based on need, and
  o teaching children of poverty.
- Protocols, norms, and structured timelines need to be developed to increase the effectiveness of collaborative planning.
- Collaborative planning for inclusion teams should be scheduled on a regular basis.
- Training for elements of a Standards-based classroom should be provided to develop lessons which include an <u>opening</u> (activating strategies), <u>work period</u> (performance tasks, flexible instructional grouping based on data, differentiation, on-going assessment), and <u>closing</u> (summarizing**).**

Culture

- Additional post-secondary counseling should be provided for all students.
- Students need assistance in making real world connections to learning so that high school graduation and post-secondary options are a priority.
- Teachers should share in decision making related to job-embedded professional learning opportunities.

- The mission, vision, and beliefs should be reviewed by internal and external stakeholders, revised as necessary, and publicly shared. This would then serve as the guiding force within the school.
- Efforts should be made to recognize and celebrate staff accomplishments (both individual and collective successes).
- Efforts should be made to create a culture where each staff member embraces a personal professional growth plan and each staff member supports others in moving to higher levels of excellence.

Student, Family, Community

- The school is encouraged to use parents as a resource.
- Expand parent workshops to include topics on student achievement, student efficacy, and current resources for parents to use with their student.
- The school would benefit from the development of partnerships with parents and other external stakeholders.

Dade School Improvement Grant Planning
<u>**Needs Assessment**</u>

Data Profile and GAPSS Recommendations were analyzed:
Discussion of GAPSS Analysis:

a. **Identification of primary area for improvement**: <u>Lack of implementation of Instructional Model</u>
   - Inconsistency of implementation of instruction
   - Time on task / lose of instructional time
   - Quality of instruction
   - Connections to standards
   - Monitoring / follow-up

b. **Primary areas for improvement to instructional model**
   - Leadership (expectations, monitoring)
   - Professional learning

Prioritized Needs - based on GDOE School Keys Prioritization.
   - **Standards-based instruction (lack of implementation)**
   - **Assessment, formative, benchmark tests, growth model**
   - **At-risk students (interventions, programs, support, etc.)**
   - **Stakeholder engagement / apathy**
   - **Professional Learning – Job-embedded, accountability**
   - **Committed staff – right people in right places**
   - **Seat time**
   - **Vertical / Horizontal alignment**
   - **Consistency / accountability/ follow-through**
   - **High interest classes**
   - **CTAE Certification**

Curriculum:
- Certification programs (8)
- Benchmark tests, formative assessments, test bank (6)
- Identify at-risk students (available placement in study skills class) (5)
- Departmentalized prof. development (5)
- More / different CTAE courses with pre-requisites (5)
- Job-embedded Prof. Learning (4)
- High interest courses for electives (4)
- SAT / ACT test prep courses (3)
- Components of SBI integration of core (2)
- Program for support math (2)
- Adv. Placement program enhancement (2)
- High-interest books (2)

- Transition from middle to high school (2)

Assessment:
- Test prep instruction at MS / HS (7)
- Formative Assessment – Data Accountability (5)
- Advanced Placement passing rate (3)
- Assessment for CTAE (3)
- EOCT importance (2)
- Standards-based classroom (2)
- Meaningful benchmark test (2)
- Test bank – use it (1)
- Common assessment (1)
- Reviews of Assessment (1)
- Growth model statistically sound (apples to apples)

Instruction:
- Identify at-risk students and program of support (RTI/ Differentiated Instruction) (8)
- Professional accountability (lesson plans, etc) (5)
- Job-embedded PL (5)
- Student / parent accountability (4)
- Benchmark test, EOCT (3)
- Formative assessment to drive instruction (3)
- Schedule (incentive classes, as well as academic) (2)
- Vertical alignment (2)
- Standards-based classrooms (2)
- Increase seat-time (2)
- Improve student attendance (2)
- Time on task (1)
- Blackboard (1)
- Evaluation
- Peer tutoring
- Workshop model

Planning and Organization:
- Certification programs (earn vocational certificates while still in school) (5)
- Scheduling priorities – seat time, core classes in morning, time on task (5)
- Professional learning – effectiveness, relevance, alignment (5)
- At-risk identification – who are they (5)
- Popular programs – prerequisites, participation (5)
- Program / course alignment (vertical and horizontal alignment) (5)
- Parent, community, stakeholder involvement (5)

- Test prep instruction (4)
- Integral involvement (4)
- Make classes appropriate (4)
- Consistency of rules / accountability (3)
- Reward / incentive programs – teacher and student (3)
- Reduce class size – increase support classes
- Transition from middle to high school

Student, family, community
- Improve seat time (4)
- Stakeholder involvement (4)
- Student apathy (4)
- Revisit CTAE course offerings (4)
- Certification for CTAE students (4)
- Intervention for at-risk students (4)
- Schedule for discipline (Saturday / afterschool) (3)
- High interest classes for electives / incentives (3)
- Need to "step up to the plate" as leaders (2)
- Student networking (1)
- Parent accountability, responsibility (1)
- Extra- curricular opportunities
- Transportation for students - tutoring
- Agendas planners
- Student government
- Community meetings – go to them!

Leadership:
- Follow through (5)
- Address apathy in discipline system (4)
- Consistency with rules (4)
- Teacher apathy (3)
- Right staff in the right place (3)
- Evaluate effectiveness of Prof. Learning (3)
- Schedule for discipline (2)
- Address absences and tardies (2)
- Need people to step up to be leaders
- Hold teachers accountable
- Name leadership as early as possible
- Continue GLISI training

School culture:
- High interest classes, books, materials, networking(hook the students) (11)
- At-risk program (8)
- Consistency (enforcers don't feel like the enemy)(7)
- Right staff in the right place (recognize strengths) (6)
- Reward (to conquer apathy and evaluate effectiveness (5)
- Time on task (4)
- Attendance (sense of belonging, relationships with students) (2)
- Class size

Professional Learning:
- Align PL to achievement, make it relevant, evaluate effectiveness (7)
- Training specific to class / program; job-embedded; individualized (6)
- How to analyze data (5)
- Project based learning (4)
- Evaluation of PL (4)
- Training for differentiation (3)
- More staff certified in AP (3)

	Dade County High School			
	Professional Learning Implementation Plan			
	2010-2011			
Focus Area	**Actions**	**Timeline**	**Person Responsible / Resources**	**Evaluation (Evidence of Implementation)**

Standards-based Instruction (SBI):	Provide training during the summer PL week (August 3,4,5) on the following SBI topics
	
	• Lesson structure/ framework
	• Rituals and routines for SBI in a 50 minute class
	• Differentiation
	• Assessment
	• Language of the standard (LOTS)
		August 3, 2010 – ongoing
		
		PL provided throughout the school year during weekly collaborative planning and Sacred Wednesday afternoons (2:30-4:00)
			School Administrators, Consultants, Leadership team, Department Chairs, Academic Coach	• E-walk data
				• Classroom observations
				• Peer observations
				• Evidence provided by teachers during PL sessions
				• CLASS Keys
				  - Self-assessment
				  - Monitoring
				  - Feedback
				  -

Math Professional Learning	Continue work with Math consultant on the following PL needs: • Student engagement through math talk • Student work / teacher commentary • Self assessment / peer assessment of work • In-depth understand and study of new GHSGT content descriptors • Work on math content, frameworks, tasks, etc.	August, 2010 *PL provided throughout the school year*	Principal, Consultants, Leadership team, Department Chair,	• E-walk data • Classroom observations • Peer observations • Benchmarks, common assessment data

		during weekly collaborative planning and Sacred Wednesday afternoons (2:30-4:00)	Academic Coach	• CLASS Keys
				  - Self-assessment
				  - Monitoring
				  - Feedback

ELA Professional Learning:	Begin work with ELA teachers / department on:
	
	• Lesson planning
	• Development of curriculum documents, common assessment, and benchmarks
	• Analyzing student work and writing teacher commentary
	• Other PL needs – based on classroom observations of new staff.
		August, 2010
		
		PL provided throughout the school year during weekly collaborative planning and Sacred Wednesday afternoons (2:30-4:00)
			Principal, Consultants, Leadership team, Department Chair, Academic Coach	• E-walk data
				• Classroom observations
				• Peer observations
				• Benchmarks, common assessment data
				• CLASS Keys
				  - Self-assessment
				  - Monitoring
				  - Feedback

CLASS Keys:	• Overview of CLASS Keys – Beth Johnston
	• Study of CLASS Keys by strand during collaborative planning and on Sacred Wednesday PL time – Lead by department chairs, administrators, academic coach
		June 14, 2010
		
		August, 2010 - Ongoing
			School Administrators, Beth Johnston (GDOE), Academic Coach, Leadership Team, Consultants	• CLASS Keys
				  - Self-assessment
				  - Monitoring
				  - Feedback
				• E-walk data
				• Classroom observations
				• Peer observations

Intervention Strategies	• Learning strategies in the content areas
	• Intervention strategies and programs
	   -**June 1, 2010** – overview of RTI framework for DCHS presented to all faculty and staff
	   -**June 4, 2010** – review of universal screening/progress monitoring tools and intervention programs for reading and math
	   -**June 2010** – purchase of assessment and intervention tools
	   -**July – fall 2010** – professional learning on purchased tools provided by vendors
	• Formative assessment strategies, processes, and use
	• Assessment tools for screening, progress monitoring, and data utilization
	• Advisor / Advisee training for staff (advisement period)
		August 3, 2010 – ongoing
		
		PL provided throughout the school year during weekly collaborative planning and Sacred Wednesday afternoons (2:00-4:00)
			School administrators, consultants, academic coach, department chairs, leadership team	• Implementation of RTI
				• Progress Monitoring data
				• Benchmarks
				• Classroom observations

Collaborative Planning:	• Overview of collaborative planning process and expectations
	• Weekly collaborative planning that includes:
	   - Lesson study and planning
	   - Peer observations
	   - Development of benchmark assessments and common assessments
	   - Data analysis
	   - Development of curriculum documents
	   - Analyzing student work and writing teacher commentary
		August 25, 2010 - ongoing	School Administrators, Academic Coach, Instructional Technology Specialist,
			
			Leadership Team, Department Chairs, Consultants
				• Administrator attendance at Collaborative planning sessions.
				• Curriculum documents
				• Lesson plans
				• Benchmarks and common assessments
				• Improved instruction as noted through classroom observations and ewalk data

Integrating Technology into	• Instructional technology specialist works with individual teachers or small groups during classroom instruction, planning, before school, afterschool	August, 2010 - ongoing	School administrators, IT specialist,	• Increased use of technology as observed through classroom

Instruction			Leadership team	observations and ewalk data • Increased student engagement
Understanding Poverty	• Initial training in Understanding Poverty • Dade County Bus Tour • Training on Language Structure, Discipline, and Cognitive Strategies	August 6, 2010 September, 2010 - ongoing	School Administrators, Academic Coach, Leadership Team, Consultants	• Increased use of cognitive strategies • Student surveys on relationships
Rising Stars Leadership Training	• Identify DCHS staff for Rising Star Cohort • 10 sessions (1 day each) of PL with Catoosa RS candidates and other Dade County candidates. • Action Research on Improvement initiative	August, 2010 – December, 2011	District and School administrators, Rising Star Collaborative Director, Coach for each candidate	• Attendance at RS sessions • Action Research data • Increased career opportunities

CLASS SCHEDULE 2010-2011

Period	Time	M	T		X	
1	8:00 - 8:53	53	53		53	
2	8:58 - 9:51	53	53		53	
3	9:57 - 10:50	53	53		53	
4	10:55 - 12:20	60	60		60	
5	12:27 - 1:21	54	54		54	
6	1:27 - 2:20	53	53		53	
7	2:26 - 3:20	54	54		54	

Period	Time			W		
2	8:00 - 9:40			100		
4	9:46 - 11:26			100		
6	11:32 - 1:53			116		
Advisement	2:00 - 2:20			0		
Sacred Wed				0		

Period	Time					F
1	8:00 - 9:40					100
3	9:46 - 11:26					100
5	11:31 - 1:35					100
7	1:40 - 3:20					100

						Grand Total
Daily Totals:	380 min	380 min	316 min	380 min	400	1856 min/wk
					Minutes/Year	64960 min

Time	Weekly	Yearly	Hours/Yr	% Increase		Hours/Year	1082.7
1st Period	259 min	9065 min	151.1 yr	11.1%			
2nd Period	259 min	9065 min	151.1 yr	11.1%			
3rd Period	259 min	9065 min	151.1 yr	11.1%			
4th Period	280 min	9800 min	163.3 yr	12.0%			
5th period	262 min	9170 min	152.8 hr	11.3%			
6th Period	275 min	9625 min	160.4 yr	11.9%			
7th Period	262 min	9170 min	152.8 yr	11.3%			

Computer Lab Use – Dade County High School – 2009-2010

	Labs Used	Possible Labs
Aug	85	180
Sep	141	228
Oct	88	180
Nov	120	180
Dec	161	180
Jan	144	240
Feb	170	240
Mar	159	240
Apr	151	180
	Total Labs Used	Total Possible Labs
	1219	1848

% of computer lab use as compared to total labs possible 66 %

Conclusions: (comprised using above data and research paper by Lori Moore)

1. Refer to study by Lori Moore for in-depth analysis

2. The labs are used the majority of the time.

3. Scheduling conflicts prevent more teachers.

4. There are many days in which the labs are not sufficient for all who need to use them.
   In December, the labs were completely scheduled in 54 out of 60 possible times. This means
   that there were others who needed the lab who did not get one.

A Look at DCHS Computer Lab Usage:

Are They Being Used to Their Full Potential?

Lori Moore

Billy Millican, Principal, Dade County High School

April 12, 2010

Table of Contents

Executive Summary

At Dade County High School (DCHS), there are four main labs that teachers can use when implementing computer technology. This evaluation was chosen because of a movement within the school to incorporate technology into the classroom to improve student achievement. In the evaluation "A look at DCHS Computer lab usage: Are They Being Used to Their Full Potential?" four main questions were addressed:

1. What percentage of teachers takes students to computer labs?

2. How are computers used in the labs?

3. Is access acceptable?

4. Are the labs being used to their full potential?

The purpose was to determine if changes could be made such as improving lab access, purchasing mobile labs, or introducing new types of professional learning opportunities with the end goal of improving student achievement. Teacher logs were used to identify teachers using labs, and an online survey was given to those teachers.

Results of the survey showed that teachers did have adequate access, but did not always get access on the exact day of their request. Results also showed that mobile labs would help teachers with future computer lab usage. Teachers felt that the labs were not being used to full potential and that some content specific training might be helpful. Recommendations were made that were in line with survey results. Recommendations included adding mobile labs, increasing content-related computer technology training, and making sure all teachers had equal access. The majority of the teachers surveyed did not feel that the lab was being used to its full potential

A Look at DCHS Computer Lab Usage: Are They Being Used to Their Full Potential?

Introduction

This evaluation attempts to determine the percentage of teachers using computer labs as a learning resource with students and how the computer technology is being used. Past studies have been conducted with the intent on measuring the effectiveness of using instructional technology, specifically computer technology, on student motivation and achievement. According to Jones (2003) in "Students as Web Site Authors: Effects on Motivation and Achievement", most studies revealed that student attitudes toward the use of computer technology in the classroom were positive, although not all studies revealed a significant increase in achievement. Hoskins and Van Hoof 's (2005) article, "Motivation and Ability: Which Students Use Online Learning and What Influence Does It Have On Their Achievement?", stated that in some cases, students that were highly motivated from the beginning seemed to gain the most from the implementation of computer technology, possibly because in many cases learning becomes project-based and self-regulated.

At Dade County High School (DCHS), teachers have three areas to reserve for computer usage. There are two main computer labs and the Media Center that each has 28 computers. Teachers reserve a lab and then log all students that attend each individual lab session. In addition to the three general labs, there are five Career Technology Agriculture Education (CTAE) teachers that teach in computer labs. All labs are included in the evaluation.

In this evaluation, the main evaluator will be Lori Moore, and the project manager and main client is Billy Millican. The major stakeholders that possibly will be directly affected by the outcome of the evaluation will be DCHS students, parents, teachers, administrators, and the community. Minor stakeholders would be technicians, school superintendent and school board, because technology is expensive and has to be updated.

Purpose

The purpose of this evaluation was to determining if labs were being used at their full potential, and to support the possible need for teacher in-service training and/or the purchase of more lab equipment.

The evaluation was both formative and summative. Implementation evaluation was used to monitor computer usage and types of technology delivery. Secondary analysis was used with existing

data to address new questions and whether to implement new computer usages. For example, an English teacher may only take a class to the lab to do research. There may be other types of computer technology that are not utilized to maximize student learning and opportunity. Decisions may be made to introduce other resources during in-service days set aside for professional development. Other decisions could be to purchase a mobile lab or additional software.

Evaluation Questions

The goal of this evaluation was to determine the percentage of teachers using the computer labs and if the labs were being used to their potential. The evaluation focuses on formative and summative measures of the implementation, results, and future recommendations and the effect of major project objectives leading to this goal. Three objectives, framed as four research questions, are:

- Objective 1: What percentage of teachers has used the computer labs during a current 9-week period?
- Objective 2: Of the teachers that use computer labs, what were the different types of usages?
- Objective 3: Do teachers have adequate access to labs?
- Objective 4: Is the potential of the computer labs being utilized?

Data was used to obtain knowledge in order to establish documentation. At a later date, the information in the evaluation was compared to technology objectives of the school to aid in the decision to make possible changes or additions to professional development for teachers.

Methods

Participants

The participants are all regular classroom teachers that had taken students to, or who taught students in a computer lab. Teachers that had not utilized a computer lab were not surveyed.

Design and Procedures

The evaluation plan consists of the following activities designed to address each of the four objectives:

1. Strategy to evaluate Objective 1: Data was collected from four log books of computer lab usage. Lab usage logs are permanently housed and monitored in the Media Center.

Each teacher that used any computer lab, including lab class teachers, during the evaluation period were documented on the form. The teacher count was tallied and compared to total teacher count to obtain a percentage.

2. Strategy to evaluate Objectives 2, 3, and 4: A mixed questionnaire was administered anonymously to teachers that had used the lab. An individual ticket was given to each teacher

to be placed in a box (located in the main school office near the daily teacher sign-in sheets) after taking the survey. The survey was online, created using an online survey-maker site called Survey Monkey. Dade County High School owns an account with Survey Monkey and controls were set to anonymously protect the evaluator from Human Rights violations.

Instruments

The evaluator established instrument validity and reliability for all instruments. An online survey was given to teachers that had taken students to a computer lab in the last nine weeks. Dade County High School has a Survey Monkey account for online surveys. A number was given to each teacher. After taking the online survey, the teacher will place the number in a box for accountability. Instruments included the following:

1. Chart for recording the names of teachers that used the computer lab within the nine-week period as a means of obtaining evaluation participants.
2. Survey Monkey web site for creating an online electronic survey to be given to all participants of the survey.
3. Survey Monkey for data analysis and charting of data concerning types of programs used, and information about whether labs are being used to full potential.

Evaluation of Computer Usage					
		Questionnaire			
	Computer Usage Log Records	Checklist	Likert	Qualitative-Descriptive	Multiple Choice
Percentage of teachers using labs	X				
Types of Programs		X			
Adequate Access			X	X	X
Full Potential				X	

Summary of Key Findings

Evaluation Question 1:

What percentage of teachers has used the computer labs during a current 9-week period?

Key Findings:

Teachers using labs:

      15   Regular education teachers booking lab space

       5   Career Education Teachers teaching in classroom labs

       1 Special Education "Inclusion" class with computers for all students

       1   Drivers' Education Lab

Total   22   (62.8%)

Teachers not using labs:

      13   Regular education teachers   (37.2%)

Results showed that 62.8% of teachers used the labs in a 9-week period, and 37.2% did not have any lab usage during those 9 weeks.

Evaluation Question 2:

      Of the teachers that use computer labs, what were the different types of usages?

Key Findings:

      In the chart below, the question was asked, "When you took your class to the computer lab, what did you have students do? Please check all that apply:" Internet research had the greatest usage with 78.6%, but Microsoft Word and Microsoft PowerPoint also had rate of high usage with both being 64.3%. Web 2.0 interactive, collaborative-type sites rated a low usage along with graphic-type programs at

7.1%.

Computer Usage Survey 2010

When you took your class to the computer lab, what did you have students do? Please check all that apply:

		Response Percent	Response Count
Word Processing - ex: Microsoft Word - typing a paper		64.3%	9
Internet Learning Practice Sites		42.9%	6
Internet Research - ex: News Sites, GALILEO, GCIS		78.6%	11
Web 2.0 - Interactive Learning Web Sites - ex: Shelfari, Scrapblog, Google Docs		7.1%	1
Email		14.3%	2
Spreadsheet - ex: Microsoft Excel		7.1%	1
Presentation - ex: Microsoft PowerPoint		64.3%	9
Desktop Publishing - ex: Microsoft Publisher		21.4%	3
Drawing/3D Modeling/Architecture - ex: CAD, Solid Works, Landscaping		0.0%	0
Graphics/Flash/Photographs - Ex: Photoshop, Yearbook		7.1%	1
Website Creation - Ex: Dreamweaver, HTML		0.0%	0
Other		0.0%	0
	answered question		14
	skipped question		0
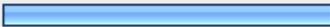
Evaluation Question 3:

    Do teachers have adequate access to labs? Three different questions were asked in the survey

to address Evaluation Question 3, "In your opinion, do you feel teachers have adequate access to

computer labs?", "Do you have any comments or suggestions about improving computer lab access for

teachers?" and whether the teacher is able to reserve the lab when the need arises. In the chart below,

74% of teachers felt that they had adequate access to the computer labs.

2. In your opinion, do you feel teachers have adequate access to computer labs?		Create Chart Download	
		Response Percent	Response Count
yes		71.4%	10
no		28.6%	4
		answered question	14
		skipped question	0
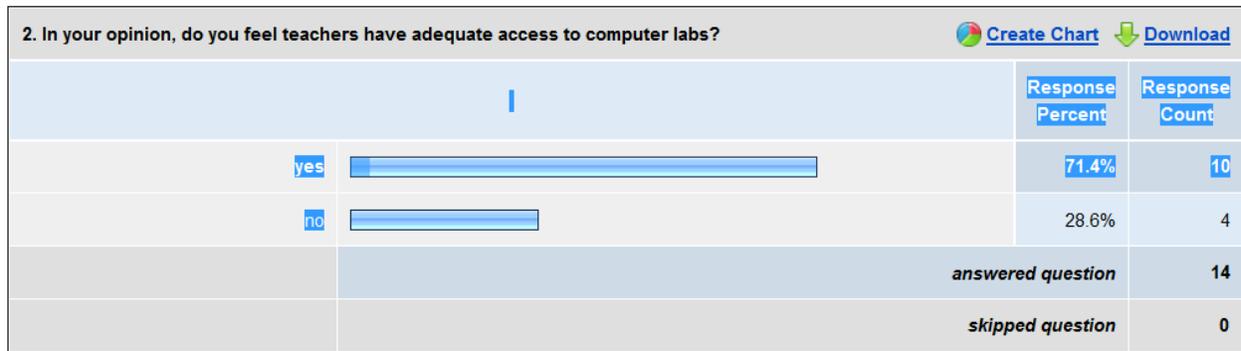
    In the chart below (survey question 3), eight teachers made comments or suggestions about

improving computer lab access for teachers. Three responses talked about occasional conflicts with

scheduling, but two other teachers mentioned the need for mobile labs as a solution.

3. Do you have any comments or suggestions about improving computer lab access for teachers?   ⬇ Download

	Response Count
💬 Hide replies	8

1. Sometimes, some teachers take up all the time for the whole week or month, it is extremely hard for using the computer labs.	Thu, Apr 1, 2010 9:40 AM	🔍 Find...
2. Have a rolling labe for the social studies department	Wed, Mar 31, 2010 3:33 PM	🔍 Find...
3. Let the book and keys be given to a reliable student to be sent to the office to pick up. Pencil Sharpener in lab fixed. Blinds on window.	Wed, Mar 31, 2010 2:14 PM	🔍 Find...
4. Better access if only problem. Once you can get it scheduled, it is fine.	Wed, Mar 31, 2010 2:07 PM	🔍 Find...
5. For the most part I've been able to schedule labs, but sometimes there is a conflict.	Wed, Mar 31, 2010 1:58 PM	🔍 Find...
6. more knowledge on different programs	Wed, Mar 31, 2010 1:24 PM	🔍 Find...
7. It would be nice to have another computer lab... but I know that is a lot of money, so easier said than done.	Wed, Mar 31, 2010 1:15 PM	🔍 Find...
8. There should have been computers bought and new labs created. Also should have had several mobile labs with labtops created.	Wed, Mar 31, 2010 1:14 PM	🔍 Find...

	answered question	8
	skipped question	6

Survey question 4 below asked the question whether teachers were able to use the lab every time the need arose. Seventy-one percent of teachers surveyed stated that they agreed or somewhat agreed.

4. I am able to reserve a computer lab every time the need arises.   🟢 Create Chart ⬇ Download

		Response Percent	Response Count
Agree		35.7%	5
Somewhat Agree		35.7%	5
Neither Agree nor Disagree		7.1%	1
Somewhat Disagree		7.1%	1
Disagree		14.3%	2
		answered question	14
		skipped question	0
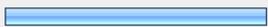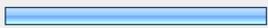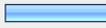
Almost 79% of teachers stated in survey question 7 below, that the reason that it was difficult

taking students to the computer labs was because of the lab not always being available. The next

highest response was that there was not enough student cooperation and motivation. Free responses

included that a policy should be in place for inappropriate usage of computers and the need for

computer class management software.

7. What are some reasons that may make it difficult to take students to the computer labs? Check all that apply.		Create Chart Download	
		Response Percent	Response Count
Lab is not always available.		78.6%	11
Not enough time to prepare technology lesson plans.		14.3%	2
Not enough knowledge of the different types of technology that is available.		14.3%	2
Not enough student cooperation and motivation.		42.9%	6
Not enough class time.		14.3%	2
Curriculum is difficult to incorporate technology.		0.0%	0
It is never difficult.		7.1%	1
Hide replies Other (please specify)		14.3%	2
1. hard to keep students on task. Need policy in place {and utilized} for inappropriate usage	Wed, Mar 31, 2010 1:24 PM Find...		
2. Monitoring software like Mrs. Millican has on her computers would be extremely helpful.	Wed, Mar 31, 2010 1:14 PM Find...		
		answered question	14
		skipped question	0

Evaluation Question 4:

Is the potential of the computer labs being utilized? There were three survey questions for

Evaluation Question 4, "Do you feel that the computer labs at Dade County High School are used to their

full potential?" and "What changes can be made to help you use computer

technology more efficiently?" Almost 62% of teachers felt that the computer labs were not being used

to full potential.

5. Do you feel that the computer labs at Dade County High School are used to their full potential?		🌐 Create Chart ⬇ Download	
		Response Percent	Response Count
yes		38.5%	5
no		61.5%	8
		answered question	13
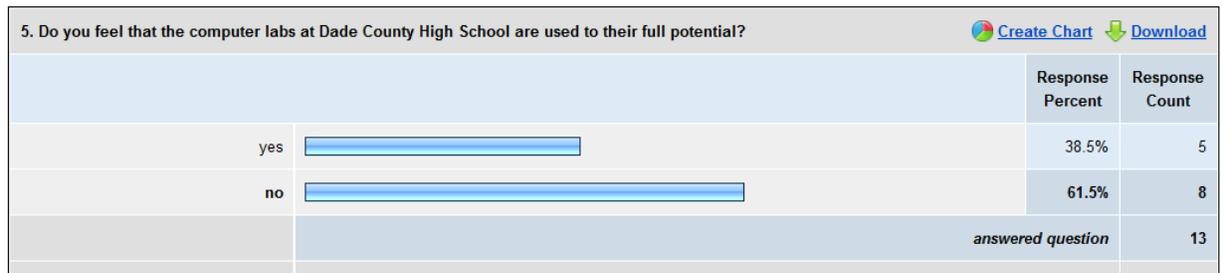
In survey question 6 below, there were nine free responses given for what changes could be made to

help teachers use computer technology more efficiently. Four responses dealt with the need for more

teacher-training, specifically content specific training in the integration of technology.

6. What changes can be made to help you use computer technology more efficiently?		⬇ Download
		Response Count
	💬 Hide replies	9
1. More preparation for test-taking for EOCT. I have been booted out four times because of the GHSGT	Thu, Apr 1, 2010 9:40 AM	🔍 Find...
2. update the cmoputers xp is old.	Wed, Mar 31, 2010 3:33 PM	🔍 Find...
3. Have someone available to instruct on what teacher may need help on...maybe once every other week? have a schedule that we could sit with a instructor?	Wed, Mar 31, 2010 2:14 PM	🔍 Find...
4. Would help if they could be opened before or after school to enable students to do outside work.	Wed, Mar 31, 2010 2:07 PM	🔍 Find...
5. More teacher training. Requiring research in classes other than English.	Wed, Mar 31, 2010 1:58 PM	🔍 Find...
6. None... I feel prepared at what my students would need to use the computer lab for.	Wed, Mar 31, 2010 1:15 PM	🔍 Find...
7. Too easy for students to gain access to sites they shouldn't be on and too hard for teachers to gain access to sites they could use like youtube.com.	Wed, Mar 31, 2010 1:14 PM	🔍 Find...
8. -I personally use computer technology in my classroom on a daily basis. - It might help other classes to know how different programs can be used in their individual curriculum areas.	Wed, Mar 31, 2010 12:44 PM	🔍 Find...
9. Content specific training on how to integrate technology to improve student acheivement.	Wed, Mar 31, 2010 11:47 AM	🔍 Find...
	answered question	9
	skipped question	5

Recommendations and Conclusions

After reviewing the result of the survey and through the conducting the evaluation, several suggestions could be made in order to improve computer technology usage in the computer labs at DCHS, thus helping raise student achievement. The following is a list of recommendations and conclusions:

- Implement more mobile labs.

- Keep operating systems and software current, such as upgrading Windows XP to Windows 7.

- Implement training on computer usages other than Microsoft Word, PowerPoint and Internet Research, such as an introduction to Web 2.0 interactive sites, Google Docs, Google Talk, scavenger hunts, virtual field trips, or quiz sites.

- Give training on what current technology is available for teachers.

- Disburse lab time among all teachers and departments fairly and equitably. Make sure one department or teacher does not monopolize too much of the available lab time.

- Put a standard policy in place that contains detailed consequences for computer offenses so that there is consistency among classes that use labs.

- Consider classroom management software activities in order for teachers to control sites students may choose to visit, and to allow for teachers to visit blocked sites, such as YouTube.

References

Jones, Brett D. (2002-2003).Students as web site authors: Effects on motivation and achievement.

    Journal of Educational Technology Systems, 31, 441-461. Retrieved from ERIC Database

Hoskins, Sherria L., & van Hooff, Johanna C. (2005).Motivation and ability: which students use online

    learning and what influence doesn't it have on their achievement? *British Journal of Educational*

    Technology, 36, 177-192. Retrieved from ERIC database

Criteria	Level of Implementation			Examples of Possible Instructional Practice (Observation)	Examples of Possible Artifact(s)
	Progressing	*Proficient*	*Exemplary*		
Classroom Environment	Classroom is safe and orderly	Classroom is safe, orderly, and clean.	Classroom is safe, orderly, clean, and conducive to learning. Students contribute to a well maintained environment.	-Clear traffic patterns including emergency exits -Uncluttered classrooms -Routines / procedures	-Posted emergency procedures
	Classroom rules are posted.	Classroom rules are posted and consequences are clearly stated.	Classroom rules are posted, consequences are clearly stated, and a behavior management system is operational.	-Consistent behavior management system	-Classroom rules, behaviors, and/or consequences
	Room configuration is structured but not conducive to grouping.	Room configuration provides for limited grouping.	Room configuration is organized for flexible grouping and teacher monitoring of learning.	-Students working in groups -Teacher monitoring of learning	-Lesson plans (group work identified) -Room arrangement
	The classroom culture is risk-free.	The classroom culture is risk-free and encourages learning.	The classroom culture is risk-free, encourages learning, and celebrates collective and individual mastery of the standard.	-Positive teacher and student interaction -Respectful environment	-SB Learning concept displays -Student work
Standards / Curriculum	Standards are clearly posted	Standards are clearly posted and use the language of the standard	Standards are clearly posted, use the language of the standard, and are referenced during instruction.	-Teacher and students discuss standard during lesson	-Standards posted -Lesson plans (standards are referenced)
	Curriculum is aligned with GPS	Curriculum is aligned to GPS using a variety of resources of resources to support instruction.	Curriculum is aligned to GPS using a variety of resources to support instruction and continually adjusted based on formative assessments.	-Collaborative planning and classroom instruction aligned (horizontal / vertical) with standards -Use of a variety of resources	-Lesson plans -Curriculum maps -Pacing guides -Unit plans -Horizontal / vertical alignment -Teacher created materials -Formative assessments
	Essential Question (EQ) is posted in student friendly language.	Essential Question (EQ) is posted in student friendly language and relevant to instruction.	Essential Question (EQ) is posted in student friendly language, relevant to instruction, and requires higher order thinking skills.	-Student teacher dialogue related to EQ -Classroom Instruction relates to EQ	EQ posted Lesson plans (referencing EQ)
	Collaborative planning is present.	Collaborative planning is present and produces common instructional plans/assessments.	Collaborative planning is present, produces common instructional plans / assessments, and establishes criteria for student work that meets standard.	-Observation of collaborative planning -Common lessons / assessments / rubrics / checklists	-Lesson plans -Meeting agendas / minutes/ schedule /master schedule -Common assessments -Models of student work

Criteria	Level of Implementation			Examples of Possible Instructional Practice (Observation)	Examples of Possible Artifact(s)
	Progressing	*Proficient*	*Exemplary*		
Instruction	Teacher clearly presents standard(s)	Teacher clearly presents standard(s)and students can explain the standard in their own language	Teacher clearly presents standard(s) and students can explain the standard in their own language and can demonstrate their understanding.	-Classroom instruction aligned with standards -Teacher and students discuss standard during lesson	-Standard posted -Rubric / checklists -Work samples -SB classroom displays
	Teacher clearly presents Essential Question	Teacher clearly presents Essential Question and students can explain the EQ in their own language	Teacher clearly presents Essential Question, students can explain the EQ in their own language, and can answer the EQ by the end of the instruction.	-Classroom instruction aligned with EQ -Teachers and students discuss the EQ during the lesson	-Essential Question -Student products relating to EQ
	Lesson plans are present	Lesson plans are present and contain standard(s), EQ, differentiation, and assessment(s)	Lesson plans are present, contain standard(s), EQ, differentiation, and assessment(s), and include additional SB elements such as technology applications, higher order projects / activities, rigorous and relevant questions, performance tasks, differentiated student learning goals.	-Classroom instruction based on the lesson plan containing the standard, EQ, differentiation, assessments. -Observation of SB elements such as technology applications, higher order projects / activities, rigorous & relevant questions, performance tasks, differentiated student learning goals)	-Lesson plans that include a listing of the standard, an essential question, differentiation, assessments, and additional SB elements
	Lessons provide opportunities for higher order thinking	Lessons provide opportunities for higher order thinking by asking probing and open- ended questions.	Lessons provide opportunities for higher order thinking by asking probing and open-ended questions that result in rigorous and relevant content related discussions.	-Rigorous, relevant, probing, & follow-up questioning of students -Teacher and student interaction that leads to higher order thinking	-Lesson plans promote higher order thinking skills
	Teacher uses technology to deliver instruction.	Teachers effectively use a variety of technology in the development and delivery of lesson plans, instruction, and assessment.	Teachers effectively use a variety of technology in the development and delivery of lessons, instruction, and assessment that enhances student engagement, rigorous and relevant questioning, and higher-order thinking.	-Use of relevant digital content (i.e., United streaming, USA Test Prep, Brain Pop) aligned with the standards -Technology integration relates to the standard -Technology used for differentiation	

	Students effectively use technology during the lesson.	Students effectively use technology during the lesson to research, create documents and / or projects, organize their thinking, practice skills / concepts.	Students effectively use technology during the lesson to research, create documents and / or projects, organize their thinking, practice skills / concepts, and demonstrate a greater understanding of the standard(s).	-Use of relevant digital content (i.e., United streaming, USA Test Prep, Brain Pop, etc.) aligned with the standards -Students can explain how the technology helps them master the standard. -Students are using technology for differentiation	-Student products using technology
	Students on task	Students are on task, interested, and motivated.	Students are on task interested, motivated, actively engaged, and focused on learning	-Active(verbal and physical) student engagement -Continual student feedback through overt responses	-Checklist -Student products -Lesson plans include engagement probes i.e. thumbs up, etc
Differentiation	Student groups are present	Student groups are present and formed based on pre-assessment and formative/summative assessments.	Student groups are present, formed based on pre-assessment and formative/ summative assessments, and are flexible, and self-directed.	-Observation of flexible groups or self- directed groups	-Lessons include group assignments, work, and assessments --Student grouping / regrouping document (skill based) -RTI documentation for tier II and above
	Differentiated instruction is evident	Differentiated instruction is evident, based on data and targets student needs	Differentiated instruction is evident, based on data, targets student needs, and is progress monitored	-Observation of tiered instruction and / or progress monitoring	-Progress monitoring document based on frequent assessment -Student grouping / regrouping document (skill based) -RTI documentation for tier II and above
	Differentiated assessment is present	Differentiated assessment is present and aligns with differentiated instruction	Differentiated assessment is present, aligns with differentiated instruction, and prepares the student for standardized testing	-Observation of tiered assessment aligned with tiered instruction -Lessons include differentiated assignments and assessments aligned to instruction and monitored for progress.	-Lesson plans show differentiated instruction aligned to differentiated assignments and assessments -Student data -RTI documentation -Progress monitoring documentation

Criteria	Level of Implementation			Examples of Possible Instructional Practice (Observation)	Examples of Possible Artifact(s)
	Progressing	*Proficient*	*Exemplary*		
Assessment	Student work is posted	Student work is posted with teacher and/or student commentary	Student work is posted with teacher and/or student commentary that identifies strengths, weaknesses, and next steps	-Observation of posted student work with commentary	-Model, current student work is posted with teacher and/or student commentary -Exemplars / models -Rubrics / checklists
	Formative assessments are used	Formative assessments are used consistently to determine student progress	Formative assessments are used to determine student progress and to guide instruction	-Collaborative planning on common formative assessment -Observation of formative assessment during the lesson.	-Lesson plans indicate use of formative assessments -Collaborative analysis of formative assessment data
	Teachers provides opportunities for student revisions and retesting	Teachers provide opportunities for student revisions, retesting, and alternative assessment formats as part of the instructional routine	Teachers provide opportunities for student revisions, retesting, alternative assessment formats, and commentary / feedback to guide students in revising their work until the standard has been mastered as a part of the instructional routine	-Teacher / student conferences -Retest / revision opportunities	-Revised student work -Alternative assessment formats / tiered assessment -Grades -No "0" policy
	Teachers use benchmark testing	Teachers use benchmark testing and collaborate to develop common assessments	Teachers use benchmark testing and collaborate to develop common assessments and use the results to guide instruction	-Classroom instruction based on benchmark testing data -Collaborative planning to develop common assessments -Observation of assessment feedback given to students	-Benchmark tests -Common assessments -Assessment data -Lesson plan and curriculum map changes
	Teachers encourage students to self assess	Teachers encourage students to self assess by providing opportunities and guidelines	Teachers encourage students to self assess by providing opportunities and guidelines in order to determine their areas of strengths / weakness and plan for improvement	-Student goal setting -Teacher / student conferencing	-Exemplars, models, rubrics. checklists -Student work products

Dade County School System
JOB DESCRIPTION

TITLE: Academic Coach

REPORTS TO: Principal

PRIMARY FUNCTION: To assist administration and teachers with implementing, monitoring, and supervising professional learning, RTI implementation, and curriculum development of the total school program.

QUALIFICATIONS:

- Meet state and local requirements concerning fingerprinting and criminal background check
- Possess a minimum of a Masters Degree (strongly preferred)
- Clear Renewal Georgia Certificate
- Minimum of five years of successful classroom teaching experience
- Ability to perform routine physical activities required to fulfill job responsibilities
- Thorough understanding of standards based classroom
- Knowledge of developing professional learning
- Training in effective curriculum and instruction design
- Training in team based leadership
- Any alternative to the above qualifications as the board may find appropriate and acceptable

PERFORMANCE RESPONSIBILITIES:

- **School Improvement:**

  To assist with the continuous school improvement process-

  - Assist in teacher evaluations as assigned
  - Ensure RTI professional learning is implemented in the classroom
  - Assist leadership team in developing appropriate curriculum design to ensure full implementation of the GPS
  - Monitor teacher progress in the implementation of the school instructional model

- **Standards-based classroom**

  To ensure that a standards-based classroom is implemented-

  - Support teachers in developing lessons based upon the instructional model
  - Developing professional learning designed for implementing a standards-based classroom

- Leading teacher teams in the creation of lesson plans, unit plans, benchmark tests, and common assessments

- Assisting teaching teams in analyzing benchmarks to ensure remediation for students showing gaps in GPS mastery

- Oversee the development and implementation of the RTI process

- Coordinate with math and language consultants in planning, scheduling, and implementing effective instructional practices

- Use Class Keys to monitor and improve teacher instruction

- Celebrate successes of teachers by having best practices modeled by individual teachers with the expectation that others will use their methods as a guide in their instruction

- **Data Analysis**

  To lead teams in analyzing data from multiple sources to ensure that implemented procedures and programs are effective in increasing student achievement-

  - Lead teams in developing and properly utilizing benchmark testing

  - Assist teachers in utilizing data from the growth and projection models

  - Help teaching teams understand the significance of standardized testing data to include how to use this data to improve instruction

- **Build Capacity to Sustain Change**

  To build an environment throughout the organization that is eager to implement and sustain meaningful changes necessary in promoting a positive learning community-

  - Serve as an instructional leader in modeling effective instructional methods

  - Use a variety of strategies to ensure that teachers are motivated to improve instruction

  - Help develop an atmosphere that is excited about implementing new effective strategies that improve school improvement

  - Develop professional learning emphasizing the development of teacher leaders who have the ability to redeliver effective teaching strategies

  - Assist teachers in understanding the teacher effect data

- **Professional Learning Communities**

  To lead in developing site based management procedures that build learning communities focus on improving student achievement-

  - Participate in continuous personal professional learning

- Attend coaching clinics at the State Department of Education

- Work with math and language arts consultants and ensure implementation of the strategies they develop

- Develop a safe environment for teachers to work with peers in improving instruction

- Coordinate job embedded learning to address curriculum, instruction, assessment, data analysis, and the use of the adopted instructional model

- Establish a plan for evaluating the impact of professional learning on instructional strategies

- Help evaluate instruction

- Conduct professional learning during weekly team meetings

- Other duties and responsibilities as required by the administration

Dade County School System

JOB DESCRIPTION

TITLE: Graduation Coach

REPORTS TO: Principal

PRIMARY FUNCTION: To coordinate academic counseling, career and personal concerns in order to promote school completion.

QUALIFICATIONS:

- Meet state and local requirements concerning fingerprints and criminal background check
- Clear Georgia Leadership Certificate
- Minimum of 5 years successful teaching experience
- Good technology, oral, and written communication skills
- Ability to perform routine physical activities required to fulfill job responsibilities
- Any alternative to the above qualifications as the board may find appropriate and acceptable

PERFORMANCE RESPONSIBILITIES:

a. **Analyzing Data**
   To assist the administration in leading teams to analyze and draw inferences from multiple types of data to improve instruction without solution jumping by:

  - Collecting and Analyzing data that impacts student achievement (balanced scorecard/ School Improvement Plan);
  - Implementing support strategies for at risk students; and
  - Providing direct student support to teachers within the scope of the SST & RTI programs.

b. **Professional Learning Communities**
   To assist the administration in leading teams to identify potential solutions resulting in high levels of learning for all students by:

  - Identifying students at risk of dropping out
  - Providing research based interventions and continually assessing effectiveness
  - Using data from multiple sources to drive professional learning;
  - Providing and ensuring job embedded professional learning;
  - Participating in training programs to increase skills and knowledge related to assignments;
  - Participating on the school's leadership team and providing current, updated research related to school improvement;
  - Leading the faculty to change their focus from teaching to learning by providing sustained, collaborative planning time to encourage professional learning; and

- Leading the team to recognize changes in technology to realize its impact on teaching and learning.

c. **Build Capacity to Sustain Change**
   To assist the administrative team to build the capacity for change throughout the organization by:

   - Meeting with individual students and their parents to discuss consequences of choices and alternatives
   - Providing leadership and accountability through the communication of vision and common goals to all stakeholders;
   - Identifying and mentoring aspiring teacher leaders; and
   - Enlisting the cooperation of all staff in finding solutions of school related issues.

d. **Build Capacity to Sustain Change**
   To assist the administrative team to build the capacity for change throughout the organization by:

   - Providing leadership and accountability through the communication of vision and common goals to all stakeholders;
   - Identifying and mentoring aspiring teacher leaders; and
   - Enlisting the cooperation of all staff in finding solutions of school related issues.

Dade County School System
JOB DESCRIPTION

TITLE: District Improvement Coordinator

REPORTS TO: Superintendent

PRIMARY FUNCTION: To assist the superintendent in facilitating, administering, and overseeing all aspects of the School Improvement Grant.

QUALIFICATIONS:

- Meet state and local requirements concerning fingerprinting and criminal background checks

- Possess a minimum of a Masters Degree

- Clear Renewal Certificate with Education Administration and Supervision preferred

- Ability to perform routine physical activities required to fulfill job responsibilities

- Knowledge of grants and grant administration systems, processes, and budgeting

- Ability to analyze and systematically compile statistical and technical information and prepare reports and correspondence on the information gathered

- Review the work products of others and ensure conformance of standards

- Any alternative to the above qualifications as the board may find appropriate and acceptable

PERFORMANCE RESPONSIBILITIES:

a.   **Fiscal Oversight**

   To assist in all aspects of fiscal oversight associated with the School Improvement Grant

   - Prepares, analyzes, and manages the budget approval process for the School Improvement Grant (SIG 1003) for Dade County High School

   - Assists Superintendent approving budget amendments, requests for payment, preparing comprehensive and detailed reports related to budgets, budget revisions,, budget performance, etc.;

   - Monitors SIG budget and notifies appropriate staff of significant variances

   - Takes appropriate corrective action necessary to resolve budget variances

   - Researches alternative funding for positions and initiatives in which funds will following the SIG 1003

- Complies with federal, state, and local rules and regulations as related to the budget process

b. **School Improvement**

   To assist in all aspects of school improvement as aligned with Dade County High Schools' improvement plan

   - Guides school leaders through the process of the professional development and school improvement plan in order to increase student achievement

   - Assists the Instructional Specialists' with the development of structures and processes that support standards-based, job-embedded, results driven professional learning

   - Assists the school leaders with maximizing the use of the SIG

   - Assists with implementing GPS within standards-based classrooms

   - Monitors the implementation of the GPS within the standards-based classroom

   - Facilitates the leadership team and collaborative learning teams' development, implementation, and continuous monitoring of a formalized system of data-driven interventions

   - Assists the leadership team in continuously assessing progress toward fully-operational high impact practices

   - Guides leaders in sustaining the school improvement process through all strands of School Keys

   - Guides the leadership team in the development of action plans

Performs other duties as assigned by the school Superintendent.

Dade County School System

JOB DESCRIPTION

TITLE: Geography Teacher

REPORTS TO: Principal

PRIMARY FUNCTION: To instruct a standards-based classroom covering the required Georgia Performance Standards of a Geography Class.

QUALIFICATIONS:

- Holds a minimum of a Bachelors degree

- Meets state and local requirements concerning fingerprinting and criminal background check

- Clear Renewal Georgia Certificate with 6 – 12 Social Science certification

- Ability to perform routine physical activities required to fulfill job responsibilities

- Any alternative to the above qualifications as the board may find appropriate and acceptable

PERFORMANCE RESPONSIBILITIES:

- **Curriculum and Planning**

    - Plan, evaluate, and revise curricula, course content, and course materials and methods of instruction

    - Work with others inside and outside your department to develop common assessments and integrated learning modules

    - Develop unit plans that include lessons for geography and study skills curriculum

- **Standard-Based Instruction**

    - Implement a standards-based classroom

    - Actively participate in professional learning regarding evaluating and improving instruction

- **Assessment of Student Learning**

    - Work to develop common assessments

    - Use a variety of data bases to implement strategies for helping students who are struggling

- **Professionalism**

    - Work with others in school improvement initiatives as required by the school improvement plan

Dade County School System
JOB DESCRIPTION

TITLE: Instructional Technology Specialist

REPORTS TO: Principal

PRIMARY FUNCTION: To assist the classroom teachers with the use of technology in all ways as it pertains to improving student achievement.

QUALIFICATIONS:

- Meet state and local requirements concerning fingerprinting and criminal background check

- Possess a minimum of a Masters Degree (strongly preferred)

- Clear Renewal Georgia Certificate

- Intense knowledge of technology as pertaining to maintaining high levels of student achievement

- Minimum of five years of successful classroom teaching experience

- Ability to perform routine physical activities required to fulfill job responsibilities

- Knowledge of developing staff development and curriculum design

- Any alternative to the above qualifications as the board may find appropriate and acceptable

PERFORMANCE RESPONSIBILITIES:

- **School Improvement**

  To assist in the development and implementation of school improvement-

  - Assist in developing and delivering professional learning in the proper use of technology as it pertains to improving student achievement

  - Model the integration of technology as it relates to teaching in specific content areas

  - Develop and implement online staff development opportunities that are related to improvements identified in our needs assessment

  - Communicate with administration and teachers on latest research based practices using technology in order to improve student achievement

- **Professional Learning Communities**

  To assist the administration in developing solutions and procedures using technology to ensure high levels of achievement for all students-

  - Collaborate with school administrators, district administrators, and the school leadership team to develop, communicate, and implement appropriate technology innovations through the school improvement process

- Attend Site/District meetings of the Technology Committee and technology-related better seeking solutions teams
- Develop and participate in professional learning during weekly team meetings
- Assist the school and district level administrators in assessing the current level of technology integration and make recommendations regarding future innovations in technology to increase student achievement
- Participate in necessary staff development in order to become an expert on the technology in the building in order to be proficient enough to redeliver as professional learning to faculty
- Co-plan and co-teach lessons with classroom teachers to expand the use of technology in the classroom
- Provide parent and community workshops regarding safe and appropriate use of technology resources
- Disseminate information from timely professional publications to the appropriate staff
- Assist school staff with basic troubleshooting, to include software, hardware, printing, and network issues
- Work with staff to integrate technology to improve student achievement
- Coordinate job embedded learning to address integration of technology
- Participate in professional learning
- Establish a plan to evaluate the impact of professional learning as related to staff effectual use of newly implemented technology resources
- Conduct professional learning during team meetings

- **Data Analysis**

  To lead teams in understanding how to access data from multiple sources

  - Lead teams in understanding how to use the bank of benchmark questions
  - Help teachers in accessing student data from the system
  - Assist teachers in accessing growth and projection data
  - Assist teachers in a general understanding of the statistics of the growth and projection models
  - Other duties and responsibilities as required by the administration

Dade County Board of Education

Meeting Minutes
Created : 3/11/2010 7:48:12 AM EST

Workshop - School Improvement Grant
2/18/2010 5:00:00 PM
52 Tradition Lane
Trenton, GA 30752

Attendees - voting members
Carolyn Bradford   Chair
Gary Massengale   Vice Chair
Mr. Clyde E. Barton   Board Member
Mr. Ronnie Page   Board Member
Mr. David Swader   Board Member

Attendees - other
Patty Priest   Superintendent

Meeting Minutes

All members were present.

I. Call to Order

Chairman Caryolyn Bradford called the meeting to order.

II. Workshop

The board met to discuss the possibility of a School Improvement Grant for Dade County High School. The board will meet on February 22, 2010 with the faculty and staff of Dade County High School.

No action was taken.

III. Adjourn

On a motion by Gary Massengale seconded by Ronnie Page the board voted to adjourn the meeting.

_____   _____
Secretary   Chairperson

https://eboard.eboardsolutions.com/meetings/PrintMinutes.aspx?S=4049&MID=14522   3/11/2010

Dade County Board of Education

Workshop - School Improvement Grant
2/22/2010 3:30:00 PM
52 Tradition Lane
Trenton, GA 30752

Meeting Minutes
Created : 3/11/2010 9:45:56 AM EST

Attendees - voting members
Carolyn Bradford   Chair
Mr. Ronnie Page   Board Member

Meeting Minutes
Board member David Swader, Clyde Barton, and Gary Massengale were absent.

I. Workshop: Discussion of possible School Improvement Grant
This agenda was posted but there was not a quorum. Two of the 5 school board members met with the faculty and staff at Dade County High School to discuss the possibility of a School Improvement Grant.

No action was taken.
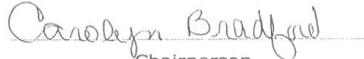
(signature) Secretary   _Carolyn Bradford_ Chairperson

No Quorum

Dade School Improvement Grant Committee										
Name	2/25	3/8	3/9	3/16	3/18	3/22	3/25	3/30		
Billy Broom	✓	✓	✓	✓	✓	✓	✓			
Amanda Black	✓	✓	✓	✓	✓	✓	✓			
Michael Seals	✓	✓	✓	✓	✓	✓	✓			
Roger Eichelberger	✓	✓	✓	✓	✓					
Artie Reto					✓					
Patty Druet	—	—	—	—	—	✓	✓			
Elaine Thompson					✓					
Robert M. Dean					✓					
Frank Stevens	✓	✓	✓	✓	✓	✓	✓			
Carolyn Bradford	✓	✓	✓	✓	✓	✓	✓			
JOSH INGLE	✓	✓	✓	✓	✓	✓	✓			
Cara Shouse				✓	✓					
Susan Millin	✓	✓	✓	✓		✓	✓			
Kelly Wolfe	✓	✓	✓	✓	✓	✓	✓			
Lisa Davidson	✓	✓	✓		✓	✓	✓			
Jo Granberg							✓			