

School Improvement Grant 1003(g)

Dooly County Schools School Improvement Grant 1003(g) Executive Summary

Dooly County Schools, located in south central Georgia, is a rural school district with approximately 1,540 students. The school system will utilize funds through the School Improvement Grant 1003(g) to implement the Transformation Model to improve student achievement and increase graduation rate at Dooly County High School. Based on a careful and strategic analysis of Dooly County High School data, the Transformation Model was selected to provide the school with new leadership and sufficient flexibility to implement reform and improvement efforts that are sustainable and enduring.

The Transformation Model will serve to improve Dooly County High School through comprehensive curriculum reform, job-embedded professional learning, extended learning time, and flexible scheduling. Additional emphasis has been placed on development and implementation of standards-based classroom practices and improved instruction, including technology enhancements. In addition, through a comprehensive, rigorous, equitable evaluation system, school leaders will have the capacity to identify teachers with the ability to implement the changes needed and to correct past deficiencies. While the Transformation Model allows the school to retain staff with the skills necessary to meet the needs of students and reward them for increased student achievement, it also provides for the removal of ineffective staff.

Dooly County High School will utilize the standards-based classroom model as the research-based instructional model for improvement. In a standards-based classroom, standards delineate what matters, provide clarity and a fixed point of reference for students and teachers, guide instruction so that it is focused on student learning, provide a common language, insure equal educational opportunities, and assist in identification of struggling students.

Rigorous, job-embedded professional learning aligned with the school's instructional program is necessary to implement improvement. The Transformation Model affords the school an opportunity to design needs-based professional learning to improve instructional practices and teacher effectiveness. It also provides financial support for supervisory personnel to ensure accountability and for academic coaches to guide teachers in implementing effective instructional practices.

Increased learning time is an integral part of Dooly County High School's Transformation Model. Both the school day and school year are extended or restructured so as to include additional time for advisory periods, remediation, differentiation, and acceleration.

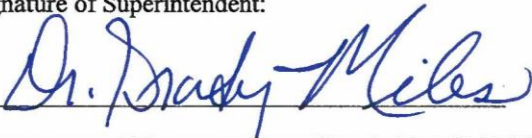
The implementation of Dooly County High School's Transformation Model has the full support of the Central Office staff and Board of Education. System leadership will assist the school administration to ensure deployment of a successful plan by assisting in scheduling and providing job-embedded professional learning opportunities, conducting periodic focus walks, assisting in data analysis, and general monitoring of the instructional program. System administration will actively work to ensure that any barriers which may arise are removed so that no interference to successful implementation of the Transformation Model exists.

The Dooly County School System understands and assures that any conflicts between the School Improvement Grant and Race to the Top will be resolved to reflect Race to the Top conditions.

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

LEA Name: Dooly County School System	LEA Mailing Address: 202 Cotton St. Vienna, Ga. 31092
LEA Contact for the School Improvement Grant Name: Margie Carr Position and Office: Assistant Superintendent, Central Office Contact's Mailing Address: 202 Cotton St.; Vienna, Ga. 31092 Telephone: 229-268-4761, Ext. 2231 Fax: 229-268-6148 Email Address: margie.carr@dooly.k12.ga.us	
Superintendent (Printed Name): Grady Miles	Telephone: 229-268-4761
Signature of Superintendent: X 	Date: April 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: Dooly County School System

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
Dooly County High	1301800	X						X

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LEA Name: Dooly County School System

School Name: Dooly 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).

Based upon the 2006 GAPSS analysis (Appendix B1c.1) and the 2010 AdvancED Quality Assurance Review Team preliminary report (Appendix B1c.2), the following needs were identified:

- There is limited structure and formal expectations for collaborative planning time.
- The administration does not monitor instruction as frequently as needed.
- There is limited utilization of the GPS frameworks or organized instructional units.
- Teachers need to prioritize students attending instructional extension programs based upon needs.
- A broadened understanding and implementation of a standards-based classroom and instructional framework is needed.
- Instruction should be differentiated based upon student needs.
- Teachers need to incorporate higher order thinking skills in routine classroom instruction in order to support the implementation of standards-based learning.
- There is limited utilization of data in informing classroom instruction, including the use of formative as well as summative assessments.
- The Leadership Team has yet to become the guiding body for systematic school improvement planning, implementation, and monitoring.
- There is limited job-embedded, targeted professional learning that supports the implementation of GPS.
- There are limited opportunities for parents to participate in training activities on a variety of areas to enhance student performance.
- There are limited opportunities for parents and community members to volunteer in activities that support academic achievement.
- A focus on efforts to employ highly qualified personnel in all subject areas is needed.

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- Numerous user-level reliability issues with technology exist due to broken and out-of-date computers.
- There is insufficient involvement of parents in the education of their children.
- There is a great need for a P-12 focus on reducing the drop-out rate and on increasing the graduation rate.

The following needs were identified based upon an analysis of profile data:

- The school has not met Adequate Yearly Progress for six consecutive years. For the last three years, the school has missed target in the area of math. For the last two years, the school has missed target on the graduation rate.
- There has been a steady decline in the graduation rate from 59% in FY07 to 54.8% in FY09.
- The dropout rate has increased from 5.5% in FY07 to 7.1% in FY09.
- The percentage of students absent over 15 days has increased from 15.4% in FY07 to 21.6% in FY09.
- The number of students completing advanced coursework has steadily declined from 60 (16.5%) in FY07 to 21 (6.1%) in FY10, partly due to the loss of AP-certified teachers.
- There are no students completing an International Baccalaureate program due to no IB-certified staff available.
- The number of truant students has increased dramatically from 196 in FY07 to 230 in FY09 as defined by the system's attendance protocol (truancy = >5 days absent).

Based upon administrative staff observations, the following needs were noted:

- Technology is not integrated into instruction.
- Student use of technology is limited to computer labs and media center.
- Technology is not used to differentiate instruction.
- Teachers have limited knowledge and use of effective classroom management techniques.

d) Provide rationale for the intervention model selected.

The school system reviewed each of the four intervention models available. The system only has one high school; therefore, the school closure model was not feasible. The Turnaround Model, which requires a complete overhaul of the school staff, was not attractive because we employ many well-qualified, experienced staff members at the high school. The system is not interested in losing fifty percent of the high school staff. Neither is the system or the community interested in pursuing the restart model, which requires a charter school operator or an educational management organization.

However, an analysis of data supports the need for new leadership with clear expectations for student achievement. The current administrator does not monitor instruction as frequently as needed to ensure that GPS frameworks or organized instructional units are utilized with fidelity. When professional learning opportunities were presented to the current staff, there was no monitoring of instruction to ensure implementation of new ideas. Although a leadership team was selected, it did not function as the guiding body for the school. There is limited use of data analysis in addressing student needs. Technology budget needs have not been addressed in a timely manner and technology training has been sporadic.

Therefore, based on a careful and strategic analysis of DCHS data, the system selected the Transformation Model which provides the school with new leadership and sufficient flexibility to implement reform and improvement efforts that are sustainable and enduring. The

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Transformation Model will serve to improve Dooly County High School through comprehensive curriculum reform, job-embedded professional learning, extended learning time, and flexible scheduling. Additional emphasis has been placed on development and implementation of standards-based classroom practices and improved mathematics instruction, including technology enhancements in the mathematics instructional program. Through a comprehensive, rigorous, equitable evaluation system, school leaders will be able to identify teachers who have the capacity to implement the changes needed and to correct past deficiencies. While the model allows the school to retain staff with the skills necessary to meet the needs of students and reward them for increasing student achievement, it also provides for the removal of ineffective staff. As identified in the needs assessment, rigorous, job-embedded professional learning aligned with the school's instructional program is necessary to implement improvement. The Transformation Model affords the school an opportunity to design needs-based professional learning to improve instructional practice and teacher effectiveness before a teacher is removed. It also provides financial support for supervisory personnel to ensure accountability and for academic coaches to guide teachers in implementing appropriate instructional strategies. Another identified need met in this Model is the requirement to use student data to inform and differentiate instruction. Support will provide instructional strategies to integrate technology and to quickly analyze data to improve academic performance, especially in the area of Math. Additional support will be provided to teachers in order to implement effective strategies to support students with disabilities and students with limited English. Students will be offered expanded opportunities to enroll in advanced placement courses or dual enrollment. The Model provides support for credit recovery programs, smaller learning communities, and accelerated learning—all things that the school needs to be successful. Built into the program are early detection warning systems to identify students who may be at risk of failing to achieve standards or to graduate. Increased learning time is an integral part of the Transformation Model where the school year and school day are extended or restructured so as to add time for advisory periods, remediation, differentiation, and acceleration. Approaches to improve the school climate and discipline are essential parts of the Model. Grant funds will allow technology upgrades and training for teachers. Another reason for selecting the Transformation Model includes an easy transition into a school-wide Title I program. Because change is often a slow process, the three-year roll out of funds will allow sufficient preparatory actions to implement interventions as needed.

- 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.

Leadership Dooly (superintendent, assistant superintendent, directors, program coordinators, principals, and assistant principals) has an average experience level of twenty-five years. Under the tutelage of the superintendent and at the direction of the Dooly County Board of Education, the leadership team has developed a common purpose and mission to improve academic achievement. This vision has been disseminated to all stakeholders.

The system leadership studied the effective schools research and a list of administrative qualities necessary to implement change was formulated. This includes: (1) high expectations of students and teachers, (2) an emphasis on instruction, (3) provision of professional development, and (4) use of data to evaluate students' progress. Other characteristics common to leaders of educational change include: being visionary, believing that schools are for learning, valuing human resources, communicating and listening effectively, being proactive, and taking risks. During the interview process for a new principal and assistant principal, the superintendent will share the vision and

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purpose of the school system to ensure that the people selected meet the criteria.

System leadership has already received GLISI training and has plans to broaden involvement at the classroom level. For instance, the GLISI school improvement model has been fully embraced by the Dooly County Middle School, which has contributed to that school making AYP for five consecutive years. If the new administrative team hired for the High School does not already have GLISI training, those people will be added to the next cohort receiving training. The system will implement a new governance model that includes an intervention specialist who will report directly to the superintendent. The intervention specialist will provide guidance necessary to implement change and consistent administrative oversight. The intervention specialist will monitor SIG expenditures and provide frequent reports to system leaders.

In addition, the new administrative team will monitor instruction regularly to ensure fidelity to new strategies and ideas. The system has already purchased each administrator a Blackberry. With the addition of grant-funded eWalk software, the leadership team will be able to gather teacher performance data efficiently.

The school has set aside classroom space for a dedicated data room where leadership teams meet and collaborative planning occurs. The room is already equipped with a document camera, LCD projector and electronic whiteboard. Additional hardware will enhance the analysis of data.

The implementation of the Transformation Model has the full support of the entire Central Office staff. The system leadership will work alongside the school administration to ensure deployment of a successful plan by assisting in scheduling and providing job-embedded professional learning opportunities, conducting periodic focus walks, assisting in data analysis, and general monitoring of the instructional program. System administration will actively work to ensure that any barriers which may arise are removed so that no interference to successful implementation of the Transformation Model exists.

The system is committed to providing job-embedded professional learning. Initiatives in various stages of implementation at the schools include leadership teams, standards-based classrooms, data rooms, and appropriate assessment practices. Outside experts are being sought to ensure that the high school staff has the best training possible. Support is being solicited from our RESA network, the Educational Technology Center, and the Georgia Department of Education. The outside experts include, but are not limited to: Georgia Department of Education Consultants for School Keys/Class Keys, Summer Leadership Academy, Data Teams, and Academic Coach Training; RESA/ETTC personnel for Integration of Technology in the 21st Century Classroom; Karen Bailey for Formative Assessment Training; and Vendors for eWalk, OdysseyWare, Simple Assessment, Thinkgate, and AIMSweb. The system will utilize a train-the-trainer model to provide “inside experts” who will replicate strategies and procedures for new hires and sustain the capacity for all staff. By utilizing system personnel which have participated in the trainings provided by the Georgia Department of Education, RESA/ETTC Personnel, and Vendors, the system will redeliver professional learning to new staff members and increase sustainability of the transformation of Dooly County High School.

All system schools are required to submit an annual school improvement plan drafted with stakeholder input. Quarterly reports to the superintendent and BOE on improvement initiatives and progress are also mandated. Weekly meetings between the superintendent and the high school administrative staff will be conducted to ensure that school improvement initiatives are working.

The Dooly County School System already implements a balanced calendar with built-in instructional extension periods following each nine week grading period. This affords students

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with opportunities for remediation, differentiated instruction, and acceleration.

The system already has in place procedures to monitor federal funds, including purchasing and inventory of equipment. Monthly financial reports are submitted and shared with central office administrators and the Board of Education. Annually, audits are conducted by the Georgia Department of Audits, Planning and Budgets. Through a comprehensive budgeting process, funding sources are coordinated, enabling the schools to purchase high priority needs and to ensure that funds are spent on scientifically and evidence-based practices, products, or programs. Frugal spending and wise allocations of funds are considered priorities. The system utilizes expenditure tests, competitive bidding, and a purchase order process to ensure that funds are safeguarded. Internal control policies and oversight of significant controls are maintained in accordance with laws and regulations.

The Dooly County High School building was renovated in 2008. With the exception of top layer electronics and bandwidth, the infrastructure is sufficient to support twenty-first century technologies. However, the reliability of classroom and teacher workstations is poor due to the age of hardware. The school already has sufficient software programs that address test preparation, some software programs to offer credit recovery, and partial programs to diagnose student needs. The addition of updated network electronics, expanded bandwidth, new student and teacher workstations, 21st Century Classroom equipment, data utilization software, and diagnostic/prescriptive curriculum software will enable the full utilization of research-based technology in all classrooms. Once funding is leveraged, the school will have the capacity to fully support integration of technology into the curriculum.

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.

N/A

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

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

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

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

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.

The superintendent informed the Dooly County Board of Education of the system's opportunity to apply for the grant at their March 18, 2010 meeting. Input was solicited from the Dooly County High School staff. The grant team reviewed the DCHS school improvement plan, the 2006 GAPPS analysis and the 2010 AdvancED Quality Assurance Review team preliminary report. Community stakeholders were given the opportunity to review the plan and provide input via the system webpage and local news media. Community stakeholders consisted of Board members, Dooly County Schools central staff, Dooly County High School faculty and staff, residents of Dooly County, parents, and students. Information concerning the Dooly County High School SIG 1003(g) was distributed in the following manner and copies of the documentation are included in the Appendix: March 18, 2010 meeting of the Dooly County Board of Education (Board Minutes - Appendix B8.1), Dooly County Board Abstract which is distributed to all system personnel (Appendix B8.2), news article in The News Observer (Appendix B8.3), posting on the Dooly County System Web Page, (Appendix B8.4), and Dooly County High School faculty meeting on April 12 (Appendix B8.5).

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

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

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

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

The LEA must assure that it will:

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

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

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

- Extending the period of availability of school improvement funds.

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

- "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

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

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**Attachment 2d
Transformation Model**

LEA Name: Dooly County School System

School Name: Dooly County High School

The LEA must:

A1. Replace the principal who led the school prior to commencement of the transformation model.	
<p>Actions:</p> <p>DCHS Principal terminated.</p> <p>Effective Schools research studied.</p> <p>Position advertised.</p> <p>Candidates interviewed.</p> <p>The new Principal of Dooly County High School is expected to have the following competencies which are advantageous to school improvement:</p> <ul style="list-style-type: none"> •Expansive knowledge base grounded in research •Knowledge of the components and experience in the implementation of a standards-based classroom •Experience identifying, collecting, and utilizing data to improve student achievement •Experience performing as an instructional leader •Experience developing and implementing school improvement plans which have resulted in increased student achievement •Experience implementing models of reform •Knowledge of and experience implementing School Keys/Class Keys •Experience implementing an instructional framework •Ability to gauge improvements in stages of progress and processes •Ability to motivate, inspire, encourage, and challenge students to reach their fullest potential •Ability to involve stakeholders both within the school and within 	<p>Timeline:</p> <p>3/16/10</p> <p>March – May, 2010</p> <p>4/2/10 (close date)</p> <p>April, 2010</p>

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<p>the community to strategically plan improvement</p> <ul style="list-style-type: none"> •Ability to critique performance and provide constructive feedback for personnel •Be willing to take risks to implement strategies to improve student achievement <p>In interviewing candidates for the principalship, the above competencies will be utilized as the basis for selection of an individual to transform and lead Dooly County High School on its quest to improve student achievement. The job description for Principal is included in the appendix. (Appendix 2dA1)</p> <p>New hire recommended to BOE</p> <p>Newly appointed principal begins duties</p>	<p>May, 2010</p> <p>July 1, 2010</p>
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<p>A2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that</p> <p>(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</p> <p>(2) Are designed and developed with teacher and principal involvement.</p>	
<p>Actions:</p> <p>Teachers will sign memorandums of understanding with the school system in regards to expectations for student growth, teacher performance, professional learning, and extended learning time.</p> <p>Study the connection between the School Keys and standards-based classrooms and instruction.</p> <p>During the interim, teachers will be evaluated using the Georgia Teacher Observation Instrument.</p> <p>Train and orient teachers and leaders with Class Keys & Leader Keys evaluation systems.</p> <p>Provide teachers with a copy of the Class Keys standards and companion Class Keys Performance Guide.</p> <p>Conduct pre-evaluation conferences with teachers to establish professional growth plans to include a needs assessment, goal selection, and action steps.</p> <p>Provide continuous monitoring of teachers to include both formal and informal observations.</p>	<p>Timeline:</p> <p>July, 2010</p> <p>July, 2010-June, 2011</p> <p>July, 2010-June, 2011</p> <p>July, 2011</p> <p>July, 2011</p> <p>July, 2011</p> <p>Ongoing</p>

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Provide teachers with ongoing formative feedback.	Ongoing
Conduct annual evaluation conferences with teachers.	Spring of each year
Provide handheld data collection technology (e-Walk) for administrators.	August, 2010

A3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

<p>Actions:</p> <p>Design and implement a growth model to identify teachers who increase student achievement and high school graduation rates. Growth model will include the following procedures: Review results of multiple instructional observations, such as formal evaluations (GTOI), peer observations, focus walks, and teacher self-assessments. Review and analyze results of data, including formative & summative classroom assessments, diagnostic assessments (USA Test Prep, Achieve 3000, PLATO, and OdysseyWare), checklists, student work samples, student self-assessments, discipline referrals, and standardized achievement tests (GHSGT & EOCT).</p> <p>Provide needs-based professional learning and improve instructional strategies through academic coaching.</p> <p>Once professional learning and coaching assistance have been provided and the teacher has not met expectations, the teacher will be dismissed.</p> <p>Establish and implement tiered reward system for teachers who meet or exceed expectations based upon a performance matrix. In the tiered reward system, the top 10-15% will be rewarded, the middle 70% will be compensated adequately, and the remaining will be targeted for elimination. A performance matrix is a research-based tool for measuring and evaluating school-level performance on standardized tests and considers how well the school performs relative to expectations. This is useful in that it allows the system to identify its best performers and recognize and reward employees for their contributions to student achievement.</p> <p>By creating a tiered reward system, Dooly County High School and Dooly County Schools will financially reward employees. Employees will be ranked based on the increases in achievement of their students. The top 15% of employees will be provided a financial incentive of \$1000 and the middle 70% of employees will be compensated with \$500. The bottom 15% of employees will be targeted for elimination.</p>	<p>Timeline:</p> <p>July, 2010 – June, 2011</p> <p>Ongoing</p> <p>End of each school year</p> <p>July, 2011</p>
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These rewards will be based on common summative assessments for each subject area. These common summative assessments will be the Georgia End-of-Course Tests and the Georgia High School Graduation Tests which are assessments of a student's mastery of the required curriculum.

Select a leadership team to oversee the school reform efforts.

June, 2010

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**Attachment 2d
Transformation Model**

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.

Actions:	Timeline:
Analyze professional learning needs based upon proficiency assessments (SimpleAssessment Teacher Edition self-assessments, and administrative evaluations or observations).	July, 2010
Prioritize professional learning needs.	July, 2010
Contract w/ teachers for professional learning stipends.	As scheduled
Consult, plan delivery, and contract with professional development consultants or agencies.	July, 2010
<ul style="list-style-type: none"> (1) GaDOE: <ul style="list-style-type: none"> Summer Leadership Academy Standards-Based Classrooms School Keys/Class Keys Academic Coach Training 	<ul style="list-style-type: none"> June, 2010 Ongoing October, 2010-June, 2011 TBA
<ul style="list-style-type: none"> (2) Performance Pathways, Karen Bailey: <ul style="list-style-type: none"> Formative Assessments 	TBA
<ul style="list-style-type: none"> (3) Cara Shores: <ul style="list-style-type: none"> Response to Intervention-initial training and follow-up to include small group work and classroom observations 	July, 2011 – June, 2012
<ul style="list-style-type: none"> (4) CF-ETC: <ul style="list-style-type: none"> 21st Century Classroom training to include management strategies for each technology 	Ongoing (6 times per year)
<ul style="list-style-type: none"> (5) Georgia Leadership Institute for School Improvement: <ul style="list-style-type: none"> Team-Building 	<ul style="list-style-type: none"> January, 2011 (Base Camp) February, 2011 (Summit)
<ul style="list-style-type: none"> (6) CF RESA <ul style="list-style-type: none"> Improvement of Math Instruction 	Ongoing
Provide school-wide activities to build collegiality among staff.	Ongoing
Provide needs-based professional learning through PD360, an on-demand library of professional development resources, and Simple Assessment software.	Ongoing

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<p>A review of student achievement data clearly identifies a weakness in the area of Math. The SIG will support instructional improvement through the hiring of an academic math coach, as well as other curriculum areas, to work with teachers on content, pedagogy, and standards-based instruction.</p>	
<p>Hire four highly-qualified academic coaches with the appropriate degree and certification in the subject area and grade level including math, language arts, science, & social studies (Appendix 25A4.1). Upon completion of the grant period, the system will attempt to identify funds to continue the utilization of academic coaches. This may be possible through using local and a combination of Title funding sources.</p>	
<p>Provide substitutes for teachers during professional learning, including, but not limited to: *peer observations *21st Century classroom training *GLISI leadership institute</p>	Ongoing
<p>Contract with teachers for one day per week for 1.5 hours in order to provide professional learning, collaborative planning time, developing common formative assessments, analyzing student work, developing guided instruction, book studies, and data analysis.</p>	Ongoing
<p>Contract with teachers for professional learning stipends scheduled during the year.</p>	Ongoing
<p>Once professional training has been delivered, administrators and academic coaches will monitor implementation of new instructional strategies. Coaches and administrators will conduct focus walks, periodically, to gather data about new instructional methods. Data will be analyzed and shared among the staff on a monthly basis. Administration of Dooly County Schools (Superintendent, Assistant Superintendent, Directors) and Dooly County High School administration (Principal, Assistant Principal, Academic Coaches) will conduct monthly focus walks. Following each focus walk, data collected will be analyzed by teacher teams led by the school administration and the intervention specialist. Teachers will use the information gained from their analysis of the data to inform and modify instruction to fill any gaps in learning and to avoid deficits in mastery.</p>	Ongoing
<p>During faculty meetings, collaborative planning meetings, and posting of charts and graphs in the data room, faculty and staff will be informed concerning progress and provided feedback of strategies implemented.</p>	
<p>Consultants will provide ongoing support during the implementation period and the Intervention Specialist will provide</p>	

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<p>administrative oversight. Through the analysis of all data available, the school will re-examine instructional strategies, identify gaps and redundancies, and use the Plan-Do-Check-Act model of school improvement to modify and/or revise the plan to ensure maximum results.</p> <p>By utilizing system personnel which have participated in the trainings provided by the Georgia Department of Education, RESA/ETTC personnel, and vendors, the system will redeliver professional learning to new staff members and increase sustainability of the transformation of Dooly County High School. By utilizing a train-the-trainer method, the school will ensure sustainability of the transformation model. This will allow for the provision of necessary professional learning for new staff and/or retraining of existing staff, as needed. At this time, DCHS will be a Title I school-wide school and therefore, could utilize this as a funding source to continue the provision of professional learning, if necessary.</p>	
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<p>A5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>	
<p>Actions:</p> <p>Assign mentor teachers to new teachers.</p> <p>Conduct orientation for new teachers.</p> <p>Provide signing bonuses for degreed, highly-qualified, experienced personnel.</p> <p>Provide financial incentives for department chairmen.</p> <p>Recognize teachers during faculty meetings for improvement of student achievement.</p> <p>Feature teachers in local newspapers</p>	<p>Timeline:</p> <p>July, 2010</p> <p>July, 2010</p> <p>As vacancies exist</p> <p>July, 2010</p> <p>Monthly</p> <p>Ongoing</p>

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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.	
<p>Actions:</p> <p>Conduct a GAPSS analysis through GaDOE.</p> <p>Broaden the teaching staff’s understanding of a standards-based classroom instructional program.</p> <p>Conduct periodic focus walks to ensure that the Georgia Performance Standards curriculum is being implemented with fidelity.</p> <p>Conduct periodic observations following professional learning to ensure that the new skills are being implemented with fidelity.</p> <p>Analyze student achievement data (formative, interim, and summative assessments) in order to inform and differentiate instruction. Data to be analyzed consist of results of formative assessments which will be developed locally during and following training provided by Karen Bailey, summative assessments consisting of GHSGT results and EOCT results, and benchmark assessments through the utilization of OdysseyWare, AIMSweb, and eWalk.</p> <p>Recruit students to enroll in advanced coursework, dual enrollment programs, or credit recovery programs.</p> <p>Improve student transition from middle to high school by conducting a ninth grade summer Jump Start program. This one week session will provide orientation and transition time for eighth grade students to move into their high school careers and will provide a preview of the math and reading curricula and skills required in ninth grade. Transportation and meals will be provided for students (five bus drivers, two school nutrition staff, and fuel). Upon the completion of the grant period, DCHS will be a Title I school-wide school and therefore, could utilize this as a funding source to continue the provision of Jump Start for incoming freshmen.</p> <p>One of the goals of the System CLIP and DCHS School Improvement plans is to broaden the integration and utilization of technology into the curriculum and daily instruction in order to increase student achievement. Accomplishing this goal will provide students with access to research, innovative learning materials, and tools to assist them in applying what they have learned. The Partnership for 21st Century Skills clearly links students’ technology skills to the acquisition of content knowledge and skills. Technology infused authentic project-based instruction and learning will give students the opportunity to showcase what they have learned. This is</p>	<p>Timeline:</p> <p>ASAP</p> <p>July, 2010 - ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>July, each year</p>

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<p>especially true in Math, an area in need of improvement, where real-world application is a must. System technology personnel will inventory all purchased equipment and will maintain equipment throughout the grant period and afterward.</p>	
<p>Expand the use of technology to improve student achievement by:</p>	
<p>(1) Expand network electronics and bandwidth to support technological advances. The expenditure for continued use of bandwidth will be eRate eligible and the cost would be combined with other system eRate funding at the end of the SIG.</p>	<p>September, 2010</p>
<p>(2) Create and implement 21st Century Classrooms to engage students and increase rigor to include teacher workstations, student workstations, printers, presentation laptops, interactive white boards, classroom performance system units, I-Pods, digital/video still cameras, and document cameras.</p>	<p>January, 2011</p>
<p>(3) Integrate one-to-one computing into the curriculum through the use of wireless laptops.</p>	<p>July, 2011</p>
<p>(4) Provide professional learning through CF-ECT in the integration of new technology into instructional plans, one piece at the time.</p>	<p>6 times per yr</p>
<p>(5) Utilize new technology to engage students in learning.</p>	<p>Ongoing</p>
<p>(6) Utilize STAR reading & math and AIMSweb software to diagnose student needs, assess student progress, & adjust instruction.</p>	<p>Ongoing</p>
<p>(7) Monitor use of technology and provide technical assistance as needed via eWalk and administrative observations.</p>	<p>Bi-monthly</p>
<p>(8) Utilize Thinkgate and other technology to analyze data.</p>	<p>Ongoing</p>
<p>(9) Monitor both teacher & student technology literacy via Simple Assessment software.</p>	<p>Ongoing</p>
<p>(10) Utilize OdysseyWare as an instructional tool for remediation and enrichment in all content areas.</p>	<p>Ongoing</p>
<p>(11) Additional professional learning will be provided by the vendors (Thinkgate, Simple Assessment, OdysseyWare, eWalk, AIMSweb) as each new program is introduced.</p>	<p>July, 2010 – ongoing</p>
<p>By utilizing a train-the-trainer method, the school will ensure sustainability of the Transformation Model. This will allow for the provision of necessary professional learning for new staff as needed.</p>	
<p>Provide support for math instruction via academic coaches and RESA consultant.</p>	
<p>(1) Provide professional learning via RESA consultant in math content and instructional strategies to improve student achievement.</p>	<p>July, 2010 - ongoing</p>
<p>(2) Utilize data to diagnose student needs, assess student progress, & adjust instruction.</p>	
<p>(3) Utilize technology to analyze data.</p>	
<p>(4) Provide academic coaching to math teachers to ensure</p>	

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<p style="text-align: center;">fidelity of new instructional methods.</p> <p>The research-based instructional model to be utilized at Dooly County High is the standards-based classroom model. This instructional model provides for alignment from grade level to grade level and classroom to classroom. Research indicates that in standards-based classrooms, standards delineate what matters, provides clarity and a fixed point of reference for students and teachers, guides instruction so that it is focused on student learning, provides a common language, insures equal education opportunities, and assists in identifying struggling students.</p> <p>A standards-based classroom model provides for vertical alignment permitting teachers to quickly assess what students mastered in the preceding grade and to focus on building skills and knowledge as opposed to unnecessary reviewing and re-teaching. Also, as indicated on the Georgia Department of Education website, standards define the level of work that demonstrates achievement of the standards, enabling a teacher to know “how good is good enough.” The performance standards isolate and identify the skills needed to use the knowledge and skills to problem-solve, reason, communicate, and make connections with other information. They also tell the teacher how to assess the extent to which a student knows the material or can manipulate and apply the information.</p>	
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<p>A7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p>	
<p>Actions:</p> <p>Diagnostic assessments will be used to determine baseline student performance. Formative assessments will be used to monitor student mastery and to determine students’ needs for instruction support or enhancement. Interim/periodic assessments will be used to monitor instruction and progress towards mastery of content. Teachers will utilize formative assessments to improve instructional methods and feedback throughout the teaching and learning process. These ongoing assessments or reviews include but are not limited to: “Ticket out the Door,” journaling, graphic organizers, idea webs, time lines, quizzes, oral questioning, and vocabulary concept skits.</p> <p>In addition to standardized summative assessments, performances of understanding may include debates, improvisations, simulations, critiques of literature and fine arts, exhibits, interviews, presentations, interpretations, text analyses, inventions or designs.</p>	<p>Timeline:</p>

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<p>Differentiation will be determined through the utilization of monthly focus walks, analysis of weekly lesson plans, formative assessments, peer observations, utilization of a student-centered approach to teaching and learning, and use of pre- and post-assessments.</p> <p>Students will be administered diagnostic assessments to determine individual needs. After individual needs are determined, teachers will differentiate teaching and learning of: 1) the content - by changing the material to be learned, 2) the process – by allowing students to access the material in different ways, and 3) the product – by enabling students to demonstrate what he or she has learned in a different manner.</p> <p>Students which are identified as “at-risk” will be given the opportunity to participate in expanded learning time provided during “Bobcat Boost” period, after school, on Saturdays, and during instructional extension. During this scheduled time students will participate in additional instruction provided by classroom teachers and/or computerized instructional programs.</p> <p>Expand the data work room to include a poster printer.</p> <p>Post results from formative, interim, and summative assessments throughout the school.</p> <p>Identify students who are at-risk of failing to achieve standards.</p> <p>Revamp the student advisement process to include student profiles, course maps, Graduation Counts, and Career Pathways.</p> <p>Purchase and implement data utilization software Thinkgate.</p> <p>Devise and implement a schoolwide response to intervention model.</p> <p>Utilize software programs to diagnose student needs. (STAR Math & STAR Reading and AIMSweb).</p>	<p>October, 2010</p> <p>Ongoing</p> <p>Ongoing</p> <p>July, 2010</p> <p>July - August, 2010</p> <p>January, 2012</p> <p>July, 2010</p>
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A8. Establish schedules and strategies that provide increased learning time (as defined in this notice).	
<p>Actions:</p> <p>Extend the instructional day by 45 minutes. Bell schedules for the 2009-2010 (Appendix 2dA8.1) and 2010-2011 (Appendix 2dA8.2) school years are attached. As you can see, the schedule for all students has been expanded and daily instruction will begin at 8:00 rather than 8:30.</p> <p>Change from a 4 X 4 Block Schedule model to a traditional 7-period day. Dooly County High School compared the research on Block Scheduling vs. Traditional Scheduling and has made the decision to revert to a Traditional seven period day. This decision will noticeably increase the learning time available for students and eliminate gaps in schedule flow. A comparison of the research is attached. (Appendix 2dA8.3)</p> <p>Schedule students into a daily “Bobcat Boost” period for addressing individual needs such as remediation, enrichment, acceleration, advisement, or counseling. The Dooly County Schools host an intersession, afterschool, and Saturday program for students needing additional instructional support. Students are provided the opportunity to attend these programs based on the remediation needs for the Georgia High School Graduation Test and the Georgia End-of-Course Tests. In addition, a “Bobcat Boost” period has been built into the master schedule (see attached – Appendix 2dA8.2) in an effort to expand learning time for <u>all</u> students. Each teacher on staff will provide additional instruction during this period. Because every teacher on staff will be providing additional instruction, this lowers the class size, increasing the opportunity for individual student – teacher interaction. During “Bobcat Boost,” all students will be scheduled into classes for remediation, enrichment, acceleration, advisement, and/or counseling, based on State Summative Tests results, as well as, results from diagnostic assessments. After approximately two weeks, students will be readministered diagnostic assessments and will be regrouped based on results.</p> <p>Continue and expand instructional extension program including: After School – This program will operate three days per week and will provide additional instruction for students which have been targeted for assistance in math, language arts/reading, science and/or social studies. Instructional materials to be utilized include, but aren’t limited to, OdysseyWare, Plato, Achieve 3000, and USA TestPrep. Intersession – The intersession program will target students not achieving mastery of the GHSGT. This will be comprised of an intensive five day GHSGT remediation program for students not having been successful during prior administrations. The program emphasizes the use of individualized instruction in small groups or</p>	<p>Timeline:</p> <p>July, 2010</p> <p>July, 2010</p> <p>July, 2010</p> <p>October, 2010 – April, 2011 each year</p> <p>September, 2010, December 2010, March 2011, and June, 2011 (Upon the completion of each nine weeks)</p>

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<p>one-on-one tutoring sessions. Provide transportation for students to attend these programs.</p> <p>Dooly County High School afterschool program will begin on October 19 and will continue until April 21. The program begins at 3:30 and is over at 5:00, providing students with ninety (90) hours of additional instruction. Also, Dooly County utilizes a modified year-round calendar. The purpose is to provide opportunities for students to receive additional instruction. There are four intersession periods scheduled following each nine weeks. Fall intersession is September 27-October 1, Winter intersession is December 13-17, Spring intersession is March 14-18, and Summer intersession is June 6-15. Dooly County Schools will provide transportation for each afterschool, intersession, and Saturday school program. A copy of the 2010-2011 School Calendar for Dooly County Schools has been attached. (Appendix 2dA8.4)</p> <p>Schedule structured collaborative planning meetings among teachers in the same subject area. Each department has a common planning period scheduled during the day. At a minimum, two days per week of this common planning period will be devoted to collaborative planning.</p> <p>Study discipline data and create a school-wide discipline plan.</p> <p>Implement a system of positive behavioral supports, peer mediation, and anti-bullying.</p>	<p>July, 2010</p> <p>July, 2010 – June, 2011</p> <p>July, 2011</p>
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<p>communication.</p> <p>*Establish community-based, student-led projects.</p> <p>*Collaborate with system social worker in regards to student attendance.</p> <p>Publish school activities via local media, the school website, a newsletter format, and the mass communication system.</p> <p>Provide training for the family-community liaison through the Georgia Family Service Coordinators Association.</p> <p>Dooly County Schools will employ a family-community liaison to provide continuous communication between the school and the community and to coordinate family community activities. In addition, information will be shared through the use of the local media, the Dooly County Schools' website, a monthly newsletter created by the family-community liaison, Alert Now, a newly purchased mass communication system, and through "@YourSchool," a blog for parents which will be monitored by the family-community liaison. Parents will also have access to Georgia PIRC (Georgia Parental Information and Resource Center). There are computers in the schools' media center to allow parent access to the internet.</p> <p>Also, there will be monthly parent meetings scheduled not only on the high school campus but at locations throughout the community. Topics will include but are not limited to: "How to Ensure Your Students Success in High School," "Applying for Financial Aid," "Dealing with the Teenager in Your Life," and "Crossing the Communication Bridge." In an effort to continually communicate with parents concerning their student's progress toward high school completion, there will be periodic information/advisory meetings scheduled with students and their parents. During these meetings, which will be held twice yearly at the end of the each semester, parents and their student will review progress toward graduation and update coursework plans to ensure high school completion.</p> <p>Dooly County School is also establishing a Parent Advisory Council to increase parental involvement and communication between the home and school.</p>	<p>May, each year</p> <p>Ongoing</p> <p>Ongoing</p> <p>July, each year</p> <p>Ongoing</p> <p>March, each year</p>
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<p>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.</p>	
<p>Actions:</p> <p>Add a week-long Jump Start orientation/preview instructional period at the beginning of each school year for incoming freshmen.</p> <p>Provide administrators with the flexibility to add Saturday school sessions with transportation, if needed, for remediation or preparation prior to GHSGT.</p> <p>Contract and provide financial compensation to teachers for extended day professional learning and collaborative (vertical/horizontal) planning (all teachers, 1.5 hours per week).</p> <p>Implement flexible teacher work schedules to ensure before/after school monitoring of students. On a rotating basis, a flexible teacher work schedule will be utilized to provide afterschool and before school monitoring of students and loading and unloading of busses. For example, Teacher A will be assigned early bus duty during week 1 and late bus duty during week 6. Teacher A's work schedule will be flexed to reflect the duty assigned. Early duty work hours will be from 7:20 to 3:20 and late duty from 7:45 to 3:45; while regular work hours are 7:30 to 3:30.</p>	<p>Timeline:</p> <p>July, 2010; July, 2011; July, 2012</p> <p>Ongoing</p> <p>Ongoing</p> <p>July, 2010</p>

<p>A11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>	
<p>Actions:</p> <p>Employ an intervention specialist to monitor and oversee the implementation of the school reform model. Job description (Appendix 2dA11.1) includes, but is not limited to:</p> <ul style="list-style-type: none"> *Coordinate professional learning activities. *Monitor budget, expenditures, and provide financial reports. *Assist with monitoring of instructional strategies. *Assist with evaluation of teaching staff. *Provide administrative oversight. *Communicate frequently with system administrators. *Monitor grade level/content area collaborative meetings. *Assist with data collection, analysis, and publication. <p>Upon completion of the grant period, the duties of monitoring Transformation Model strategies will become the responsibility of the school administration.</p>	<p>Timeline:</p> <p>July, 2010</p>

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<p>The outside experts include, but are not limited to: Georgia Department of Education Consultants for School Keys/Class Keys, Summer Leadership Academy, Data Teams, and Academic Coach Training; RESA/ETTC personnel for Integration of Technology in the 21st Century Classroom; Karen Bailey for Formative Assessment Training; and Vendors for eWalk, OdysseyWare, Simple Assessment, Thinkgate, and AIMSweb.</p>	
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B. Conduct a rigorous review process to recruit, screen, and select an external provider to ensure quality.
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<p>Actions: Do not complete this section. This item does not apply to the transformation model.</p>	<p>Timeline:</p>
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C. Align additional resources with the interventions.
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<p>Actions:</p> <p>Transition from a Title I Targeted Assistance Program to a Schoolwide Program.</p> <p>Non-SIG 1003(g) funded interventions include:</p> <ol style="list-style-type: none"> (1) GLISI-scholarships, Title I SIP grant, local funds (2) PD360-Title I & Title I AARA (3) Financial incentives for department chairmen-local (4) PLATO & USA Test Prep licenses-Title VI Rural & Low-Income (5) Achieve 3000 license-Title I SIP grant (6) System website-local (7) Principal salary & benefits-QBE & local (8) Home visit fuel costs-local (9) Alert Now license-Title I 	<p>Timeline:</p> <p>July, 2010</p> <p>Jan-Feb, 2010</p> <p>Ongoing</p> <p>Dec & June, each year</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Annually</p> <p>As needed</p> <p>Ongoing</p>
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Transformation Model

D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.	
<p>Actions: To date, no policies have been identified in need of modification.</p>	<p>Timeline:</p>
E. Sustain the reform after the funding period ends.	
<p>Actions:</p> <p>Utilize a train-the-trainer model to ensure that any new staff members receive needs-based professional development.</p> <p>Add local training modules to PD360 to archive professional learning sessions.</p> <p>Continuously monitor teachers ensuring the fidelity of implementation to improvement initiatives.</p> <p>Allocate and protect time for planning and professional learning to expand the capacity of all personnel.</p> <p>Encourage collaboration among teachers to find solutions to common problems and focus on areas in need of improvement.</p> <p>Use the GLISI model (Plan, Do, Check, Act) to monitor and document school improvement. Analyze data to determine strengths and areas in need of improvement. Determine root causes and identify research-based solutions. Check results of change and modify as needed.</p> <p>Use a comprehensive budgeting process to coordinate funding sources, enabling the school to purchase high-priority needs and to ensure that funds are spent on scientifically and evidence-based practices, products, or programs.</p> <p>Publish a balanced score card that includes student achievement data, stakeholder (parents, students, staff, community) perceptions, post graduation information, student discipline reports, and attendance data.</p> <p>Share reports of progress with teachers, central office administrators, Board of Education members, and the community via reports, news releases, newsletters, or displays in the buildings.</p>	<p>Timeline:</p> <p>July, 2013-ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>August, each school year</p> <p>Ongoing</p>

**School Improvement Grant 1003(g)
LEA Application 2010**

**Attachment 2d
Transformation Model**

LEA Name: Dooly County School System

School Name: Dooly County High School

<p>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.</p>
<p>Reading/English Language Arts</p>
<p>2010-2011 School Year The percentage of students in the meets/exceeds category will increase by 10%.</p>
<p>2011-2012 School Year The percentage of students in the meets/exceeds category will increase by 10%.</p>
<p>2012-2013 School Year The percentage of students in the meets/exceeds category will increase by 10%.</p>
<p>Mathematics</p>
<p>2010-2011 School Year The percentage of students in the meets/exceeds category will increase by 10%.</p>
<p>2011-2012 School Year The percentage of students in the meets/exceeds category will increase by 10%.</p>
<p>2012-2013 School Year The percentage of students in the meets/exceeds category will increase by 10%.</p>
<p>Graduation Rate</p>
<p>2010-2011 School Year Increase the graduation rate by 10%.</p>
<p>2011-2012 School Year Increase the graduation rate by 10%.</p>
<p>2012-2013 School Year Increase the graduation rate by 10%.</p>

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LEA Application 2010

Attachment 4
Budget Detail

LEA Name: Dooly County School System

School Served: Dooly County High School

Intervention Model: Transformation

Tier Level: I

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

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

Object Class	Item Description	Costs	
100	Salaries	Signing bonuses	3,000
		Stipends, GaDOE Summer Leadership (8 x \$150 x 5 days)	6,000
		Stipends, Formative Assessment training (32 x \$150 x 4 days)	19,200
		Salary, Academic Coaches (4 x \$60,000, 200-day contract)	240,000
		Salary, Substitute teachers (32 x \$55 x 8 days)	14,080
		Salary, Teachers, Jump Start Academy (6 x \$45 x 35 hrs)	9,450
		Salary, Bus drivers, Jump Start Academy (5 x \$12.88 x 20 hrs)	1,288
		Salary, Lunchroom, Jump Start Academy (2 x \$12.88 x 20 hrs)	1,288
		Salary, Family-Community Liaison	16,234
		Salary, Intervention Specialist (210-day contract)	72,262
		Salary, Teachers, extended day	57,283
		Salary, Teachers, After School (5 x 90 hrs. x \$32)	14,400
		Salary, Teachers, Intersession (5 x 120 hrs x \$32)	19,200
		Salary, Teachers, Saturday School (5 x 40 hrs x \$45)	9,000
		Salary, Bus Drivers, After School (5 x 120 hrs x \$12.88)	7,728
		Salary, Bus Drivers, Intersession (5 x 80 hrs x \$12.88)	5,152
		Salary, Bus Drivers, Saturday School (3 x 40 hrs x \$15)	1,800
	Object Total	\$497,365	
200	Benefits	FICA, GaDOE Summer Leadership	459
		FICA, Formative Assessment training	1,469
		FICA, Substitute teachers	1,077
		FICA, signing bonuses	230
		FICA, Teachers, Jump Start Academy	723
		FICA, Bus Drivers, Jump Start Academy	100
		FICA, Lunchroom, Jump Start Academy	100
		FICA, Teachers, After School	1,102
		FICA, Teachers, Intersession	1,469
		FICA, Teachers, Saturday School	689
		FICA, Bus Drivers, After School	592
		FICA, Bus Drivers, Intersession	395
		FICA, Bus Drivers, Saturday School	138
		Benefits, academic coaches	79,200
		Benefits, Family-Community Liaison	4,950

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	Benefits, Intervention Specialist	24,423		
	Benefits, Teachers, Extended Day	10,575	\$127,691	
300	Purchased & Technical	Integration of Technology, 21 st Century Classroom; CF-ETC (6 days x \$500)	3,000	
		Formative Assessment training, Karen Bailey (4 days x \$5500)	22,000	
		Network electronics to support additional technology	18,424	\$43,424
500	Other Purchased	Reimbursable financial support for advanced degree or additional certification areas	8,000	
		Travel, Summer Leadership Academy (10 x \$20)	200	
		Travel, Family Resource Coordinator's Conference	108	
		Travel, Advanced Placement (4 x \$130)	520	
		Travel, Academic Coaches (4 x \$235)	940	
		Postage, communication w/ parents	200	Object Total
		Additional bandwidth to support software (8 months x \$1200)	9,600	\$19,568
600	Supplies	Software license, OdysseyWare, (150 x \$750)	112,500	
		Software license, e-Walk, (15 x \$80 x 3 yrs)	3,600	
		Software license, SimpleAssessment Teacher & Student Edition	13,786	
		Software license, Thinkgate	16,803	
		Software license, AIMSweb	2,000	
		Software license, STAR Reading & Math	3,582	
		Computers for teachers, (34 x \$1300)	44,200	
		Computers for students, (228 x \$1000)	228,000	
		Printers for students & teachers (30 x \$500)	15,000	
		21 st Century Classroom equipment (30 x \$10,173)	305,190	
		Curriculum kits, Too Good for Drugs/Violence (30 kits x \$750)	23,850	
		Fuel, Jump Start Academy (5 buses x \$90)	450	
		Fuel, After School (5 buses x \$54 x 20 wks)	5,400	
		Fuel, Intersession (5 buses x \$90 x 4 wks)	1,800	
		Fuel, Saturday School (3 buses x \$18 x 10 days)	540	
		Poster printer, data room	3,500	
		Poster printer ink cartridges & paper rolls	1,500	Object Total
		Consumable supplies, Jump Start Academy	500	\$782,201
		800	Other Objects	Registration, GaDOE Summer Leadership Academy (10 x \$1750)
Registration, GaDOE Academic Coach training (4 x \$1350)	5,400			Object Total
Registration, Ga Family Resource Coordinator's Conference	380			\$27,660
School Total			\$1,497,909	

School Improvement Grant 1003 (g)

LEA Application 2010 Attachment 4

Budget Detail

LEA Name: Dooly County School System

School Served: Dooly County High School

Intervention Model: Transformation

Tier Level: I

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

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

Object Class	Item Description	Costs	
100	Personal Services (Salaries)	Tiered Reward System (4 x \$1000, 22 x \$500)	15,000
		Signing bonuses	3,000
		Stipends, Class Keys training (32 x \$265 x 5 days)	42,400
		Stipends, RTI training (32 x \$150 x 2 days)	9,600
		Stipends, GaDOE Summer Leadership (8 x \$150 x 5 days)	6,000
		Stipends, Advanced Placement training (4 x \$150 x 5 days)	3,000
		Salary, Substitute teachers (32 x \$55 x 8 days)	14,080
		Salary, Academic Coaches (4 x \$60,000, 200-day contract)	240,000
		Salary, Teachers, Jump Start Academy (6 x \$45 x 35 hrs)	9,450
		Salary, Bus Drivers, Jump Start Academy (5 x \$12.88 x 20 hrs)	1,288
		Salary, Lunchroom, Jump Start Academy (2 x \$12.88 x 20 hrs)	1,288
		Salary, Family-Community Liaison	16,234
		Salary, Intervention Specialist (210-day contract)	72,262
		Salary, Extended Day	57,283
		Salary, Teachers, After School (5 x 90 hrs. x \$32)	14,400
		Salary, Teachers, Intersession (5 x 120 hrs x \$32)	19,200
		Salary, Teachers, Saturday School (5 x 40 hrs x \$45)	9,000
		Salary, Bus Drivers, After School (5 x 120 hrs x \$12.88)	7,728
		Salary, Bus Drivers, Intersession (5 x 80 hrs x \$12.88)	5,152
		Salary, Bus Drivers, Saturday School (3 x 40 hrs x \$15)	1,800
	Object Total	\$548,165	
200	Benefits	FICA, Tiered Reward System	1,148
		FICA, Class Keys training	3,244
		FICA, GaDOE Summer Leadership	459
		FICA, Advanced Placement training	230
		FICA, RTI training	735
		FICA, signing bonuses	230
		FICA, Substitute teachers	1,077
		FICA, Teachers, Jump Start Academy	723
		FICA, Bus Drivers, Jump Start Academy	100
		FICA, Lunchroom, Jump Start Academy	100
		FICA, Teachers, After School	1,102
		FICA, Teachers, Intersession	1,469

School Improvement Grant 1003 (g)

	FICA, Teachers, Saturday School	689	
	FICA, Bus Drivers, After School	592	
	FICA, Bus Drivers, Intersession	395	
	FICA, Bus Drivers, Saturday School	138	
	Benefits, academic coaches	79,200	
	Benefits, Family-Community Liaison	4,950	
	Benefits, Intervention Specialist	24,423	Object Total
	Benefits, Teachers, Extended Day	10,575	\$131,579
300	Purchased Services		
	RTI training, Cara Shores (8 days)	14,400	Object Total
	Integration of Technology, 21 st Century Classroom; CF-ETC (6 days x \$500)	3,000	\$17,400
500	Other Purchased		
	Reimbursable financial support for advanced degree or additional certification areas	8,000	
	Travel, Summer Leadership Academy (10 x \$20)	200	
	Travel, Family Resource Coordinator's Conference	108	
	Postage, communication w/ parents	200	Object Total
	Additional bandwidth to support technology (12 months X \$120)	1,440	\$9,948
	Software license, OdysseyWare, (150 x \$750)	112,500	
	Software license, Thinkgate	20,703	
	Software license, SimpleAssessment Teacher & Student Edition	13,786	
	Software license, AIMSweb	2,000	
	Software support, STAR Math & Reading	558	
	Laptops for teachers (34 x \$1200)	40,800	
	Consumable materials, Too Good for Drugs/Violence (16 x \$20)	320	
	Fuel, Jump Start Academy (5 buses x \$90)	450	
	Fuel, After School (5 buses x \$54 x 20 wks)	5,400	
	Fuel, Intersession (5 buses x \$90 x 4 wks)	1,800	
	Fuel, Saturday School (3 buses x \$18 x 10 days)	540	
	Poster printer ink cartridges & paper rolls	1,000	
	Consumable supplies, Jump Start Academy	500	
	Wireless laptop labs (2 x \$38,500)	77,000	Object Total
	Books, AP classes (20 x \$150 x 4 courses)	12,000	\$289,357
800	Other		
	Registration, GaDOE Summer Leadership Academy (10 x \$1750)	17,500	
	Registration, Advanced Placement (4 x \$1095)	4,380	Object Total
	Registration, Ga Family Resource Coordinator's Conference	380	\$22,260
School Total			\$ 1,018,709

School Improvement Grant 1003 (g)

LEA Application 2010 Attachment 4

Budget Detail

LEA Name: Dooly County School System

School Served: Dooly County High School

Intervention Model: Transformation

Tier Level: I

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

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

	Object Class	Item Description	Costs	
100	Personal	Tiered Reward System (4 X \$1000, 22 X \$500)	15,000	
		Signing bonuses	3,000	
	Services (Salaries)	Salary, Academic Coaches (4 x \$60,000, 200-day contract)	240,000	
		Salary, Substitute teachers (32 x \$55 x 8 days)	14,080	
		Salary, Teachers, Jump Start Academy (6 x \$45 x 35 hrs)	9,450	
		Salary, Bus Drivers, Jump Start Academy (5 x \$12.88 x 20 hrs)	1,288	
		Salary, Lunchroom, Jump Start Academy (2 x \$12.88 x 20 hrs)	1,288	
		Salary, Family-Community Liaison	16,234	
		Salary, Intervention Specialist (210-day contract)	72,262	
		Salary, Extended Day	57,283	
		Salary, Teachers, After School (5 x 90 hrs. x \$32)	14,400	
		Salary, Teachers, Intersession (5 x 120 hrs x \$32)	19,200	
		Salary, Teachers, Saturday School (5 x 40 hrs x \$45)	9,000	
		Salary, Bus Drivers, After School (5 x 120 hrs x \$12.88)	7,728	
		Salary, Bus Drivers, Intersession (5 x 80 hrs x \$12.88)	5,152	Object Total
		Salary, Bus Drivers, Saturday School (3 x 40 hrs x \$15)	1,800	487,165
		200	Benefits	FICA, Tiered Reward System
FICA, Substitute teachers	1,077			
FICA, signing bonuses	230			
FICA, Teachers, Jump Start Academy	723			
FICA, Bus Drivers, Jump Start Academy	100			
FICA, Lunchroom, Jump Start Academy	100			
FICA, Teachers, After School	1,102			
FICA, Teachers, Intersession	1,469			
FICA, Teachers, Saturday School	689			
FICA, Bus Drivers, After School	592			
FICA, Bus Drivers, Intersession	395			
FICA, Bus Drivers, Saturday School	138			
Benefits, academic coaches	79,200			
Benefits, Family-Community Liaison	4,950			
Benefits, Intervention Specialist	24,423			Object Total

School Improvement Grant 1003 (g)

	Benefits, Teachers, Extended Day	10,575	\$126,911	
Professional & Technical	Integration of Technology, 21 st Century Classroom; CF-ETC (6 days x \$500)	3,000	Object Total	
			\$3,000	
500 Other Purchased	Reimbursable financial support for advanced degree or additional certification areas	8,000		
	Postage, communication w/ parents	200		
	Additional bandwidth to support technology (12 months X \$120)	1,440	Object Total	
	Travel, Family Resource Coordinator's Conference	108	\$9,748	
600 Supplies	Software license, OdysseyWare (150 x \$750)	112,500		
	Software license, SimpleAssessment Teacher & Student Edition	13,786		
	Software license, Thinkgate	20,703		
	Software license, AIMSweb	2,000		
	Software support, STAR Math & Reading	558		
	Fuel, Jump Start Academy (5 buses x \$90)	450		
	Fuel, After School (5 buses x \$54 x 20 wks)	5,400		
	Fuel, Intersession (5 buses x \$90 x 4 wks)	1,800		
	Fuel, Saturday School (3 buses x \$18 x 10 days)	540		
	Consumable materials, Too Good for Drugs/Violence (16 x \$20)	320		
	Poster printer ink cartridges & paper rolls	1,000		
	Consumable supplies, Jump Start Academy	500	Object Total	
	Wireless laptop labs (2 x \$38,500)	77,000	\$236,557	
	800 Other	Registration, Ga Family Resource Coordinator's Conference	380	Object Total
				\$380
School Total			\$863,761	

School Improvement Grant 1003 (g)
LEA Application 2010 Attachment 5

Checklist

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

<ul style="list-style-type: none"> • To ensure alignment of other resources with the interventions, the SEA will look for specific examples of actions the LEA has taken or will take for: <ul style="list-style-type: none"> • Developing a plan complete with strategies that focus on the individual school’s student achievement needs. • Ensuring Title I schoolwide schools are consolidating ESEA funds to upgrade the entire educational system of the school. • Providing job-embedded professional learning for teachers. • Ensuring that each school has developed the intervention model that aligns all funding available to the school to implement specific strategies. • To ensure that reforms are sustained after the funding period ends, the SEA will review the LEA process for: <ul style="list-style-type: none"> • Developing a plan with a timeline for continued implementation of the intervention strategies. • Measuring progress and adjusting strategies that have not proven to be effective. • Aligning funds to continue supporting successful intervention efforts and progress. • Providing continued professional learning opportunities that link to the intervention strategies and annual goals for student achievement. 	<p style="text-align: center;">X</p> <p style="text-align: center;">X</p>
<p>4. Timeline</p> <ul style="list-style-type: none"> ✓ Found in Attachment 2 (2a: Turnaround Model, 2b: School Closure Model, 2c: Restart Model, 2d: Transformation Model), the timeline addresses implementation of the basic elements of the selected intervention model and ensures that the basic elements of the intervention model will be initiated by the beginning of the 2010-2011 school year. The timeline provides a clear picture of implementation of the intervention model throughout the duration of the grant. 	<p style="text-align: center;">X</p>
<p>5. Annual Goals</p> <ul style="list-style-type: none"> ✓ Annual goals are written for student achievement on the State’s assessments in Reading/English Language Arts and Mathematics for Tier I, Tier II, and Tier III schools. (LEAs applying for Tier I and Tier II schools have completed the portion of Attachment 2 that pertains to annual goals and LEAs applying for Tier III schools have completed Attachment 3.) ✓ Annual goals are written for the graduation rate for Tier I, Tier II, and Tier III high schools. ✓ Annual goals are written for three years. ✓ The annual goals are specific, measurable, attainable, results-oriented, and time bound. 	<p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p>

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

Section C. DEVELOP A BUDGET

✓	The LEA has completed a budget on Attachment 4 for each Tier I, Tier II, and Tier III school.	X
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Section D. ASSURANCES

✓	The superintendent agrees to the assurances for the School Improvement Grant.	X
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Section E. WAIVERS

✓	The superintendent agrees to the waivers included in the School Improvement Grant.	X
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**Dooly County High School
GAPSS Recommendations
May 2006**

Curriculum	Instruction	Assessment	Planning and Organization
<p>1. Provide the needed structure and formal expectations for the use of planning time.</p> <p>2. Develop and implement a plan for frequent administrative monitoring of the process.</p> <p>3. Collaboration should include continual efforts to follow through on the development and implementation of the curriculum units generated in the SAC and CCC meetings.</p>	<p>1. Study the utilization level of the additional instructional opportunities and further structure the programs to maximize the involvement of students in need of the services (e.g., math instruction for all students---AYP area).</p> <p>2. Expand co-teaching and inclusion approaches.</p> <p>3. Seek ways to differentiate instruction in order to address the varied needs of students.</p> <p>4. Make higher order thinking skills pervasive in routine classroom instruction in order to support the implementation of standards-based learning.</p>	<p>1. Develop a more formal systematic approach for frequent monitoring of data utilization in informing classroom instruction, including the use of formative as well as summative assessment data.</p>	<p>1. Transform the (Leadership team) Better Seeking Team to become the guiding body for school improvement planning, implementation, and monitoring.</p> <p>2. Assess the use of instructional time to maximize student learning.</p> <ul style="list-style-type: none"> • 90 minute block • Reading time (15 minutes) • Early morning time (PO4e) <p>3. Reinstate an intensive plan for advisement for students concerning graduation requirements and planning for the future. Note: AYP areas</p>

Recommendations presented to Dooly County High School Faculty
July 31, 2006 by Linda Page-Williams, GLISI IIC

**Dooly County High School
GAPSS Recommendations
May 2006**

Student, Family and Community Involvement	Professional Learning	Leadership	School Culture
None Noted	<p>1. Structure job-embedded, target professional learning that supports the implementation of GPS:</p> <ul style="list-style-type: none"> • Collaboratively design units • Common assessments • Performance tasks • Analyzing student work • Research-based instructional strategies • Instructional coaching • Reflection on current practice 	<p>1. While administrators are knowledgeable of curriculum, instruction and assessment, more direct involvement (e.g., alignment and implementation of curriculum and assessment, analysis and utilization of data, instruction and monitoring and clinical supervision) would improve instruction and student learning. (L2a)</p> <p>2. Continue plans to establish a Better Seeking Team that would serve as the steering body for systematic school improvement.</p>	<p>1. As the Better Seeking Team is established, ensure that the mission, vision, goals, and beliefs of the school reflect the values of the entire staff.</p>

Recommendations presented to Dooly County High School Faculty
July 31, 2006 by Linda Page-Williams, GLISI IIC

**Dooly County High School
GAPSS Kudos and Opportunities
May 2006**

Curriculum			
Kudos	Source	Opportunities	Source
1. The Subject Areas Committee (SAC) and the Curriculum Coordinating Council (CCC) serve fore developing units and aligning curricula.	I, D, S	1. <u>Provide the needed structure and formal expectations for the use of planning time.</u>	I, S
2. The structure has been provided for collaborative (vertical and horizontal) planning time among subject area teachers.	I, D, S	2. <u>Develop and implement a plan for frequent administrative monitoring of the process. C2a; 3b</u>	I, S
		3. <u>Collaboration should include continual efforts to follow through on the development and implementation of the curriculum units generated in the SAC and CCC meetings. (See Kudos #1) C1b, c</u>	I, S, D
Instruction			
Kudos	Source	Opportunities	Source
1. A variety of additional opportunities for success (after-school, lunch sessions, etc.) are provided.	I	1. <u>Study the utilization level of the additional instructional opportunities and further structure the programs to maximize the involvement of students in need of the services (e.g., math instruction for all students—AYP area)</u>	I
2. The school has begun efforts to initiate inclusion as an instructional approach.	O, I, S	<u>I4d</u>	

I = Interview D = Data and Documents S = Survey O = Observation 1

**Dooly County High School
GAPSS Kudos and Opportunities
May 2006**

		<p>2. <u>Expand co-teaching and inclusion approaches. 12a, b</u></p>	O, I
		<p>3. Explicitly teach students to assume responsibility for monitoring their progress through:</p> <ul style="list-style-type: none"> • Goal setting • Record keeping • Monitoring • Sharing • Exhibiting • Evaluating <p>13 a</p>	O, I, S
		<p>4. <u>Seek ways to differentiate instruction in order to address the varied needs of students. 11c; 2a</u></p>	O, I, S
		<p>5. Establish pervasive use of exemplary student work accompanied by rubrics and commentary as an integral part of instruction. 11d</p>	O, I, S
		<p>6. <u>Make higher order thinking skills pervasive in routine classroom instruction in order to support the implementation of standards-based learning. C2b; 12c</u></p>	O, I, S

I = Interview D = Data and Documents S = Survey O = Observation 2

**Dooly County High School
GAPSS Kudos and Opportunities
May 2006**

Assessment			
Kudos	Source	Opportunities	Source
1. There is a comprehensive system plan that includes provisions for utilization of a variety of assessments to inform instructional practice.	D, I, S	1. Move from the data analysis stage to actual utilization of the data to inform instruction. A3a	D, I, S
		2. <u>Develop a more formal systematic approach for frequent monitoring of data utilization in informing classroom instruction, including the use of formative as well as summative assessment data. A2a, b; 3a</u>	D, I, S
		3. Utilize model student work with meaningful commentary to serve as the expectation for standards. A2c; 3b, c	D, I, S, O
Planning and Organization			
Kudos	Source	Opportunities	Source
1. A safe, productive learning environment is planned and maintained by school staff and administrators.	O, I, S	1. The school improvement planning process would benefit from direct involvement by administrators in collaborative teacher planning sessions. PO2c	I, D, S
2. Administrators provide skillful stewardship to ensure effective management of the organization, operation, and resources of the	O, I, S		

I = Interview D = Data and Documents S = Survey O = Observation 3

**Dooly County High School
GAPSS Kudos and Opportunities
May 2006**

<p>school.</p> <p>3. A school-wide plan for behavior management is implemented.</p>	<p>O, I, S</p>	<p>2. <u>Transform the Leadership Team (Better Seeking Team) to become the guiding body for school improvement planning, implementation, and monitoring. PO2c</u></p> <p>3. <u>Assess the use of instructional time to maximize student learning:</u></p> <ul style="list-style-type: none"> • <u>90 minute block</u> • <u>Reading time (15 minutes)</u> • <u>Early morning time</u> <p><u>PO4e</u></p> <p>4. <u>Reinstate an intensive plan for advisement for students concerning graduation requirements and planning for the future. (Note AYP areas) PO2b</u></p>	<p>I</p> <p>I, O</p> <p>I</p>
Student, Family, and Community Support			
Kudos	Source	Opportunities	Source
<p>1. Positive efforts have begun to collaborate with community entities such as the local TV station, Chamber of Commerce, newspaper and other to promote a positive school image.</p>	<p>I</p>	<p>1. Provide more opportunities for parents to participate in training activities on a variety of areas to enhance student performance. SFC3a</p>	<p>I, S</p>

I = Interview D = Data and Documents S = Survey O = Observation 4

**Dooly County High School
GAPSS Kudos and Opportunities
May 2006**

2. Ninth Grade Academy teachers have strengthened home/school communication through home visitation (with an objective of visiting every home)	I	2. Provide opportunities for parents and community members to volunteer in activities that support academic achievement at all levels. SFC1a	I
Professional Learning			
Kudos	Source	Opportunities	Source
1. The school system provides numerous, timely training opportunities for staff. 2. Program specific training needs are addressed through professional learning opportunities.	I, S I	1. <u>Structure job-embedded, targeted professional learning that supports the implementation of GPS:</u> <ul style="list-style-type: none"> • <u>Collaboratively designing units</u> • <u>Common assessments</u> • <u>Performance tasks</u> • <u>Analyzing student work</u> • <u>Research-based instructional strategies</u> • <u>Instructional coaching</u> • <u>Reflection on current practice</u> <u>PL1a; 2a-c; 3b</u> 2. Base professional learning opportunities on student achievement data and monitor its impact. PL2a, b	D, I, S

I = Interview D = Data and Documents S = Survey O = Observation 5

**Dooly County High School
GAPSS Kudos and Opportunities
May 2006**

School Culture			
Kudos	Source	Opportunities	Source
1. There is a mutual respect among the students and adults in the school.	O	1. <u>As the Better Seeking Team is established, insure that the mission, vision, goals, and beliefs of the school reflect the values of the entire staff. AC1a,b</u>	I, S
Leadership			
Kudos	Source	Opportunities	Source
1. The principal demonstrates effective managerial skills and extends opportunities for teacher leaders.	O, I, S	1. <u>While administrators are knowledgeable of curriculum, instruction and assessment, more direct involvement (e.g., alignment and implementation of curriculum and assessment, analysis and utilization of data, instruction and monitoring and clinical supervision) would improve instruction and student learning. L2a</u>	I, S, D
2. Due to the efforts of the administration, the learning environment is safe and orderly.	O, I, S		
3. The administration ensures that adequate instructional resources are available as needed.	O, I, S		I, S
		2. <u>Continue plans to establish a Better Seeking Team that would serve as the steering body for systematic school improvement. L4b</u>	

I = Interview D = Data and Documents S = Survey O = Observation 6

Team's Findings

Strengths

- Strong and effective practices, processes, or systems which benefit the school district

Commendations

- Significant accomplishments in meeting and/or exceeding accreditation standards and requirements

Challenges

- Limitations and/or barriers that may be impacting (or have the potential to impact) the district's performance and effectiveness

Required Actions

- Actions that will enhance district effectiveness and improve student learning

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Commendations

The Quality Assurance Review Team commends Dooly County for:

- Dedicated and caring teachers and staff throughout the system.
- A superintendent who is an instructional leader whose efforts are data driven and whose primary concerns include students, staff, and community members.
- Modern, refurbished, and well maintained facilities throughout the system.

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Commendations continued

- The efforts of the Dooly County School System to improve parental communication and involvement.
- Foresight and planning in the utilization and allocation of available funds.
- A variety of curricular offerings to meet the needs of all students.



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Required Actions

- The Quality Assurance Review Team recommends that Dooly County:
 - Establish parental committees throughout the system whose goals are to involve more parents and guardians in the education of the children.
 - Involve all staff members in grades K-12 in efforts to reduce the dropout rate and to increase the graduation rate.
 - Focus efforts to employ highly qualified personnel when adding or replacing positions.
 - Address the user level reliability issues with technology caused by broken and out of date computers.



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Next Steps

- A written report of the findings will be submitted within 30 business days
- After receipt of the report, the district is expected to:
 - Review and communicate the findings
 - Address the required actions
 - Monitor school and system accreditation standards and improvement efforts on ongoing basis
 - Submit the Accreditation Progress Report
- After the next meeting of the AdvancED Accreditation Commission (January and June) reports will be available for public access

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Accreditation Recommendation

- The Quality Assurance Review Team recommends to the AdvancED Accreditation Commission that the Dooby County School District be awarded District Accreditation as a quality school system.
- Once reviewed and approved by the AdvancED Accreditation Commission, the district and all its schools are granted a 5-year term accreditation.

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March 18, 2010

The Dooly County Board of Education held its regular meeting on March 18, 2010, at 6:00 p.m. The Superintendent, Janie Winters, Melvilla West, Verlin Jones, and Eddie Almond were present. Wayne Wilkin was absent. Also present was Margie Carr, Chris Godfrey, Maurice King, Dr. Sandra Ferguson, Dr. Daniel Sturdivant, Doris Ann Scarborough, Dr. Donald Williams, Randy Kent, Sharyl Young, Sylvester Granville, Marcus Clark, Randolph Ford, Jean Thompson, Sherrie West, *News Observer*, *Cordele Dispatch*, Denise Bauer, Wanda Miles, Cathy Jones, and other visitors.

1. Call to Order and Prayer - After verifying that the meeting was properly posted and advertised, Mr. Almond called the meeting to order and offered prayer.
2. Agenda Adoption - The Superintendent presented the agenda for approval. On a motion by Mrs. Winters, seconded by Mrs. West, the board unanimously adopted the agenda as printed.
3. Pledge of Allegiance - All present recited the pledge.
4. Middle Georgia EMC - Randy Kent presented and overview of the contract which sunsets December 31, 2013. An overview of estimated cost vs. actual cost was presented along with an overview of outages over the previous year. They had received a request to provide services to the ball field which is within the same campus (DCMS) and within the terms of the current contract.
5. Community Collaborative Festival - Sherrie West and Sharyl Young - Dr. Miles introduced and gave purpose of initiative. The festival is scheduled for May 24, 2010, and will be the first Title I Community Collaborative Festival. The board was presented with a flyer and invitations to attend. Dr. Miles gave an overview of activities for the day.
6. Approval of Minutes - February 23, 2010, and March 5, 2010 - The Superintendent presented the minutes for approval as presented. On a motion by Mrs. Winters, seconded by Mrs. West, the minutes were unanimously approved.
7. Monthly Reports - Presented by Mrs. Carr and reviewed by the board.
8. GSBA
 - A. Summer Conference - The board was asked to acknowledge which course they wanted to attend at the conference.
 - B. Legislative Liaison - Mr. Jones recommended Mr. Wilkin serve as liaison. Mrs. West seconded the motion and it passed unanimously. Ms. Winters was selected to serve as alternate.
 - C. School Board Member Appreciation - Each member was presented with a certificate of appreciation for their years of service on the board.
9. Items for Board Approval –
 - A. Bids - Football Field Sound System - The Superintendent presented a bid from Southern Music in the amount of \$3,895 for approval. On a motion by Mrs. Winters, seconded by Mr. Jones, the board unanimously approved the bid.
 - B. Surplus – Copies of the current policy were distributed for review. The Superintendent recommended the policy be waived in regard to scrap iron. On a motion by Mrs. West, seconded by Ms. Winters, the board waived the policy on a vote of 3 in favors (Almond, West, Winters) with Mr. Jones abstaining. Mrs. West requested that proof of receipt of funds and inclusion of money in the general fund be provided. A list will be produced for the board at a later date.
 - C. DCMS Fundraiser – The Superintendent recommended that the board approve the fund raiser for the Perfect Gentlemen club’s Step Show and Administrator Kiss the Pig. On a motion by Ms. Winters, seconded by Mrs. West, the board unanimously approved the fund raiser.

- D. ESG/RBC Contract – This matter was tabled until after Executive Session.
10. Public Participation – Sylvester Granville expressed concern regarding the failure to get a grant submitted to fund the After School Program. Mrs. West clarified that there was an application process for the grant and the district was not guaranteed to receive the grant.
11. Executive Session - On a motion by Mrs. West, seconded by Ms. Winters, the board voted unanimously to go into Executive Session to discuss or deliberate upon the appointment, employment, compensation, hiring, disciplinary action or dismissal, or periodic evaluation or rating of a public officer or employee; to consult and meet with legal counsel pertaining to pending or potential litigation, settlement, claims, administrative proceedings, or other judicial actions brought or to be brought by or against the school district or an officer or employee or in which the officer or employee may be directly involved. On a motion by Mrs. West, seconded by Mr. Jones, the board voted unanimously to return to Regular Session.
12. Personnel – The Superintendent recommended the following personnel items:
Retirement – On a motion by Mrs. West, seconded by Ms. Winters, the board unanimously accepted the following retirement.
 Ronald Roberts – Teacher (DCES)
Resignation – On a motion by Mr. Jones, seconded by Mrs. West, the board unanimously accepted the following resignation.
 Billy Hill – Teacher (DCHS)
Recommendation – On a motion by Mrs. West, seconded by Mr. Jones, the board unanimously approved the following recommendation.
 David Leary, Jr. – STAR Substitute
Leave Requests – On a motion by Mrs. West, seconded by Mr. Almond, the board unanimously approved the following leave requests.
 Loretta Clark – Family Medical Leave (02/08/10 – 03/16/10)
 Katherine Rooks – Family Medical Leave (03/12/10 – 03/31/10)
 Terry Watkins – Family Medical Leave (03/05/10 – 03/26/10)
 Jaquilla King – Medical Leave (02/02/10 – 04/16/10)
13. Departmental Reports
A. Curriculum & Instruction – Mrs. Carr gave an update on the high school schedule (block vs. traditional scheduling). The 8th grade writing scores increased (66% 2010, 60% 2009). SPED met requirements for Part B IDEA.
B. Federal Programs & Pupil Services – The board reviewed a written report.
C. Maintenance Report – The board reviewed a written report.
D. Technology – The board reviewed a written report and inquired about repairs to computers, operating systems, and the number of computes that were up and operating.
14. Superintendent's Report
A. Congratulations were extended to the Boys and Girls Basketball teams. The Superintendent discussed charging \$2.00 per/person to attend community basketball game. The money raised would be used to fund a fundamentals camp.
B. Currently everyone is working hard to prepare for the GHSGT and the CRCT tests.
C. The district is in the process of applying for a School Improvement Grant for the Dooly County High School ranging in the amount of \$50,000 to \$2,000,000 for a period of three years. The district has chosen the Transformation Model which requires the replacement of the principal, rigorous evaluation systems for teachers, on-going professional learning, comprehensive instructional reform strategies, and the use of student achievement data for instructional planning.

D. Congratulations were extended to the JROTC.

15. Adjournment – On a motion by Mrs. West, seconded by Mr. Jones, the meeting was adjourned unanimously.

Appendix B8.2

VOLUME 24, Number #19
March 18, 2010

ABSTRACT

A Newsletter for the Employees of Dooly County Schools

Present: Eddie Almond, Melvilla West, Verlin Jones, Janie Winters

1. Middle Georgia EMC – Randy Kent presented a review of the contract which sunsets on December 31, 2013. The overview of estimated cost v/s actual cost and outages over the past year was presented. Service will be provided to the ball field at the middle school which is within the terms of the contract.
2. Title I Community Collaborative Festival – Sherrie West and Sharyl Young-The board was informed of the purpose of the initiative. The festival will be held on April 24, 2010. Flyers and invitations were given to the board. The Superintendent gave an overview of activities for the day.
3. Minutes – The board approved the minutes for February 23, 2010, and March 5, 2010.
4. Monthly Reports – The board reviewed the reports.
5. GSBA
 - A. Information regarding training sessions at the Summer Conference was provided for the board's selection.
 - B. Legislative Liaison – Mr. Wilkin was selected as the liaison and Ms. Winters was chosen as an alternate.
 - C. School Board Member Appreciation – The board was presented with certificates of appreciation for their service.
6. Items for Board Approval
 - A. Bids – Football Field Sound System – The board approved a bid from Southern Music Company in the amount of \$3,895.
 - B. Surplus – The board waived the policy on surplus items until attorney review.
 - C. DCMS Fund Raiser – The board approved the Perfect Gentlemen's fund raiser request for a Step Show and Administration Kiss the Pig.
 - D. ESG/RBC Contract – Tabled until after Executive Session
7. Public Participation – Sylvester Granville expressed concern regarding the failure to get a grant submitted to fund the After School Program. Ms. West clarified that there was an application process for the grant and the district was not guaranteed to receive the grant.
8. Personnel – The board approved the following personnel items.

Retirement - Ronald Roberts – Teacher (DCES)
Resignation - Billy Hill – Teacher (DCHS)
Recommendation - David Leary, Jr. – STAR Substitute
Leave Requests - Loretta Clark – FML (02/08 – 03/16)
Katherine Rooks – FML (03/12 – 03/31)
Terry Watkins – FML (03/05 – 03/26)
Jaquilla King – Medical Leave (02/02 – 04/16)

9. Departmental Reports

A. Curriculum & Instruction – Mrs. Carr gave an update on the high school schedule (block vs. traditional scheduling). The 8th grade writing scores increased (66% 2010, 60% 2009). SPED met requirements for Part B IDEA.

B. Federal Programs & Pupil Services – The board reviewed a written report.

C. Maintenance Report – The board reviewed a written report.

D. Technology – The board reviewed a written report and inquired about repairs to computers, operating systems, and the number of computers that were up and operating.

10. Superintendent's Report

A. Congratulations were extended to the Boys and Girls Basketball teams. The Superintendent discussed charging \$2.00 per/person to attend community basketball game. The money raised would be used to fund a fundamentals camp.

B. Currently everyone is working hard to prepare for the GHSGT and the CRCT tests.

C. The district is in the process of applying for a School Improvement grant.

D. Congratulations were extended to the JROTC.

BOE votes Ford out

By **TIM FRANZEN**

tfranzen@evansnewspapers.com

Dr. Grady Miles made the recommendation and a majority of the members of the Dooly County Board of Education agreed that DCHS Principal Randolph Ford's contract should not be renewed effective June 30, 2010 at a specially called meeting Mar. 16.

The motion passed on a vote of four in favor with board member Melvilla West abstaining.

The superintendent said at their regularly scheduled meeting Mar. 18 that a group of local officials traveled to Atlanta to discuss a school improvement grant, focusing on the high school because of its Tier I status. The local school system is investigating a transformation model with possible funding of anywhere from Fifty Thousand to Two Million Dollars per year, for up to three years. The due date for filing an application is April 15, with funding from the grant being available around June.

Miles added, "You almost have to do an extreme makeover of the school system if you want to make it work. The more we work together as a team; it is going to better serve our kids. So this particular grant is not only at the high school, if we're fortunate to get it, we're talking about an extreme makeover of the whole school system." He added, "The transformation model requires that there be a change of principal; that's a requirement."

The superintendent also requested current DCES Principal Dr. Sandra Ferguson's status be changed to administrator however her new position with the school system will be announced at a later date.

Miles also discussed the First ever Title I Dooly County Schools Community Collaborative Festival scheduled for Saturday, Apr. 24 on the DCHS campus from 10 a.m. until 4 p.m.


He commented, "We want to be able to invite all stakeholders so they can get a

See BOE, page 4A

Dooly County School System

...preparing our students for the future in the present

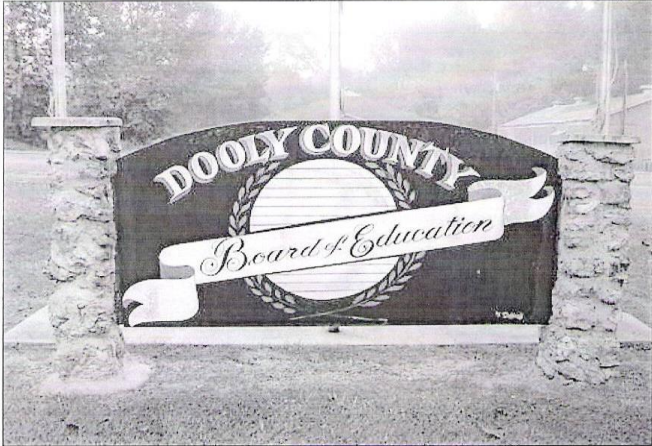
Dr. Grady Miles, School Superintendent



[Dooly County High School](#)

[Dooly County Middle School](#)

[Dooly County Elementary School](#)



ANNOUNCEMENTS

The School Improvement Grant for Dooly County High School is available for the public at the Dooly County Board of Education Office.

[Standards Assessment Report](#)

[Supplemental Education Services Available](#)

Our Mission
The mission of the Dooly County School System is to provide an appropriate education for all students. Our teachers, administrators, and support service staff will identify and nurture the talents and intellectual abilities of all students to help them reach their greatest potential as productive citizens in a culturally diverse, interdependent society. We will ensure that students are provided the opportunity to achieve academic, problem solving, social, and technical skills.

- Home
- Our Mission
- School Location
- Contact Us
- DCES Staff
- Class News
- School Calendar
- School Menu
- Student Handbook
- DCES Testing Schedule
- DCES Book Club
- Student of the Month
- Pre-K
- Instructional Methods
- Email Login
- Links of Interest

- WEBDESK
- iParent
- Citrix
- Parent Resources
- Educational Links

Dooly County School System
202 Cotton Street
Vienna, Georgia 31092
(229) 268-4761
(229) 268-6148 fax

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4/14/2010

Appendix B8.5

Dooly County High School

Faculty Meeting
April 12, 2010

MINUTES

The Dooly County High School faculty met on Monday, April 12, 2010 from 3:30-4:30 PM in the media center. Guests included Denise Bauer, Margie Carr, and Grady Miles.

Dr. Miles opened the meeting by informing the faculty that the system is in the process of applying for a School Improvement Grant. Dooly County High is eligible for up to \$2 million in federal funds as a Tier I school. In order to receive funding for year 2 and 3, the school must show at least a five percent (5%) improvement in both English/Language Arts and math on the AYP measures and the graduation rate. The grant is due April 15, 2010 to GaDOE.

The district chose to go with the Transformation Model which calls for a new school principal, rigorous evaluation systems for teachers, on-going professional learning, comprehensive instructional reform strategies, and the use of student achievement data for instructional planning. Another GAPPS analysis will be conducted as soon as it can be scheduled through GaDOE.

It was suggested that teachers get a head start by researching best practices for teaching, 21st Century Classroom and student growth models. In a student growth model, a baseline must be established for each student for each subject area. Student growth must be proven in order to measure instructional success.

The staff voiced the following concerns:

- (1) Staff relationships
- (2) Relationships with students
- (3) Instructional scheduling change from 4 X 4 Block to 7-period day
- (4) School calendar FY2011

Input from the staff was requested. Ideas from staff members should be submitted to the SIP chairman, Mr. Silas.

Appendix 2dA.1
TITLE: Principal

REPORTS TO: Superintendent

MIMIMAL QUALIFICATIONS: Master's degree or higher with a major in educational administration; Valid PSC Certification to practice as a school principal; Minimum of three years successful experience as a teacher; Such alternatives to the above qualifications as the Board may find appropriate and acceptable

PRIMARY FUNCTION: To direct and supervise all activities and personnel of the school in order to develop and maintain the best possible program within the policies of the Board of Education and administrative regulations of the Superintendent.

PERFORMANCE RESPONSIBILITIES:

1. Possesses a knowledge base grounded in research.
2. Has knowledge of the components and experience in the implementation of a standards-based classroom.
3. Identifies, collects, and utilizes data to improve student achievement.
4. Performs as an instructional leader.
5. Develops and implements school improvement plans which have resulted in increased student achievement.
6. Implements reform models.
7. Has knowledge and experience implementing School Keys/Class Keys.
8. Implements an instructional framework.
9. Gauges improvements in stages of progress and processes.
10. Motivates, inspires, encourages, and challenges students to reach their fullest potential.
11. Involves stakeholders both within the school and within the community to strategically plan improvement.
12. Critiques performance and provides constructive feedback to personnel.
13. Is willing to take risks to implement strategies to improve student achievement.
14. Plans a well balanced school-wide instructional program within the framework of the school system.
15. Gives leadership to the organization and implementation of the instructional program and supervises instruction within the school.
16. Maintains a systematized and efficient accounting system for all funds within the school in accordance with system and state regulations.
17. Assists in the recruiting, screening, training, hiring, and assigning of school staff.
18. Coordinates school-community relations.
19. Requisitions, distributes, and maintains inventories of all materials, supplies, and equipment used in the school.
20. Makes regular and special reports depicting the status of the school program to the Superintendent.
21. Supervises the school's teaching process.
22. Supervises the guidance program to enhance individual student education and development.
23. Facilitates professional improvement of the instructional staff.
24. Coordinates the full range of extracurricular activities.
25. Maintains a thorough knowledge of the total school program.
26. Assumes other duties and responsibilities as may be assigned.

Appendix 2dA4.1

TITLE: Academic Coach

REPORTS TO: Principal

MIMIMAL QUALIFICATIONS: Subject area degree, proper certification in subject at appropriate level, and highly qualified as defined by Professional Standards Commission. Successful classroom experience is required.

PERFORMANCE RESPONSIBILITIES:

1. Assists the Principal in serving as an instructional leader by ensuring adherence to rigorous and relevant academic standards.
2. Assists Principal in planning for professional learning opportunities for teachers by providing them with research based strategies and best practices to meet student needs.
3. Provides on-going professional development based on the needs of the school through data analysis and teacher's identified areas of need.
4. Assists Principal by monitoring student achievement and following up on plans to increase student mastery.
5. Assists the principal by attending professional learning community activities.
6. Uses technology as an enhancement to student and staff learning.
7. Motivates and coaches others to achieve personal, professional, building, and system goals.
8. Assists the principal with monthly follow-up on the school improvement plan.
9. Works with specialty area teachers and staff to coordinate and integrate curriculum and instruction.
10. Works with counselors, teachers, students, and parents in preparing learning plans for students.
11. Evaluates student performance through observation, student data analysis and interpretation.
12. Leads discussions with teachers with suggestions for practical strategies for improvement of student performance based on research and data.
13. Provides classroom coaching in appropriate classrooms.
14. Conducts model lessons of best teaching practices, methods, and strategies based on the latest research and data.
15. Acts as a resource for strategies and demonstrations for teachers.
16. Assists with implementation of subject and writing strategies specific to and across curriculum areas.
17. Identifies effective assessment tools and trains teachers on how to use them.
18. Conducts on-going observations and provides support to teachers.
19. Collaborates with teachers.
20. Participates in collaborative planning sessions.
21. Maintains a weekly schedule/log of activities.
22. Assumes other duties and responsibilities as may be assigned.

Appendix 2dA8.1

Dooly County High Schedule

Bell Schedule

2009-2010

8:10 Warning Bell -

8:15 Tardy Bell (Announcements)

8:30 - 10:00 First Block

10:05 - 11:35 Second Block

11:40 - 1:45 Third Block

Lunch Schedule

11:35 - 12:05 Vocational Hall (Students report directly to lunch) (Tardy Bell - 12:10)

12:10 - 12:40 Academic Hall (Tardy Bell - 12:45)

12:45 - 1:15 9th Graders (Tardy Bell - 1:20)

1:50 - 3:20 Fourth Block

Appendix 2dA8.2

Dooly County High School
Bell Schedule
2010-2011

8:00 – 8:50 First Period

8:54 – 9:24 Bobcat Boost (Second Period)

9:28 – 10:18 Third Period

10:22 – 11:12 Fourth Period

11:12 – 12:36 Fifth Period and Lunch

First Lunch – 11:12 – 11:37 (Class 11:41 – 12:36)

Second Lunch 11:41 – 12:06 (Class 11:12 – 11:41, 12:10 – 12:36)

Third Lunch 12:10 – 12:36 (Class 11:12 – 12:10)

12:40 – 1:30 Sixth Period

1:34 – 2:24 Seventh Period

2:28 – 3:18 Eighth Period

Appendix 2dA8.3

Comparison of 4X4 Block Schedule and Traditional Schedule

Pros:

- 4X4 schedule broadens the scope of class work available to students by allowing time for extra electives.
- 4X4 schedule can reduce teacher fatigue associated with keeping track of a large number of students and grades – preparations for three courses per semester rather than 6-7.
- 4X4 is liked by the majority of students, principals, and teachers.
- There is more time for teachers to communicate with students and less time lost in transition between classes.
- In theory, block scheduling give time for more in-depth learning.

Cons:

- 4X4 Decreases the amount of class time available per course by 10 – 18 %.
4X4 – 90 min/day x 90 days = 8,100 minutes per course
7 Period – 50 min/day x 180 days = 9,000 minutes per course
8,100 minutes vs. 9,000 minutes = 10% less
- Dropout rates among less motivated students rise slightly under a 4X4 schedule. Students with limited attention spans may have trouble handling 90 minute periods regardless of the innovations that teachers may bring to extended classes.
- Courses which require retention from previous material into the next semester are hurt by lag time due to scheduling which would place “dead” semesters in course sequences.
- The largest scientific study comparing student performance in block classes with student performances in full year classes found that full year (2 semester) students outscored block student on every measure (Bateson, Journal of Research in Science Teaching, 1990).
- Math achievement was significantly lower under block scheduling and found either adverse effects or no benefit in student attitudes about math (Debunking the Semestering Myth, Canadian Journal of Education, 1986).
- Scheduling conflicts are higher with a 4X4 schedule as compared to a period day.
4X4 conflict probability – 25%
7 Period conflict probability – 14.3%
- Missing a day on the block schedule is equivalent to missing two days on a traditional schedule.

Costs:

- Changing schedules will, in and of itself, will not affect the overall number of students. There will still be the same number of students to schedule. However, the number of teachers required to provide the needed slots in which to schedule would decrease resulting in the need for less teachers.

Block:

340 students x 4 periods = 1,360 slots needed

27 teachers providing 73 classes x 24 (class size) = 1,752 slots available

Traditional:

340 students x 7 periods = 2,380 slots needed

27 teachers providing 143 classes x 24 (class size) = 3,432 slots available

- Funding earned through FTE for Career, Technical, Agriculture, classes (Vocational) would decrease because there would be less electives in which a student could participate. There are 23 units required to graduate per State Board Rule 160-4-2-.48 IHF (6). A student on a block schedule has the opportunity to earn 32 units and a

student on a traditional 7 period schedule a student has the opportunity to earn 28 units. Therefore, there would potentially be the need for two less vocational teachers unless the middle school C.T.A.E program is expanded.

- There would be a one-time increase in cost for textbooks. This is because presently there are only enough texts purchased to cover one semester rather than the whole year.
- Sarasota, Florida, according to The Herald Tribune, has indicated that it can no longer afford block scheduling and is moving back to traditional. Their reason is that block scheduling requires more teachers.
- Duvall County Schools, Florida, (March, 2009) indicated that moving back to traditional schedule would save \$10 million dollars as they would be able to eliminate teaching positions no longer needed.
- In 2007, a cost comparison between a traditional high school, Colonial Forge, and a block high school, North Stafford found a 4.6 % added cost due to the additional teachers needed to teach at the block scheduling school. North Stafford had 118 teachers for 1,626 students. That is a ratio of 13.8 students per teacher. Colonial Forge has 128 teachers for 1,847 students. That is a ratio of 14.4 students per teacher. That is a 4.6 % added cost at North Stafford for block scheduling. (Stafford County Schools, Virginia)

Other:

- Taylor County Schools has indicated student exposure over time as being an essential reason for moving back to a traditional 6 period day. Also an abundance of “down-time” was noted in the block schedule which has not been noted in the traditional and more time is devoted to instruction. The main reason for the return to a traditional schedule was the lack of teachers available to provide electives. “Overall, it was a wise move to go back to the traditional schedule,” says Assistant Superintendent Tom Callier. (Callier, Taylor County Schools, Butler, Georgia, 2010)
- Stewart County Schools has also reverted to a traditional schedule. The primary reason being that the system felt it detrimental to “fill the gaps” created by the block (ex: scheduled into math 1st semester of 9th grade and may not be scheduled into math again until 2nd semester of 10th grade – 12 month gap). Also indicated was the lack of “bell to bell” instruction which was being utilized in the block although much staff development on teaching in the block had been provided. (Fort, Stewart County Schools, Lumpkin, Georgia, 2010)
- Schley County is currently operating on the 4X4 block but is considering converting to a traditional schedule for financial reasons. The reason being no funds are earned for the 90 minute planning which results in a substantial loss for Schley County. (Hawver, Schley County Schools, Ellaville, Georgia 2010)



Dooley County Schools 2010-2011

- July 19-22, 2010 Pre-Planning
- July 23, 2010 First Day of School
- August 20, 2010 Early Release/Parent Conference
- September 6, 2010 Labor Day Holiday
- September 24, 2010 End of 1st 9 weeks
- September 27-October 1, 2010 Fall Intersession
- October 4, 2010 Begin 2nd 9 weeks
- November 5, 2010 Early Release/Parent Conference
- November 22-26, 2010 Thanksgiving Holidays
- December 10, 2010 End 2nd 9 weeks/1st Semester
- December 13-17, 2010 Winter Intersession
- December 20-January 3, 2011 Winter Break
- January 4-5, 2011 Prof. Learning/Student Holiday
- January 6, 2011 Begin 3rd 9 weeks/2nd Semester
- January 17, 2011 Martin Luther King, Jr. Holiday
- February 18, 2011 Early Release/Parent Conference
- February 21, 2011 Prof. Learning/Student Holiday
- March 11, 2011 End 3rd Nine weeks
- March 14-18, 2011 Spring Intersession
- March 21, 2011 Begin 4th Nine weeks
- March 28-April 1, 2011 GHSGT—Main Administration
- April 5-15, 2011 CRCT
- April 22, 2011 Early Release/Parent Conference
- April 25-29, 2011 Spring Break
- May 27, 2011 Last Day/ End 4th Nine wks/ 2nd Sem./Graduation
- May 3-June 1, 2011 Post-Planning



First/Last Day of Semester
Holidays
Student/Teacher Holidays
Instructional Extension
Pre/Post-Planning/Professional Learning

July, 2010						
S	M	T	W	TH	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August, 2010						
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22	23	24	25	26	27	28
29	30	31				

September, 2010						
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19	20	21	22	23	24	25
26	27	28	29	30		

October, 2010						
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November, 2010						
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28	29	30				

December, 2010						
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26	27	28	29	30	31	

January, 2011						
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9	10	11	12	13	14	15
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30	31					

February, 2011						
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19	20	21	22	23	24	25
26	27	28				

March, 2011						
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April, 2011						
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May, 2011						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June, 2011						
S	M	T	W	TH	F	S
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19	20	21	22	23	24	25
26	27	28	29	30		

Approved 5/20/2010

REPORTS TO: Principal

MIMIMAL QUALIFICATIONS: Minimum Associate degree or equivalent of 2 years of college credit in Social Work, Psychology, Sociology or a related field or Bachelor degree in any field with an aptitude for social work.

PERFORMANCE RESPONSIBILITIES:

1. Surveys parents to gauge satisfaction and support for the school and analyze results.
2. Schedules adult education classes to include adult literacy, behavioral interventions, financial planning, and other parenting skills needed to help families succeed, ie. *PLATO Parenting Skills or Parents Are Teachers, Too.*
3. Invites stakeholder participation in school events and establish committees to involve parents.
4. Partners with community organizations and faith-based groups to promote support for school activities and student achievement.
5. Conducts an orientation session for parents of incoming freshmen.
6. Conducts home visits with parents/guardians to improve communication.
7. Establishes community-based student led projects.
8. Collaborates with system social worker in regards to student attendance.
9. Develops a facilitative mentor relationship with families and the community.
10. Provides family services during both traditional and non-traditional work hours.
11. Acts as a liaison and family advocate between school and community agencies.
12. Maintains records on each family to include family assessment, goal setting data, documented home visits, provision of direct and referred services, and family participation in programs.
13. Develops a broad network of community resources to support students and their families.
14. Assists families in assessing their strengths and needs.
15. Organizes family assistance efforts around preventative strategies which promote the development of empowered families.
16. Assumes other duties and responsibilities as may be assigned.

Appendix 2dA11.1

TITLE: Intervention Specialist

REPORTS TO: Principal and Superintendent

MIMIMAL QUALIFICATIONS: Master's degree or higher preferred; Certification in Instructional Supervision or Educational Leadership; Successful experience in the areas of Instructional Supervision, Curriculum Development, or School Improvement; and Successful classroom teaching experience required

PERFORMANCE RESPONSIBILITIES:

1. Coordinates and conducts professional learning activities.
2. Monitors school improvement budget, expenditures, and provides financial reports.
3. Assists with monitoring of instructional strategies.
4. Assists with evaluation of teaching staff.
5. Provides administrative oversight on the School Improvement Grant.
6. Communicates frequently with system administrators.
7. Monitors grade level/content area collaborative meetings.
8. Assists and leads teacher teams with data collection, analysis, and publication.
9. Assists in serving as an instructional leader by ensuring adherence to rigorous and relevant academic standards.
10. Assists in planning for professional learning opportunities for teachers by providing them with research-based strategies and best practices to meet student needs.
11. Provides on-going professional development based on the needs of the school through data analysis and teacher's identified areas of need.
12. Assists Principal by monitoring student achievement and following up on plans to increase student mastery.
13. Uses technology as an enhancement to student and staff learning.
14. Motivates and coaches others to achieve personal, professional, building, and system goals.
15. Assists with monthly follow-up on the school improvement plan.
16. Works with academic coach to coordinate and integrate curriculum and instruction.
17. Evaluates student performance through observation, student data analysis and interpretation.
18. Assists in discussions with teachers by providing suggestions for practical strategies for improvement of student performance based on research and data.
19. Conducts model lessons of best teaching practices, methods, and strategies based on the latest research and data.
20. Acts as a resource for strategies and demonstrations for teachers.
21. Assists in identifying effective assessment tools and trains teachers on how to use them.
22. Conducts on-going observations and provides support to teachers.
23. Participates in collaborative planning sessions.
24. Maintains a weekly schedule/log of activities.
25. Assumes other duties and responsibilities as may be assigned.

**School Improvement Grant 1003(g)
LEA Application 2010**

**Attachment 1c
High School Profile**

District Name: Dooly County

School Name: Dooly County High School

Grades: 09, 10, 11, 12

School Enrollment Total: 422

NOTES: ED Facts data that is housed at the Georgia Department of Education will be provided in noted areas.

Enter data for all highlighted fields.

All data should be available.

SCHOOL DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
AYP status	N	N	N				
AYP targets the school met	ELA, SI	ELA					
AYP targets the school missed	Math	Math, SI	ELA, Math, SI				
School improvement status	NI-2	NI-3	NI-4				
Number of days within the school year	180	180	179	177			
Number of minutes within the school day	400	400	400	400			
Number of minutes within the school year	72,000	72,000	71,600	70,800			

Math – Mathematics; ELA – English Language Arts; SI – Second Indicator; NI – Needs Improvement; NI_AYP – Needs Improvement Made AYP; ADEQ – Adequate; ADEQ_DNM – Adequate Did Not Meet

**School Improvement Grant 1003(g)
LEA Application 2010**

**Attachment 1c
High School Profile**

Enter data for all highlighted fields.

☐ All data should be available.

☐ Data based on students who completed the course or who are currently enrolled.

Enter "NA" in any fields for which you do not have data.

STUDENT OUTCOME/ACADEMIC PROGRESS DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage of limited English proficient students who attain English language proficiency		20	0				
Graduation rate (percentage)	59	61.3	54.8				
Dropout rate (percentage)	5.5	5.5	7.1				
Student absent over 15 days rate (percentage)	15.4	15.7	21.6				
Number of students completing advanced coursework (AP)	60	36	30	21			
Percentage of students completing advanced coursework (AP)	16.5	9.4	8.1	6.1			
Number of students completing advanced coursework (IB)	0	0	0	0			
Percentage of students completing advanced coursework (IB)	0	0	0	0			

**School Improvement Grant 1003(g)
LEA Application 2010**

**Attachment 1c
High School Profile**

Enter data for all highlighted fields.

☐ All data should be available.

☑ Data based on students who completed the course or who are currently enrolled.

Enter "NA" in any fields for which you do not have data.

STUDENT OUTCOME/ACADEMIC PROGRESS DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of students completing advanced coursework (early-college high schools)	0	0	0	0			
Percentage of students completing advanced coursework (early-college high schools)	0	0	0	0			
Number of students completing advanced coursework (dual enrollment classes)	26	6	20	22			
Percentage of students completing advanced coursework (dual enrollment classes)	7.1	1.5	5.4	6.1			
College enrollment rate	40.4	30.6	NA				
Number of discipline incidents coded as 900 as reported to state	0	0	0	0			
Number of truants	196	217	230	154			
Teacher attendance rate	NA	92%	95%	94			

**School Improvement Grant 1003(g)
LEA Application 2010**

**Attachment 1c
High School Profile**

 **All data should be available.**

 **Data as of 3/31/10.**

Enter "NA" in any fields for which you do not have data.

Distribution of Certified Staff by Performance Level as Designated on the LEA's Certified Staff Evaluation System							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of certified staff	30	30	31	29			
Number of teachers evaluated	30	30	31	29			
Certified Staff Evaluated at Each Performance Level							
Percentage rated Satisfactory	100	100	100	100			
Percentage rated Unsatisfactory	0	0	0	0			
Percentage non-renewed	0	0	0	0			

**School Improvement Grant 1003(g)
LEA Application 2010**

**Attachment 1c
High School Profile**

**Grade 11 GHS GT English
Percent of Students Who Met or Exceeded**

Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	51	62	82.3	44	54	81.5	48	61	78.7												
Percentage White																					
Percentage Hispanic																					
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities																					
Percentage Economically Disadvantaged	61	73	83.6	49	60	81.7	64	77	83.1												

N - Numerator (Students who Met or Exceeded the standard)

D - Denominator (FAY Students with test scores)

% - Percentage (Meets Exceeds Rate in percent)

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

**School Improvement Grant 1003(g)
LEA Application 2010**

**Attachment 1c
High School Profile**

**Grade 11 GHS GT 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	65	65	100	57	59	96.6	64	65	98.5												
Percentage White																					
Percentage Hispanic																					
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities							10	10	100												
Percentage Economically Disadvantaged	76	76	100	65	68	95.6	80	81	98.8												

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

**School Improvement Grant 1003(g)
LEA Application 2010**

**Attachment 1c
High School Profile**

Grade 11 GHS GT 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	22	62	35.5	21	54	38.9	25	60	41.7												
Percentage White																					
Percentage Hispanic																					
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities																					
Percentage Economically Disadvantaged	33	73	45.2	25	60	41.7	35	76	46.1												

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

**School Improvement Grant 1003(g)
LEA Application 2010**

**Attachment 1c
High School Profile**

**Grade 11 GHS GT 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	65	65	100	59	61	96.7	61	64	95.3												
Percentage White																					
Percentage Hispanic																					
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities																					
Percentage Economically Disadvantaged	76	76	100	67	70	95.7	77	80	96.3												

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

**School Improvement Grant 1003(g)
LEA Application 2010**

**Attachment 1c
High School Profile
High School Profile**

Enter data for all highlighted fields.

☐ All data should be available.

☐ Based on Fall Semester data if available.

Enter "NA" in any fields for which you do not have data.

Mathematics I: Algebra/Geometry/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	NA	NA	67.4	59.2			
Percentage passed EOCT	NA	NA	NA	61			

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

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

**School Improvement Grant 1003(g)
LEA Application 2010**

**Attachment 1c
High School Profile**

Enter data for all highlighted fields.

☐ All data should be available.

☐ Based on Fall Semester data if available.

Enter "NA" in any fields for which you do not have data.

English Language Arts: Ninth Grade Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	78.3	56.6	60.1	68			
Percentage passed EOCT	56	51	63	79			

English Language Arts: American Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	70.8	72.8	74.7	69			
Percentage passed EOCT	58	72	76	83			