

# School Improvement Grant 1003(g)

## Part II: LEA Application 2010

### Transforming Griffin High School - A work in Progress

All too often traditional teaching and learning involves an adult assigned to deliver content knowledge to a group of learners during a structured 55 minute time frame. The look of this experience often portrays students housed within the framework of four walls, seated in individual desks, and involved in their own personal learning only. The idea of teaching and learning as being old and antiquated is the perception of many high school students. However, perception becomes reality. The transformation of Griffin High School will change this perception by establishing a dynamically different reality for students and staff at the school. Components of this change process include:

- Pervasiveness of a supportive school culture-A culture of trust and pride will be established through collaboration, teambuilding, and transparency. Stakeholders have been involved in this transformation process since the introduction of the grant opportunity and have shared in the data driven decision making process. This will continue as GHS transforms into the school of excellence it is capable of becoming.
- Rigor, relevance, and relationships-Realizing that 9<sup>th</sup> grade is when the majority of students drop out, the implementation of a well planned 9<sup>th</sup> grade Academy will enhance the transition from middle school, will foster relationships that provide support for both students and teachers, and will stress the application of learning to real life. The ensuing thematic academies, which will be planned in year one, and implemented on a graduated format, will continue the emphasis on rigor and relevance as students are engaged in learning opportunities directly correlated to career interests and focused on enhancing college and career readiness.
- Rewards and consequences-Clear, concise goals for improvement have been outlined within the proposal for every internal stakeholder at the school. Mastery of these goals will connect to rewards, recognitions, and opportunities to celebrate. Ongoing job embedded professional learning will support staff mastery of goals as these opportunities are clearly aligned with instructional practices that promote student achievement. On the other hand, failure to not meet goals, with the support of professional learning in identified areas of weakness, will result in the consequence of removal from the GHS staff. The school plans to roll out the implementation training phase of the Class Keys model during the 2010-2011 school year. Full implementation of the Class Keys model will take place during the 2011-2012 school year. GHS is ready to roll out Leader Keys.
- Building Capacity-The reality of “the money will not be here forever” has forced the school to systemically look at ways to ensure the level of teaching and learning initiated through this grant will continue. Therefore, capacity building will occur throughout implementation through onsite support provided by two contracted instructional coaches, through the development of teacher leaders, and through the development of a culture built on collaboration and support.

## **School Improvement Grant 1003(g)**

- District level support-The Griffin Spalding County district office and the Board of Education unequivocally support the initiatives of the grant proposal and ultimately the transformation of Griffin High School. This is evident through the flexibility offered the school as well as the human and fiscal support provided to the school. A new principal has already been named to GHS and has already been involved in the development of the plans for transformation of the school.

### **GHS-“The Remix”—The Time is Right**

The change process at GHS will result in a totally different look from the traditional instructional setting often witnessed during classroom observations. The new scene will show students involved in highly engaged instructional activities. Teachers will serve as facilitators of the learning process. Student efficacy will be apparent as self assessment of mastery of skills in monitored through rubrics and portfolios. Examples of student work will be available through exemplars throughout the school. There will be limited worksheets and paper demonstrated learning. Accountable conversations will be rampant throughout the teaching and learning process. Teaching and learning will occur in the classroom, on the campus of the local colleges, on line, on worksites, etc. The spirit of service and giving will be embedded in the processes of schooling through academy focused service projects. Students will see a world beyond Griffin-Spalding through actual field trips as well as virtual field experiences. Griffin will truly be the first choice for educating families. A NO VACANCY sign will almost be a permanent fixture as teacher and student requests for transfers will not happen. Drop out issues will be non-existent as students will want to be at GHS and will be there. As schools and districts “google” for schools of excellence-Griffin High School will be the first link that comes up. This transformation can and will take us there and will have a long and lasting positive impact on the lives of our children.

The Griffin-Spalding 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.

# School Improvement Grant 1003(g)



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

LEA Name: Griffin-Spalding County School System	LEA Mailing Address: 216 S. 6 <sup>th</sup> Street Griffin, GA 30224
LEA Contact for the School Improvement Grant Name: Denise Burrell Position and Office: Deputy Superintendent for Curriculum and Instruction Contact's Mailing Address: 216 South 6 <sup>th</sup> Street, Griffin, GA 30224 Telephone: 770-229-3700 Fax: 770-229-3708 Email Address: denise.burrell@gscs.org	
Superintendent (Printed Name): Curtis L. Jones, Ed. D.	Telephone: 770-229-3700
Signature of Superintendent: X 	Date: 4-14-10
The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.	

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

LEA Name: \_\_\_\_\_ Griffin-Spalding 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
Griffin High School	130252001092	✓						✓

## School Improvement Grant 1003(g)

### LEA Application 2010

LEA Name: Griffin-Spalding County School System

School Name: Griffin 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).

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

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

District Name: Spalding County

School Name: Griffin High School

Grades: 09, 10, 11, 12

School Enrollment Total: 1718

**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.**

<b>SCHOOL DATA</b>							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
AYP status	N	N	N				
AYP targets the school met	ELA	ELA	ELA, Math				
AYP targets the school missed	Math, SI	Math, SI	SI				
School improvement status	NI-2	NI-3	NI-4				
Number of days within the school year	180	180	180	180			
Number of minutes within the school day	385	385	385	385			
Number of minutes within the school year	69,300	69,300	69,300	69,300			

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.**

<b>STUDENT OUTCOME/ACADEMIC PROGRESS DATA</b>							
	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		66.7	20				
Graduation rate (percentage)	46.6	58.7	62.6				
Dropout rate (percentage)	9	6.9	5.4				
Student absent over 15 days rate (percentage)	28.1	30.6	29				
Number of students completing advanced coursework (AP)	140	154	133	138			
Percentage of students completing advanced coursework (AP)	8.1%	10.3%	9.1%	10.3%			
Number of students completing advanced coursework (IB)	N/A	N/A	N/A	N/A			
Percentage of students completing advanced coursework (IB)	N/A	N/A	N/A	N/A			

**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.**

<b>STUDENT OUTCOME/ACADEMIC PROGRESS DATA</b>							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of students completing advanced coursework (early-college high schools)	N/A	N/A	N/A	N/A			
Percentage of students completing advanced coursework (early-college high schools)	N/A	N/A	N/A	N/A			
Number of students completing advanced coursework (dual enrollment classes)	3	11	0	0			
Percentage of students completing advanced coursework (dual enrollment classes)	.2%	.7%	0%	0%			
College enrollment rate	N/A	N/A	N/A				
Number of discipline incidents coded as 900 as reported to state	0	4	4	N/A			
Number of truants	133	90	35	25			
Teacher attendance rate	88%	89%	88%	91%			

**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.**

<b>Distribution of Certified Staff by Performance Level as Designated on the LEA's Certified Staff Evaluation System</b>							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of certified staff	106	106	104	105			
Number of teachers evaluated	94	96	97	94			
<b>Certified Staff Evaluated at Each Performance Level</b>							
Percentage rated Satisfactory	98%	97%	93%	97%			
Percentage rated Unsatisfactory	2%	3%	7%	3%			
Percentage non-renewed	0%	0%	0%	0%			

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

**Attachment 1c  
High School Profile**

<b>Grade 11 GHS GT English</b>																					
<b>Percent of Students Who Met or Exceeded</b>																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	124	143	86.7	115	136	84.6	119	138	86.2												
Percentage White	120	129	93	105	109	96.3	112	120	93.3												
Percentage Hispanic																					
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	26	38	68.4	22	28	78.6	19	36	52.8												
Percentage Economically Disadvantaged	149	167	89.2	131	152	86.2	136	162	84												

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	151	154	98.1	146	147	99.3	151	154	98.1												
Percentage White	134	137	97.8	112	113	99.1	125	126	99.2												
Percentage Hispanic																					
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	40	41	97.6	30	31	96.8	41	43	95.3												
Percentage Economically Disadvantaged	177	180	98.3	163	164	99.4	179	182	98.4												

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**

<b>Grade 11 GHS GT Mathematics</b>																					
<b>Percent of Students Who Met or Exceeded</b>																					
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	72	142	50.7	70	137	51.1	83	138	60.1												
Percentage White	97	128	75.8	90	109	82.6	93	120	77.5												
Percentage Hispanic																					
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	11	36	30.6	17	28	60.7	16	36	44.4												
Percentage Economically Disadvantaged	92	165	55.8	86	153	56.2	100	162	61.7												

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	151	155	97.4	154	156	98.7	151	153	98.7												
Percentage White	133	137	97.1	114	115	99.1	124	125	99.2												
Percentage Hispanic																					
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	38	41	92.7	31	32	96.9	39	41	95.1												
Percentage Economically Disadvantaged	177	183	96.7	171	173	98.8	178	180	98.9												

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.**

<b>Mathematics I: Algebra/Geometry/Statistics</b>							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	N/A	N/A	89.3%	70.8%			
Percentage passed EOCT	N/A	N/A	N/A	N/A			

<b>Mathematics II: Geometry/Algebra II/Statistics</b>							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	N/A	N/A	N/A	66.9%			
Percentage passed EOCT	N/A	N/A	N/A	N/A			

**\*\*\*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.**

<b>English Language Arts: Ninth Grade Literature and Composition</b>							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	71.7%	73.7%	81%	83.3%			
Percentage passed EOCT	48.6%	60.3%	59.4%	N/A			

<b>English Language Arts: American Literature and Composition</b>							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	80.7%	83.3%	94.6%	94.8			
Percentage passed EOCT	70.5%	79.7%	74.5%	N/A			

## School Improvement Grant 1003(g)

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.

### Griffin High School - April 2008 School Keys

Strand	Standard Component	Description/page number	Not Addressed	Emergent	Operational	Fully Operational
<b>Curriculum</b>	1.1	Written & aligned curriculum documents (5)		X		
	1.2	Horizontal & vertical alignment (5)		X		
	1.3	Curriculum planning process (6)		X		
	2.1	<b>School-wide curriculum collaboration (7)</b>		X		
	2.2	<b>Systematic &amp; consistent approach to collaborative planning (7)</b>		X		
	3.1	Monitor & evaluate curriculum implementation (9)				X
	3.2	Curriculum monitoring system (9)			X	
<b>Assessment</b>	1.1	Cohesive, comprehensive system for assessing student progress (11)		X		
	1.2	Teacher articulation of standards & assessments (12)		X		
	1.3	Teacher collaboration regarding desired results & assessments (12)		X		
	1.4	Instruction aligned to GPS & adjusted to meet student needs (13)				X
	2.1	<b>Diagnostic assessment (14)</b>		X		
	2.2	<b>Formative assessment (14)</b>				X
	2.3	<b>Summative assessment (15)</b>				X
	2.4	<b>Balanced assessment (15)</b>		X		
3.1	Comprehensive feedback-adjustment process (17)				X	
<b>Instruction</b>	1.1	Shared Framework for Instruction (19)		X		
	1.2	Consensus Driven Framework for instruction (19)				X
	1.3	Learning Goals Aligned with GPS (20)		X		
	2.1	<b>Research-based learning strategies &amp; processes (21)</b>		X		
	2.2	<b>High-order thinking skills, processes &amp; habits (21)</b>		X		
	2.3	<b>Differentiated instruction (22)</b>	X			
	2.4	<b>Student Work Products (22)</b>		X		
2.5	<b>Flexible Grouping of students (23)</b>		X			

## School Improvement Grant 1003(g)

	<b>2.6</b>	<b>Timely, Systematic, Data-Driven Interventions (23)</b>		X
	<b>2.7</b>	<b>Use of technology (24)</b>		X
	<b>3.1</b>	<b>High &amp; clear expectations (26)</b>	X	
	<b>3.2</b>	<b>Clear, challenging, aligned learning goals (26)</b>	X	
	<b>3.3</b>	<b>Student Personal efficacy/responsibility (27)</b>	X	
<b>Planning &amp; Organization</b>	<b>1.1</b>	<b>Written school vision &amp; mission reflective of system vision &amp; mission (29)</b>		X
	<b>2.1</b>	<b>Process for continuous improvement (31)</b>		X
	<b>2.2</b>	<b>Appropriate, research-based strategies (32)</b>	X	
	<b>2.3</b>	<b>School improvement plan implementation monitored (32)</b>		X
	<b>3.1</b>	<b>Collaborative planning for fiscal management &amp; resource distribution (32)</b>		X
	<b>3.2</b>	<b>Effective Selection &amp; use of resources (34)</b>		X
	<b>4.1</b>	<b>Rules, policies, &amp; procedures articulated (36)</b>	X	
	<b>4.2</b>	<b>Instructional time maximized (37)</b>		X
	<b>4.3</b>	<b>Physical plant maintained &amp; up-to-date (38)</b>		X
<b>School, Family, &amp; Community Support</b>	<b>1.1</b>	<b>Communication between school, parents &amp; community (41)</b>		X
	<b>1.2</b>	<b>School promotes parenting skills (42)</b>		X
	<b>1.3</b>	<b>Parent outreach &amp; training programs (42)</b>		X
	<b>1.4</b>	<b>Parents &amp; community members feel welcomed in the school (43)</b>		X
	<b>2.1</b>	<b>Organizational structures &amp; processes encourage student, family, community involvement (44)</b>		X
	<b>3.1</b>	<b>Seamless connection between school &amp; community agencies (46)</b>		X
	<b>3.2</b>	<b>Cross-institutional partnerships (46)</b>	X	
	<b>Professional Learning</b>	<b>1.1</b>	<b>Learning teams (49)</b>	X
<b>1.2</b>		<b>Learning community (50)</b>	X	
<b>1.3</b>		<b>Instructional leadership development &amp; service (51)</b>	X	
<b>1.4</b>		<b>School culture for team learning &amp; continuous improvement (51)</b>		X
<b>1.5</b>		<b>Job-embedded learning &amp; collaboration (52)</b>	X	
<b>1.6</b>		<b>Resources support job-imbedded, professional learning (53)</b>		X
<b>2.1</b>		<b>Collaborative analysis of data (54)</b>	X	
<b>2.2</b>		<b>Evaluating impact of professional learning (55)</b>	X	
<b>2.3</b>		<b>Interpreting &amp; using research results (56)</b>	X	

## School Improvement Grant 1003(g)

	2.4	<b>Long-term, in-depth professional learning (57)</b>	X	
		<b>Alignment of professional learning with</b>		
	2.5	<b>expected outcomes (58)</b>	X	
	2.6	<b>Building capacity to use research results (59)</b>	X	
		<b>Knowledge about effective group processes</b>		
	2.7	<b>(70)</b>	X	
	3.1	<b>Classroom practices reflect an emotionally &amp; physically safe learning env (62)</b>		X
	3.2	<b>Deep understanding of subject matter &amp; instructional strategies (63)</b>	X	
3.3	<b>Sustained development of deep understanding of content &amp; strategies (64)</b>	X		
3.4	<b>Partnerships to support student learning (65)</b>		X	
<b>Leadership</b>	1.1	<b>School leadership understanding of curriculum, assessment &amp; instruction (67)</b>		X
	1.2	<b>School leadership demonstrates the role of lead learners (68)</b>		X
	1.3	<b>Impact of school leadership as lead learners (69)</b>		X
	1.4	<b>School leadership coaches, supervises &amp; monitors curriculum, assessment &amp; instruction (70)</b>		X
	2.1	<b>Development &amp; implementation of policies, practices &amp; procedures (72)</b>		X
	2.2	<b>Availability &amp; distribution of instructional resources (73)</b>		X
	2.3	<b>Visibility of school leaders (73)</b>		X
	3.1	<b>Distributed leadership &amp; governance (75)</b>	X	
	3.2	<b>Development &amp; use of staff leadership skills (75)</b>		X
	3.3	<b>Use of central office, regional, &amp; state resources (76)</b>		X
	4.1	<b>School leadership team operational &amp; representative (78)</b>		X
	4.2	<b>Protocols for school leadership team operation (78)</b>	X	
	4.3	<b>School leadership team data-driven (79)</b>	X	
	<b>School Culture</b>	1.1	<b>School culture supports academic achievement of learners (81)</b>	
1.2		<b>School culture supports social growth &amp; development of learners (82)</b>		X
1.3		<b>School culture supports emotional growth &amp; development of learners (82)</b>		X
1.4		<b>School culture supports relational growth &amp; development of learners (83)</b>		X
1.5		<b>School culture supports professional growth of adults (84)</b>	X	

## School Improvement Grant 1003(g)

	<b>2.1</b>	<b>Rules, practices, &amp; procedures support positive relationships &amp; interactions (86)</b>			X	
	<b>2.2</b>	<b>School celebrates &amp; acknowledges achievements &amp; accomplishments (86)</b>				X
	<b>2.3</b>	<b>School fosters inclusion &amp; celebrates diversity (87)</b>			X	
	<b>2.4</b>	<b>School reinforces self-governance &amp; self-improvement of students &amp; staff (87)</b>		X		
84	<b>Totals</b>		1	41	41	1
			84			

Griffin High School participated in a Georgia Assessment of Performance on School Standards (GAPSS) review carried out by Griffin-Spalding School System personnel on April 22-24, 2008. There were 237 total observations carried out over a 3 day period. All areas of the GAPSS observation tool were utilized including Curriculum, Assessment, Instruction, Planning and Organization, School, Family, and Community Support, Professional learning, Leadership, and School Culture.

In summary, there were 84 total Standard Components observed. 1 area was Fully Operational, 41 areas were Operational, 41 areas were Emergent, and 1 was Not Addressed. Griffin High School followed up with a 45 day GAPSS Action Plan. Specific areas of improvement in the 45 day GAPSS Action Plan consisted of the increased use of Differentiated Instruction in the classroom and Student Efficacy (Rigor and Relevance). Within the areas listed above we revisited higher order thinking skills in relation to Bloom's New Taxonomy. The GAPSS review team carried out a follow-up visit on Feb. 11, 2009 which involved observations, data collection and discussions, and recommendations to administrative staff.

## School Improvement Grant 1003(g)

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

For the first time since 2003-2004, Griffin High School made AYP in the area of academic performance in 2008-09. Although the school did not meet the annual measurable objectives, it was an accomplishment. The areas of math and English Language Arts continue to be areas of concern for black students, students with disabilities and economically disadvantaged students.

### GHSGT- Enhanced Math

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
All Students	61.7%	61.5%	63.8%	65.5%	69.4%
Black	46.8%	47.1%	50.70%	51.1%	60.1%
White	78.8%	77.2%	75.8%	82.6%	77.5%
SWD	50.0%	50.0%	30.6%	60.7%	44.4%
ED	51.75	52.1%	55.8%	56.2%	61.7%
State AMO	>=62.3%	>=68.6%	>=68.6%	>=74.9%	>=74.9%

### GHSGT Enhanced ELA

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
All Students	86.8%	85.6%	89.3%	89.9%	89.3%
Black	80.3%	80%	86.7%	84.6%	86.2%
White	93.3%	92.1%	93%	96.3%	93.3%
SWD	51.3%	65.6%	68.4%	78.6%	52.8%
ED	82.2%	79.5%	89.2%	86.2%	84.0%
State AMO	>=81.6%	>=84.7%	>=84.7%	>=87.7%	>=87.7%

While some progress has been made in the area of academic performance on the GHSGT, the graduation rate has continued to be a challenge for the school. Griffin High School's graduation rate for the past three years has been 46.6% (2006-07), 58.7% (2007-08), and 62.6% (2008-09). The gap between the school and the state average is substantial. In 2006-07, the state's graduation rate was 72.3%, 75.4% in 2007-08, and 78.9% in 2008-09.

The graduation rate for black students in 2008-09 was 62.3%, and the rate for white students was 62%. Though this indicates that black and white students are dropping out of school at a

## School Improvement Grant 1003(g)

comparable rate, economically disadvantaged students are leaving at a higher rate as is evidenced by a graduation rate of only 58.6% (2008-09). When looking at students with disabilities (SWD), the concern continues to grow as this group is graduating at an even lower rate of only 19.7%.

Further investigation reveals that ninth graders leave school at a far greater rate than the other grade levels. In 2006-07, 135 (42%) of dropouts were ninth graders. During this same year, 96 (30%) of drop outs were tenth graders; 69 (21%) were eleventh graders; and 21 (7%) were twelfth graders. In 2007-08, 69 (36%) of the drop outs were ninth graders; 53 (28%) of the dropouts were tenth graders; 46 (24%) were eleventh graders; and 22 (12%) were twelfth graders. In 2008-09, 74 (38%) of the dropouts were ninth graders; 65 (33%) of the dropouts were tenth graders; 28 (14%) of the students were eleventh graders, and 30 (15%) of the dropouts were twelfth graders.

In an effort to determine why students are dropping out of the school, the Dropout Prevention Design Team conducted a root cause analysis and was able to identify high leverage causes which included non-attendance, pregnancy, withdrawals to pursue a GED, death, and incarceration. Non-attendance was identified as the primary cause for dropouts with an average of 57% in 2006-07; 57% in 2007-08; and 30% in 2008-09. The team then interviewed a sampling of these students to hear their rationale for quitting school. The team attempted to contact 250 former students; however, contact was made with 75 former students. Only one student said she left because she was pregnant. Some did not offer a valid reason for quitting; they simply did not have a connection to the school. Others indicated that they were bored and did not feel as though they would ever be successful. Clearly there is a need to improve the interest level that students have in the high school and to give students more choices as many indicated that they were not interested in going to a four-year college. There must be a connection made between the students and the curriculum. Being able to design a model will afford the GHS staff greater opportunities to reach students who are more interested in getting the necessary skills to become gainfully employed rather than going to a traditional four-year college while yet allowing students who are college-bound to take advantage of a wider variety of options to get them there.

### Graduation Rates

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
All Students	52.4%	47.5%	46.6%	58.7%	62.6%
Black	46.2%	43.2%	41.2%	57%	62.3%
White	58.9%	52.5%	51.7%	58.6%	62%
SWD	20%	20.4%	12.5%	16.9%	19.7%
ED	55.2%	45.9%	0%	1.1%	58.6%
State AMO	>=60%	>=60%	>=65%	>=70%	>=75%

Another factor that impacts student achievement is school discipline. In 2006-07 there were 3,433 student referrals. In 2007-08 there were 3,247 discipline referrals, and in 2008-09 there were 3,473 discipline referrals. During the three years, the top three infractions were disruptions, failure to comply and on campus skipping. The ninth graders had the highest percentage of referrals all three years across all three areas. Currently, in comparing August – February of 2008-2009 and the same months in the 2009-10 school year, discipline referrals have had a decrease. For those months in 2008-09 the number was 2,449 and in 2009-10 the number was 1,691.

## School Improvement Grant 1003(g)

Student attendance is another component that impacts student achievement. In 2006-07, 40% of the students were absent 15 or more days during the school year. In 2007-08, 48% of the students were absent 15 or more days, in 2008-09, 39% of the students were absent 15 or more days, and in 2009-10, 31% of the students have been absent 15 or more days. Over the last several years, attendance continues to be an area that needs improvement.

Griffin High School participated in an internal Georgia Assessment of Performance on School Standards (GAPSS) review conducted by Griffin-Spalding County School System personnel on April 22-24, 2009. There were 237 total observations conducted over a three day period. All standards included in School Keys were assessed during the visit. There were 84 total standard components observed. One area was fully operational, 41 areas were operational, 41 areas were emergent, and one was not addressed. Griffin High School followed up with a 45 day GAPSS Action Plan. Specific areas of improvement in the 45 day GAPSS Action Plan consisted of the increased use of differentiated instruction in the classroom and student efficacy (rigor and relevance). The GAPSS review team conducted a follow-up visit on February 11, 2009 that involved observations, data collection and discussions, and recommendations to the administrative staff.

Griffin High School will continue to address areas of concern as outlined above with closing the gap in achievement, increasing the graduation rate, reducing the number of referrals, reducing the number of student absences and adhering to recommendations in the GAPSS.

d) Provide rationale for the intervention model selected.

In his inaugural address to all employees of the Griffin-Spalding County School System, our incoming Superintendent concluded his speech by challenging the audience with the statement “I dare you to do better”. Doing better for Griffin High School meant revisiting the compilation of historical and longitudinal data on student achievement as well as school and community demographics, not only for comparative reasons, but also to determine the root causes of the successes as well as the struggles the school has experienced over the past three-five years. Although GHS has not made AYP because of the graduation rate, significant progress has been made in terms of the academic performance of students in all content areas. Even though the school has witnessed an upward trend in the percentage of students completing high school, GHS still has not met the minimum AMO for graduation rate and has a three year average completion rate of 55.9%. The Superintendent’s challenge during that opening session became an individual and a collective challenge to the staff at GHS as it forced the staff to reflect on its practices and its perceptions to determine if, in fact, things could be done better. The conclusion was that the time was right; it was time for Griffin High School to make a change. The change involves moving from mediocre to magnificent, from complacent to competitive, and from good to great.

Transformation means to change remarkably the appearance or form of an object or an organization often by replacing an established set of variables. Schlechty (2009) clearly builds a case for transformation of schools by differentiating between reformation and transformation. Reform, according to Schlechty, involves “installing innovations that will work within the context of existing structures and /or cultures of the school” (p.3). Conversely, transformation involves a school “adopting a radically different means of doing the work it has traditionally done” (p.3). Transformation calls for a complete metamorphosis which ultimately means changing the beliefs, the values, the rules, the roles, and the relationships in the building. In essence, transformation means revamping the entire culture of a school.

## School Improvement Grant 1003(g)

Griffin High School is included as a persistently low performing school based on the federal definition of having an average graduation rate of less than 60%. This persistence means that 40% or more of the students at Griffin High School are not experiencing the success and fulfillment of completing their high school course of study within a four year period of time. Griffin High School and the Griffin-Spalding community cannot continue to lose such a significant number of children. Different improvement models; professional learning series, reform movements, and organizational structures have been tried at Griffin High School. However, the implementation of these initiatives has not resulted in improvements that have been pervasive, sustained, nor systemic. Approximately seven years ago, GHS implemented the All Children Exceed (ACE) Academy, a version of a freshman academy with the intended purpose of providing a supportive transition for ninth graders at the school. Even though the concept was commendable, limited teacher involvement was evident in the planning phase of the academy, only one group of the academy teachers had common planning, the location of the academy was not conducive to the contained environment that is traditionally a part of a freshman academy, and the student population was not a “pure” ninth grade (it included many 9<sup>th</sup> grade repeaters). Consequently, the reform model was implemented without a cultural or mindset change of the teachers. After a year, the ACE Academy was disbanded.

Four years ago, a GHS teacher cohort participated in a district-wide initiative focused on differentiated instruction. Facilitated by an external presenter from ASCD, the proclaimed purpose of the cohort involvement was to take the new learning back to the school level as units were designed following the Understanding by Design (UbD) template, and differentiated lessons implemented to address the learning abilities, styles, and interests of students in the classroom. Some GHS teachers indicate the UbD template is still being utilized; however, the visible evidence of rigorous, engaging instruction, the corner stone of differentiated instruction and standards based learning, is neither prevalent nor pervasive in the classrooms at GHS. Some of the teachers at the school bought into the concept; however, many did not. Many characterized UbD as the latest fad that would soon pass away and saw the planning process as time consuming and not practical.

A drastic change must occur at GHS. This must include a change in leadership, a change in culture, a change in expectations, and a subsequent change in outcomes. Consequently, the transformation model was selected with this selection supported by the following reasons that are also included in the mandates of the model.

**Leadership Replacement**-The transformation model calls for replacing the principal. The current GHS principal has been in the position for three years. Data on student growth reveal significant improvements in many areas. However, the current principal, during the fall of 2009, announced she would not be returning to the position as head instructional leader at Griffin High School. During the March 2010 meeting, the Griffin-Spalding Board of Education named the new principal for Griffin High School. The selection was based on the documented performance the new principal had in achieving academic success among hard to reach high school student groups, the profound knowledge the new principal had in research based reform strategies, and the expressed vision for GHS improvement the new principal communicated along with the proposed plan for making this vision a reality. The time is right for new leadership and the Griffin-Spalding County School System has jump-started the process at GHS.

**Evaluation System** -The transformation model requires a rigorous, transparent, and equitable evaluation system for teachers and principals which takes into account data on student growth as

## School Improvement Grant 1003(g)

a significant factor. During the 2009-2010 school year, the Griffin-Spalding County School System implemented a modified version of the Class Keys evaluation process. The year before, GHS served as one of three schools in the system that piloted Class Keys and provided critical input and feedback on the comprehensive evaluation system. The modified program currently being used in the school district combines components of the GAPSS Observation document and Class Keys. As part of the evaluation process, a pre-conference is conducted with each staff member where goals based on student performance are established, specific strategies and interventions are identified, and a timeline for implementation and reflection is outlined. During the 2009-2010 school year, the process was successfully and effectively implemented at GHS. The time is now right for a transformation to a model that strengthens the focus on student growth as a significant factor in teacher evaluation. The newly named GHS principal has already completed the administrator training for Class Keys. As part of this proposal, plans are to have other administrators in the building complete the administrator training and then to initiate teacher training on Class Keys utilizing support facilitators from the State Department of Education. Subsequently, implementation of Class Keys will be utilized in 2011-2012 for all staff in the building. Orientation sessions on the Class Keys evaluation instrument will take place during preplanning of each school year and at the time of hire for any teacher not on staff during preplanning.

Simultaneously, the school district has implemented a Leadership Evaluation Process that incorporates the Eight Roles of Leadership. Currently, all school level and district level administrators are evaluated through this process. GLISI has been involved throughout the roll out of the process and has provided technical assistance through professional learning on the eight roles of leadership. This directly aligns with the state of Georgia's proposed Leader Keys. Griffin High School is ready to move in the direction of Leader Keys as the state rolls out that document.

**Vision and Purpose-**The Griffin-Spalding School System, through the continuous improvement process, annually revisits the district's vision and purpose to ensure clarity and focus as all other processes in the system align to address the mission. Collectively, the stakeholders have agreed that the ultimate purpose of the school system to ensure each student has a quality education and to establish programs, policies, procedures, and resources to support the graduation of each student. The focus of the mission of the Griffin-Spalding County School System is high school completion. Griffin High School's graduation rate will drastically impact the accomplishment of the vision of the school district. The time is right for a transformation of the work to make sure GHS as well as the Griffin-Spalding County School System accomplishes this vision.

Griffin High School has the basic components in place to support this change model. The faculty of GHS is not viewed as ineffective, as a whole, therefore, reassigning or displacing the current faculty would cause a more negative impact on the organization. The combination of new leadership with a clear, concise process for measuring the effectiveness of leadership and staff, and a shared vision for high school graduation for all students, serves as a solid foundation for student success. The other components and requirements of the Transformation Model help ensure school and student goals will be met. Transformation involves closing the gaps between the current realities and a shared vision through collective accountability. The model will provide the opportunity to reshape the school to better position its students to succeed in a competitive global society. The implementation of the requirements of the transformation model at Griffin High School will help ensure the school responds to the Superintendent's challenge—daring all stakeholders to do better. However, even more profound, this transformation means success for the students of Griffin High School.

## School Improvement Grant 1003(g)

Schlechty, P.A. (2009). *Leading for learning*. Jossey-Bass, Inc., San Francisco: CA.

- 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.

### **District Support**

Full and effective implementation of the transformation model at Griffin High School requires collaboration, encouragement, and support that must be provided by the district office. At the district level, there is a definite capacity to utilize school improvement funds to provide adequate resources and related support to GHS in implementing the required strategies of the transformation model. Several Title I schools in the district, from time to time, have received School Improvement Grant monies based on the school's status on the Needs Improvement (NI). Once the allocation of funds was announced by the SDOE, the district's Title I Director and the curriculum director for the school receiving the monies worked collaboratively with the school's Leadership Team to identify researched based strategies, resources, and services that supported the school improvement efforts. Once the school made the decisions on expenditures, the budget process was monitored by school as well as district level staff. This process and the support services will again be provided to Griffin High School through the current School Improvement Grant proposal. Specifically, the Deputy Superintendent for Instruction, the Director of High School Curriculum, the Director of Federal Programs, and the Director of Teacher Quality have and will continue to work closely with Griffin High School as it implements the strategies and initiatives as part of the grant. These are district level positions and support roles already in place in the Griffin-Spalding County School System; therefore, this grant proposal does not include the addition of any district level staff.

The Griffin-Spalding County School System has an eight year relationship with the Georgia School Leadership Institute for School Improvement (GLISI). As part of this relationship, eight district staff members have completed the LPPC training and eight district level staff members have completed Base Camp and Summit. These intense professional learning experiences have served to equip staff members with the skills and knowledge to support improvement initiatives. As part of the district's commitment to support GHS as part of the School Improvement Grant, district level staff members will be assigned to work directly with Griffin High School. Even though all district staff will serve as resources to GHS before, during, and after the implementation of this initiative, the Director of High School Curriculum and the Director of Teacher Quality, specifically, will have a visible presence in the building on a regular basis. These two district staff members serve as the direct support for teaching and learning as the persons in these roles focus on curriculum and professional learning. Their support will include ensuring teachers have a keen awareness of the knowledge and skills needed to demonstrate student mastery of the standards, have a high level of expertise in the area of best practices, and have a clear understanding of the importance of developing positive relationships with students to effectively build a climate of success in the classroom.

From a finance standpoint, direct support will be provided to GHS by the district's Chief Finance Officer and the Director of Accounting. The Griffin-Spalding County School System (GSCS) has consistently earned awards and recognitions for its fiduciary practices. Most recently the Finance Department received the Certificate of Achievement for Excellence in Financial

## **School Improvement Grant 1003(g)**

Reporting from both the Government Finance Officers Association and the Association of School Business Officials for the fifth year in a row. These recognitions are indicative of the level of managerial knowledge and skills available at the district office to ensure fiscal soundness and well as appropriate expenditures of funds. The GSCS's Finance Department will ensure monies received through the SIG will be used at GHS to implement the requirements of the transformation model. Additionally, the Finance Department will make sure all other state and local funds budgeted and approved for GHS will still be disbursed to GHS for use as stipulated. The appropriated expenditures for GHS will not be decreased because of the receipt of SIG funds.

A comprehensive Title I audit was recently completed by SDOE representatives yielding no significant findings in terms or errors or discrepancies in implementing Title programs and monitoring programmatic implementation through data collection. This specifically includes a review of school improvement initiatives. District level Title I staff will continuously work with GHS through the SIG to ensure compliance with federal guidance.

### **Support for Selection of New Staff**

A new principal has already been hired for GHS with plans to begin his tenure on June 1, 2010. The new administrator's capability to implement school improvement initiatives has been validated through his prior performance in this area particularly in reaching success with improving the graduation rate among at risk sub groups. The GSCS Human Resources Department will work closely with the administration of GHS to recruit and retain staff members whose credentials and expertise support the school's improvement efforts. The selection process for hiring will include a group interview session where questions will focus on the applicant's ability to become immersed in a transformation setting. Applicants will have to respond to questions and prompts that will demonstrate their ability to promote learning in a non-traditional, rigorous learning environment that stresses high expectations for those students that have typically not been successful in schooling while also challenging those students who typically have been successful. Scenarios will be presented to see how the applicant would react in situations involving their role in supporting not only the academic but also the social and emotional development of students. The interview will also include a mock teaching session where the applicant will be presented content standards and asked to tell how they would facilitate instruction on those standards in a specific career academy structure. A rubric will be used to evaluate the applicant's performance during the interview.

### **Support for Staff Evaluation**

The evaluation process will ensure teachers have a clear understanding of content area goals, professional learning support (if needed) to help students attain these goals, and insight into the rewards for making progress toward meeting the goals, meeting the goals, and exceeding the goals. Additionally, teachers will be informed of the consequences for not meeting goals or for not making progress toward goal mastery.

The district also has focal areas for professional learning that support the acquisition of knowledge of best practices by teachers to support student achievement. These include Differentiated Instruction training that is facilitated by Carolyn Coil, an internationally known expert in the field. As part of the professional learning series, school level instructional leaders have been involved in on-going seminar training as well as site based modeling in classrooms throughout the district. The expenses from the training are paid from system level professional learning monies. This related support will continue to be available to Griffin High School as the training continues to drill down to the classroom level where teachers will be involved in

## **School Improvement Grant 1003(g)**

planning differentiated lessons to address the specific learning needs of students in the classroom. Monitoring of implementation of best practices will be performed through classroom observations with data from the observations captured, analyzed, and communicated through eWalks. The school district has already provided Dell Notebooks to all administrators at GHS who are responsible for evaluating teachers. eWalk software has been purchased and uploaded on each notebook as well as templates for various types of classroom observations including the GAPSS Observation Instrument, a co-teaching template, and a standards-based classroom template. Additionally, training has been provided on how to utilize the software to capture evidence observed during classroom visits. Staff members will also be provided training on how to analyze the data from eWalks to support improvement in instructional delivery.

### **Graduation Support**

Griffin High School has been identified as a Tier I school because the school has an average graduation rate over the past three years of less than 60%. Realizing the need for ongoing student support to raise the graduation rate, the Griffin-Spalding County School System revised the job title and responsibilities of the Transition Coach (formerly Graduation Coach) and retained this position at both the middle and high schools in the system. The Transition Coach's chief responsibilities include working with identified high impact students to ensure their success in school by providing academic and emotional support. (A description of the job duties and responsibilities is included in Attachment 1e below). The position was titled Transition Coach because of the need to support students as they move into the high school from the middle schools, to maintain support while students are enrolled in high school, and to provide guidance as students complete high schooling and move into post-secondary career options.

### **Support for Understanding School Culture**

The district has recently embarked on a professional learning initiative focused on Cultural Proficiency. This professional learning series has included courageous conversations of how and why teachers may inadvertently hamper student learning because of biases, perceptions, or beliefs. The result of the conversation is a stronger commitment to providing a quality education to each child in the building. Assistant principals have been involved in the training so far. However, realizing the impact-both positive and negative- of culture on student achievement, the next level of professional learning support provided by the district in the area of cultural proficiency will be at the teacher level. As part of the transformation model, Griffin High School will be a targeted recipient of this Cultural Proficiency training with an external facilitator working on site with staff members in the school in an on-going professional learning experience.

### **Support for Technology**

As Griffin High moves to becoming a 21<sup>st</sup> century digital school, on-going district support will be provided by the district's technology and maintenance departments. This support will include ensuring the infrastructure is in place to support the quantity and quality of technology needed for both student and staff use. Additionally, it means that staff members have the professional support to ensure they have an intense knowledge of technology integration in the instructional setting. Renovations are currently planned for Griffin High School. The maintenance and technology departments will work collaboratively with school staff to support the grant through all phases from proposal development through the implementation and evaluation.

### **Board of Education Support**

The Griffin-Spalding County Board of Education received information regarding the "extreme makeover" possibilities at Griffin High immediately after the announcement of the grant

## **School Improvement Grant 1003(g)**

opportunity. They are fully supportive of the initiative as the focus blends with the vision and purpose of the school district and serves as a direct avenue for reaching that vision. The Board is prepared to provide the school sufficient operational flexibility to support a comprehensive approach in making a substantial improvement in student achievement and the graduation rate at GHS. The local BOE is fully committed to implementation of the transformation model and to removing barriers that may impede effective implementation of this model. A Freshman Academy, one of the basic elements of this SIG proposal will be up and running by the beginning of the 2010-2011 school year with a well construed timeline for implementation of career academies for students in grades 10-12 beginning with the onset of the 2011-2012 school term.

# School Improvement Grant 1003(g)

## Attachment 1e: Transition Coach Job Description

### Transition Coach Duties & Responsibilities

- Identify at-risk student group for targeted support
  - Students served will be identified through rank-order criteria
- Collect and analyze data, including on-going formative and summative evaluation data for each student selected
- Develop, implement and monitor individual intervention plans for selected students
- Work with students to develop a school completion and achievement plan
- Work to increase academic achievement of at-risk students in Title I schools
- Assist students in development and maintenance of electronic career portfolios (using GCIS and GA411)
- Communicate regularly with teachers of targeted students
- Work with faculty and administrators to adapt/differentiate curriculum and instruction (if needed) to meet the needs of identified targeted students
- Coordinate a transition program for targeted students
  - Transitions will include elementary to middle, middle to high and transition to post-secondary
  - Coordinate and conduct quarterly K-12 vertical articulation meetings with staff to support improvement of individual student transition success rate
- Work with parent involvement coordinator and social worker to increase parent communication
- Connect individual students and their parents with school and community support programs as needed.
- Track the progress of individual students
- Coordinate recognition programs to celebrate student success in mastering individual goals
- Conduct and analyze formative and summative evaluation data of program effectiveness, including:
  - Number and percent of targeted students who met part or all of their goals in their academic plan
  - Qualitative data from student and staff perception surveys
- Attend scheduled system level “Job Alike” professional learning sessions with counselors and transition coaches
- Participate in all required transition coach trainings
- Provide and/or submit reports to the Central Office as scheduled and requested
- Evaluated through reports and observations as well as the needs assessment and annual review process

Reports to: School Principal

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

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.

Not Applicable

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

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.

An internal grant writing team consisting of administrators, teachers, and a school council representative was formed. The team researched various instructional models and discussed methods to determine which model would be best for Griffin High School. The team summarized information about each model and had the faculty and staff take a survey indicating which model they preferred. Several teachers from the grant writing team did additional research on the various models and presented findings to the faculty. The faculty then worked with their departments to determine the pros and cons of each model and then placed them in rank order and identified the best fit for GHS.

The Principal's Round Table, student council representatives, and student council officers which consisted of forty-four students, were given a graphic organizer and were asked to brainstorm how they would revitalize the school. There was a discussion of the types of classes that students would like to take in order to keep more of them interested in high school. The entire student body was given a survey to capture their thoughts on how they would like to learn and what instructional model they preferred. The top two choices based on student surveys were dual enrollment and thematic or career academies. Once the instructional model of thematic academies was chosen, students were given an additional survey to determine the type of academy they would be interested in joining. Twenty-three percent of the student body indicated they were interested in the Academy of Arts and Communications, 38% were interested in

## **School Improvement Grant 1003(g)**

the Academy of Health Occupations and Consumer Science, 25% of the students were interested in the Academy of Construction, Engineering and Technology, and 14% of the students were interested in the Academy of Entrepreneurship, Government and Public Safety. Surveys were also sent to the feeder middle schools; 20% of the students were interested in the Academy of Arts and Communications, 35% were interested in the Academy of Health Occupations and Consumer Science, and 28% of the students were interested in the Academy of Construction, Engineering & Technology, 17% were interested in the Academy of Entrepreneurship, Government and Public Safety. Students at Griffin High School and the middle schools have a wide range of careers that they are interested in and the academies will help them to learn more about those fields. The career interests of the students range from becoming veterinarians to wanting to own a child care center; therefore, it will be necessary to provide a strong instructional program as well as opportunities to have work experiences.

The business community and parents were invited to a brainstorming session that gave them the opportunity to voice their opinions about what models they believed would help to transform Griffin High School into a more successful school. The event was attended by sixty-three people. The system's Director of School and Community Relations and her staff created invitations that were mailed to all stakeholders, businesses, and community organizations. Flyers were given to all students and parents as well as cooperating businesses and churches. The local newspaper ran an article detailing components of the grant, how it could help GHS, and the invitation for the community to attend the scheduled meeting. The event was also advertised on a local radio station, WKEU. Additionally, a Parent Link call was sent to all students currently enrolled at GHS as well as students enrolled in the feeder elementary and middle schools for GHS. Griffin High School parents were also sent a survey asking for their suggestions about classes and programs to be offered at Griffin High School. The survey was also sent to parents of students at the feeder middle schools for Griffin High School; forty-seven surveys were returned. The surveys showed that 9% of the parents want their children to participate in the Academy of Arts & Communications, 46% of the parents want their children to participate in the Academy of Health Occupations and Consumer Science, and 21% of the parents want their children to participate in the Academy of Construction, Engineering & Technology, and 12% of the parents want their children to participate in the Academy of Entrepreneurship, Government and Public Safety.

The Superintendent presented the grant to the members of the Chamber of Commerce. Even though several school council members attended the community meeting, the information was presented again during a separate school council meeting. All of the stakeholders found that thematic or career academies would be the best fit for trying to meet the needs of the students at Griffin High School. The academies will permit the focus to be on careers that can be related to the core content courses. The community also identified dual enrollment as an option they would like for students to pursue.

The goal is to decrease the dropout rate and increase attendance, student engagement, scores on GHSGT, and graduation rates by meeting the interests and needs of GHS students. The academies will be set up as smaller learning communities that will allow the students to interact with a select group of teachers thereby allowing teachers and students to form closer, more viable relationships.

Refer to Attachment 8 for evidence.

## Attachment 8

### GHS Leadership Team Meeting

#### School Improvement Grant Introduction

February 23, 2010

FACILITATOR: Dr. Jones

Purpose: To introduce the SIG initiative to GHS staff members  
To encourage GHS staff members to become more involved in providing input into the content of the grant proposal  
To gain staff buy-in during the development of the proposal as well as implementation and evaluation of grant initiatives

Hook: Present Leadership Team members with an envelope containing fake money. Each envelop would contain a different amount but the total of all envelopes would be \$6,000,000. Ask Leadership Team members how would they spend their money to benefit the students of GHS (no construction, no new staff) if they could do an Extreme Makeover, Allow time to share their individual thoughts. Then have teachers add up the total to see how much money they collectively have.

Discussion: Briefly share background information about the SIG. Pass out a copy of BOE memo  
---why GHS qualifies  
--the minimum and maximum grant amounts  
--what is permissible  
--timeline

Follow Up: Ask Leadership Team members to share the information with their departments. Pass out a copy of the flyer for the Mar 6 Community Meeting and invite them to attend as well as to extend an invitation to other staff members, students, parents, community reps, etc. We want as many people as possible to be a part of "Reigniting the Dream" at GHS.

Questions/Comments

TOTAL TIME—30-45 minutes

Griffin-Spalding County Board of Education  
Tentative Agenda  
February 23, 2010—6:00 p.m.

\*=Added after 1<sup>st</sup> printing

Our system will be world class—the first choice for educating children and serving families.

I. CALL TO ORDER AND WELCOME

- Please place all electronic communication devices on silence or vibrate.

II. PRAYER and PLEDGE OF ALLEGIANCE

III. ADOPTION OF AGENDA

IV. PUBLIC COMMENT

V. REPORTS and UPDATES—Mrs. Barbara Jo Cook

VI. SUPERINTENDENT’S REPORT

- Review of Performance Indicators—Dr. Curtis Jones
- GHS School Improvement Grant—Dr. Curtis Jones
- Pre-K Program Update—Louisa Melton

VII. COMMITTEES

A. ADMINISTRATIVE SERVICES—James Graham

Action Item(s) (Superintendent’s recommendations for approval):

1. Transportation for City Tour—Lamar Smith

B. HUMAN RESOURCES—James Westbury

Action Item(s) (Superintendent’s recommendations for approval):

1. Amended Employee Work Schedule Recommendation—Dr. Andy Matthews

2. Renewal Recommendations for Certified Staff for 2010-2011:

**Anne Street Elementary**

Akins, Audrey	Harris, Kelly	Ogletree, Nina
Berg, Lynn	Hemphill, Johnny	Patrick, Amber
Blackmon, Marcy	Knudsen, Aubrey	Radichel, Leigh
Compton, Signora	Lane, Caren	Seay, Kamicia
Daniel, Alicia	McCarty, Susan	Thomas, Trayon
Entrekin, Michelle	Moody, Kelly	Thurston, Gabrielle
Giddens, Kimberly	Moses, Delicia	Whitlow, Portia
Grogan, Paula	O’Rork, Aimee	Wright, Tiandria

**Atkinson Elementary**

Akins, Tanika	Horton-Long, Michelle	Primm, Raven
Alexander, Angeline	Jefferson, Vetrece	Roberts, Linda
Alexander, Tyeheasha	Kelly, Dana	Rogers, Tolanda
Bailey, Rachel	Lackey, David	Roundfield, Geraldine
Bama, Rachael	Lewis, Aretha	Starks-Grant, Yvette
Brownlee, Letitia	Lindsey, Deangela	Stephens, April
Bryant, Lakesha	Lynch, Melanie	Tyler, Stephanie
Echols, Amy	Olukoya, Audra	White, Jamillah
Franklin, Amanda	Parker, Latesa	Wilder, Derek
Graydon, Pamela	Peterson, Monica	
Hardwick, Susan	Phillips, Dawn	

**Beaverbrook Elementary**

Addison, Jessica	Hill, Deborah	Millican, William
Baldwin, Ashley	James, Hayley	Mundok, Brittany
Bearden, Laciressia	Jeffcoat, Hollie	Murphy, Amy
Beck, Phillip	Jenkins, Jennifer	Pike, Jennifer
Butler, Shannon	Johnson, Tyna	Polk, Tammy
Clark, Anne	Johnston, Kathy	Ponder, Landy
Davis, Carrie	Jones, Denise	Sewell, Elisha
Davis, Lesa	Lokey, Megan	Toborg, Barbara
Do, Debbie	Love, Laura	Underwood, Stephanie
Duncan, Robin	Martin, Celeste	Warwick, Sherry
Guido, Jennifer	Martin, Monica	Wynn, Kelly
Hale, Janet	McEwen, Jessica	

**Cowan Elementary**

Baker, Alison	Hagen, Katie	Privette, Tammy
Barkley Jr., Pearse	Hall, Kristie	Purcell, Meghan
Bates, Rebecca	Hancock, Deborah	Ray, Christine
Bonner, Andrea	Hastings, Deborah	Roth, Angela
Carden, Kimberly	Hauser, Joyce	Searcy-Reddick, Cheryl
Chang, Julia	Hill, Latessa	Smith, Heather
Colwell, Mandy	Hollingsworth, Kimberly	Smith, Lisa
Connell, Harriette	Kimbrell, Deana	Smith, Nicole
Dix, Michelle	Meroney, Wanda	Taylor, Jacqueline
Ferguson, Avis	Metts, Lesley	Ware, Angela
Gaston, Sandi	Morgan, Anita	Wiley, Carolyn
Gilbert, Valarie	Mouchet, Jayne	Willis, Teresa
Graham, Karen	Mullis, Trina	
Greene, Ketina	Patel, Jennifer	

**Crescent Elementary**

Argila, Salvatore	Howard, Connie	Spear, Wanda
Avery, Margaret	Landers, Erin	Spencer, Vera
Carson, Susan	Mayo, April	Stikes, Frances
Crawford, Ellen	Moore, Catherine	Todd, Elizabeth
Daniels, Amy	Neel, Nikki	Walker, Elizabeth
Dougherty, Barbara	Peeples, Lisa	Whedon, Wendy
Fowler, Tina	Pilcher, Sheron	
Glass, Dorothy	Reaves, Katrina	

**Futral Road Elementary**

Atchinson, Nancy	Granade, Jill	McLean, Jamie
Bachman, Sara	Greenwood Jr., Thomas	Meeks, Sarah
Benefield, Leslie	Harvil, Gayle	Pate, Cynthia
Bozeman, Victoria	Hogan, Sandra	Pullin, Shelby
Browning, Kelley	Horne, June	Rakestraw, Paula
Chambers, Melanie	Johnson, Nancy	Salazer, Paula
Chance-Jones, Verena	Knowles, Nathaniel	Smith, Andrea
Chasteen, Landra	Lassetter, Renee	Tice, Marilee
Coffey, Benita	Lassiter, Marsha	Totman, Sharon
Curtis, Cynthia	Long, Crystal	Tuner, Wendy
Danielly, Donna	Long, Sandra	Tweedell, Pamela
Davis, Lelia	Lalumiere, Jessica	Walding, Beverly
Francis, Stacy	McDowell, Tina	Wilborn, Shelley
Gamble, Marsha	Magner, Rosemarie	Wilson, Ginger
Goodsell, Harriet	McBride, Shareen	

**Jackson Road Elementary**

Archer, Kadie	Garland, Machele	Pline, Megan
Bailey, Marnie	Harris, Lottie	Richardson, Debra
Barcus, Mitzi	Harris, Robin	Riggs, Julie
Chamberlain, Sharon	Hendricks, Melisa	Rivera, Ami
Chamber, Teresa	Jackson, Tina	Stratton, Alicia
Fountain, Heather	Jones, Misty	Thomaston, Pamela
Fowler, Michelle	Kovach, Laura	Topping, Carol
Fowler, Tiana	Leeks, Stephanie	Woodroof, Andrea
Fullard, Beulah	Marcoux, Barbara	

**Jordan Hill Elementary**

Akins, Kerry	Gledhill, Amelia	Perdue, Miranda
Anthony, Lisa	Head, Stacey	Powell, Priscilla
Ball, Nadiya	Heriveaux, Stella	Rivera, Anna
Brewer, David	Holden, Kimberly	Slagle, Amy
Brown, Laquida	Ingram, Heather	Smith, Donna
Buffington, Katie	Johnson, Miriam	Sutton, Karen
Center, Mandy	Josey, Dashia	Thompson, Frankie
Cook, Karen	Lyons, Emmette	Walsh, Carla
Echols, Kayla	McDaniel, Tracey	White, Monica
Feldt, Eva	McGee, Tracie	Wilkes, Angela
Gale, Mary	Moran, Elizabeth	
Geasley, Janette	Nelson, Muriel	

**Moore Elementary**

Akins, Selecia	Jester, Shiketha	Oneal, Christie
Bama, Ayisha	Johnson, Lisa	Owens, Shirley
Blackmon, Shawanda	Jones, Shandra	Ray, Pamela
Brown, Claudiette	Law, Carmar	Russell, Paula
Clark, Kelly	McIntyre, Sonya	Stewart, Angela
Daniels, Denise	Morrison, Lenette	White, Wendy
Dukes, Shwanda	Mullins, Tedra	Williams, Sharon
Fears, Jameelah	Nash, Barbara	Willis, Misty
Henderson, Sherrell	Nutt, Pamela	Willis-Banks, Kendra

**Moreland Road Elementary**

Barksdale, Adrian	Grant, Mary	Smallwood, Amy
Baxley, Terri	Hemphill, Michelle	Smith, Terrell
Betz, Holly	Hensler, Angela	Turner, Crista
Copeland, Melissa	Huckaby, Dorothy	Vaughn, Heather
Dennos, Darcy	Jackson, Pamela	Waits, Denise
Doughtie, Shannon	Johnson, Sara	Walker, Nancy
Downing, Elizabeth	Jones, Laurie	Wesmiller, Randy
Elias, Elisha	McClairn, Virginia	Whitson, Pamela
Ellis, Donna	Miller, Lisa	Zuke, Laura
Freeman, Stephanie	Pritchard, Amy	
Gore, Nikki	Singletary, JoAnna	

**Orrs Elementary**

Babb, Iyonna	Grumbles, Sally	Pope, Mandy
Berg, Monica	Hendricks, Regina	Prewitt, Marilyn
Brantley, Jennifer	Ivey, Lori	Roquemore, Ivis
Bullard, Tonya	Jett, Dana	Samples, Paige
Cantrell, Jodi	Jones, Kela	Samples, Robin
Childs, Barbara	Lobello, Peggy	Sanders, Paula
Clark, Janet	Martin, Wendi	Smith, Kristi
Cobb, Katie	Maynard, Jacqueline	Stone, Jennifer
Collins, Arika	McBride, Bryan	Thompson, Karen
Crow, Alexandria	McGavin, Johnathan	Warren, Louise
Cummins, Cynthia	McKinney, Katie	Whatley, Dianne
Gibbs-Turner, Cybil	O'Hara, Shannon	Williams, Tammie
Grobbelaar, Andre	Overstreet, Edgar	Zackry, Janie
Grobbelaar, Karen	Passmore, Colleen	

**Carver Road Middle**

Banks, Princess	Gardner, Gregory	Pinckney, Bart
Barnes, Corenza	Glass, Cynthia	Pittman, Felisha
Bell, Chandra	Goodman, Tokqiann	Pitts, Siedra
Campbell, Melissa	Gutlon, Kristie	Richardson, Joy
Daniel, William	Hicks, Sammy	Smith, Charlie
Donaldson, Ashley	Kelly, Charlotte	Stinson, Felicia
Fields, Josh	Kilgore, Timothy	Studle, Sandra
Flake, Kristina	Langley, Sarah	Williams, Nina
Foster, Wykeisha	Lee, Daniel	
Freeman, Anissa	McDonald, Louisa	

**Cowan Road Middle**

Andry, Keisha	Goldstein, Emily	Proveaux, Archie
Asberry, David	Harris, Bridget	Rice Sr., David
Binder, Amy	Holcomb, Laura	Ruthledge, Allison
Brumbelow, Kay	Hudson, Deborah	Schettini, Justin
Churchman, Jamie	Jackson, Mildred	Searcy, Letty
Crawford, Christopher	James, Debra	Shields, Rhonda
Davis, Brandi	Jenks, Cari	Underwood, Tracy
Duke, Kathy	Lebouef, Gwendolyn	Wilkes, Lura
Dumas, Gregory	McCain, Howard	Witte, Richard
Evans, Julie	O'Neal, Mello	
Golatte-Hamm, Tomekia		

**Kennedy Road Middle**

Bedford, Regina	Evans, Paula	Prince, Allan
Boerner, Janet	Fields, Jerry	Sanders, Mark
Booker, Gentsey	Heard, Eugenia	Teemer, Marcia
Bostic, Sharonda	Hepburn, Alma	Terry, Lavette
Chauncey, Robert	Huston, Lori	Vining, Joseph
Colvin, Nancy	Kellogg, Cherry	Welch, Carlos
Cooper, Gary	Mallory, Jameka	Wiggins, Marilyn
Davis, David	Middlebrooks, Alisa	Wilder, Cheryl
Davis, Robyn	Ponder, Lorna	Worley, Shelley
Estep, Sinnie	Posey II, Steven	Wyche, Schwon

**Rehoboth Road Middle**

Akin, Lynn	Edwards, Kathleen	Mays Jr., Milton
Anderson, Melisa	Fitzhugh, Kelley	McCrary, Patricia
Aragon, Donna	Holloman, Sandra	Ogletree, Elizabeth
Atchison, Robert	Hugh, Glorious	Phillips, Jacqueline
Barnes, Corenza	Hyland, Karen	Poole, Sarah
Bice, Dana	Jacob, Susan	Purl, Stephanie
Blackmon, Beverly	Johnson, Elizabeth	Rossi, Blanche
Burke, Robert	Joiner, Julie	Sands, Sonja
Crawford, Leigh	Jones, Kristin	Schwanbeck, Susan
Dennison, Leslae	Lightsey, Kimberly	Setzer, Stoney
Driggers, Lisa	Mason, Mindy	Shiver, Marty

**Griffin High School**

Adams, Sharon	Hood-Davis, Chrystal	Pollard, Donna
Applegate, Kent	Hope, Sabra	Poole, Brandon
Baker, Anna	Horne, James	Preston Jr., Walter
Baker, Sheena	Jackson, Alesha Stacey Ann	Pugh, Jesse
Barrow, Carlos	Jackson, Derrick	Purim, Alice
Bohannon, Kelly	James, Tamika	Ramseur, Edward
Bond, Sydney	Jarrett, Vicki	Ray III, Raymond
Boyt, Christopher	Jenkins, Katherine	Raymer, Cathy
Braman, George	Kearney, Carl	Rhodes, Kathy
Burrell, Richard	Kelly Jr., Willie	Rice, Robert
Carson Jr., Edgar	Kelly, Joseph	Rolen, Lauren
Cole, Laura	Kirby, Wendi	Russell, Justina
Colvard, Bridget	Lacy, Portia	Russell, Travis
Cox, Carol Denise	Lang, Julius	Silas, Shirquinta
Devon, Jaye	Lawrence, Amy	Sisson, Lynda
Devoursney, Jessica	Lindsey, James	Smith, Natalia
Devoursney, Steven	Luke, Lori	Stewart, Michelle
Dobbs, Lorie	Mallory, Julie	Stikes, Julie
Du, Xiaochao Katy	Maxwell, Donna	Stikes, William
Dumas, Gregory	McCain, Tamara	Stinchcomb, Julie
Easom, Russell	Melton, David	Todd, Elizabeth
Elam, Dedrey	Muldoon, Robert	Underwood, Melanie
Ellis, Tracey	Neyenhouse, Taylor	Walker, Cheryl
Fagin, Leslie	Nichols, D. Michele	Walker, Kimberlee
Folds Jr., J. Paul	Odom, Cynthia	Wallace, Patrick
Fortson, Rodney	Orbin, William	Wallen, Vicki

Gatlin, Dawn	Osborne, Darin	Woods, Juana
Gladney, Valerie	Pace, June	
Griggs, Jennifer	Pasch, Joel	
Harper, Eric	Paul, Anthony	
Holt, Kennedy	Polk, Ronald	

**Griffin-Spalding Alternative**

Armour, Jamie	Craft, Sharon	Shelton, Gary
Carter, Juanita Sue	Hayes, Michael	Williams, Joet
Cowan, Bart	Sauer, Gail	

**A.Z. Kelsey Academy**

Andrews, Joellen	Hausser, Heather	Releford, Tonga
Barnes, Autumn	Lawyer, Shelley	White, James
Beat, Tom		

**Spalding High School**

Ahren, Kristine	Griffis, Mindy	Morgan, Leanna
Akin, James	Gunnels, Karen	Myree, Edtwon
Akins, Joshua	Gunter, Frankie	O'Brien, Denise
Ashmore, Clint	Hamby, David	Payne, David
Beal, Elaine	Harrison, Christie	Powell, Lamar
Bearden, Phernando	Hattaway, Paula	Prothro, Janet
Benz, Todd	Helms, Andrea	Purmort, Susan
Breland, Amanda	Henderson, Daniel	Reid, Yvonne
Camp, Antonia	Holiday, Jeffery	Roberts, Amberly
Cannon-Clark, Cheryl	Hubbard, Paul	Roy, Donna
Chafin, Marybeth	Hudson, Russell	Rushman, Lindsay
Chambers, Amie	Johnston, Dixie	Russell, Tammy
Crawford, Greg	Joiner, Delanier	Rustin, William
Crowe, Ciara	Jones, Esperanza	Shultz, Kevin
Davis, Dayl	Joyce, Victoria	Smith, Kristin
Dennis, Claudia	King, Demetrius	Stallings, Adrien
Drexler, Paul	Kulp, Joy	Stansberry, Daniel
Dunn, Christopher	Lee, Wanda	Stephens, Regina
Eady, Johnathan	Lukat, Reed	Sylvester, Roderick
Earnest, Larissa	Magner, Steven	Tankersley, Tanya
Earwood, Christina	Marshall, Terry	Thomas, James
Ellerbee, Rodney	Martuzas Jr., Charles	Thomas Jr., Billy
Eubanks, Buffy	Mathis, Jan	Todd, Joshua
Eurich, Laurie	McGee, Joy	Walker, Charlie
Fletcher, Julia	McGhee, David	Wiggins, Henry
Folds, Lea	Mercer-Lindsey, Grace	Wilson, David
Goldstein, Rynn	Miller, Jamilla	
Gotell, Sharon	Moody, Michael	
Grant, Jamie		

**Mainstay Academy**

Bell, Mona	Grant, Debra	Owen, Monica
Bellamy, Jowan	Grimaldi, Alison	Proffitt, Olivia
Brantley, Richard	Henry, Andrea	Rader, Jeffrey
Braswell, Beverly	Hodges, Kimberly	Rogers, Jennifer
Bryant, Jamakia	Howell, Karla	Smith, Deborah

Cape, Jean	Kemp, Laura	Spencer, Angela
Choutapalli, Rajshekar	Lascelles, Annette	Stowers, Katherine
Clements, Winifred	Lee, Betty	Thompson, Heidi
Collier, Diana	Lipper, Marilyn	Trimaldi, Claudia
Craft, Christina	Mallonee, Norma	Vijapurapu, Srinivasa
Crossley, Brenda	Miles, Tracie	Wilder, Cometa
Edwards, Michael	Neel, Julie	Yoro, Fiesta
Glenn, Courtney	Owen, David	

Barnes, Jhondra	Fouk, Elizabeth	McGill, Keisha
Bates, Lee	Goldstein, Fern	Morman, Whitney
Cook, Cara	Johnson, Melissa	Reed, Jocunda
Daniel-Bryant, Deborah	Kilby, Heidi	Rutledge, Stephanie
Deluzio, Gregory	King, Barbara	Shepherd, Beth
Fields, Sonia	Lacey, Fred	Weldon, Cherri

3. Election of Certified Staff:  
 Corbett, Catherine, Teacher, Moreland Road Elementary  
 Cottingham, Kelly, Teacher, Moreland Road Elementary  
 King, Tracy, Teacher, Moreland Road Elementary
  
4. Election of Classified Staff:  
 Battle, Jerry, Paraprofessional, Mainstay Academy  
 Bruce, Bobbie, Special Education Paraprofessional, Kennedy Road Middle  
 Harris, Margaret, Paraprofessional, Mainstay Academy  
 Moore, Candance, Tutor, Anne Street Elementary
  
5. Terminations:  
 Willis, Jennifer, Special Education Paraprofessional, Spalding High School
  
6. Resignations:  
 Harris, Yvonne, Teacher, Anne Street Elementary—effective 6-02-10  
 Sparks, Daniel, Mechanic’s Apprentice, Transportation—effective 2-18-10  
 Wilson, Lyndsay, After School Program, Crescent Elementary—effective 1-29-10
  
7. Retirements:  
 Berry, Gwendolyn, Teacher, Futral Road Elementary—effective 5-28-10  
 O’Shaughnessy, Gabrielle, Teacher, Griffin High School—effective 5-28-10  
 Osteen, Nancy, Teacher, Anne Street Elementary—effective 5-28-10  
 Pritchett, Annette, Bus Driver, Transportation—effective 5-28-10

**C. INSTRUCTION—Mrs. Fannie Delaney**  
Action Item(s) (Superintendent’s recommendations for approval):

1. Gordon College at UGA Proposal—Denise Burrell

Information Item(s):

1. CRCT Erasure Investigation—Dr. Andy Matthews

**Attachment 8**

**D. EXTERNAL AFFAIRS—Mrs. Barbara Jo Cook**

Action Item(s) (Superintendent’s recommendations for approval):

- \*1. Appointment of Chipper Gardner to Griffin-Spalding Education Foundation Board of Directors for a term through school year 2013—Anna Burns

**E. FINANCE—Zack Holmes**

Action Item(s) (Superintendent’s recommendations for approval):

- 1. Budget Reductions—Fy2010—Jim Smith

Information Item(s):

- 1. January 2010 Financial Presentation—Jim Smith

**VIII. ANNOUNCEMENTS:**

Tuesday	March 2	Board of Education Meeting	6:00 p.m.
Tuesday	March 30	Board of Education Meeting	6:00 p.m.
Tuesday	April 6	Board of Education Meeting	6:00 p.m.

**IX. EXECUTIVE SESSION (Optional)**

**X. ADJOURNMENT**

## INFORMATIONAL MEMORANDUM

TO: Griffin-Spalding County Board of Education  
FROM: Curtis L. Jones, Ed. D.  
SUBJECT: GHS-School Improvement Grant Opportunity  
DATE: February 23, 2010



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**Summary:**

The Georgia Department of Education recently submitted a grant proposal to the US Department of Education which included funding for school improvement grants to qualified schools. The grant amounts will range from a minimum of \$50,000 to a maximum of \$2,000,000 per year for a three year funding cycle. Griffin High School is the only school in the system that qualifies to apply for the School Improvement Grant.

**Background:**

The purpose of the School Improvement Grant opportunity is to provide monies to systems that demonstrate the greatest need for the funds and the strongest commitment to use the funds to turn around low performing schools and significantly raise student achievement.

The State Education Authority (SEA) has identified three tiers of eligibility to identify schools that qualify to make application for school improvement grant funds. These include:

- Tier I Schools—Any Title I school in improvement, corrective action, or restructuring that is among the lowest-achieving 5% of Title I schools in improvement, corrective action, or restructuring in the State, or is a high school that has had a graduation rate below 60% over a three year average.
- Tier II Schools—Any secondary school that is eligible for, but does not receive Title I, Part A funds that is also among the lowest achieving 5% of secondary schools in the State that are eligible for, but do not receive Title I funds or is a high school that has had a graduation rate below 60% over a three-year average
- Tier III Schools—Any Title I school in improvement, corrective action, or restructuring that is not a Tier I or Tier II school.

Griffin High qualifies as a Tier I school because of a three-year graduation rate average of 55.9%. Griffin High School is NOT in the lowest-achieving 5% of Title I schools in improvement,

corrective action, or restructuring. The SEA actually complimented GHS on having an overall achievement rate of 80.9% (proficiency for Reading/Language Arts and math combined). Monies are not available in this grant round for Tier III schools.

The SEA grant award to the LEA must provide sufficient school improvement grant funds to meet, as closely as possible, the LEA's budget request for each Tier I and Tier II school and must include requested funds for LEA-level activities that support implementation of the selected school intervention models.

The LEA must establish three-year student achievement goals in reading/language arts and mathematics and hold the school accountable annually for meeting, or being on track to meet those goals.

Because of the amount of funding available and the intense focus on student achievement, the SEA has described the school improvement grant as an opportunity for a school to conduct an "extreme makeover".

Grant applications are due April 15. The SEA is offering two technical assistance workshops to support systems in the development of grant proposals.

### **Issues:**

A decision must be made regarding the intervention model that will be included in the grant proposal and subsequently implemented once grant funds are received.

Because of the due date for applications, the grant writing process must begin immediately.

### **Next Steps:**

- Gain ideas from key stakeholders and communicators at a community brainstorming session—*Creating the Dream*—to be held on March 6. The top three finalists for the GHS principal position will be introduced at the session.
- Identify cross functional members to serve on the grant writing team.
- Attend the technical assistance sessions offered by the SEA.
- Meet with business and community representatives to gain more input.
- Receive local BOE approval for variances from any procedural guidelines (i.e. length of calendar year)
- Develop a DRAFT proposal.
- Share draft proposal with external grant readers for feedback.
- Submit final copy o proposal to SEA.

## Attachment 8

- Participate in SEA's Summer Leadership Academy at Callaway Gardens (representatives from GHS along with representatives from Cowan Road Middle School, Central Office, and identified elementary schools).
- Implement and evaluate grant initiatives.
- Celebrate successes.

**GHS School Improvement  
Timeline**

- 2/21 Memo regarding GHS SI Grant Application (Cynthia Anderson – to CJ, SE, AM)  
Flyer advertising meetings (Ashley McLemore)
- 2/22 Memo to BOE – GHS SI Grant Application  
Presentation of memo to cabinet (Cynthia Anderson @ 2:00 during BOE presentation  
practice)  
Writing of Parent Link phone call advertising meetings (Stephanie Evans)
- 2/23 Presentation to GHS Leadership Team (Curtis Jones - GHS @ 7:15)  
Leadership Teams – Redeliver to Faculty (prepare ideas/questions for 3/3 meeting)  
Presentation to BOE (Curtis Jones)  
Information distributed at new student orientation re: 3/6 meeting
- 2/24 Key Communicators (School Council, PIE, other) contacted by phone/e-mail  
PR campaign launched – radio show, press release, Parentlink to GHS and feeder schools  
(Anna Burns/Stephanie)
- 3/3 PIC Meeting – Distribute Flyers to PIE, Businesses, Churches, etc. (PICs @ 9:00)  
GHS Faculty Meeting with School Council and PIE (Brainstorming Session)  
(Curtis Jones @ 3:30)
- 3/6 GHS Community Brainstorming Meeting (Parents, PIE, School Council, Public)  
9-11:30 at GHS (coincides with GHS Boot camp) (Curtis Jones)  
\* Come meet GHS Principal Finalists
- 3/7 Grant Writing Team Meeting (Combine ideas/questions for first TA meeting)
- 3/8 Technical Assistance Meeting (proposed team - Cynthia, Laura, Ashley M., Stephanie,  
Valeria, Chris, Dr. Jones and Denise Burrell)
- 3/11 Chamber Meeting (Curtis Jones @ 3:30)
- 3/12 Breakout Grant Writing Responsibilities
- 3/18-19 Grant Writing Team Meetings (time TBD) (Initial Review and Questions for 3/22  
TA meeting)
- 3/22 Technical Assistance (small team vs. full team)
- 3/30 Completion of Fine Tuning on Grant
- 4/1 Outside grant readers
- 4/6 Grant Writing Team tweaks plan
- 4/9 Mail Grant Application to DOE

**GRIFFIN HIGH SCHOOL  
PRINCIPAL'S ROUND TABLE**

**MEETING  
WEDNESDAY, MARCH 3, 2010**

**11:00 A.M.-3:30 P.M.**

**AGENDA**

- 11:00 A.M.-11:05 A.M. Welcome & Opening
- 11:05 A.M.-11:15 A.M. Orientation & Review of GAPSS Form
- 11:15 A.M.-12:00 P.M. Lunch
- 12:00 P.M.-1:30 P.M. Conduct Walk-throughs
- 1:30 P.M.-2:00 P.M. Reports & Tally Results
- 2:00 P.M.-3:30 P.M. GHS Transformation Grant
  - Complete Survey
  - Discuss the Transformation vs. Turn Around Model
  - Impact on Instructional Program at GHS
  - Round Table Discussion: Pros and Cons
  - Survey: Academies
  - Survey Results
  - Summary
  - Public Meeting to be held in the Commons this Saturday, March 6
- Next Meeting
- Adjournment

The mission of Griffin High School is to be a professional learning environment that prepares students to be productive citizens.

The vision of Griffin High School is to become a renowned institution of excellence.

Griffin High School  
Principal's Round Table

Minutes for March 3, 2010

Members Present: Dominique Appling, Deenika Barkley, Da'Shundria Davis, Demetrius Geiger, Ryan Haire, Rickell Hardaway, Kendra Hearn, Saquavia Muhammad, Kaylee Tuggle, Exzayvius Williams, Atreona Willis, & Mrs. Ware

Guests: Mr. J. Cassady, Mr. C. Lokey, Mrs. Evans, Dr. Bumgardner

The meeting began with Mrs. Ware welcoming everyone and going over the purpose for today's meeting. She reviewed the agenda, gave the orientation of the GAPSS form (and the DOE form created by Dr. Bumgardner) for those who had not been on walk-throughs before, and then we had lunch. After lunch, we visited classrooms and came back to do our tallies. After we finished our summary for the walk-throughs, we had our session with Mrs. Evans and Mrs. Ware to discuss the \$6-million grant that GHS has the opportunity to receive. Mrs. Evans gave us the survey, and then we discussed the grant (transformation model) and what it could mean to GHS. We also talked about the pros and cons of the model. We then took a survey on the types of academies that are possible so that we could vote on the ones that we think will work for GHS. After we did the survey, we discussed the results, and Mrs. Evans did the summary. Mrs. Ware told us about the public meeting that will be held here on Saturday morning to get public input, and she encouraged us to tell everyone we know about it so that they will come, too.

Griffin High School  
Revitalization Meeting  
Student Council Representatives  
March 3, 2010

- Explanation of the grant
- Brainstorming of ideas in categories
- Sharing of career ideas
- Sharing of types of classes

Revitalization Meeting  
Student Council Representatives  
March 3, 2010  
Minutes

- Mrs. Evans explained the possibility of the grant and why GHS is eligible. Students were asked to fill out the graphic organizer on how they would revitalize GHS.
- Students were asked what type of career they would like to pursue upon leaving GHS. The responses included scientists, pharmacists, lawyers and doctors.
- Some types of classes students wanted were writing, criminal justice, nursing and medical classes. Students reiterated the importance of making all classes interesting.
- They also discussed a need for technology in the classes.

Students in attendance were Ariel Dukes, Demetrius Geiger, Karley East, Elizabeth Kwok, Chastity Matthews, Brianna McDaniel, Shamele Brown, Elizabeth Dearing, Lauren Pitts, Allison Waters, Jacob Feltman, Jamal Jordan, Sarah Mallett, Christina Odom, Cleopatra Randolph, and Jalynn Williams.

# Reigniting the Dream

How would you spend \$6,000,000 to REVITALIZE Griffin High School?

Curriculum/Courses	Parent Training/Services	Technology
Character Building	Student Resources	Miscellaneous

Student Survey

Answer the following questions by marking (A) for Yes or (B) for No

1. Would you be interested in taking demanding classes that require a world view?
2. Would you be interested in taking courses that required projects as the majority of the course work?
3. Would you be interested in taking courses that allow you to build or design a product as a means to learn?
4. Would you be interested in taking courses allow you to learn by questioning, solving-problems and thinking critically?
5. Would you be interested in earning college credit or job certification while in high school?
6. Would you be interested in taking classes that used examples from a career or major in which you're interested?
7. Would you be interested in a class about auto-mechanics?
8. Would you be interested in a class about cosmetology?
9. Would you be interested in a class about video/music production?
10. Would you be interested in a class about graphic design?
11. Would you be interested in additional classes in science, technology, and math?

Griffin High School  
Faculty Meeting  
Agenda  
March 4, 2010

- Rational for the School Improvement Grant
- Explanation of the transformation model
- Presentation of instructional models
  - Early college/Dual Enrollment- Ms. Dobbs
  - International Baccalaureate- Ms. Ellis
  - Inquiry-based learning- Ms. Gladney
  - Project-based learning- Ms. Dooley
  - Thematic Academies- Ms. Elam
  - Industry Certification and Career pathways- Ms. Todd
- Discussion of the best fit for GHS

Griffin High School  
Faculty Meeting  
March 4, 2010  
Minutes

Mrs. Evans gave a recap of the meeting at the Georgia Department of Education and how GHS qualified for the grant because of the graduation rate.

She explained the four models and the reason for the system's decision to do the transformation model.

Teachers gave a brief presentation on specific models. Teachers were given an opportunity to discuss which model they believed would be best for GHS.

Comments were that project-based learning would be good, but students like to procrastinate and might not be very productive. Several teachers liked the idea of the students being able to take classes at Griffin Tech and Gordon if they qualify. The majority of the teachers present thought thematic academies would be beneficial for students because it would allow them to be involved in something that interested them and get their core classes at the same time.

### Instructional Models and Strategies to Enhance Student Learning

As a department, rank the best fit for GHS. Consider things such as the number of teachers it would take to implement it and student interest. If you believe a combination would be best indicate the combination and give an example of how you could see it working.

#### Math Dept.

Instructional Model	Pro's	Con's	Rank
International Baccalaureate Program		<ul style="list-style-type: none"> <li>- Have to pay a fee</li> <li>- Low interest for our students</li> </ul>	7
Project-based learning	<ul style="list-style-type: none"> <li>-Some areas are already doing this</li> <li>-Student-based</li> <li>-Works well with highly motivated students.</li> </ul>	<ul style="list-style-type: none"> <li>-Extra work for everyone</li> <li>-Can't master all standards with this method</li> </ul>	5
Inquiry-based learning		<ul style="list-style-type: none"> <li>-Not easy to apply across the board</li> <li>-Good for high level, but not for low level students</li> </ul>	6
Early college high school	Tuition free college	<ul style="list-style-type: none"> <li>-May lose AP or other high level classes</li> <li>-Not enough students who stay on this track</li> </ul>	4
Dual enrollment	Tuition Free Still have AP classes	<ul style="list-style-type: none"> <li>-Only focuses on a small portion of GHS</li> <li>-Focuses on kids who already graduate</li> </ul>	2

Attachment 8

<p>Thematic academy</p>	<p>9<sup>th</sup> Grade!!!                      -Competition                      -Easy to focus on introductory lessons                      -Easier to get teachers in something they are also interested in teaching.</p>	<p>-Teachers could be stuck all day in something they are not interested in teaching.</p>	<p>1</p>
<p>Industry Certification                      (Should be with thematic academies)</p>	<p>-Motivation                      -Team                      -Will keep kids in school</p>	<p>-Doesn't apply to all</p>	<p>1</p>

\*\*Make it an application process.

### Instructional Models and Strategies to Enhance Student Learning

As a department, rank the best fit for GHS. Consider things such as the number of teachers it would take to implement it and student interest. If you believe a combination would be best indicate the combination and give an example of how you could see it working.

#### Science Dept.

Instructional Model	Pro's	Con's	Rank
International Baccalaureate Program	<ul style="list-style-type: none"> <li>-Can use title funds to implement</li> <li>-Has a global focus</li> <li>-Present in urban schools</li> <li>-IB program is aligned to commission in the skills of the American work force.</li> </ul>	<ul style="list-style-type: none"> <li>- Non-motivated students won't work</li> <li>- AP is more flexible</li> </ul>	7
Project-based learning	<ul style="list-style-type: none"> <li>-Improved library research skills</li> <li>- Increased problem-solving ability</li> </ul>	<ul style="list-style-type: none"> <li>-Teachers need lots of professional development</li> </ul>	6
Inquiry-based learning	<ul style="list-style-type: none"> <li>-Student enjoy working cooperatively</li> <li>-Promotes curiosity, enthusiasm and confidence</li> </ul>	<ul style="list-style-type: none"> <li>-Only works for motivated students</li> <li>-Takes too much time</li> <li>-Teachers feel unprepared to help with difficult questions</li> <li>-Assessing the learning is complex</li> </ul>	5
Early college high school	<ul style="list-style-type: none"> <li>-Honors and gifted students can move on</li> </ul>	<ul style="list-style-type: none"> <li>-Applies only to a small number of GHS students</li> </ul>	4

Attachment 8

Dual enrollment	-Moves motivated students ahead.	-Only focuses on a small portion of GHS	3
Thematic academy	No cons	-Applies what is learned to real world concepts -Participate and learn regardless of ability or background.	1
Industry Certification	-What about college prep students?	-Learn job skills -On the job training	2

\*\*Make it an application process.

### Instructional Models and Strategies to Enhance Student Learning

As a department, rank the best fit for GHS. Consider things such as the number of teachers it would take to implement it and student interest. If you believe a combination would be best indicate the combination and give an example of how you could see it working.

#### Language Arts

Instructional Model	Pro's	Con's	Rank
International Baccalaureate Program	*Rigorous *Prestigious	*Extra oversight *Expensive; maintenance after 3 years *Doesn't fit the needs or interests of students *Extensive teacher training/support	7
Project-based learning	*Address learning styles and abilities	*More difficult to assess/maintain individual students *Requires extensive teacher training/support *Preparation for standardized tests	5
Inquiry-based learning	*Critical thinking skills for students *Based on student interests	*Teacher buy-in, training *Materials and resources, field trips and experience (\$) *Preparation for standardized tests	4
Early college high school	*Exposure to college that students otherwise might not get	*FTE \$ loss	6
Dual enrollment	*College credit for motivated students	*Acceptance requirements may be too high for some students at Griffin High School *Decline in AP/Honors program because of option	3

**Attachment 8**

<p>Thematic academy</p>	<ul style="list-style-type: none"> <li>*Offers variety</li> <li>*Allows for specialized skills</li> <li>*Hooks students by interest</li> <li>* Allows teachers to pursue areas of interest</li> </ul>	<ul style="list-style-type: none"> <li>*Scheduling</li> <li>*Movement between thematic schools</li> <li>*How would AP/Honors and special ed students be served?</li> <li>*Discipline and accountability for students within academies.</li> </ul>	<p>1</p>
<p>Industry Certification</p>	<ul style="list-style-type: none"> <li>*Fits students at GHS</li> <li>*Training for skills before graduation</li> <li>*Relevant and authentic instruction</li> <li>*"Home Training" at school</li> </ul>	<ul style="list-style-type: none"> <li>*Not too narrow of focus</li> <li>*Teacher buy-in and certification</li> </ul>	<p>2</p>

### Instructional Models and Strategies to Enhance Student Learning

As a department, rank the best fit for GHS. Consider things such as the number of teachers it would take to implement it and student interest. If you believe a combination would be best indicate the combination and give an example of how you could see it working.

#### CTAE

Instructional Model	Pro's	Con's	Rank
International Baccalaureate Program	*Meets vision statement	*Have to pay to have people come in *More external than internal *How many students actually go international	6
Project-based learning	*Already in progress *More funding for equipment	*Having to define the "Duel" enrollment	1
Inquiry-based learning		*Not able to free think	7
Early college high school			5
Dual enrollment	*Saving Money *Earning college credit	*Can it focus on both CTAE & College Pre? *Most include Tech College (2 year)	3
Thematic academy	*Acception of students *Give clear line of sight *Creates clear vision	*Define CTAE effects not stated	2
Industry Certification	*School Honor	*Lots of work *Membership cost *Time & money *Duplication	4

Griffin High School  
Revitalization Meeting  
Student Council Officers  
March 5, 2010

- Explanation of the grant
- Brainstorming of ideas in categories
- Sharing of career ideas
- Sharing of types of classes

**Revitalization Meeting  
Student Council Officers  
March 5, 2010  
Minutes**

- Mrs. Evans explained the possibility of the grant and why GHS is eligible. Students were asked to fill out the graphic organizer on how they would revitalize GHS.
- Students were asked what type of career they would like to pursue upon leaving GHS. The responses included doctor, radiologist, lawyer, and journalist.
- Some types of classes students wanted were engineering, video production, forensics, introduction to law, and advanced anatomy. Students reiterated the importance of making all classes interesting.
- They also discussed a need for technology in the classes.

# Reigniting the Dream

How would you spend \$6,000,000 to REVITALIZE Griffin High School?

Curriculum/Courses	Parent Training/Services	Technology
Character Building	Student Resources	Miscellaneous

Student Survey

Answer the following questions by marking (A) for Yes or (B) for No

1. Would you be interested in taking demanding classes that require a world view?
2. Would you be interested in taking courses that required projects as the majority of the course work?
3. Would you be interested in taking courses that allow you to build or design a product as a means to learn?
4. Would you be interested in taking courses allow you to learn by questioning, solving-problems and thinking critically?
5. Would you be interested in earning college credit or job certification while in high school?
6. Would you be interested in taking classes that used examples from a career or major in which you're interested?
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8. Would you be interested in a class about cosmetology?
9. Would you be interested in a class about video/music production?
10. Would you be interested in a class about graphic design?
11. Would you be interested in additional classes in science, technology, and math?



## ***You're invited!***

### **Griffin High School seeks public feedback on March 6**

**PARTNERS IN EDUCATION** are invited to attend a special meeting about Griffin High School this coming Saturday, March 6, at 9am in the Griffin High School Commons (cafeteria).

Griffin High School is currently applying for a federal school improvement grant valued up to \$6 million over a three year period. Individuals attending the meeting will be asked for input in planning Griffin High School's future.

Because of the amount of funding available and the intense focus on student achievement, this grant opportunity is a chance for GHS to conduct a makeover of its instructional model. This planning meeting will provide the school's grant writing team with valuable information about the community's vision for GHS.



# Reigniting the Dream

**Saturday  
March 6, 2010  
9:00 a.m.**

**Griffin High School  
Commons  
1617 West Poplar St.**



# Griffin High School



**GHS qualifies for a grant valued at up to 6 million dollars over three years.**

**We Need YOUR Input!**

**Come Share YOUR Vision....**

**What Would YOU Do?**

Griffin High Community Meeting Minutes  
March 6, 2010

Community members were invited to eat breakfast.

Janet Ware presented the welcome to the audience. She also gave an overview of the school improvement grant and why GHS qualified for the grant. She discussed the system's protocol for implementation of team-based improvement that was being used to gather data for the grant.

Stephanie Evans had the community members to brainstorm at the tables ways to revitalize GHS using \$6 million. The categories that the tables were given were curriculum/courses, parent training/services, technology, character building, student resources, and miscellaneous.

Comments from the tables

Curriculum:

Increase communicative skills i.e. verbal and written skills.

Vocational education classes need improvement

Parent Training:

There needs to be a full-time parent involvement coordinator that is full-time and visible.

There should be parent workshops on what to expect after GHS, potential careers, and non-traditional jobs.

Technology:

The classrooms should be 21<sup>st</sup> century. There should be more laptops, smart boards, and wireless internet access in the building.

Character Building:

There should be an ethics course at GHS for all four grade levels.

There should be more opportunities for students to develop work ethics in school.

The work ethic should relate to the real world and building skills for jobs.

Student Resources:

There should be more mentoring programs for students

There should be summer enrichment programs for middle and elementary school students to get them ready for high school.

There must be more exposure to college campuses and cultural programs.

Miscellaneous

Increase the work ready skills of students.

## Attachment 8

Students should be bombarded with stories of success of from alumni and other people from the community or outside.

Parents should be able to help students with work, so students need to bring books home.

Chris Lokey introduced the speakers to present the instructional models to the audience.

Each presenter discussed the instructional models and best practices.

International Baccalaureate program- Tracy Ellis

Project-based learning- Lori Dobbs

Inquiry-based learning- Valeria Gladney

Early college/dual Enrollment- Jennifer Dooley

Thematic Academy- Dedrey Elam

Industry Certification (best practice)- Elizabeth Todd

The audience was asked to rank their preference for the model to be used at Griffin High School. Early College/dual enrollment was the top choice and thematic academy was the second choice.

The superintendant, Dr. Curtis Jones gave closing remarks to the audience.

# **Reigniting the Dream**

**A Community Workshop  
Griffin High School  
March 6, 2010  
9:00 A.M.**

**Continental Breakfast**

**Welcome and Overview  
Janet Ware**

**Community Input  
Stephanie Evans**

**Instructional Models and Best Practices  
Chris Lokey**

**Closing Remarks  
Dr. Curtis Jones**

# Reigniting the Dream

How would you spend \$6,000,000 to REVITALIZE Griffin High School?

Curriculum/Courses	Parent Training/Services	Technology
Character Building	Student Resources	Miscellaneous

## Instructional Models and Best Practices

**International Baccalaureate Program:** The International Baccalaureate program aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. It is a two year program that requires students to take six courses. The areas for the courses are language, a second language, experimental sciences, the arts, math and computer science, and individual societies. In addition, students must complete an extended essay and a theory of knowledge course.

**Project-based Learning:** Project-based learning is done by groups of students working together toward a common goal. Performance is assessed on an individual basis, and takes into account the quality of the product produced, the depth of content understanding demonstrated, and the contributions made to the ongoing process of project realization. This instructional approach is built upon authentic learning activities that engage student interest and motivation. These activities are designed to solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom.

**Inquiry-based Learning:** Inquiry-based learning is a technique whereby a teacher involves students in the learning process through focusing on questions, through problem-solving activities, and the use of critical thinking. Inquiry-based learning involves such things as collaborative learning, age-appropriate activities, model-building exercises in lessons, design techniques in lessons, hands-on activities and projects. Inquiry-based learning projects are driven by students. Instructors act more as coaches, guides, and facilitators who help learners arrive at their “true” questions—the things they really care about.

**Early college high school:** Early college high schools blend high school and college in a rigorous yet supportive program, compressing the time it takes to complete a high school diploma and the first two years of college. The schools are designed so that low-income youth, first-generation college goers, English language learners, and other young people underrepresented in higher education can simultaneously earn a high school diploma and an Associate's degree or up to two years of credit toward a Bachelor's degree—tuition free.

**Dual enrollment:** Students enrolled in high school may be dual enrolled at a local institution of higher learning, such as a community college or university. These students may take classes at either institution for credit toward their high school diploma, as well as for college credit. To participate in dual enrollment, students must be accepted by a state public or private post secondary institution.

**Thematic academy:** Thematic academies (e.g., leadership, arts, technology), ninth grade (or freshman) academies, and career academies focus on students' individual needs and provide them with a balanced mix of core academic preparation and opportunities to develop practical, work-based skills. The academy models are helping high schools successfully engage students and keep them on track for graduation. Popular models of different thematic learning academies include: theme-based academies, ninth grade academies, and career academies.

**Industry Certification:** Industry certified programs not only offer outstanding opportunities to students who receive instruction through such programs; but they also offer positive benefits for schools as well as employers. Student benefits: 1). The student is guaranteed participation in a program that has been carefully interfaced with current industry standards thus helping to increase their qualifications toward successful employment. 2). The curriculum and the delivery method for that curriculum taught to students are improved and updated enabling the student to receive high quality instruction. Examples: Construction, CADD, Culinary Arts, CNA, Auto Mechanics, Cosmetology, etc.



**GRIFFIN HIGH SCHOOL  
PRINCIPAL'S ROUND TABLE**

**MEETING  
MONDAY, MARCH 8, 2010**

**AGENDA**

- Welcome & Opening

**OLD BUSINESS**

- Phone Tree
- GHS Grant Public Feedback Meeting

**NEW BUSINESS**

- School Cafeteria Complaint List/Letter
- How To Make School Cafeteria Experience Better
- Next Meeting
  - Tentative Date: Monday, March 22, 2010

- Adjournment

Griffin High School  
Principal's Round Table

Minutes for March 8, 2010

Members Present: Dominique Appling, Deenika Barkley, Kacey Clupper, Da'Shundria Davis, Demetrius Geiger, Ryan Haire, Rickell Hardaway, Kendra Hearn, Saquavia Muhammad, DeQuasha Taylor, Kaylee Tuggle, Exzayvius Williams, Atreona Willis, & Mrs. Ware

Guests: Mrs. Mary Ramsaier, Director for Nutrition for GSCS & Ms. Wilmot, Cafeteria Manager for GHS

The meeting began with Zae welcoming everybody and thanking Mrs. Ramsaier and Mrs. Wilmot for coming to our meeting. We discussed the phone tree and how some people are forgetting to call the person after them. Zae reminded us to please keep the phone tree going and that if we change our cell number or e-mail address to let him know right away so that our information is always current. After this, Mrs. Ware gave an update on the meeting this past Saturday.

Mrs. Ware said that the turn out was great, and she thanked the PRT members who came out in support of GHS. The people who were present reported out, and they chose the same academies to start as the teachers and students, so we are all on the same page. We then moved into the new business.

Da'Shundria read the letter we drafted for Mrs. Ramsaier regarding the food we are served. As a result of our letter, Mrs. Ramsaier noted the changes that are going to be made immediately. One of these changes is installing the hand sanitizer stations right outside the lunch lines so that students will have clean hands since we have to punch in our codes. Also, we will not be served two slices of pizza anymore when the cooks burn it. She also does not want the cooks to serve us cold chicken anymore. Both Mrs. Ramsaier and Mrs. Wilmot thanked us for handling this so maturely, and Mrs. Ware expressed her thanks to the ladies and the PRT in coming to a speedy resolution to legitimate concerns.

We discussed the topics for our next meeting (March 22, 2010) and then we adjourned.

Griffin High School  
Department Meetings  
March 9, 2010

Impact of School Improvement Grant

- Discussion of professional learning
- Types of rewards for meeting student achievement
- Ways to measure student achievement
- What thematic academies should be included at GHS

## Attachment 8

Social Studies Department Meeting  
March 09, 2010  
Room 204

Faculty present: C. Barrow, S. Bond, J. Devon, D. Elam, C. Hanes, J. Horne, P. Howard, A. Lawrence, D. Melton, D. Osborne, B. Poole, K. Rhodes, R. Rice, W. Stikes

Administrator: S. Evans

- Ms. Evans handed out a *Griffin High Transformation* questionnaire for the department to discuss:
  - What specific professional development do you believe would benefit you and other teachers at GHS?
    - Technology
    - Differentiation
    - State/Regional workshops and/or conferences
    - Social Studies workshops
    - Gifted and Advanced Placement opportunities
    - Classroom management
  - What type of rewards would you like to see for meeting goals of student achievement? Examples could be classroom resources etc.
    - Motivational speakers
    - Technology for the classroom
    - Stipends
    - Sign-on bonuses
    - Early release
    - Day off without penalty
    - Across the board rewards
  - What are some other areas to measure student achievement other than standardized tests?
    - Pre-and post-tests
    - Attendance
    - Discipline
    - Projects
    - Essays
  - What thematic academies should be included at GHS?
    - Ninth Grade Academy
    - Career Academy
    - History/Humanities Academy (only addition to list)
    - STEM – Science, Technology, Engineering and Math
    - Liberal Arts
    - Early college and dual enrollment would be embedded within each academy
  - Ms. Evans would like our input for the grant. Please be sure to make sure your voice is heard!

Respectfully submitted,

Amy Lawrence

## Attachment 8

### Griffin High Transformation Social Studies

What specific professional development do you believe would benefit you and other teachers at GHS?

Technology

D.I.

Gifted Certification and AP

What type of rewards would you like to see for meeting goals of student achievement?

Examples could be classroom resources etc.

Motivational speakers

General accomplishments across the board

Teacher day

What are some other areas to measure student achievement other than standardized tests?

Pre-post tests

Projects/Essays

What thematic academies should be included at GHS?

Some suggestions are as follows:

9<sup>th</sup> grade academy- yes

STEM- Science, Technology, Engineering, and Math- Already in CTAE classes

Liberal Arts- Relates to languages, fine arts- including tv and video production

Career Academies-Yes

Early college and dual enrollment would be embedded in each academy- yes

Griffin High Transformation  
CTAE

What specific professional development do you believe would benefit you and other teachers at GHS?

Differentiated Instruction

What type of rewards would you like to see for meeting goals of student achievement?

Examples could be classroom resources etc.

Everyone makes it or no one makes it.

Gift cards

What are some other areas to measure student achievement other than standardized tests?

Projects- who would grade them?

Portfolios

IEP

What thematic academies should be included at GHS?

Some suggestions are as follows:

9<sup>th</sup> grade academy- yes

STEM- Science, Technology, Engineering, and Math- Already in CTAE classes

Liberal Arts- Relates to languages, fine arts- including tv and video production

Career Academies

Early college and dual enrollment would be embedded in each academy- yes

(Community Projects)

Griffin High Transformation  
Foreign Language, PE, Sped

What specific professional development do you believe would benefit you and other teachers at GHS?

Collaborative work

What type of rewards would you like to see for meeting goals of student achievement?

Examples could be classroom resources etc.

A day to plan, celebration, and money

What are some other areas to measure student achievement other than standardized tests?

Attendance, discipline, portfolios, and physical fitness test

What thematic academies should be included at GHS?

Some suggestions are as follows:

9<sup>th</sup> grade academy- yes

STEM- Science, Technology, Engineering, and Math- Already in CTAE classes

Liberal Arts- Relates to languages, fine arts- including tv and video production

Career Academies-Yes

Early college and dual enrollment would be embedded in each academy- yes

Griffin High Transformation  
Math Dept

Professional Development

- Teachers compensated to develop lesson plans for each Math subject
- Manipulative Training
- Math DI
- Math Coach

Rewards

- Bonuses
- Catered Lunch
- Half Day Planning/Catch up Days
- Leave when bell rings
- Conference attendance (choice bank-tiered)

Student Achievement

- Supplementary materials for EOCT Preparation
- More ALEKS licenses for next years 11<sup>th</sup> grades to work on basic skills
- Technology (Geometry Sketch Pad)
- Culminating Projects to make sure students have learned concepts covered in class.

Griffin High Transformation  
Science

What specific professional development do you believe would benefit you and other teachers at GHS?

Differentiated Instruction continued  
Strategies for dealing with classroom management  
After school classes for plu's

What type of rewards would you like to see for meeting goals of student achievement?  
Examples could be classroom resources etc.

Money, attend professional conferences, and purchase lab supplies beyond the basics

What are some other areas to measure student achievement other than standardized tests?

Projects  
Standardized tests

What thematic academies should be included at GHS?

Some suggestions are as follows:

9<sup>th</sup> grade academy- yes  
STEM- Science, Technology, Engineering, and Math- Already in CTAE classes-yes  
Liberal Arts- Relates to languages, fine arts- including tv and video production-yes  
Career Academies-yes  
Early college and dual enrollment would be embedded in each academy- yes

- \*Hall monitors needed for each hall.
- \*Uniforms- enforce dress code
- \* Spread out administrators throughout the building.

Griffin High School  
School Council Meeting Minutes  
March 11, 2010  
7:15am

Present: Linda Norman, Janet Ware, Chris Lokey, James Walker, Alisa Walker, Stephanie Evans, Keith Simmons, and Valeria Gladney

- Inspiration – Prayer by Rev. Walker
- Mr. Keith Simmons, 2010-11 GHS principal, was introduced.
- Agenda Approved
- Minutes from February 9, 2010 meeting were approved.

Old Business

- GHSGT Boot Camp sessions were well attended. Attendance increased every session. The next session (Saturday, March 13, 2010) will include reviews for Math, Science, Social Studies, and Reading/Language Arts.
- First-time test takers have been identified. These students will receive T-shirts, pizza, and sodas Friday, March 12, 2010.
- Mr. Lokey explained how the attendance task force will work diligently to ensure maximum test participation is attained as attendance affects the school's ability to make AYP.
- The GHSGT administration training session(s) for faculty administering the tests will include a video regarding testing security and ethics.
- A pilot group of seniors have been identified to take the NAEP assessment. The results will be in a national report.
- All seniors will take the Work Ready Assessment March 16, 2010 at Griffin Technical College. Mr. Wiley Snell will help organize and supervise this initiative.
- The ninth grade orientation held February 23, 2010 at GHS was well attended.

New Business

- Mrs. Evans provided an update for the \$6 million school improvement grant. Members of the grant writing team are Denise Burrell, Dr. Cynthia Anderson, and Ashley McLemore from central office and Stephanie Evans, Chris Lokey, Keith Simmons, and Valeria Gladney from GHS. Mrs. Evans explained the differences between the Turnaround and Transformational Models. The strategies/interventions detailed in the grant must be sustainable after the grant funds have demised over the next three years. The grant writing team will meet at the Georgia Department of Education on March 22, 2010 to further plan and receive critical feedback on the grant proposal.
- Mrs. Ware applauded Mrs. Evans' tireless efforts to ensure the success of the grant application.

Principal's Report

- Mrs. Ware's final test talk will encourage juniors to relax and perform their personal best on the GHSGTs.
- She has already spoken with juniors (through their English classes) regarding the seriousness of the GHSGTs, their attendance, and the importance of attending the review sessions based on their predictor test data.
- The faculty and staff's input concerning the system's mission statement reflected a desire for the statement to read "each" instead of "all". They also aspired to make the system's vision statement more specific to graduation.

Next Meeting: Thursday, April 8, 2010

Meeting Adjourned

Grant Writing Team Meeting  
March 15, 2010

- Transformation model
- Grant application
- Next steps
- Questions and concerns
- Adjournment

GHS Grant Writing Team Meeting Minutes  
March 15, 2010

- The team discussed the transformation model and its appropriateness for GHS.
- The grant application components were discussed. The team brainstormed ideas to include in the grant. Some of the ideas included the teacher evaluation process, and rewards for teachers and other staff members. The group discussed professional development and the need to do it early in the process. There was a suggestion that the majority of the professional development be done on the front end of the calendar by adding days to pre-planning.
- Next steps include writing the first draft of the grant.
- There were no questions or concerns from the committee members.
- The meeting was adjourned.

## School Improvement Grant Application

- **Evaluation/Teacher/Principals**
  - o Addendum to teacher evaluations
  - o Leadership – (data/processes, etc.)
  - o Class keys training for 11-12
  
- **Teacher Rewards for Growth**
  - o How do we do this fair/equitably (previous as well as current students)
  - o Balanced Scorecard
  - o Professional Learning piece - Scaffold rewards
  - o Reinvest in student achievement
  
- **Embedded Professional Development**
- Culture (Pervasive Modeling from top down)
- Thematic
  - o Freshman Academy
  - o Liberal Arts
  - o Career Pathways: Arts and Communications, Health & Consumer Science Academy (Health, Cosmetology, and Early Childhood), Construction, Engineering & Technology, and Entrepreneurship, Government & Public Safety
  - o Mentoring (CAB)
- Instructional (DI)
  - o Thinking Maps
  - o Professional Expert
- Summer Leadership Academy
- Manipulative training for math
- Technology training (Graphing calculator)
- DI – specific examples for math
- Classroom management – add appendix for professional learning calendar;
- PBS
- Reading endorsements
- Gifted endorsements
- 2 Professional Learning Coaches – focus math/science and literacy
  
- **Recruit and retain staff**
  - 2 early releases
  - 2 day extension to contract
  - 1 professional development day for content-related shadowing experience for teachers
  - Additional planning time

**– Data to identify and implement instructional program that is research based**

- Vertical alignment w/feeder middle
- Professional learning 1 time a semester (PLC)
- SLC (Thematic)
- Schoolwide RTI program
- Transition from middle to high – summer transition program
- Transition Coach role and responsibilities (early warning signs)

**– Use data to inform and differentiate instruction to meet the needs of students**

- Performance matters
- Common assessments for math I and II
- GHSGT predictor test (reading, math, science and social studies – create 2 and buy 2)
- GHSGT, CRCT, SAT, ACT, AP, PSAT, National Language Exams, EOCT
- Lexile data
- Scholastic reading inventory
- ALEKS
- STEEP
- 9 week grading periods
- Mid-term and final exams

**– Establish schedules and strategies that provide increased learning time**

- Intercession work
- Boot camp
- Extended contract days for teachers
- Common planning
- Early release days
- New schedule
- Work-based learning (nurse, construction, etc.)
- SES provider – Griffin-Spalding Co. School System (approved provider, located at GHS to serve high school students)
- Focus classes/advisory
- Positive Behavior Support
- Service Learning Projects – commitment for all clubs (toys, canned goods, trees, Key Club – Fair, ROTC, etc.)
- After-school program – correlate to student achievement (use Performance matters) – focus on GHSGT

**– Mechanisms for family and community engagement**

- Young Life
- 360 mentoring program
- Parent Involvement Coordinator – workshops, events (literacy, academic, technology classes)

- PTSO
- School Council
- Surveys
- Parent Advisory Council
- Social Workers
- Parent University
- Spalding County Collaborative (PIC participates)
- GED class
- Focus Classes/advisory
- Community Partners (CTAE, Universities, etc.)

**- School is given sufficient operational flexibility to implement comprehensive approach**

- Extended calendar for staff
- Early release time
- Common planning
- 9 period schedule – add 25 minutes to the day
- Additional staff (READ 180)
- Schoolwide Planning - Budget flexibility
- Intercession days
- After-school program

**- School receives district support**

- District Support
  - o READ 180 seminars, coaching, Scholastic red course
  - o GLISI
  - o Performance Matters
  - o Positive Behavior Support
  - o STEEP
  - o Credit recovery

**- Align resources with interventions**

- Title II-A, Title II-D, Title III, Title I, IDEA, ARRA
- Professional Learning
- State/Local
- SPLOST
- Partners in Education/Ed Foundation grants
- Grant opportunities – external funding

**- How will policies be modified for implementation**

- Calendar
- Schedule

## Attachment 8

- QBE flexible funding allotments
- Credit recovery

### **Sustainability after the funding ends**

- Build capacity
- READ 180 – own
- ALEKS – affordable
- Technology – replacement

## Attachment 8

Social Studies Department Meeting  
March 16, 2010  
Room 204

- Ms. Evans passed out the proposed schedules for the school system next year
  - Please give Ms. Evans your input on these proposals.
  
- Questions or Concerns
  - None at this time

Respectfully submitted,  
Amy Lawrence

**ELA Department Meeting  
Tuesday, March 16, 2010**

- **Ms. Evans – Information about grant**
- **Staggered Start Times**
  - Option 2B was added after concerns from the middle schools
  - **Staff work days for HS would be from 7:15 a.m. to 3:15 p.m.**
- **Departmental Needs for 2010-2011**
  - Textbooks
  - Other materials
  - Tiered format
- **Questions/Comments?**

## Attachment 8

Drop Out Prevention Meeting  
3/18/2010

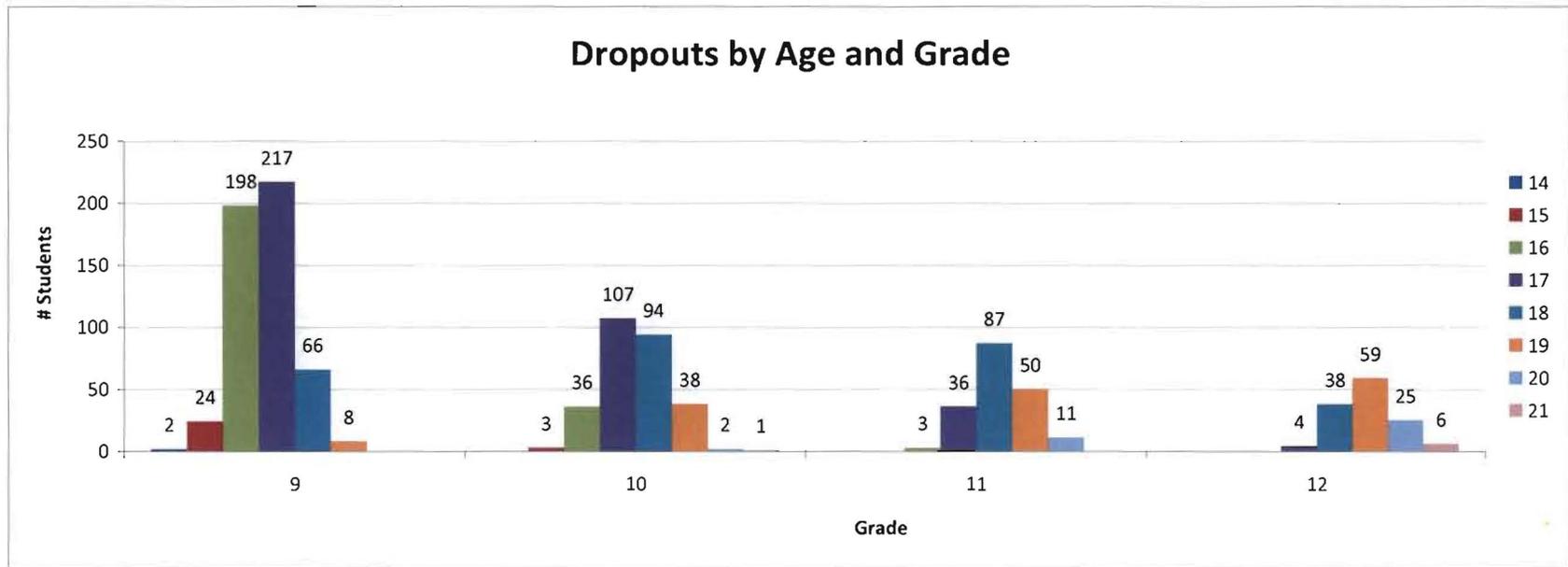
SPDG Recap  
Meeting with Cathy Corley on March 26, 2010

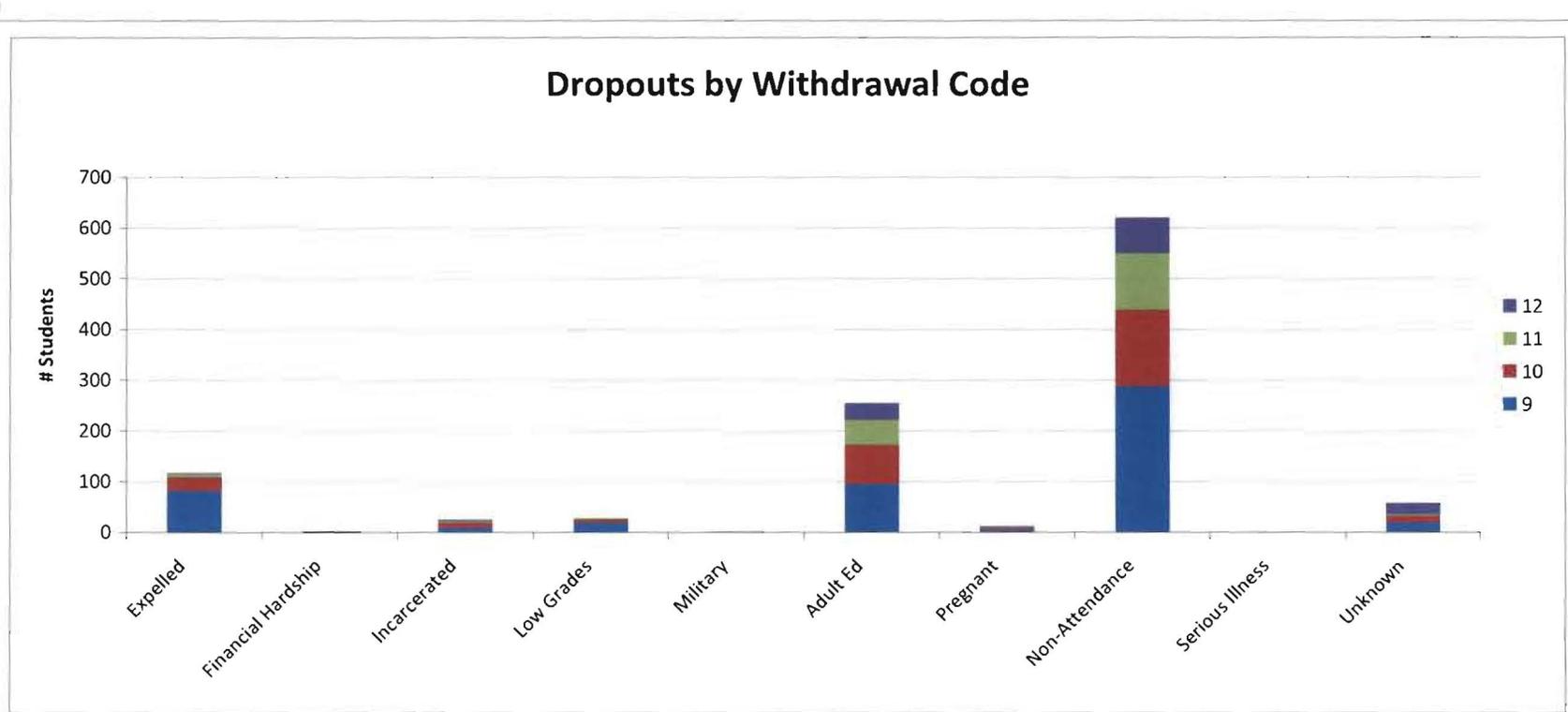
Grant Overview

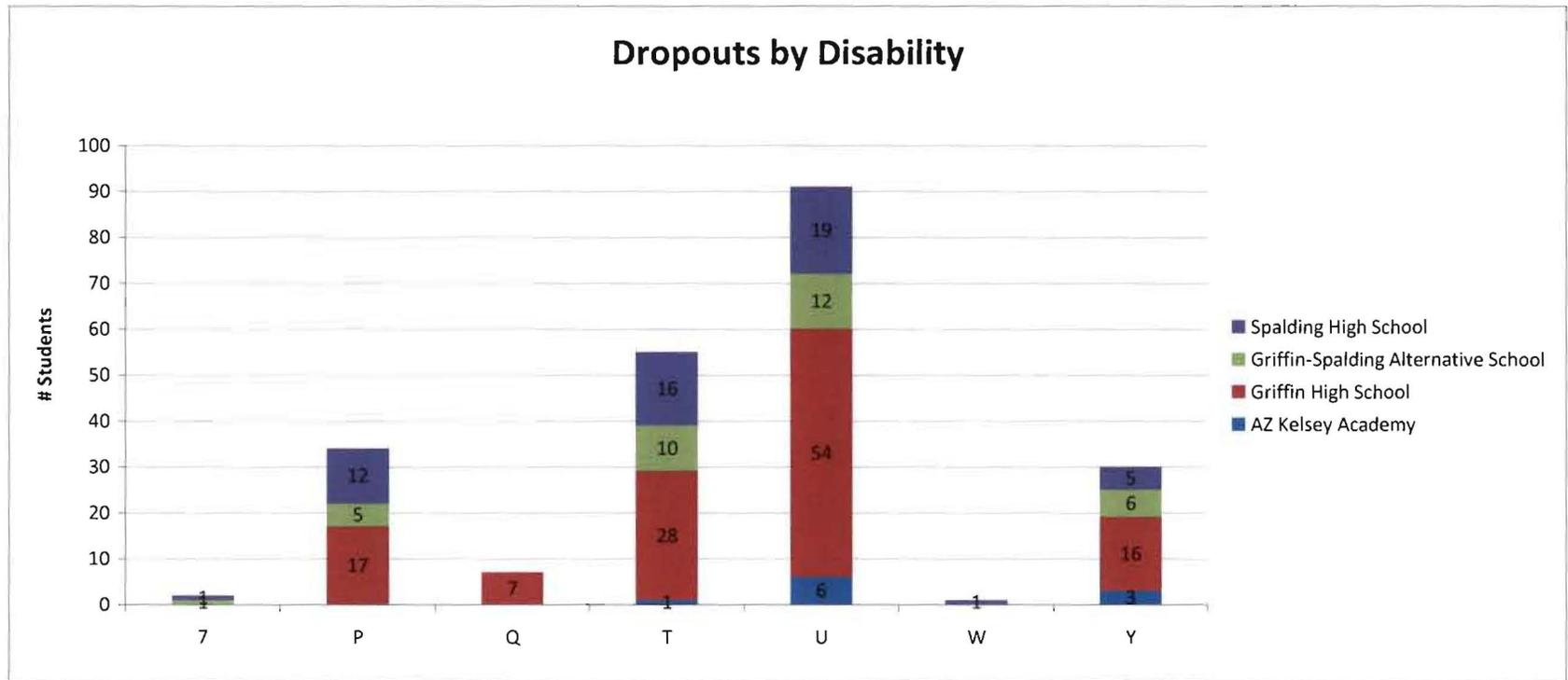
Grant Assignment (see email)  
Root Cause Analysis

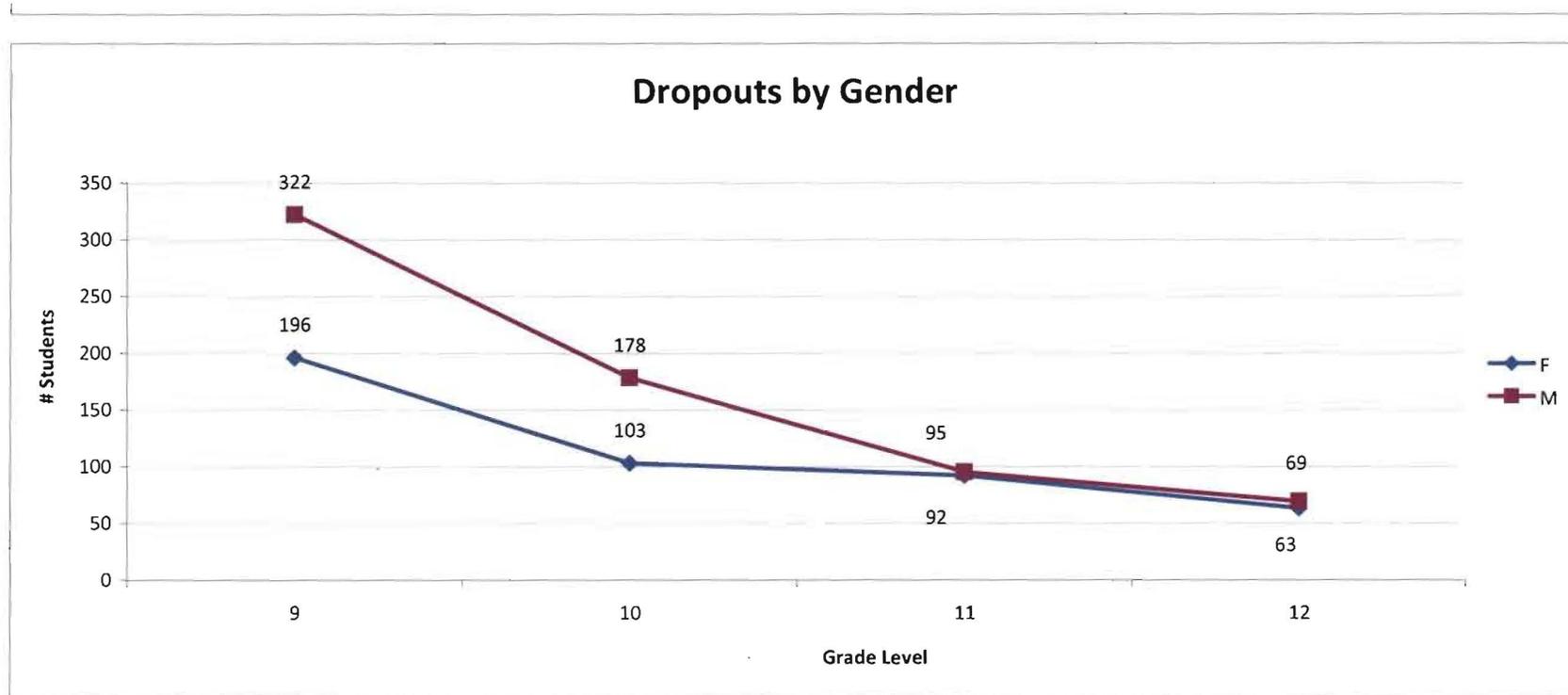
Miscellaneous

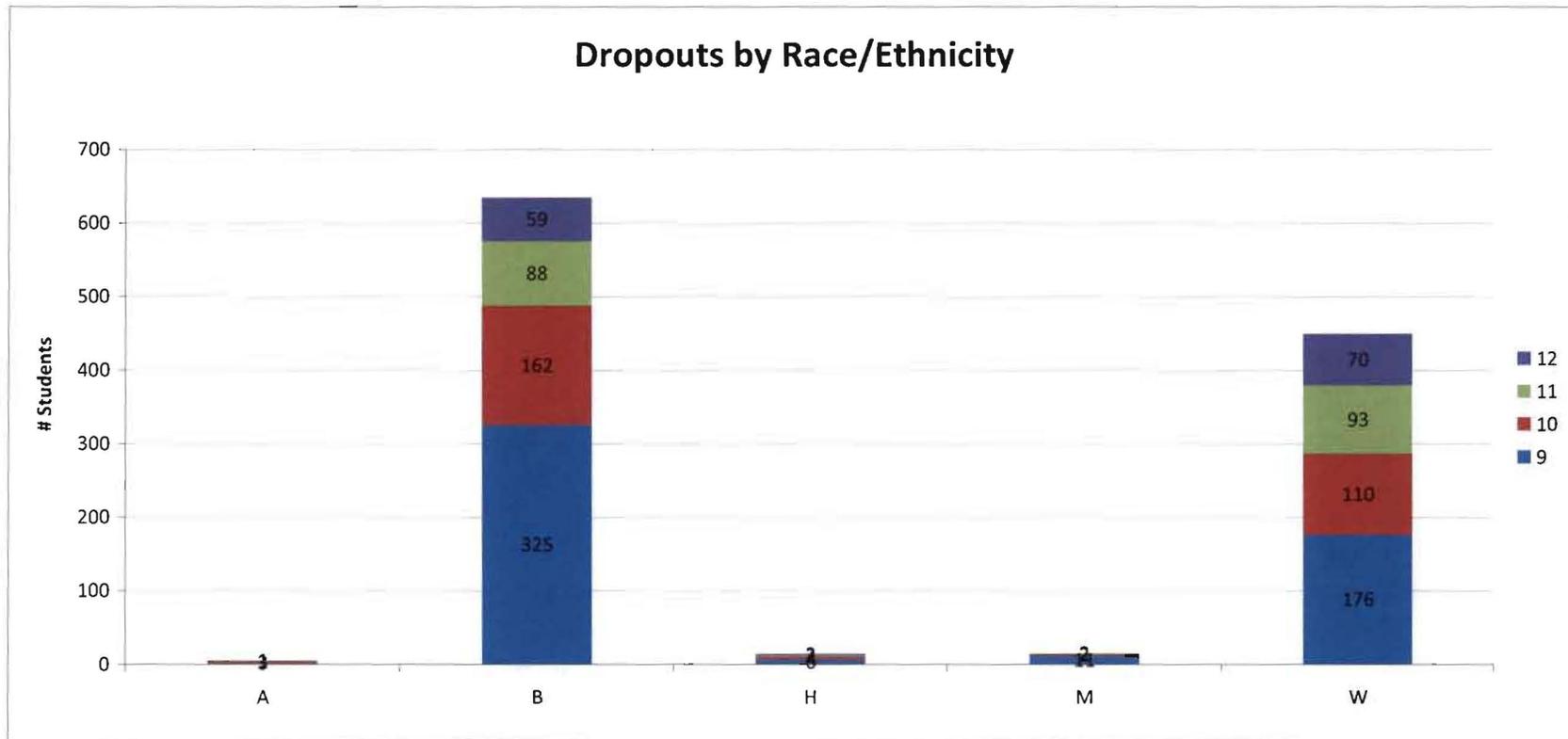
Adjourn

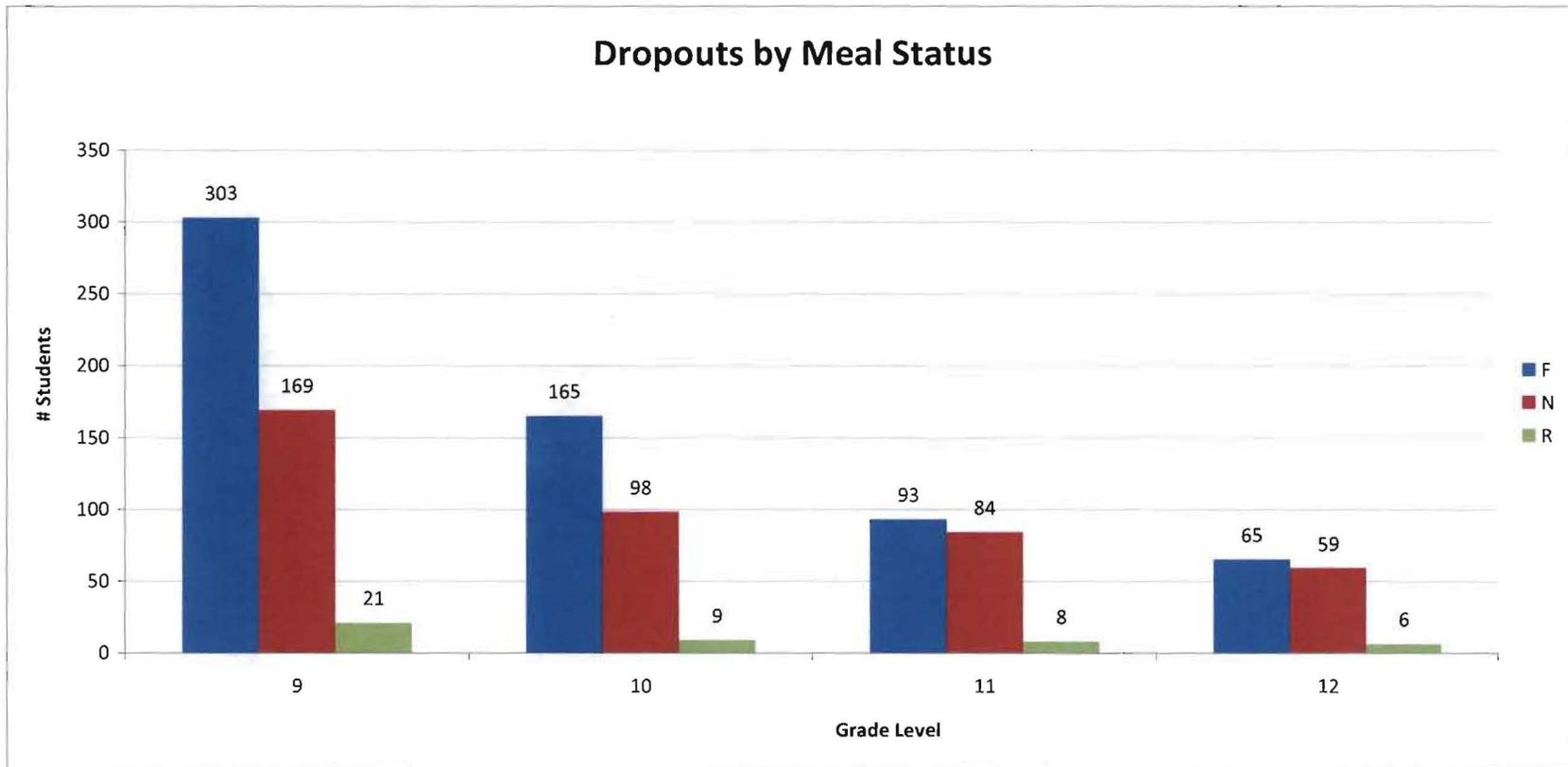


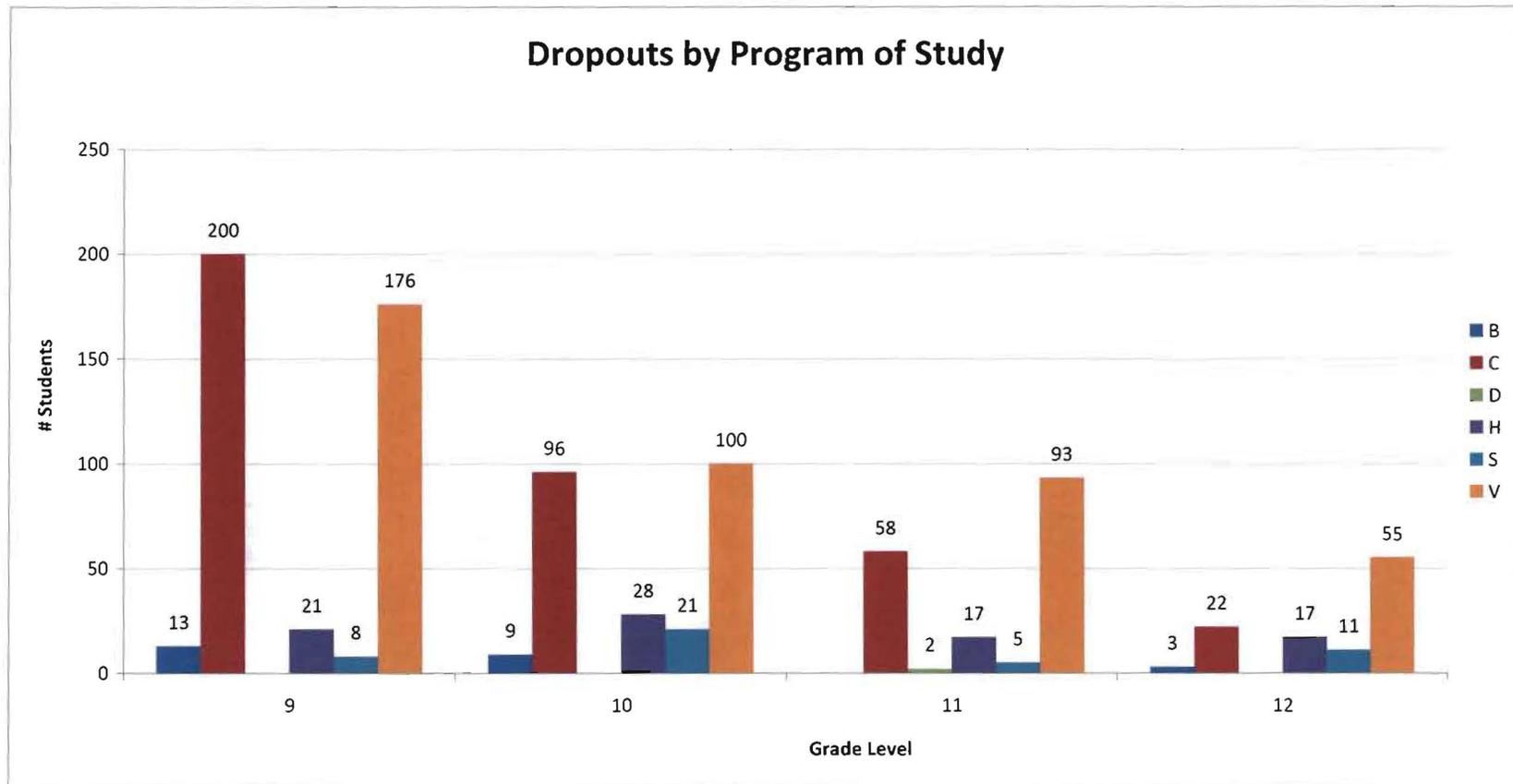




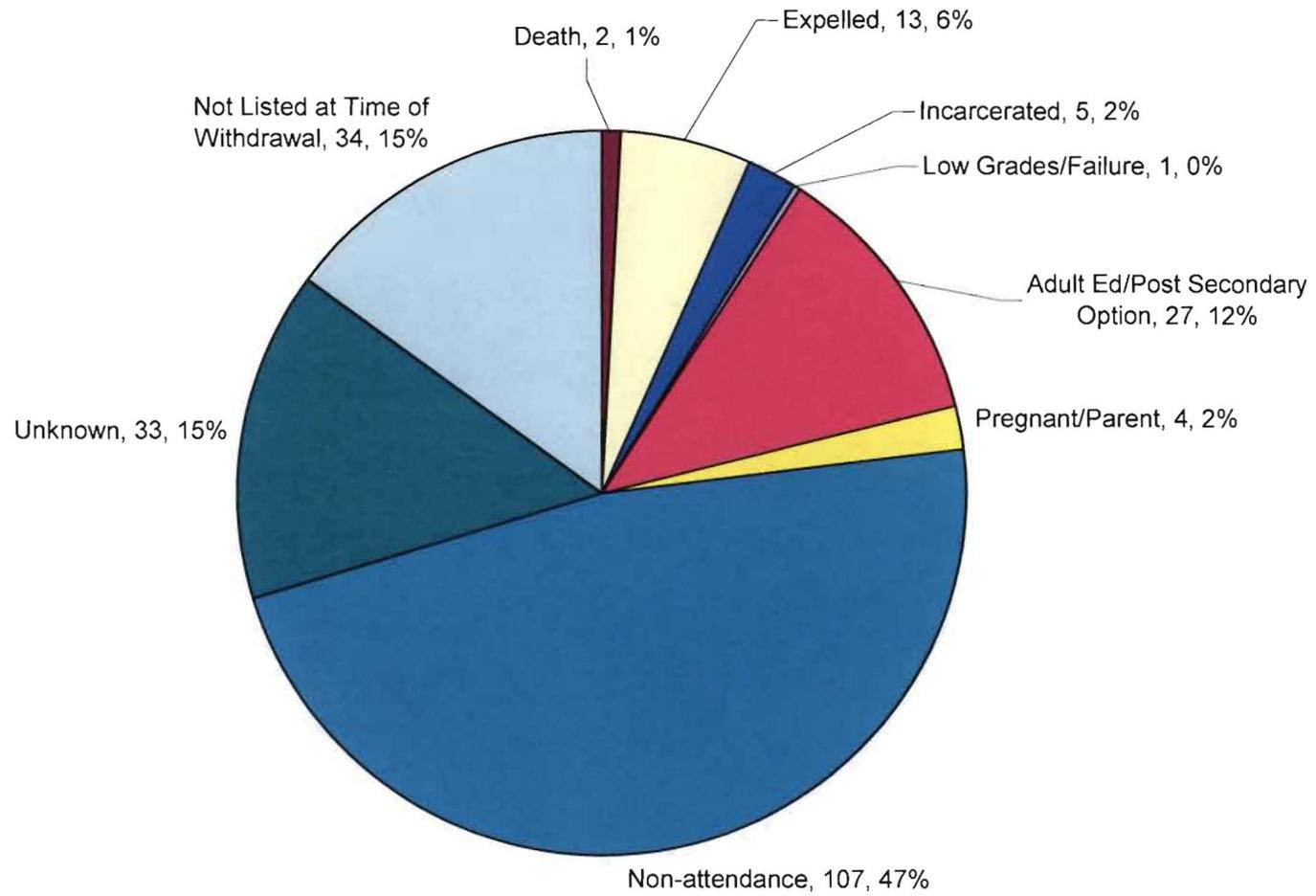




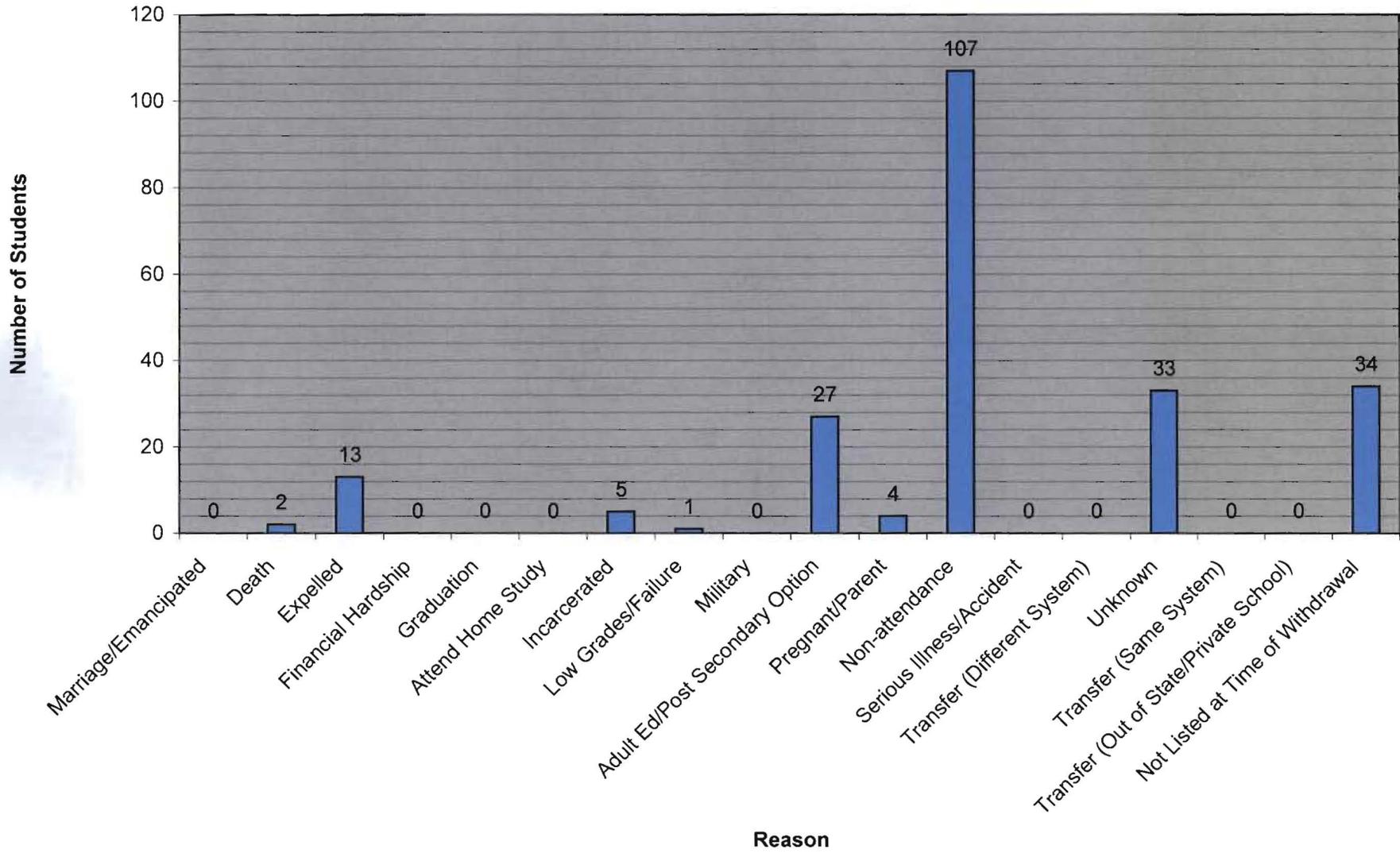




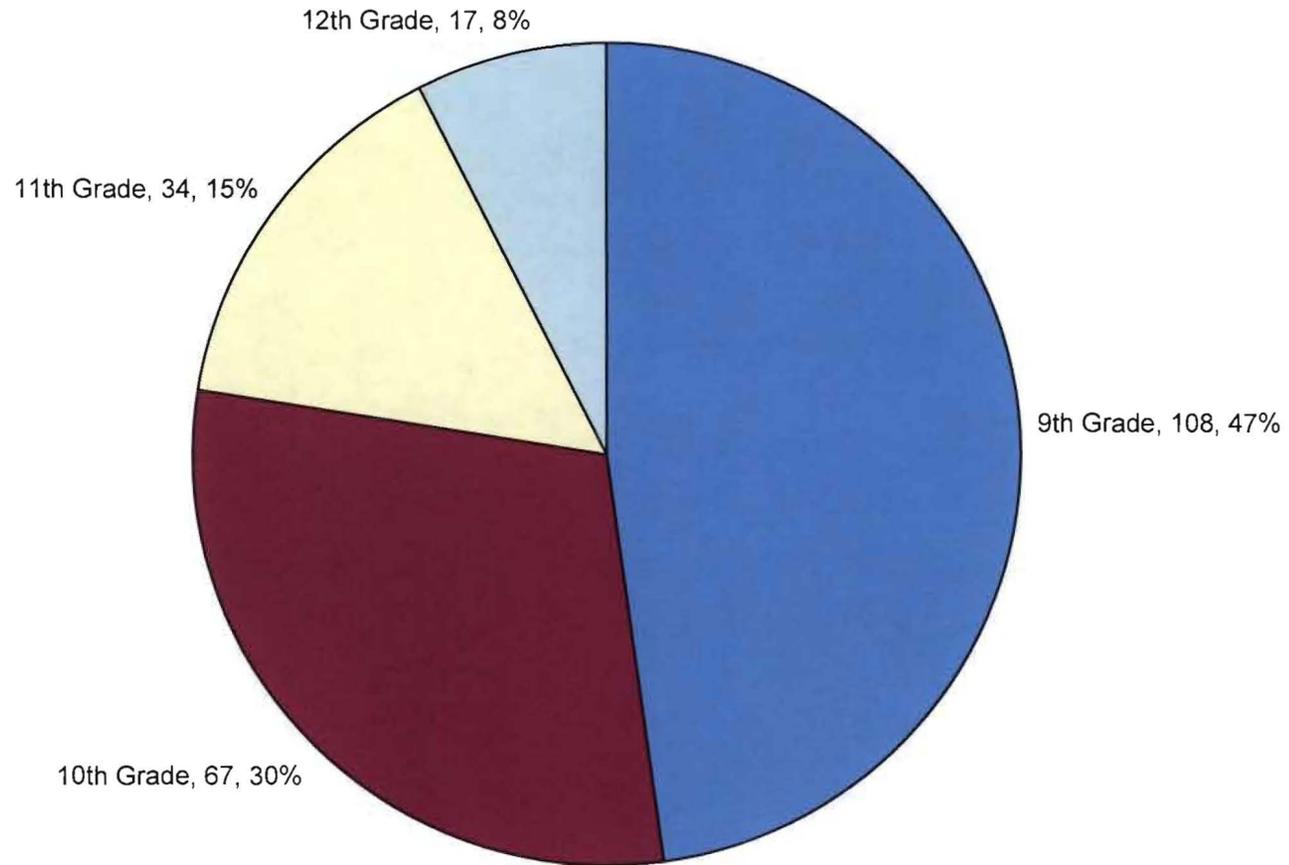
Student Withdrawals 2004-2005



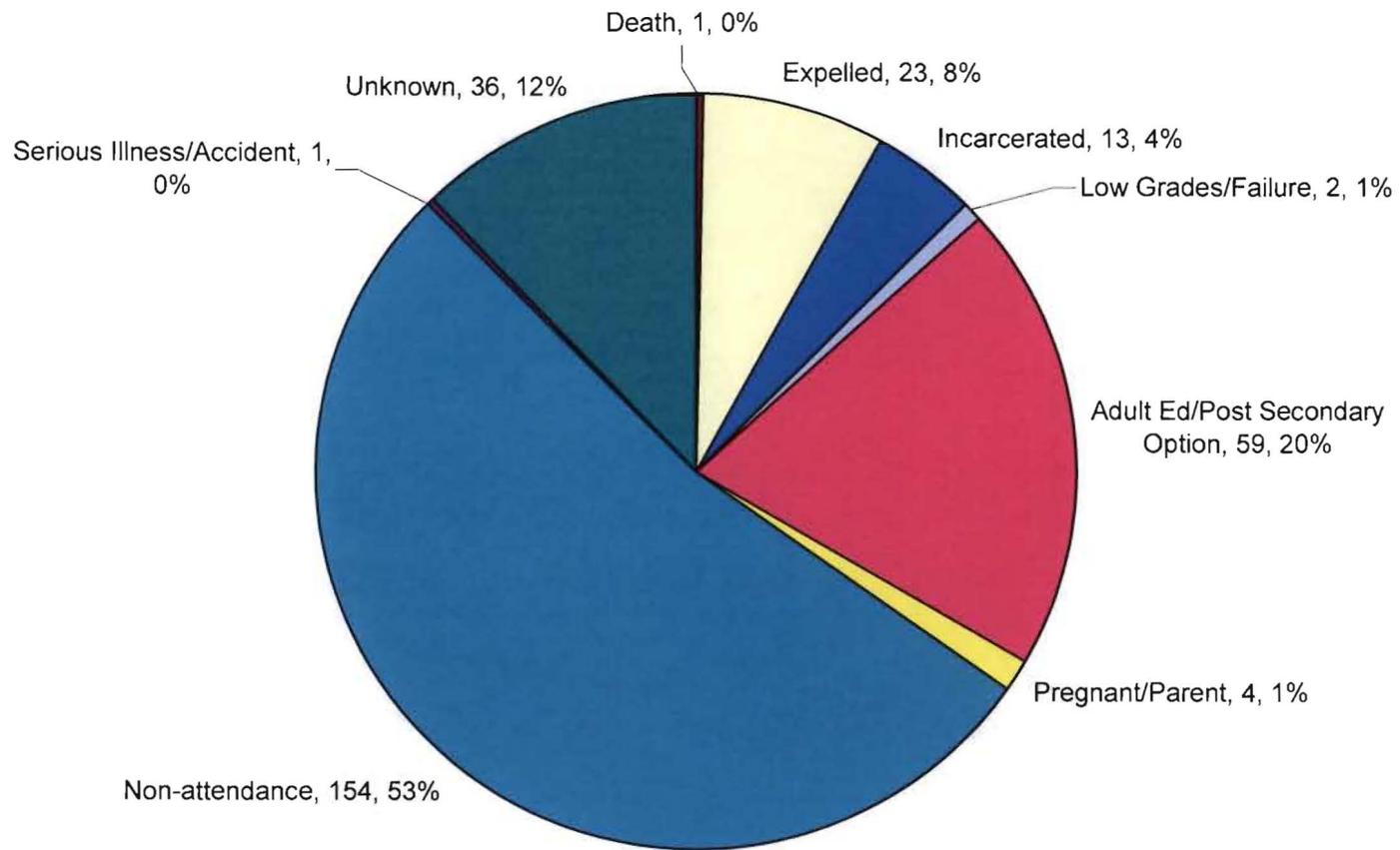
Student Withdrawals 2004-2005



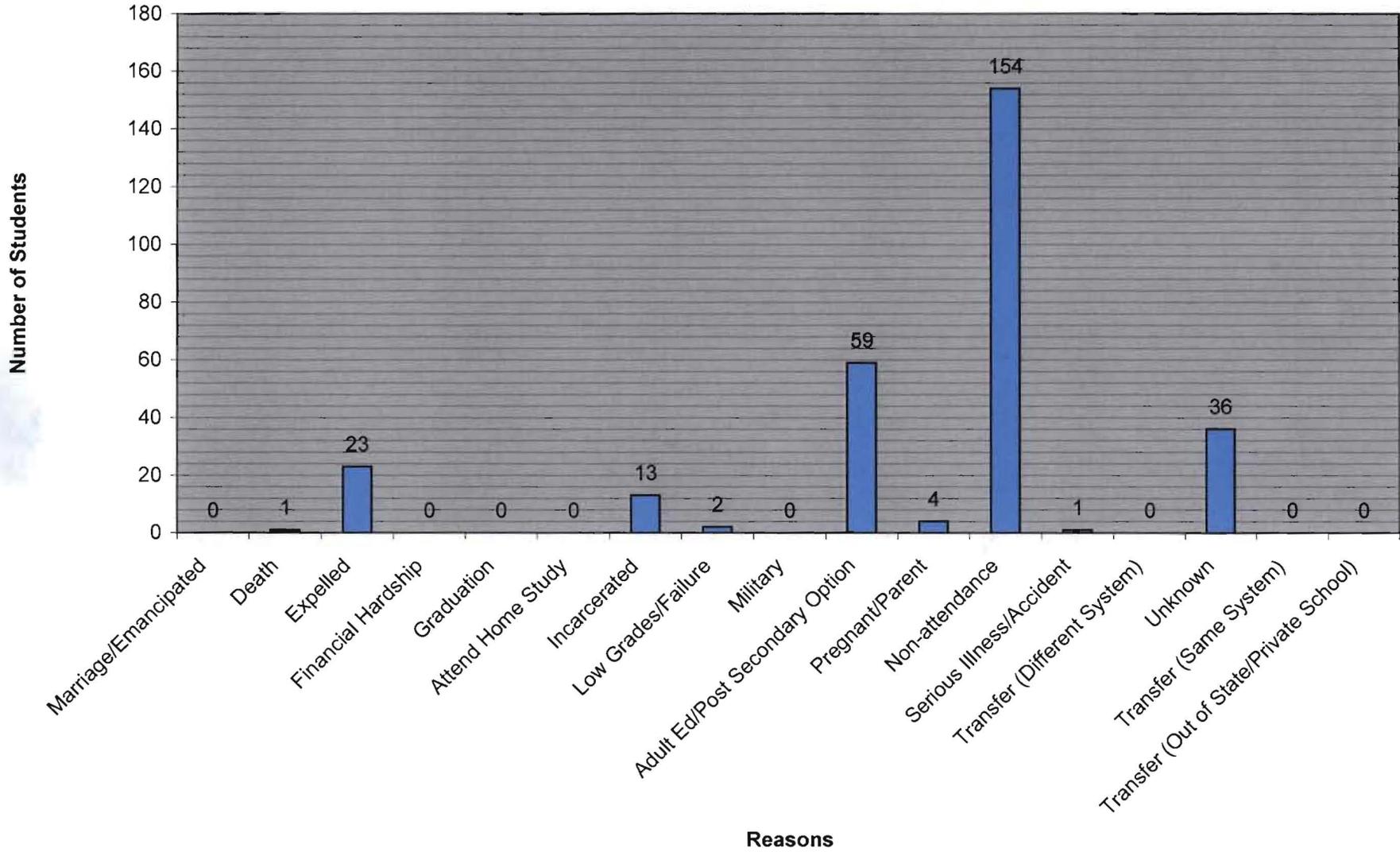
Student Withdrawals 2004-2005: Grade Level



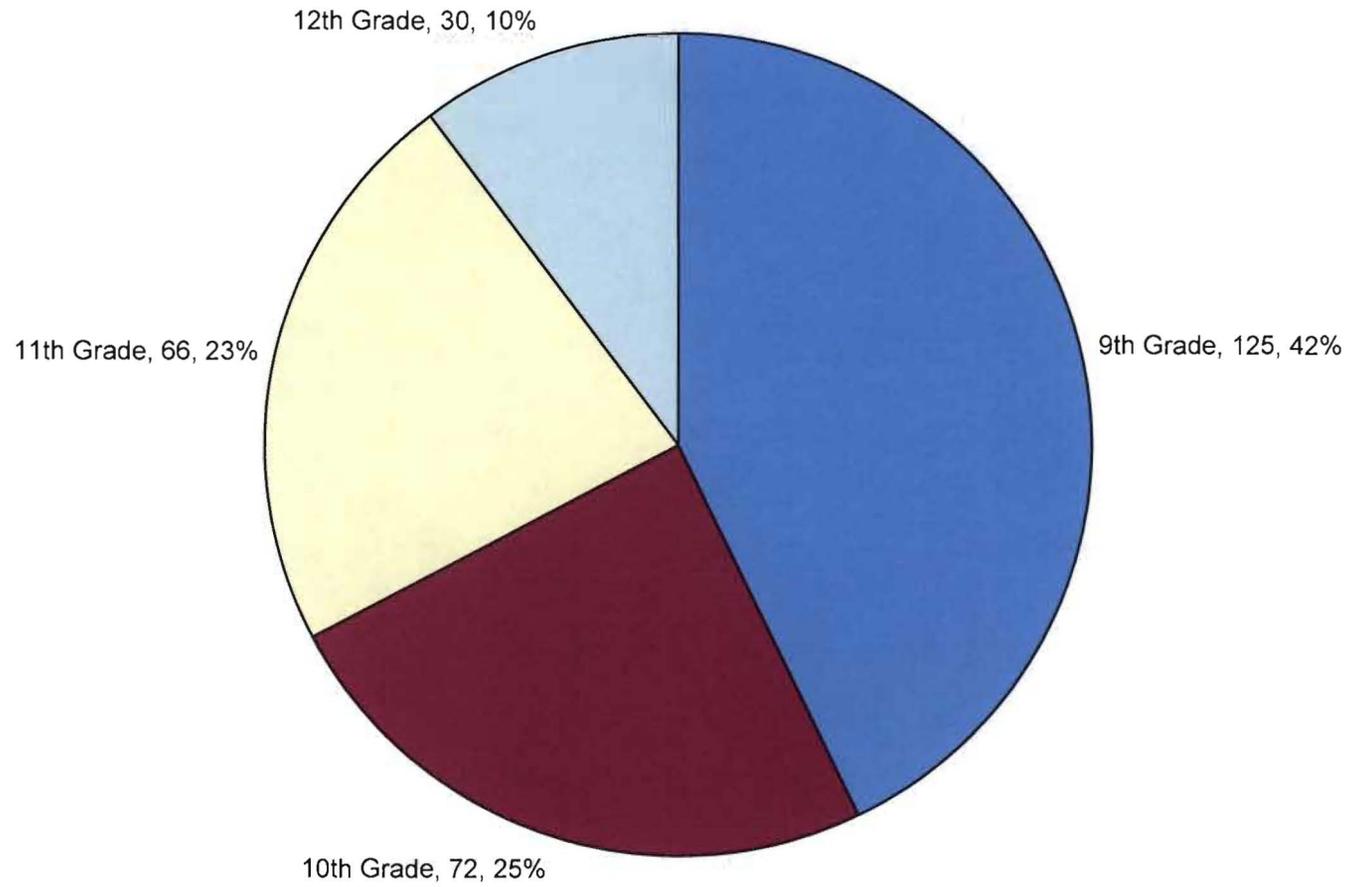
Student Withdrawals 2005-2006



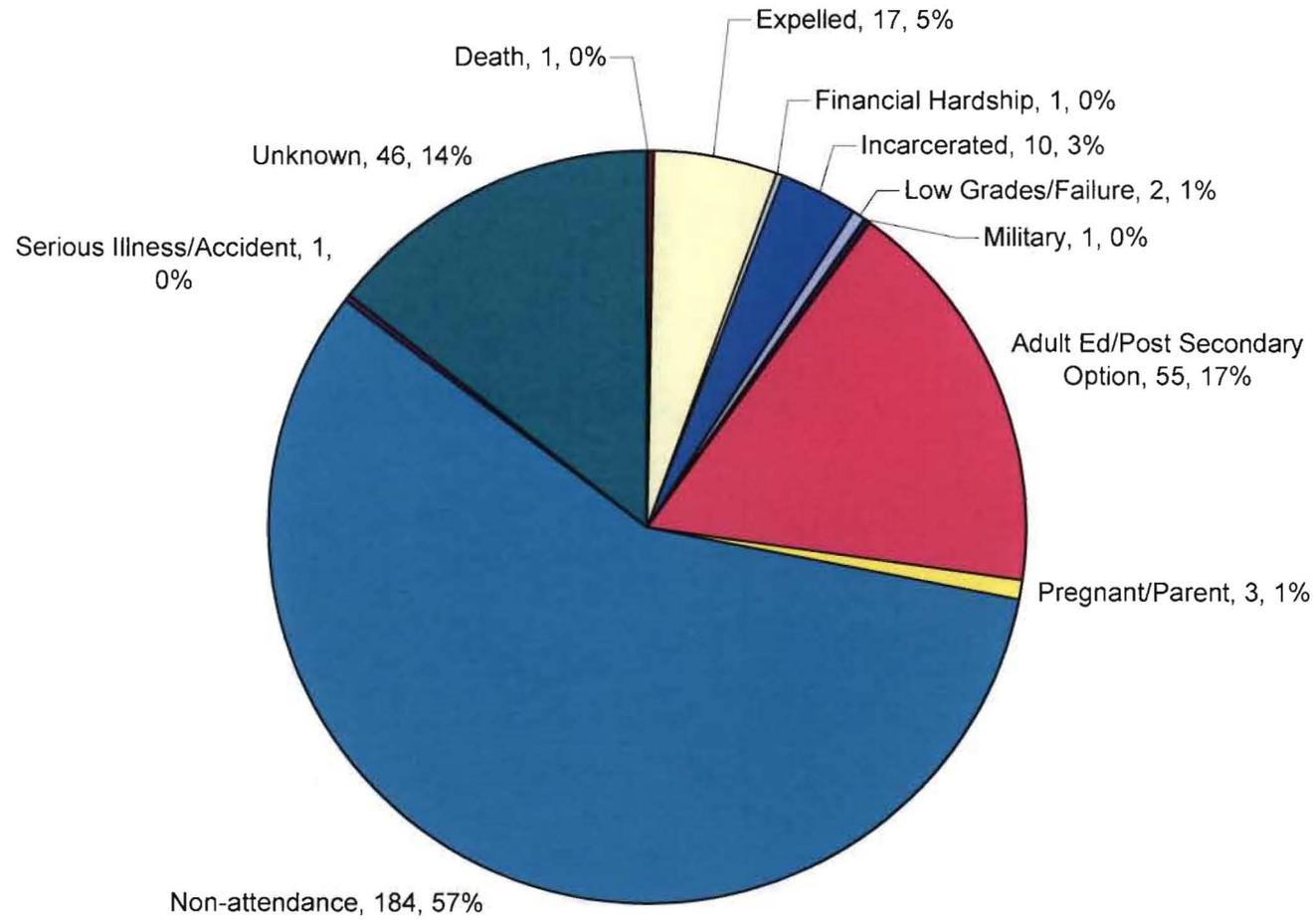
Student Withdrawals 2005-2006



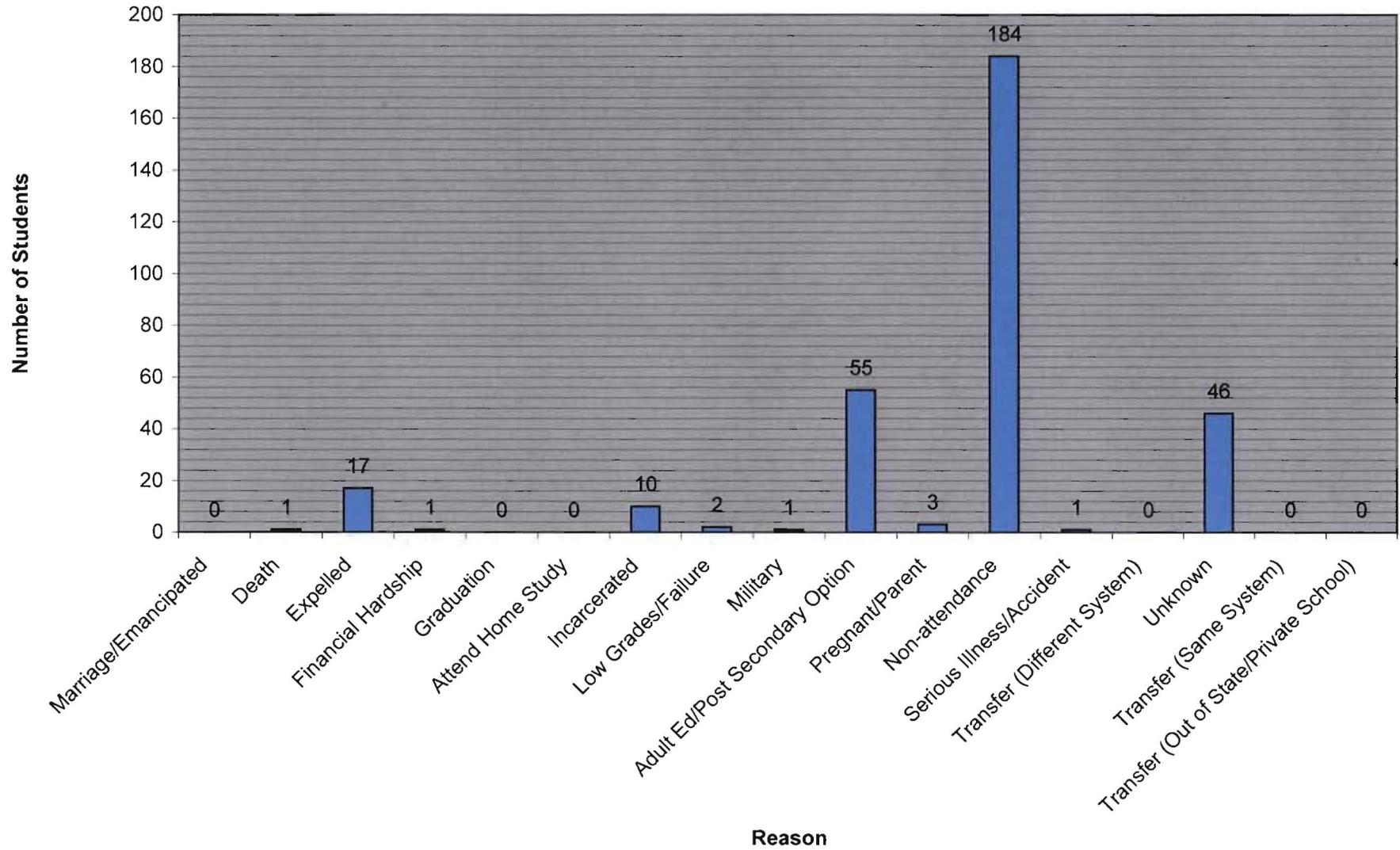
Student Withdrawals 2005-2006: Grade Level



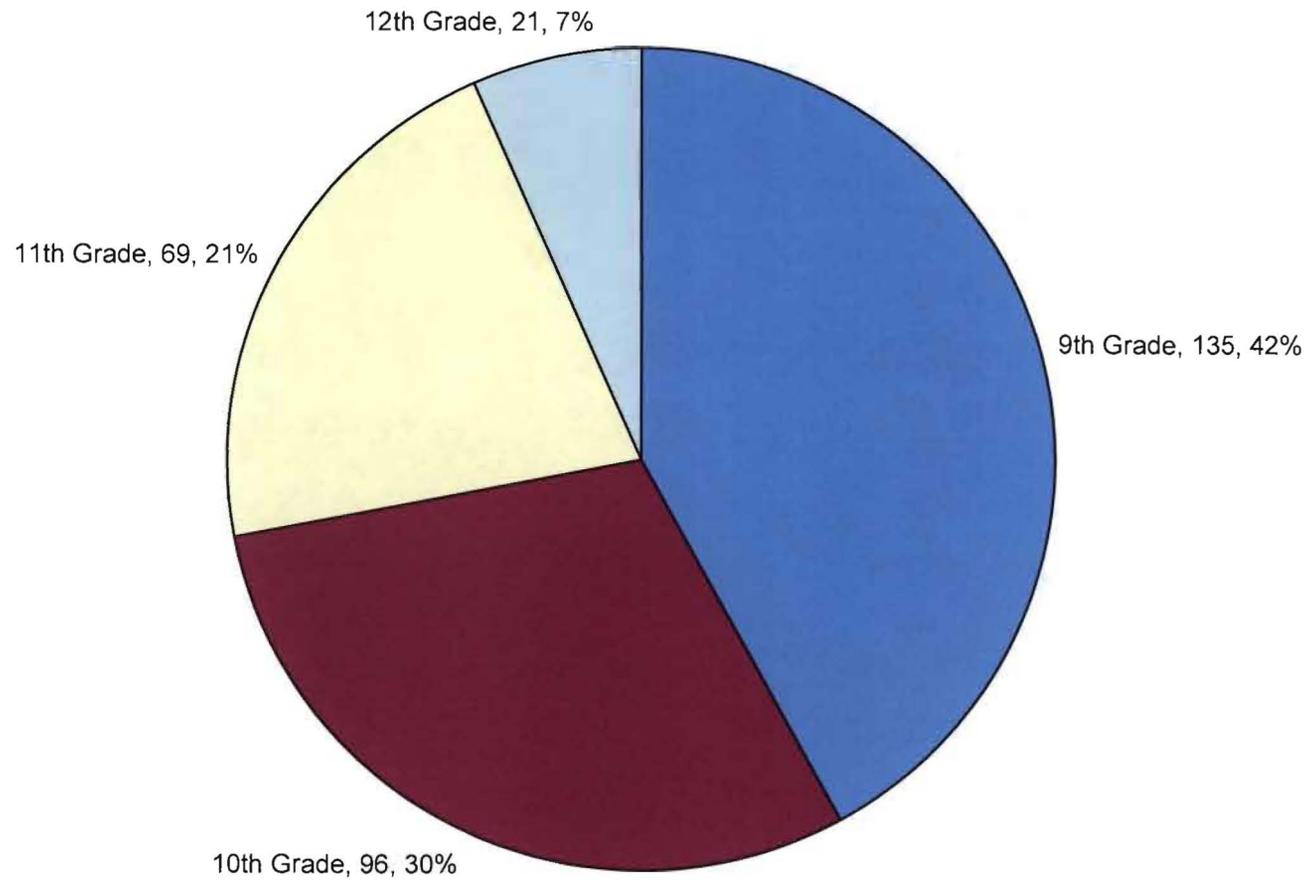
Student Withdrawals 2006-2007



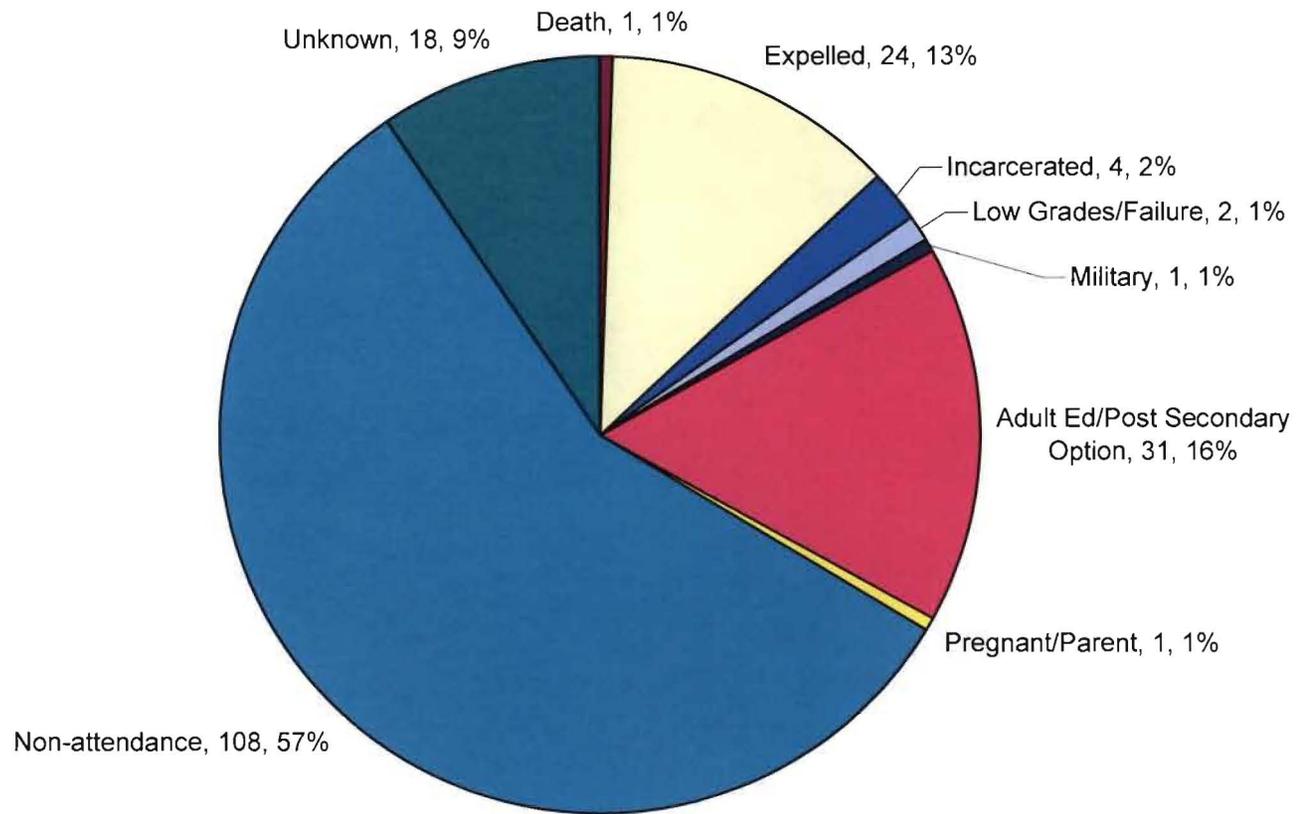
Student Withdrawals 2006-2007



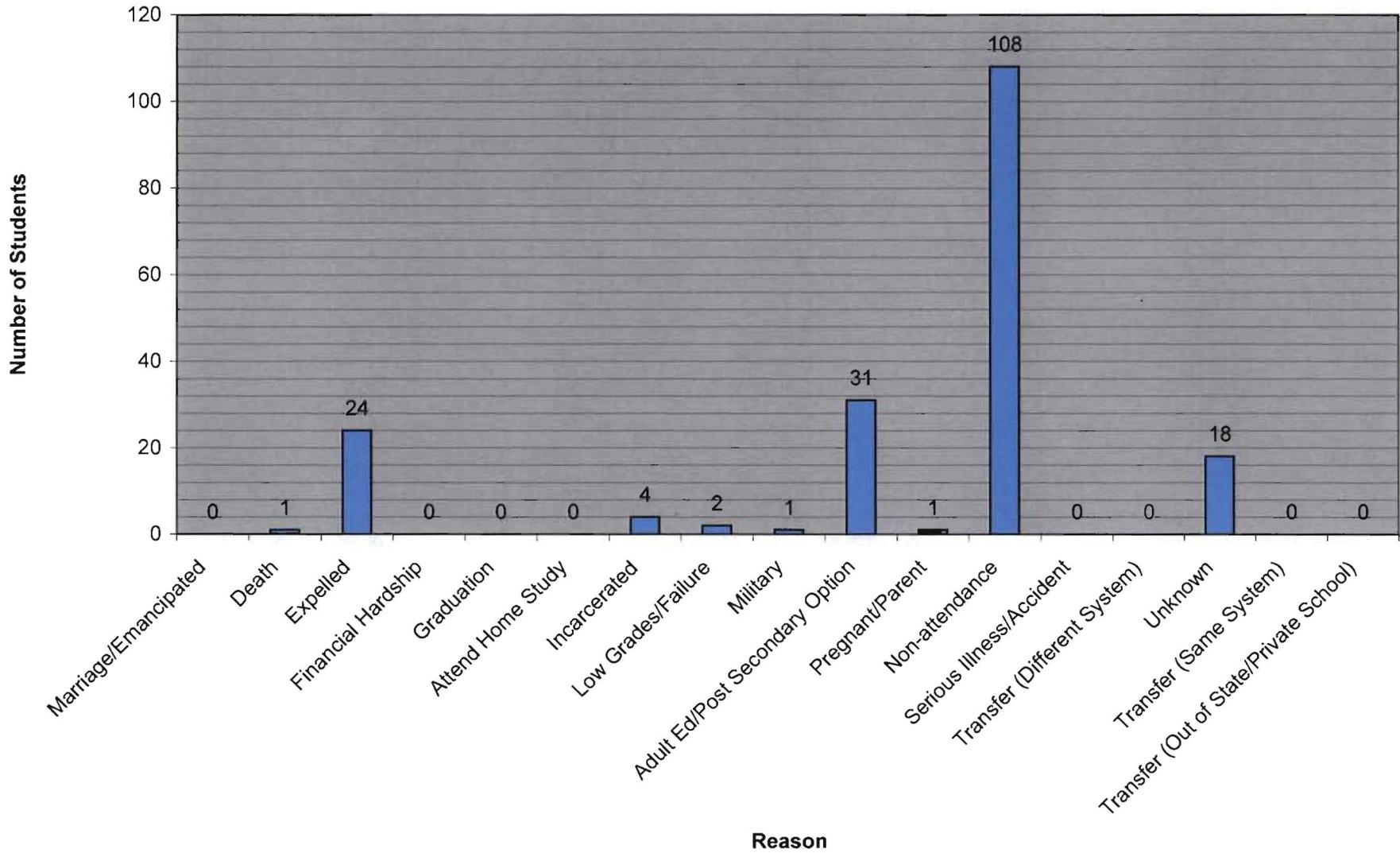
Student Withdrawals 2006-2007: Grade Level



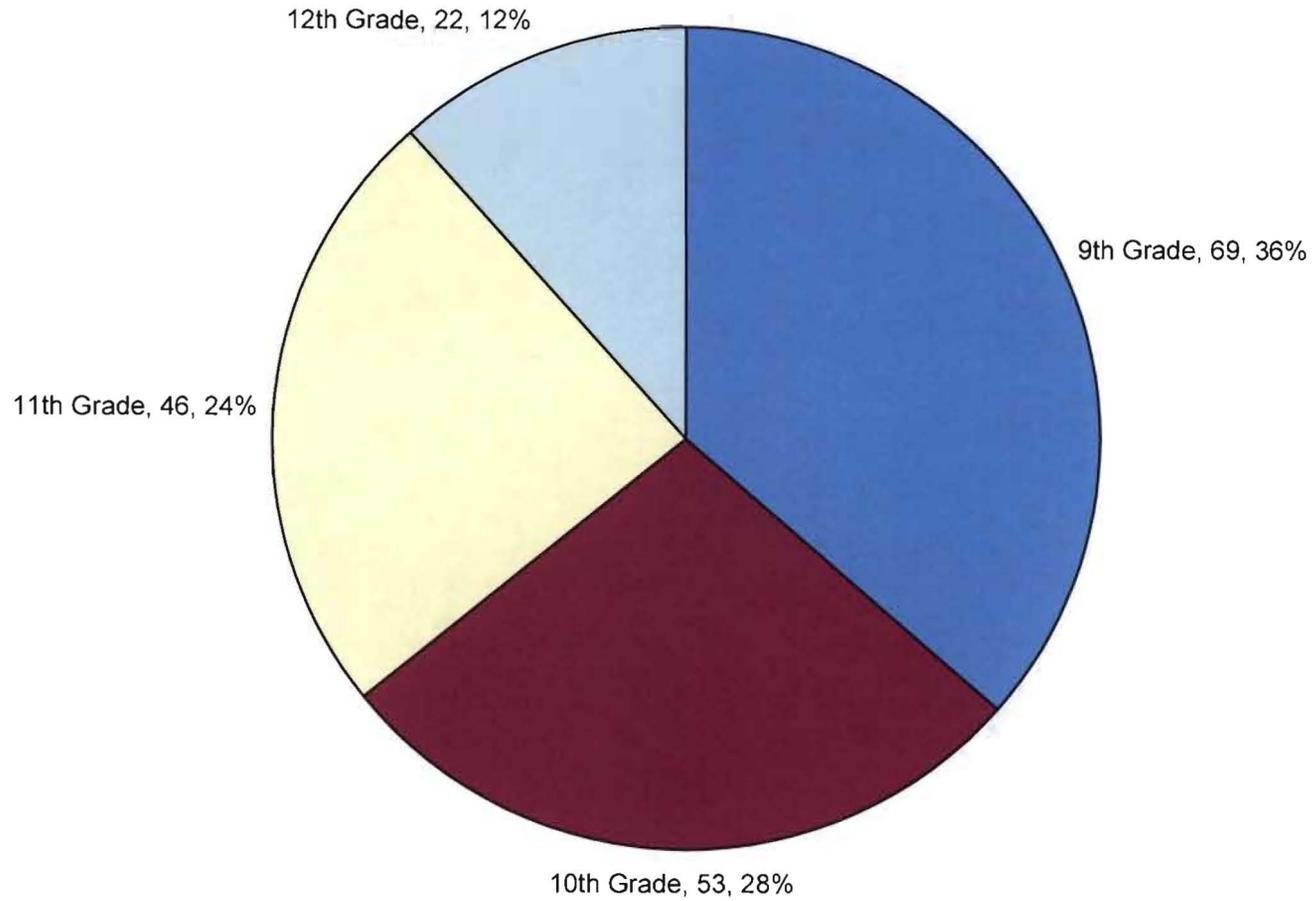
Student Withdrawals 2007-2008



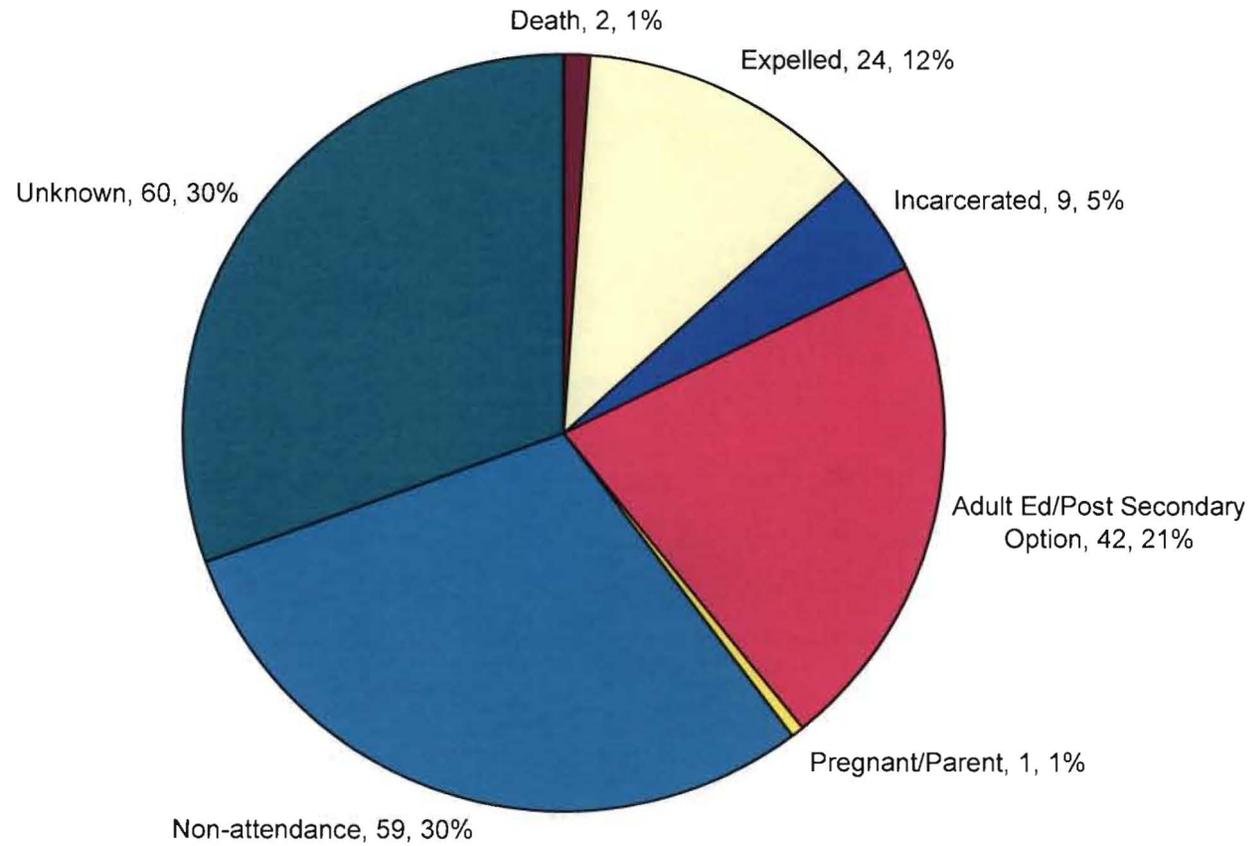
Student Withdrawals 2007-2008



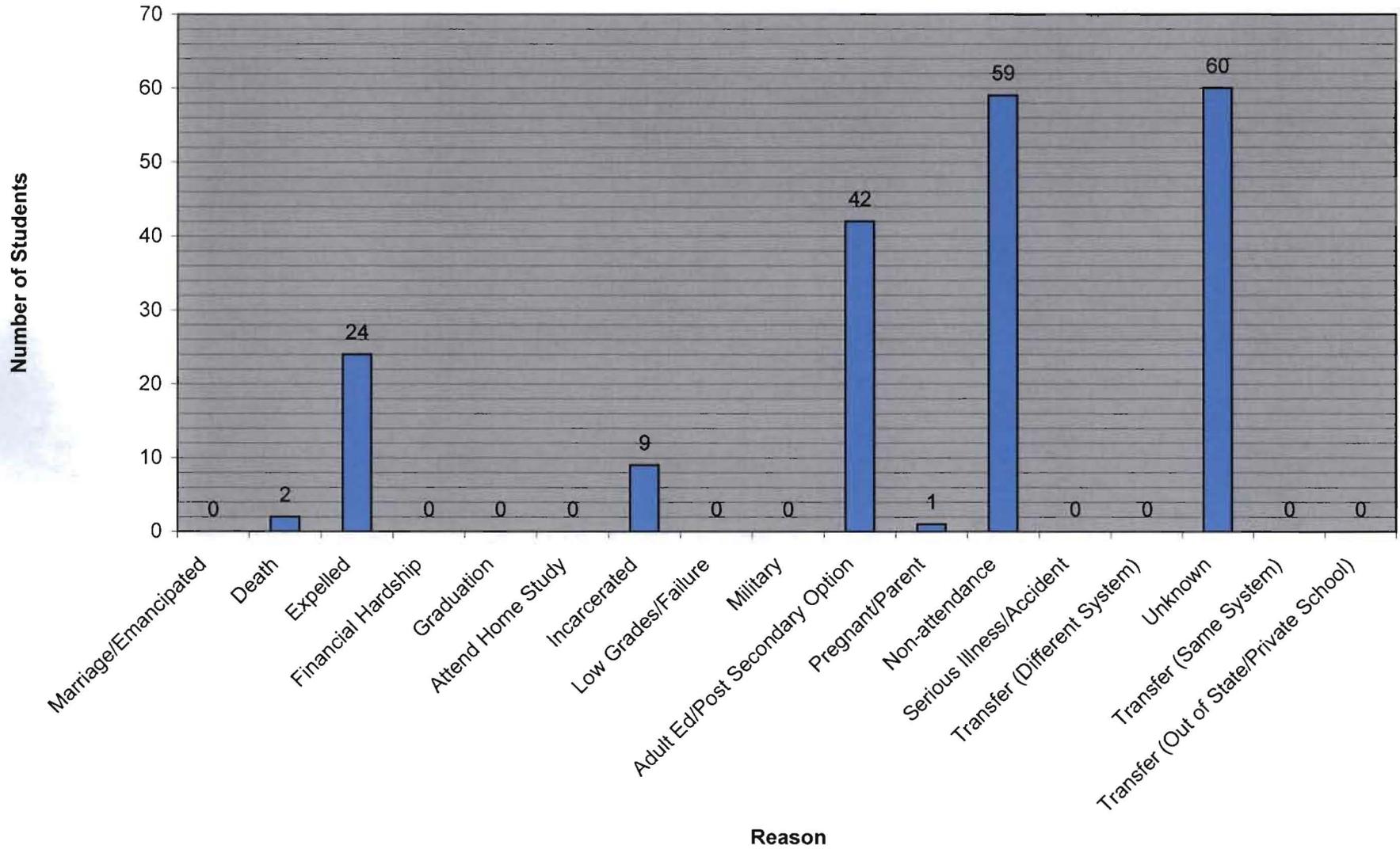
Student Withdrawals 2007-2008: Grade Levels



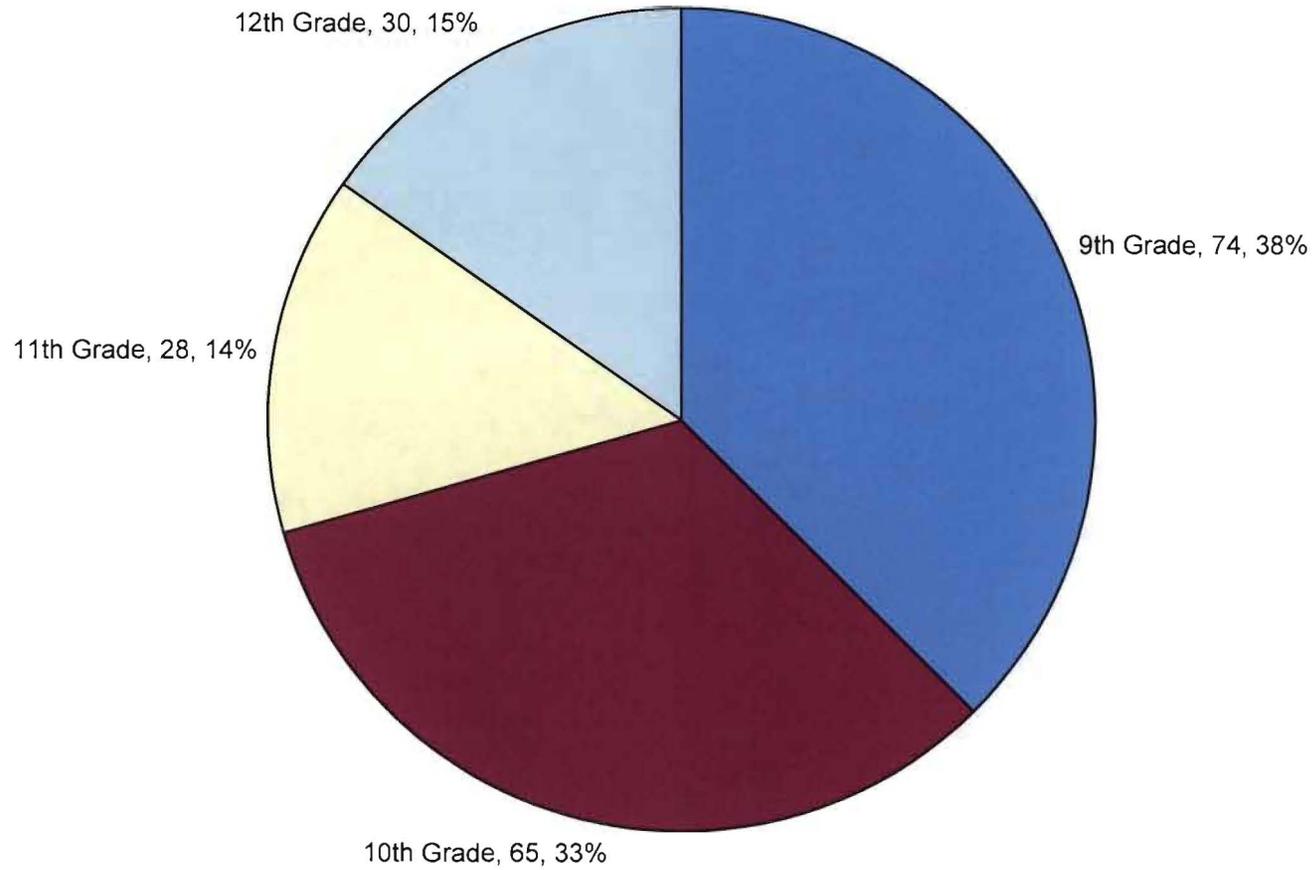
Student Withdrawals 2008-2009



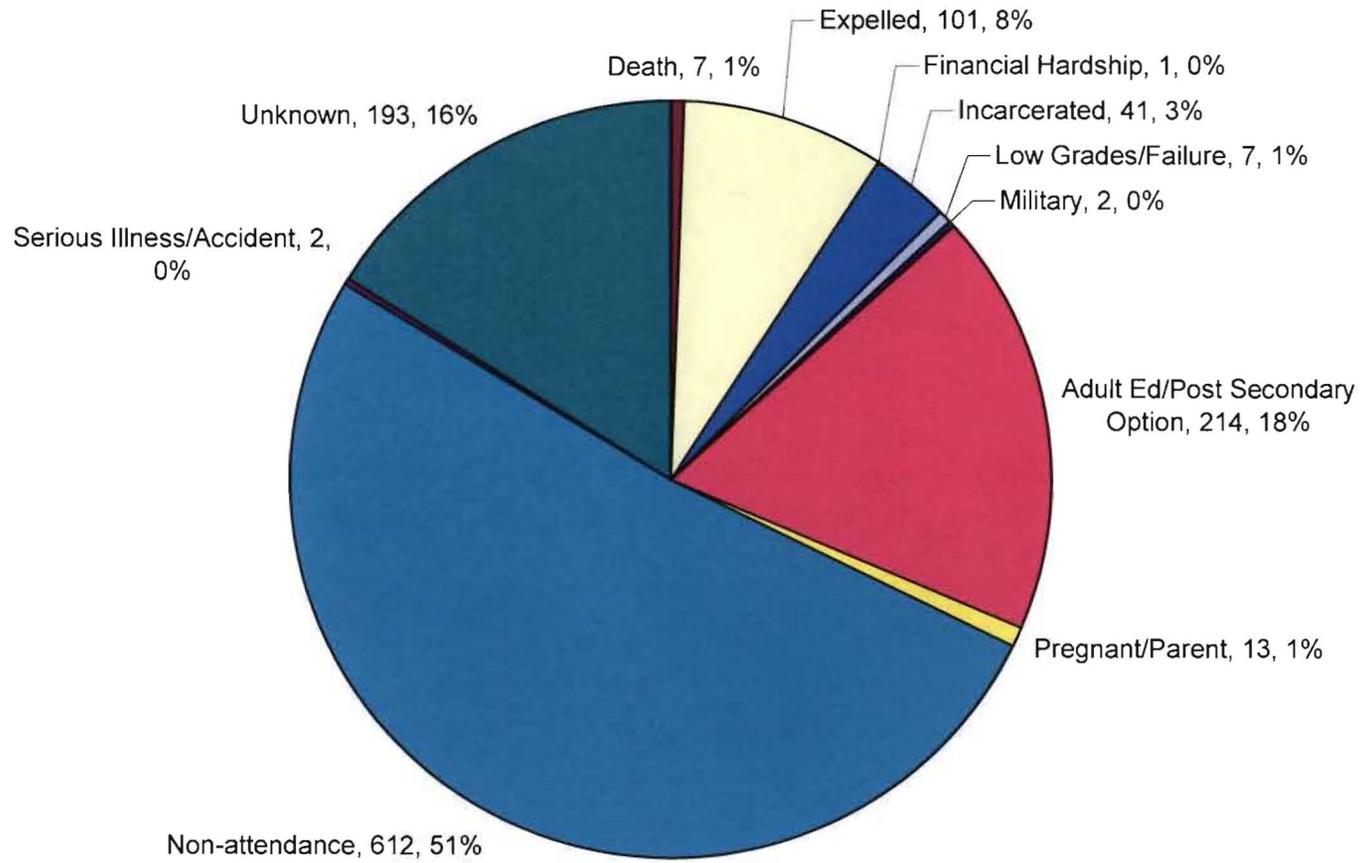
Student Withdrawals 2008-2009



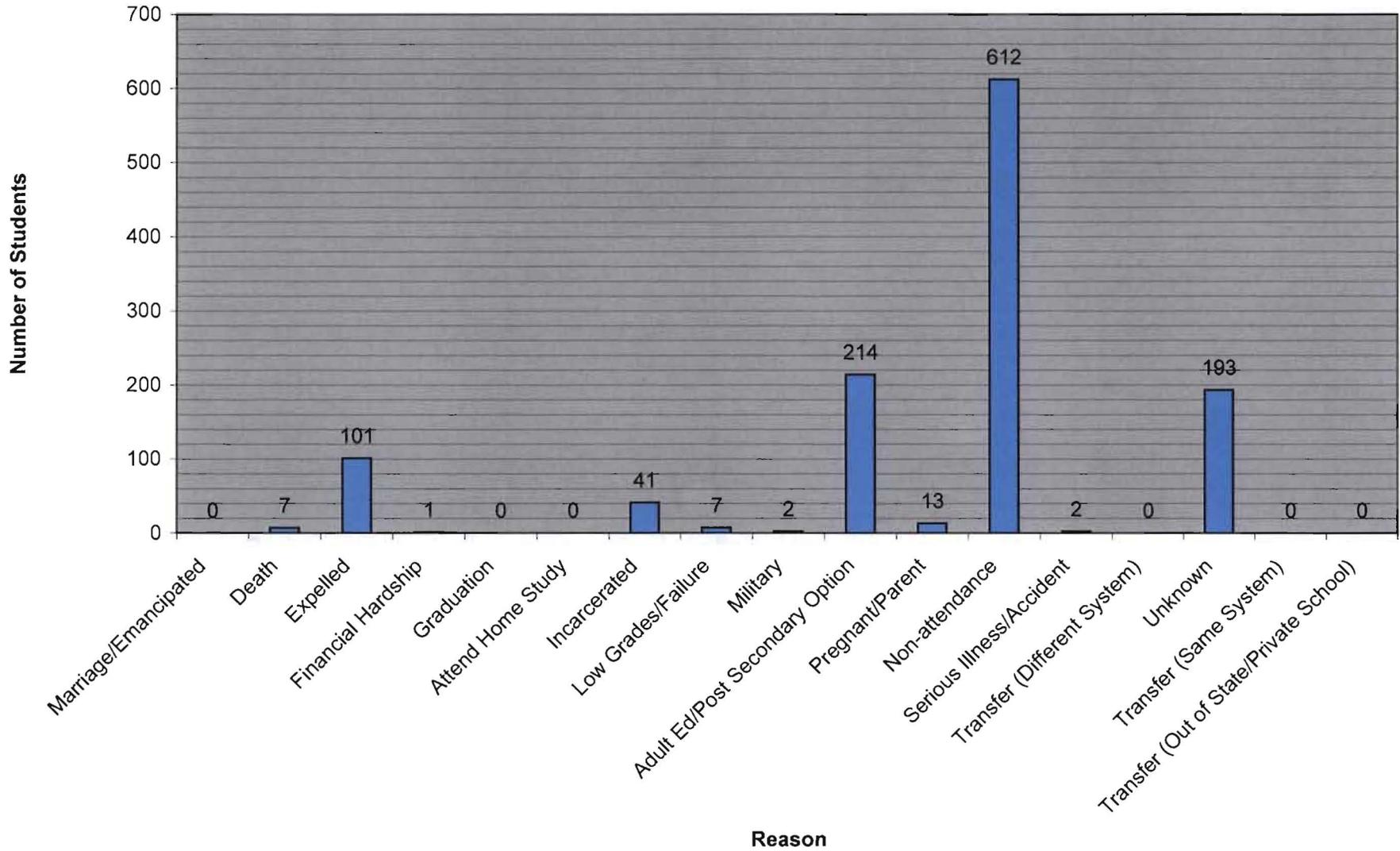
Student Withdrawals 2008-2009: Grade Level



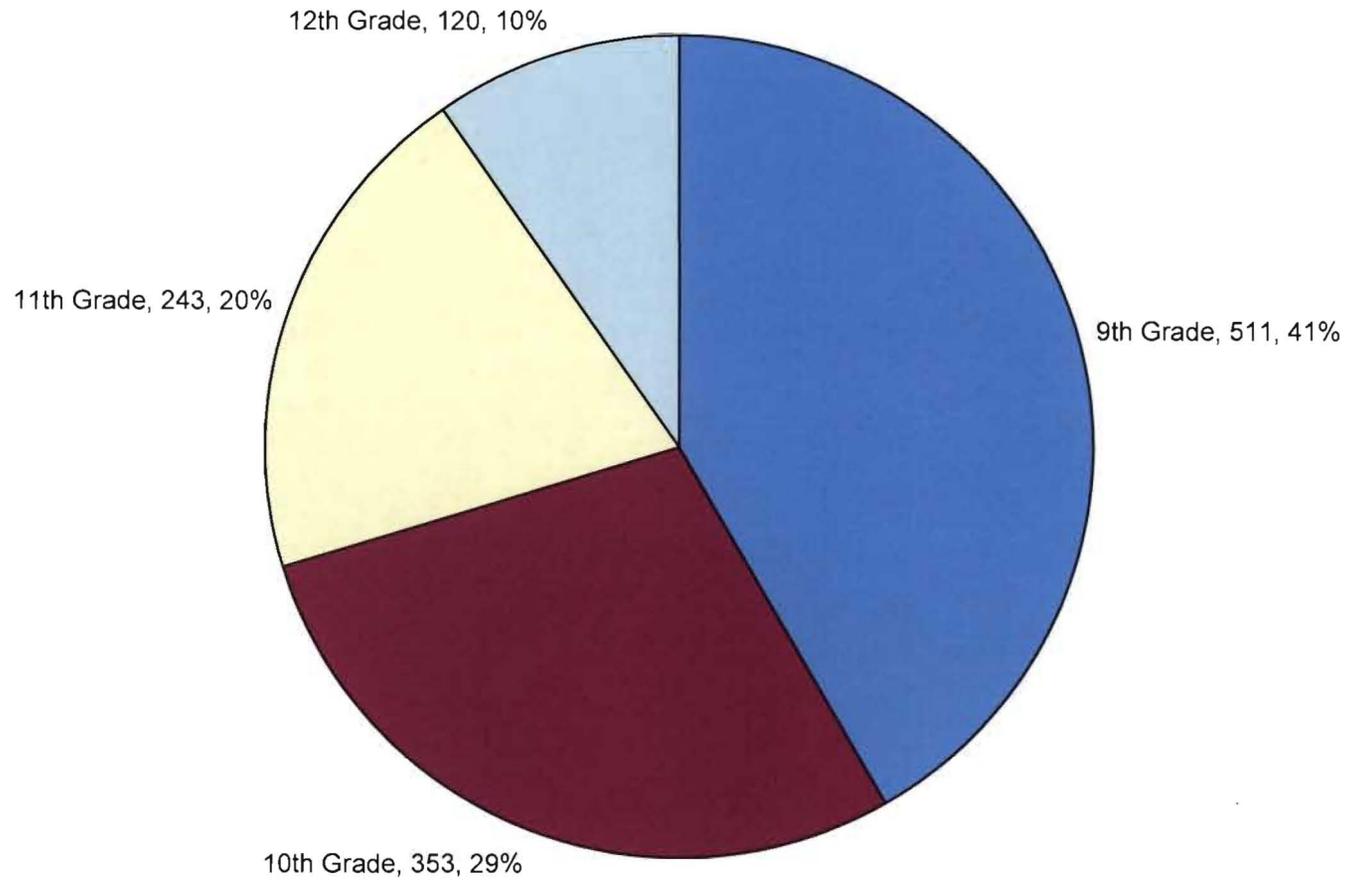
Student Withdrawals 2004-2009



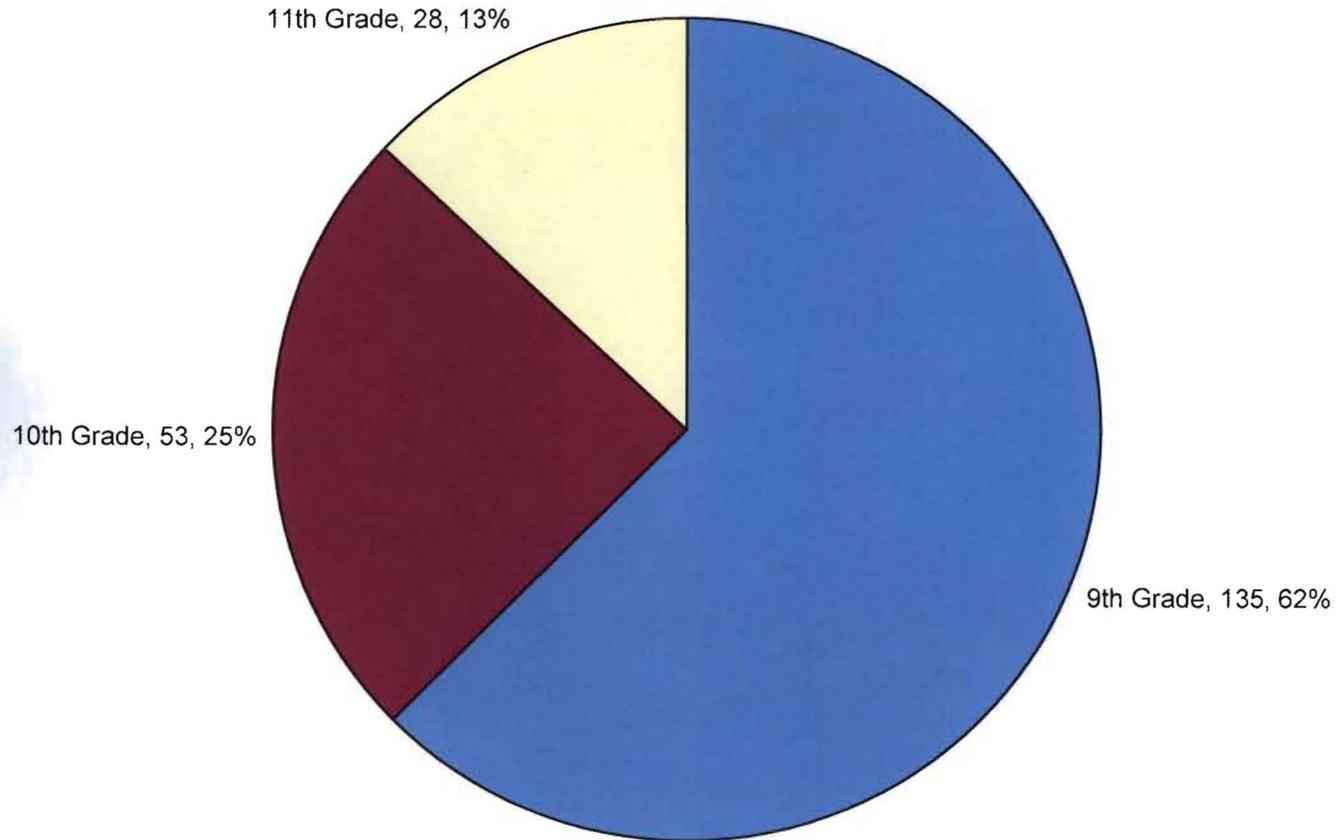
Student Withdrawals 2004-2009



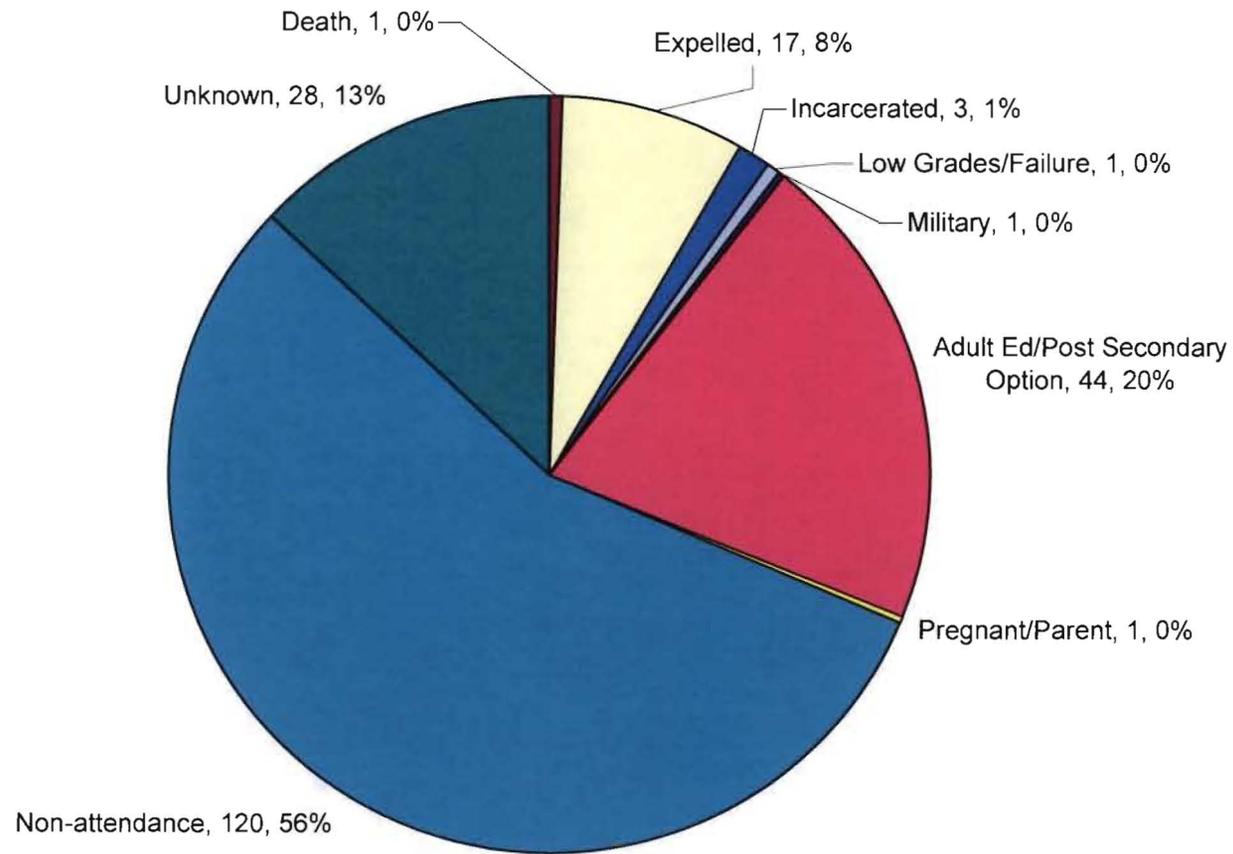
Student Withdrawals 2004-2009: Grade Level at Time of Withdrawal



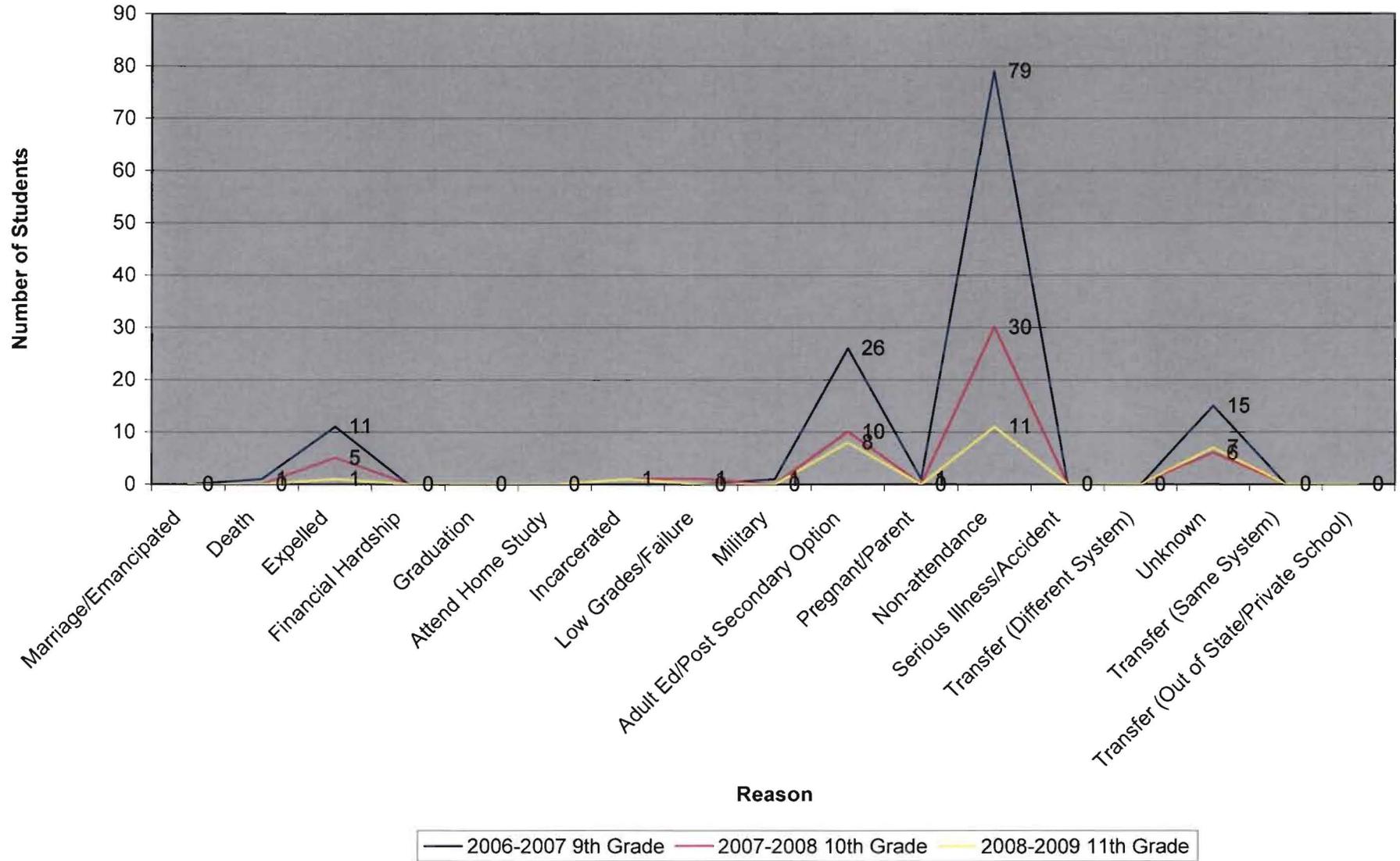
Class of 2010 Withdrawals by Year



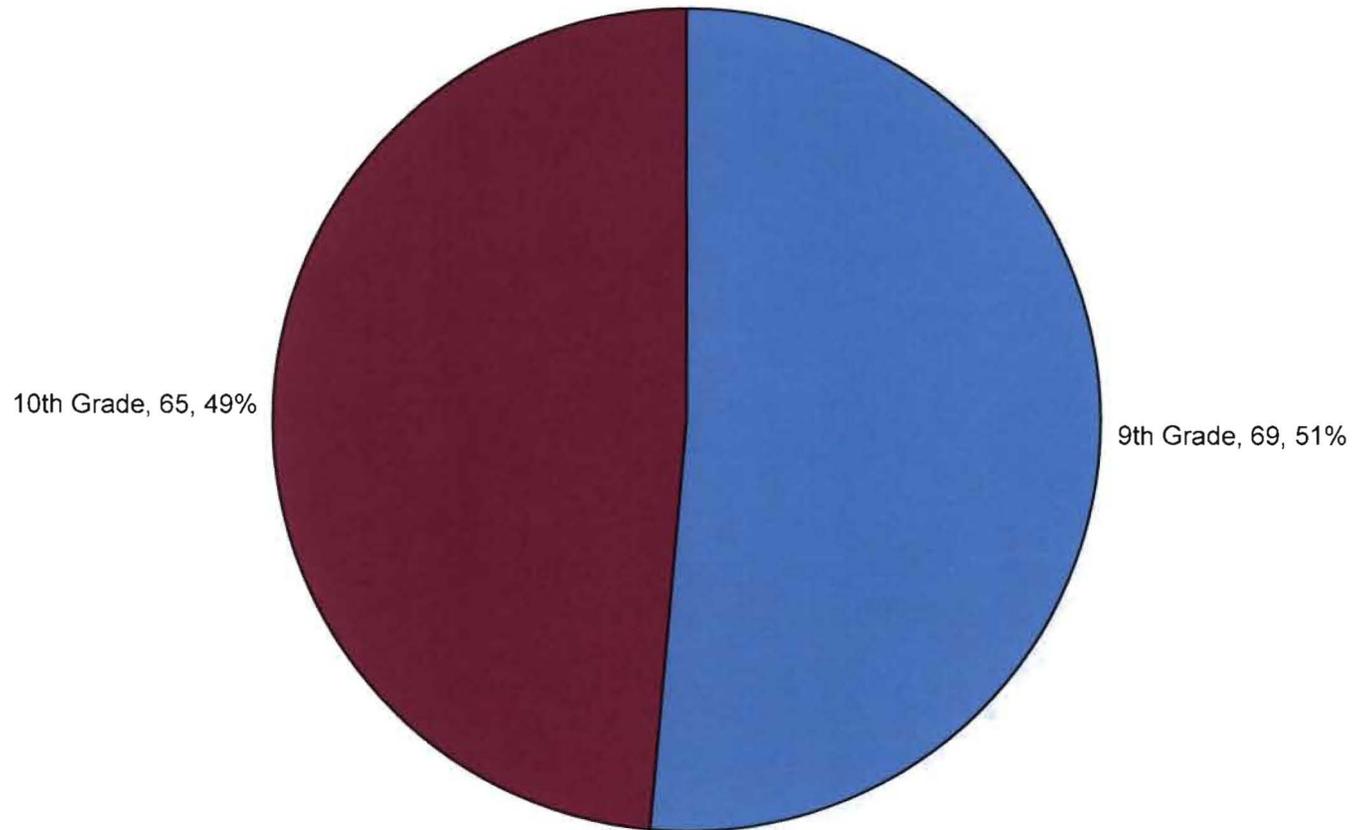
Class of 2010 Withdrawals by Reason of Withdrawal



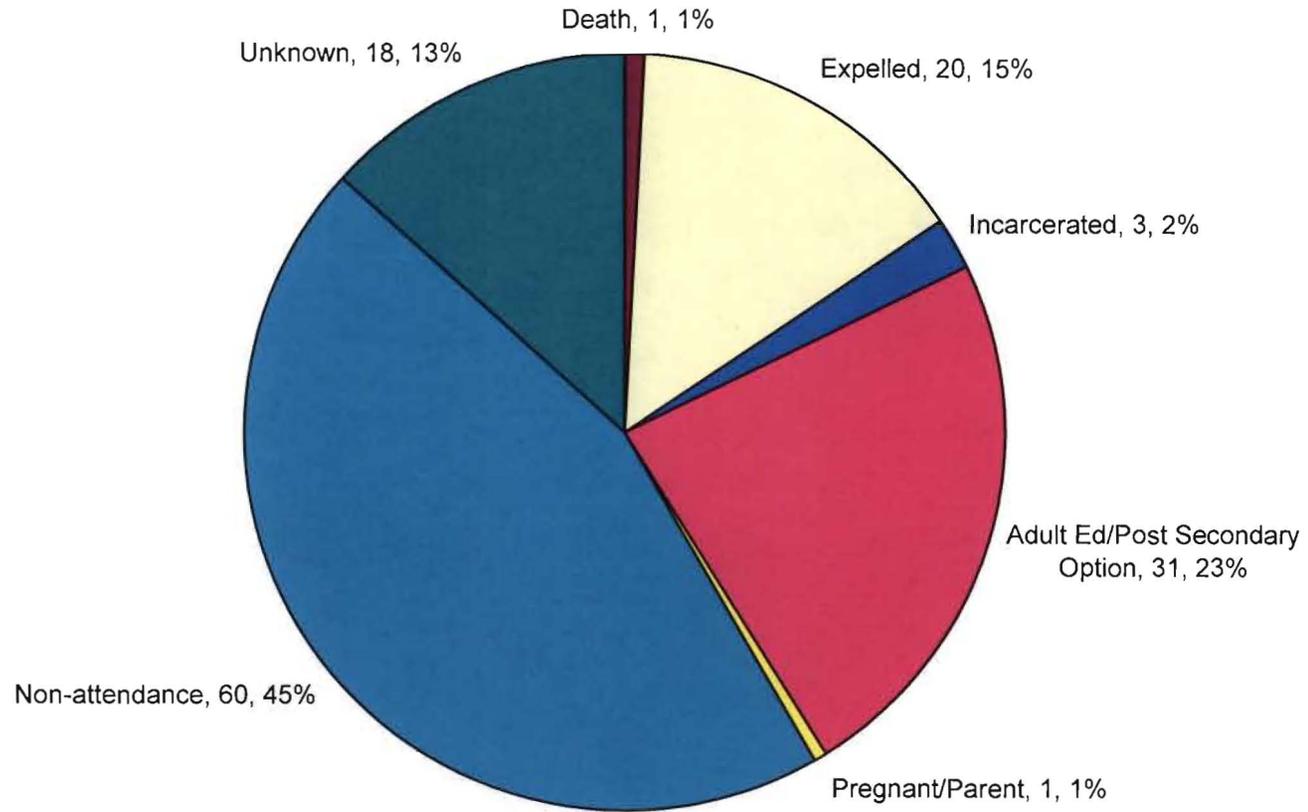
Class of 2010 Withdrawals: Comparison of 9th, 10th and 11th Grades



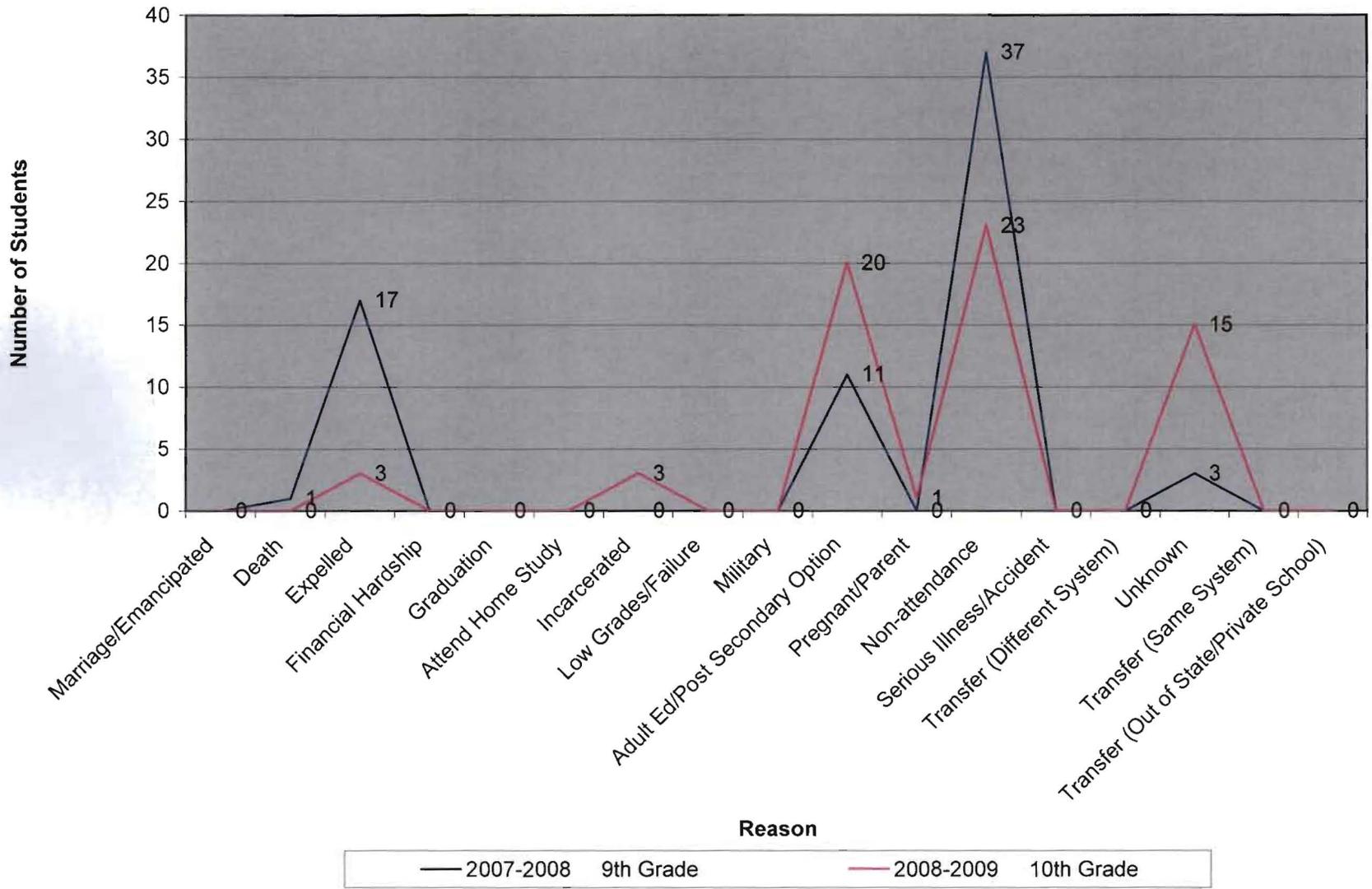
Class of 2011 Withdrawals by Grade of Withdrawal



Class of 2011 Withdrawals by Reason of Withdrawal



Class of 2011 Withdrawals: Comparison of 9th Grade and 10th Grade



Grant Writing Team Meeting

March 24, 2010

- Review status of the grant
- Discuss Freshman Academy
- Discuss Thematic/Career Academies
- Discuss Professional Learning

GHS Grant Writing Team Meeting Minutes  
March 24, 2010

- There was a review of the draft of the grant. The team discussed changes suggested from the first draft.
- The creation of the freshman academy was discussed. Some suggestions included using strategies such as lunch and learns and fight free days to motivate teachers and students. It was suggested that teachers in the freshman academy be given the opportunity to bond and to create the rules for the academy.
- The academies were discussed and the team suggested that the students be required to do service learning projects. The projects should be based on stipulations developed in each academy. Students should be required to complete electronic portfolios.
- Professional learning will be needed for technology, classroom management, culture, and differentiated instruction. The professional learning will be scheduled throughout the year to help reduce the possibility of teachers becoming overwhelmed with new information.
- The meeting was adjourned.



### What the SIG does for us...

**EXTREME MAKEOVER**  
Griffin High School Edition

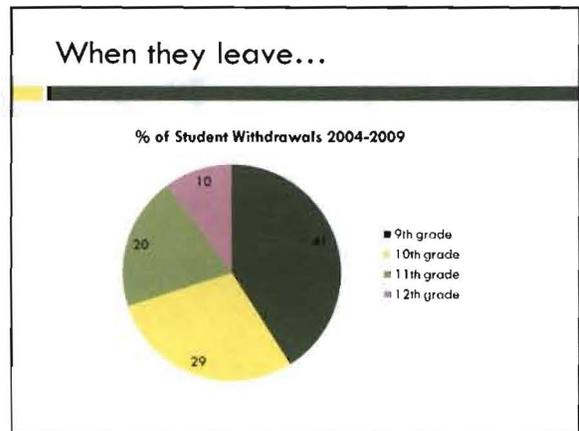
### Let the work begin!!

- Assembled the grant-writing team
  - 4 members from GHS, 3 central office members for support & expertise
- Formal writing sessions at DOE
- Collected stakeholder input and feedback
  - Students, teachers, parents, and community interests
- Utilized GAPPS Analysis data (needs assessment)
  - School wide

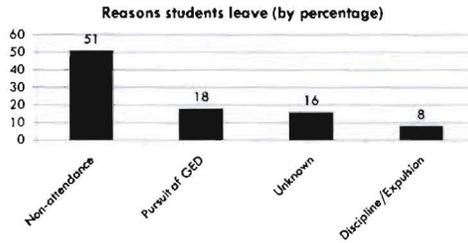
### Our redesign foci...

- Build capacity
  - Job-embedded professional learning
- Emphasis on changing the culture of Griffin High
  - "We are Griffin!"
  - Rigor, Relevance, and Relationships
- Smaller Learning Communities
  - Freshman Academy
  - Thematic Academies
- 21<sup>st</sup> Century school and classrooms
  - Instructional technology

### Data Collection...



### Why they leave...



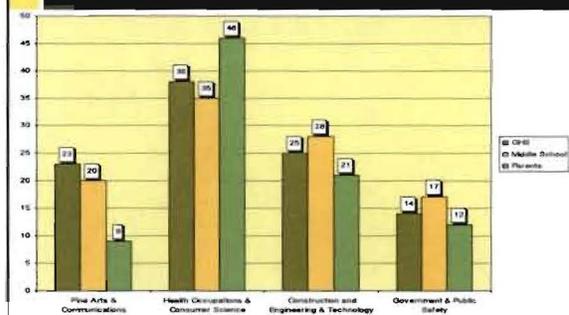
### Stakeholder feedback: GHS Needs

- Increased technology: hardware and software
- More diverse course offerings
- Increased rigor in the classroom
- Increased support for student achievement (i.e. tutorials, mentoring, credit recovery, etc.)
- Extended opportunities for parents to support student achievement (i.e. PTSO, parent-teacher conferences, etc.)

### Stakeholder feedback: Career Interests

- Health career
  - Nursing, medical assistant, pharmacist, EMT, ATC
- Vocational career
  - Cosmetology, culinary arts, automotive tech, construction
- Specialty career
  - Lawyer, engineer, biologist, teacher

### Stakeholder feedback: Academies



### Year 1: SY 2010-2011

- **Implement Freshman Academy**
  - Located on 100 hall
  - Administrative Suite
  - 3 Teams of 4 teachers
  - Pure class rosters
  - Pure lunch schedule
  - Academic path that leads to academies
  - Focused on transition and promotion



### Year 2: SY 2011-2012

- **Implementation of Thematic Academies**
  - Fine Arts & Communications
  - Health Occupations & Consumer Science
  - Engineering & Technology, and Construction
  - Entrepreneurship and Government & Public Safety



Desired outcomes...

- Specific
- Measurable
- Attainable
- Researched
- Time-oriented

- Increased Graduation Rate
- Decreased Dropout Rate
- Implement Thematic Academies
- Decrease Teacher Attrition
- Increase capacity of faculty/staff through job-embedded PL
- Create (and sustain) a culture that is responsive to GHS students, staff, and community at large

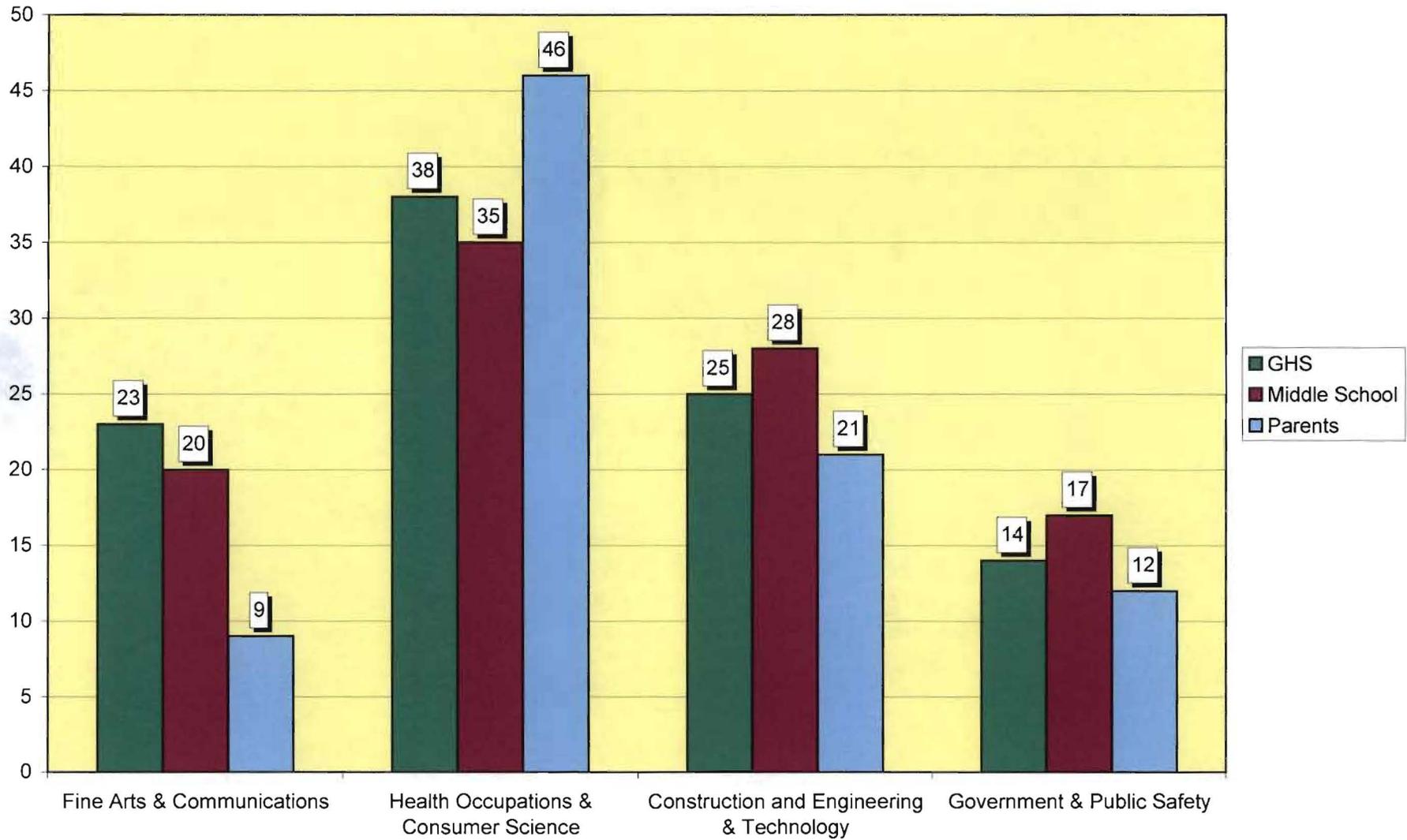


GRIFFIN HIGH SCHOOL

Questions, Comments...

School Improvement Grant: Application progress  
BOE Presentation, April 6, 2010

Stakeholder Feedback: Academies



**Griffin-Spalding County Board of Education  
Tentative Agenda  
April 6, 2010—6:00 p.m.**

\* = Added after 1<sup>st</sup> printing

**Our system will be world class—the first choice for educating children and serving families.**

**I. CALL TO ORDER AND WELCOME**

- Please place all electronic communication devices on silence or vibrate.

**II. PRAYER and PLEDGE OF ALLEGIANCE**

**III. ADOPTION OF AGENDA**

**IV. APPROVAL OF MINUTES** of the February 23, and March 2 2010, meetings

**V. RECOGNITIONS AND PRESENTATIONS—Mrs. Barbara Jo Cook**

- **Governor's Honors Program** – Laura Youmans  
Manuel Ruiz—Spalding High School
- **Young Georgia Authors System Winners**—Dr. Cynthia Anderson
  - K - Madde Lane (*Our Skating Adventure*), Crescent Elementary
  - 1<sup>st</sup> - Logan Spivey (*untitled*), Futral Road Elementary
  - 2<sup>nd</sup> - Gavin Duncan (*The Turtle that was in the Circus*), Crescent Elementary
  - 3<sup>rd</sup> - Jada Coker (*The Teacher is Missing*), Crescent Elementary
  - 4<sup>th</sup> - Blake Normandeau (*Me and My Puppy*), Futral Road Elementary
  - 5<sup>th</sup> - Abigail Chasteen (*School is Closed*), Crescent Elementary
  - 6<sup>th</sup> - Emily Gordy (*A Green Today Makes a Green Tomorrow*), Rehoboth Road Middle
  - 7<sup>th</sup> - Laura Harness (*The Big Bash*), Carver Road Middle
  - 8<sup>th</sup> - Abbie Argo (*Chaos*), Rehoboth Road Middle
  - 9<sup>th</sup> - Jalynn Williams (*Romeo and Juliet*), Griffin High School
  - 10<sup>th</sup> - Dominique Appling (*Miniscule*), Griffin High School
  - 11<sup>th</sup> - Taylor Trimble (*Silver Words*), Griffin High School
  - 12<sup>th</sup> Jay Dumas (*Longing Augusten to Pighead/Response-Unmoved Pighead to Augusten*), GHS
- **Griffin RESA Regional Science Fair Winners**—Dr. Cynthia Anderson and Laura Youmans
  - Carver Road Middle**—Dr. Cynthia Anderson
    - Bo Cavendar, 1<sup>st</sup> Place
    - Jenna Mae Paz, 1<sup>st</sup> Place
    - Julie Rice, 1<sup>st</sup> Place
  - Cowan Road Middle**—Dr. Cynthia Anderson
    - Ivan Buice, 1<sup>st</sup> Place
    - Megan Davis, 1<sup>st</sup> Place

## Attachment 8

### **Griffin High School**—Laura Youmans

- Maya Basu, 1<sup>st</sup> Place, U.S. Navy/Marine Corps
- Robert Cannon, 2<sup>nd</sup> Place
- Elizabeth Kwok, 2<sup>nd</sup> Place
- Jed Paz, 2<sup>nd</sup> Place
- Dalton Vining, 2<sup>nd</sup> Place
- Allison Waters, 2<sup>nd</sup> Place
- Dominique Appling, 3<sup>rd</sup> Place
- Miles Grier, 3<sup>rd</sup> Place
- Cleopatra Randolph, 3<sup>rd</sup> Place
- Taylor Winslow, 3<sup>rd</sup> Place
- Science Fair Coordinators: Jessica Devoursney, Dr. Edward Ramseur, and Nancy Wilson

### **Spalding High School**—Laura Youmans

- Lauren Cook, 1<sup>st</sup> Place, Society for In Vitro Biology; UGA Award for Outstanding Biology or Environmental Science (Sponsored by UGA-Griffin); and International Science & Engineering Fair
- Brianna Dasher, 1<sup>st</sup> Place, ASM Materials Education Foundation; U.S. Air Force; and Yale Science & Engineering Association
- Ruth Guerra, 1<sup>st</sup> Place, Ricoh Americas Corporation
- Ashton Shelnutt, 1<sup>st</sup> Place, U.S. Navy/Marine Corps
- Byron Blackmon, 2<sup>nd</sup> Place
- Samantha Chasse, 2<sup>nd</sup> Place
- Laura McGhee, 2<sup>nd</sup> Place
- Morgan McKneely, 2<sup>nd</sup> Place
- Rachel Bailey, 3<sup>rd</sup> Place
- Sarah Bakr, 3<sup>rd</sup> Place
- Haythem Shata, 3<sup>rd</sup> Place
- Meg Ward, 3<sup>rd</sup> Place
- Science Fair Coordinators: Joy McGee, Kristine Ahrens and Claudia Dennis

### ▪ **\*Georgia State Science and Engineering Fair Senior Division Winners**—Laura Youmans

- Lauren Cook, 1<sup>st</sup> Place, Spalding High School
- Maya Basu, 2<sup>nd</sup> Place, Griffin High School
- Ashton Shelnutt, 2<sup>nd</sup> Place, Spalding High School
- Brianna Dasher 3<sup>rd</sup> Place, Spalding High School

### ▪ **2010 C-SPAN Student Winners**—Dr. Cynthia Anderson

- Kevin Streeter, Kennedy Road Middle School
- Edgar Colin-Sanchez, Kennedy Road Middle School
- C-SPAN Coordinator, Lonny Harper

### ▪ **Griffin-Spalding County School System Teacher Scholarship Recipients**—Stephanie Dobbins

Dimitra Collier—Special Education Department  
Lutricia Colvard—Moreland Road Elementary  
Amina Fears—Moore Elementary  
Tamika Redding—Futral Road Elementary Charter School

### ▪ **Georgia Leadership Institute for School Improvement Participants**—Denise Burrell

Anthony Aikens, Dexter Sands, Valerie Mercer, Andy Matthews, and Curtis Jones

\*\*\*\*\*BREAK\*\*\*\*\*

**VI. PUBLIC COMMENTS**

(Policy BCBI—sign up prior to the beginning of the meeting)

**VII. SUPERINTENDENT’S REPORT**

- \*Griffin Technical College—Flynt Street Property Resolution—Tim Shepherd

**VIII. COMMITTEES**

**A. INSTRUCTION—Mrs. Fannie Delaney**

Information Item(s):

1. Griffin High School Extreme Make-over Improvement Grant—Keith Simmons

**B. EXTERNAL AFFAIRS—Mrs. Barbara Jo Cook**

Information Item(s):

1. Orrs Elementary School is one of twenty finalists for the National School of Character! The school had a site visit on March 30.
2. PAGE ONE magazine has featured Orrs Elementary in this month’s issue in honor of the school being named the 2010 Georgia School of Character.

**C. FINANCE—Zack Holmes**

**D. ADMINISTRATIVE SERVICES—James Graham**

Action Item(s)—Superintendent’s Recommendation for Approval:

1. Second Reading of Policy JBD—Absences and Excuses—Jim Smith
2. SPLOST III Revised Project Priorities—Bruce Ballard
3. Jordan Hill Elementary Renovation Bid—Bruce Ballard
4. American Red Cross Shelter Agreement—Bruce Ballard
5. North Griffin Congregational Holiness Church request—Bruce Ballard

Information Item(s):

1. Construction and Renovation Update—Bruce Ballard
2. Facilities and Maintenance Update—Bruce Ballard

**E. HUMAN RESOURCES—James Westbury**

Action Item(s)—Superintendent’s Recommendation for Approval:

- \*1. Election of Certified Staff:
  - \*Byrd, Meredith, Teacher, Kennedy Road Middle
  - \*Hall, Allyson, Teacher, Cowan Road Middle
  - \*Sylvester II, Roderick, Teacher, Cowan Road Middle

**Attachment 8**

- 2. Renewal Recommendations for Certified Staff (2010-2011):  
Cona, Elise, Teacher, Spalding High School  
Williamson, James, Teacher, Griffin High School
  
- 3. Transfers:  
\*Gladney, Valeria, Teacher, Griffin High to Teacher, Griffin-Spalding Alternative School  
Leeks, Stephanie, Teacher, Jackson Road Elementary to Teacher, Rehoboth Road MS
  
- 4. Resignations:  
\*Gray, Gaynor, Teacher, Orrs Elementary—effective 6-02-10  
Purcell, Meghan, Teacher, Cowan Road Elementary —effective 6-02-10  
Purim, Alice, Teacher, Griffin High School—effective 6-02-10  
Kierbow, Harry, Teacher, Rehoboth Road Middle—effective 6-02-10
  
- 5. Retirements:  
\*Hastings, Betty, Custodian, Crescent Elementary-effective—5-31-10  
Ford, Bobby, Bus Driver, Transportation—effective 5-31-10
  
- \*6. Terminations:  
\*Yarbrough, Quivette, Nutrition Assistant, Cowan Road Middle School
  
- \*7. Release from Contract:  
\*Studle, Sandy, Media Specialist, Carver Road Middle School (accepted another position)

**IX. ANNOUNCEMENTS:**

Friday	April 9	Board of Education Retreat	9:00 a.m.
April 19 – 23		Spring Break	
Tuesday	April 27	Board of Education Meeting	6:00 p.m.
Thursday	April 29	Retiree Luncheon—UGA Pavilion	11:30 a.m.
		Vision for Public Education—Henry Co. High	6:30 p.m.
Saturday	May 1	School Bus Road-E-O	9:00 a.m.
		Griffin High School Student Parking Lot	
Tuesday	May 4	Board of Education Meeting	6:00 p.m.

**X. EXECUTIVE SESSION (Optional)**

**XI. ADJOURNMENT**

Griffin High School  
**Leadership Team Meeting Minutes**  
April 7, 2010  
7:15am

Present: Clark Hanes, Janet Ware, Bill Kelly, Jennifer Dooley, Jennifer Gay, Tracey Ellis, Chris Lokey, Carlos Barrow, and Valeria Gladney

- Mrs. Ware shared updates on the \$6 million SIP grant writing process.
  1. Mr. Simmons presented an overview of the grant to the BOE last night.
  2. The grant currently has 77 pages and outlines intentions to implement a freshman academy during the 2010-11 school and plans to roll out thematic academies during the 2011-12 school term.
  3. Mr. Simmons will begin interviewing teachers for the freshman academy soon.
- The prom disaster drill will held at 9:00am today. Juniors and seniors will be called to field at the appropriate time. Teachers of these students should escort their students to the field and remain with them. Teachers who teach 9<sup>th</sup> or 10<sup>th</sup> graders third period should return to class if the presentation extends beyond 9:30am. The Nurse Cindy Tucker and Resource Officer Brown have coordinated the efforts.
- The EOCT testing schedule will be forwarded from Mr. Lokey's office. The schedule will be based on last year's outline. Teachers will administer the test to their students.
- STEEP testing will take place April 29, 2010.
- GHSGT predictor tests will be administered on April 14<sup>th</sup> and 15<sup>th</sup> to tenth graders in World History and Biology classes.

Meeting adjourned.

**Attachment 8**

Mission: Griffin High School is a professional learning environment that prepares students to be productive citizens.  
Vision: To become a renowned institution of excellence.

**Griffin High School  
Leadership Team Meeting**

**Wednesday, April 7, 2010**

**A G E N D A**

**Daring to be excellent!**

- Minutes
  - o Corrections/additions/deletions
  - o Approval
- Grant
- Review of New SIP

Parent Involvement

Disaster Drill  
 ECCT

Predictor Tests (Sci & Soc. Stud) Apr. 14<sup>th</sup> 15

NOTES:

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Griffin High School  
**School Council Meeting Minutes**  
April 8, 2010  
7:15am

Present: Janet Ware, Linda Norman, Alisa Walker, James Walker, and Valeria Gladney

- Inspiration: "Tomorrow" by Milton Graves III presented by James Walker.
- Agenda was read and approved by Linda Norman.

Old Business

- Minutes from the last meeting were read and approved.

New Business

- There was 98% participation for testing on the GHSGT everyday. The results should be on the portal the first week of May. The administration will let the thirty three seniors who are waiting on the scores know their status. Some special education students have gone to Faith Academy and that will not count against GHS.
- Senior Meeting was held on Tuesday with Mrs. Ware. She asked the teachers to give students their missing task list for the 55% category. She also met with AP and honors teachers to ask them to do the same for their students. Those students who have too many absences are required to attend Saturday School to make up the time.
- The grant must be submitted to the DOE by Thursday, April 15, 2010. Mr. Simmons is currently working with Mr. Lokey on finalizing the professional development plan which is incorporated in the grant.
- A group from GHS will attend the Summer Leadership Institute to work on SIP. The SIP may change when Mr. Simmons receives the GHSGT results. The SMART goals reflect 2009-10 data; therefore, the measures may change.
- The EOCT's will take place the first week in May. Students will test with their teachers.
- STEEP testing will take place the week prior to EOCT.
- Central office is looking at improving the testing calendar.
- The operational budget of \$137,495 has decreased since Mrs. Ware's first year.
- Fifty computer carts have been purchased.
- Thirty-two new desktops have been purchased; the old computers will be placed in teacher's classrooms.
- The disaster drill and ghost out went well. Nurse Tucker and Officer Brown did a good job coordinating the event

Meeting adjourned

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Griffin High School may get 'extreme makeover'

by Thomas Hoefler

1 month ago | 1145 views | 1 | 6

With the beginning of the 2010-2011 school year, Griffin High School may be in line for an "extreme makeover."

Those were the words of Griffin-Spalding County School System Superintendent Curtis Jones when he highlighted a grant opportunity for Griffin High during the last Griffin-Spalding County Board of Education meeting.

The School Improvement Grant — federal money administered by the states — will give out between \$50,000 and \$2 million per year for three years to those schools with successful applications. Griffin High is the only school in the system eligible to apply because its three-year graduation rate average is below 60 percent (55.9 percent).

The School Improvement Grant allows schools to determine one of four models — turnaround, restart, closure and transformation. Jones expressed his strong support for the transformation model to the board. Among a variety of guidelines, this model would identify and reward staff members who are increasing student outcomes.

The grant money cannot be used for construction or personnel. Instead, it must go toward quality instruction, which may include, for example, the hiring of professional development coaches, said Middle School Curriculum Director Cynthia Anderson.

"We cannot go out and hire more teachers. The goal is to build capacity," so that when the grant money is gone, someone in-house can continue the work, Anderson said.

"They want you to build things that are sustainable long-term," added Assistant Director of Federal Programs Ashley McLemore.

As the application deadline of April 15 nears, the school system will hold an open brainstorming session at 9 a.m. Saturday at Griffin High School to gather input from the community on what to include in the application.

"We are very excited about this possibility. We'll let the community help us reconfigure, reignite Griffin High School," Jones said.

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### BOE updated on grant application

by Thomas Hoefer

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At the Griffin-Spalding County Board of Education meeting Tuesday, soon-to-be Griffin High School Principal Keith Simmons updated board members on the school's application for a school improvement grant.

The grant gives out up to \$2 million per year over three years for schools with successful applications. Griffin High has assembled a team that will write and submit the application before the deadline on April 15.

"It's our intent to change what we do from the inside out," Simmons said.

The educational means outlined in the application will serve to increase the school's graduation rate and decrease its drop-out rate.

For the 2010-2011 school year, a freshman academy would focus on students' transition from middle to high school. Simmons presented data collected for 2004 to 2009 that showed that of all students leaving Griffin High without a diploma, 41 percent drop out in ninth grade.

In the following school year, Griffin High would implement a thematic academy that gives students four areas of specialization: fine arts and communication, health occupation and consumer science, entrepreneurship and government and public safety, and engineering, technology and construction.

Simmons also pointed out that changing the culture at Griffin High is part of the plan.

"We are looking at increasing rigor, increasing relevance, increasing relationships," he said, adding that a number of students who were surveyed had asked for more rigor.

"That's exciting, in my opinion, to have students who ask to be more challenged," Simmons said.

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## School Improvement Grant 1003(g)

### LEA Application 2010

**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.

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

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

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

- Extending the period of availability of school improvement funds.

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

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

- N/A  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.



## School Improvement Grant 1003(g)

- A2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that
- (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and
  - (2) Are designed and developed with teacher and principal involvement.

**Actions:**

During the 2008-09 school year, the current principal piloted Class Keys using five teachers who volunteered to be a part of the process. Subsequently, the current administrative team was then trained on the evaluation process. The five teachers selected to participate in the pilot program discussed the model within their departments so that all of their colleagues would know about the process. Additionally, the principal shared the document with the entire faculty and provided time for the teachers piloting the program to report their experiences with the faculty.

Currently, Griffin-Spalding County Schools is using a modified version of Class Keys, and all teachers were trained on the instrument at the beginning of the current school year. Additionally, all teachers were required to go on the state DOE website and read background information and guidelines for Class Keys. At the end of this year teachers and principals will give feedback concerning this evaluation instrument. As such, full implementation of the Class Keys instrument would not be extremely difficult. The incoming principal has already been trained in using the Class Keys instrument and plans to roll out the implementation training phase of the Class Keys model at GHS during the 2010-2011 school year. Full implementation of the Class Keys model will take place during the 2011-2012 school year.

Teachers will have addendums added to their contracts, within the first month of school, which will be written to reflect specific goals focused on student growth for each year to include both professional development and student achievement. Subjects that have GHSGT's and EOCT's attached to them will have specific performance goals related to student performance on these exams. All other subjects will have achievement goals linked to specific performance indicators within their discipline.

All departments have created/have begun to create pre- and post-tests, as well as benchmark and predictor exams, that are used to show the student growth over the course of the school year. The school will continue using the system's data warehouse to store this information and to make results easily accessible to teachers

**Timeline:**

August 2010 - August 2011

August 2011-ongoing

## **School Improvement Grant 1003(g)**

so as to inform instructional practices. Leading indicators should be monitored bi-weekly in order to adjust instruction accordingly.

Portfolios are currently utilized to show student growth in an individual teacher's classroom. Teachers will be required to continue to maintain documents relating to standardized test data, diagnostic tests, assessments, lesson plans, and professional development. A rubric has been developed to determine levels of mastery and overall performance. These evaluation methods will be monitored by the administrative staff twice a year and will be used in conjunction with Griffin-Spalding County School System annual evaluation instrument to evaluate the overall performance of teachers.

Administrators will be evaluated with the Griffin-Spalding County School System Administrator Evaluation Form (refer to Attachment A2-a below) and the Building Level Leadership Evaluation Form (refer to Attachment A2-b below) based on the eight roles of leadership. These documents directly link an administrator evaluation to student achievement. The Griffin-Spalding County School System plans to study and implement the GA DOE Leader Keys as soon as they are released.

August 2010 – June 2011

# School Improvement Grant 1003(g)

## Attachment A2-a: Griffin-Spalding County School System Administrator Evaluation Form

### GSCS ADMINISTRATOR EVALUATION FORM

#### PART I – ADMINISTRATIVE DATA

NAME (Last, First, Middle Initial)	SSN	Position	Salary Rank	Date Assigned to Position	Location
------------------------------------	-----	----------	-------------	---------------------------	----------

PERIOD COVERED						RATED ADMINISTRATOR COPY (Check one and date)	INITIAL EVAL (DATE)	ANNUAL EVAL (DATE)	FOLLOW-UP EVAL (DATE)
FROM			THRU						
YEAR	MONTH	DATE	YEAR	MONTH	DATE				
						2. Forwarded to Administrator			

#### PART II – RATER INFORMATION

NAME OF RATER (Last, First, MI)	SSN	POSITION <b>Assistant Superintendent</b>	SIGNATURE	DATE
NAME OF INTERMEDIATE RATER (Last, First, MI)	SSN	POSITION	SIGNATURE	DATE
NAME OF SENIOR RATER (Last, First, MI)	SSN	POSITION <b>Superintendent</b>	SIGNATURE	DATE
ADMINISTRATOR SIGNATURE – FORMATIVE EVALUATION				DATE

#### PART III – DUTY DESCRIPTION

TITLE
DUTIES AND RESPONSIBILITIES

#### PART IV – PERFORMANCE EVALUATION – PROFESSIONALISM (Rater)

##### CHARACTER – Disposition of the leader: combination of Attributes, Cross Cutting Skills, and the 8 Roles of School Leaders

a. GSCS ATTRIBUTES (Comment on all "No" indications in Part V b).		Yes	No	Yes	No
1. CHARACTER-DRIVEN: Doing the "right things right"				5. STUDENT: Being a willing learner with a goal of improvement	
2. INFLUENCE: Impacting others to follow because of your person				6. CONFIDENCE: Making well thought-out decisions	
3. RELATIONAL: Caring for others so a sense of community is developed				7. CREATING AN ENVIRONMENT OF CHANGE: Leading others to embrace change even when the way is not clear	
4. VISIONARY: Fulfilling a vision - even one you did not champion				8. OPENESS: Evidencing respect for others and transparency	

b. GSCS CROSS CUTTING SKILLS: First, choose a total of six that best describe the rated administrator. Circle the appropriate "YES" or "NO" response with optional comments in PART Vb.								
1. ANALYZING Diagnosing and clarifying issues	YES	NO	2. COLLABORATING fostering good give-and-take relationships	YES	NO	3. CHANGE Knowing when to shift to support it	YES	NO
5. COACHING Providing positive and constructive feedback	YES	NO	6. COMMUNICATING Clearly and accurately explaining and articulating the mission/vision	YES	NO	7. MODELING Demonstrating behaviors you wish others to adopt	YES	NO
9. DELEGATING Trusting subordinates	YES	NO	10. DECISION-MAKING Using the scientific method	YES	NO	11. PROJECT MGT Tracking progress by setting clear goals and developing staff and outcomes	YES	NO
						12. QUESTIONING Requesting clear, concise information that achieves desired results	YES	NO

c. GSCS VALUES AS THEY RELATE TO GLISIS' 8 Roles of School Leaders: Select "YES" or "NO" for each of the 8 roles			
ACCOUNTABILITY	1. Curriculum, Assessment, Instruction Leader Lead team(s) to apply best practices	YES	NO
EFFECTIVENESS	3. Operations Leader Lead team(s) to evaluate effectiveness of the management plan	YES	NO
QUALITY	5. Data Analysis Leader Lead team(s) to make decisions regarding school and classroom practices based on data analysis	YES	NO
	2. Learning and Performance Development Leader Develop a plan for a learning community that is results-focused	YES	NO
	4. Process Improvement Leader Ensure that the vision, mission of the school are aligned to district	YES	NO
	6. Performance Leader Lead team(s) to conduct performance reviews	YES	NO

## School Improvement Grant 1003(g)

<b>FAIRNESS</b>	<b>7. Relationship Leader</b> <b>YES</b> <b>NO</b> Communicate effectively with stakeholders	<b>8. Change Leader</b> <b>YES</b> <b>NO</b> Lead team(s) to sustain the change process in the face of resistance	
<b>a. NAME</b> Jones	<b>SSN</b> 0528	<b>PERIOD COVERED</b> 07/09-01/2010	
<b>PART V – PERFORMANCE EVALUATION (Rater)</b>			
<b>b. EVALUATE THE RATED ADMINISTRATOR'S PERFORMANCE DURING THE RATING PERIOD</b> <input type="checkbox"/> <b>OUTSTANDING PERFORMANCE</b> <input type="checkbox"/> <b>SATISFACTORY PERFORMANCE</b> <input type="checkbox"/> <b>UNSATISFACTORY PERFORMANCE</b> <input type="checkbox"/> <b>OTHER (Explain)</b>			
<b>b. COMMENT ON SPECIFIC ASPECTS OF THE PERFORMANCE AND POTENTIAL</b>  			
<b>c. IDENTIFY ANY UNIQUE PROFESSIONAL SKILLS OR AREAS OF EXPERTISE OF VALUE TO GSCS THAT THIS ADMINISTRATOR POSSESSES.</b>  			
<b>PART VI – INTERMEDIATE RATER</b>			
<b>PART VII – SENIOR RATER</b>			
<b>a. SELECT ONE OF THE FOLLOWING:</b>  <input type="checkbox"/> <b>LEVEL 5 EXECUTIVE</b> (Possesses personal humility and professional will)  <input type="checkbox"/> <b>EFFECTIVE LEADER</b> (Is committed to and vigorously pursues a clear and compelling vision)  <input type="checkbox"/> <b>COMPETENT MANAGER</b> (Effectively and efficiently pursues predetermined objectives)  <input type="checkbox"/> <b>CONTRIBUTING TEAM MEMBER</b> (Works effectively with others in a group setting)  <input type="checkbox"/> <b>HIGHLY CAPABLE INDIVIDUAL</b> (Makes productive contributions)	Comments:          		
	<b>ADMINISTRATOR SIGNATURE – ANNUAL EVALUATION</b>		<b>DATE</b>
	<b>PRIMARY RATER SIGNATURE – ANNUAL EVALUATION</b>		<b>DATE</b>

# School Improvement Grant 1003(g)

## Attachment A2-b: Building Level Leadership Evaluation Form

### Griffin-Spalding Schools Building Level Leadership Evaluation

Name: \_\_\_\_\_ Position: \_\_\_\_\_

<b>1.0 Curriculum, Assessment, Instruction (CAI) Leader</b>		
REQUIRED TASKS	S/NI	COMMENTS
a. Prepare teachers for implementation by developing their understanding of unpacking performance standards and backward design (C)		
b. Communicate assessment practices and grading policies to students, teachers, parents and communicate assessment practices and grading policies to students, teachers, parents and stakeholders (A)		
c. Ensure that a standards-based curriculum is implemented in each classroom (I)		
d. Ensure full implementation of Response to Intervention (RTI) (I)		
e. Conduct a summative evaluation of Comprehensive School Improvement Plan (CSIP) goals based on performance data to plan for next year (I)		
CHECK THOSE THAT APPLY	S/NI	COMMENTS
<input type="checkbox"/> Lead the faculty to use standards-based curriculum maps to guide teaching and learning in the classroom (C) <input type="checkbox"/> Lead teachers to develop individual improvement plans that target high levels of learning for all students (C) <input type="checkbox"/> Lead team(s) to implement a standards-based curriculum to improve student learning (C) <input type="checkbox"/> Lead teachers to assess alignment of student work to rubrics for performance (C) <input type="checkbox"/> Lead team(s) to apply best practices for formative and summative assessments (A) <input type="checkbox"/> Lead team(s) to develop common and classroom assessments and timelines for implementation (A) <input type="checkbox"/> Lead team(s) to identify strengths and weaknesses in student performance to inform professional development and planning (A) <input type="checkbox"/> Lead the faculty to use effective research-based instructional strategies to increase student academic achievement (I) <input type="checkbox"/> Lead team(s) to provide appropriate and differentiated instruction for diverse groups of students (I) <input type="checkbox"/> Lead team(s) to continuously seek and to evaluate emerging practice which can be used to improve CAI		
<b>2.0 DATA ANALYSIS LEADER</b>		
REQUIRED TASKS	S/NI	COMMENTS
a. Lead team(s) to implement the Plan-Do-Check-Act improvement process using data		

## School Improvement Grant 1003(g)

b. Lead team(s) to develop the Comprehensive School Improvement Plan (CSIP)		
CHECK THOSE THAT APPLY	S/NI	COMMENTS
<input type="checkbox"/> Lead stakeholder groups to assist with development of SMART goals as they relate to comprehensive planning for school improvement <input type="checkbox"/> Lead team(s) to make decisions regarding school and classroom practices based on data analysis team(s) to conduct whole-faculty review of grade-level analysis <input type="checkbox"/> Lead teachers to analyze gaps between their personal expectations for students and their students' actual achievement		
<b>3.0 PROCESS IMPROVEMENT LEADER</b>		
REQUIRED TASKS	S/NI	COMMENTS
a. Identify potential process improvement approaches by studying best practices, reviewing research, benchmarking processes against those in similar schools and classrooms or exemplars		
b. Evaluate process improvement efforts		
c. Conduct a root cause analysis for identified gaps		
CHECK THOSE THAT APPLY	S/NI	COMMENTS
<input type="checkbox"/> Allocate school resources (time, money, expertise, etc.) to support process improvement <input type="checkbox"/> Ensure that the vision, mission and goals of the school are aligned to district vision, mission, and goals and core values <input type="checkbox"/> Lead the school leadership team to compare performance of core school processes to benchmarks <input type="checkbox"/> Lead the school team to determine gaps between current core processes' results and desired results <input type="checkbox"/> Lead the school leadership team to use best practices, research, benchmarking and other methods for identifying potential process improvements		
<b>4.0 LEARNING AND PERFORMANCE DEVELOPMENT LEADER</b>		
REQUIRED TASKS	S/NI	COMMENTS
a. Model behaviors contributing to effective learning and performance development		
b. Conduct action research to determine promising practices and potential solutions		
CHECK THOSE THAT APPLY	S/NI	COMMENTS
<input type="checkbox"/> Define the desired on-the-job performance for specific performers or group of performers <input type="checkbox"/> Develop a plan for a learning community that is results-focused <input type="checkbox"/> Ensure that all professional learning results in high levels of learning for all students <input type="checkbox"/> Lead team(s) to identify potential solutions and interventions based on learning		

## School Improvement Grant 1003(g)

communities, action research, new knowledge and identified promising practices		
<b>5.0 RELATIONSHIP LEADER</b>		
<b>REQUIRED TASKS</b>	<b>S/NI</b>	<b>COMMENTS</b>
a. Develop and enhance the school brand		
b. Confront inappropriate words and behaviors		
c. Display political acumen in words and actions		
d. Exhibit openness		
<b>CHECK THOSE THAT APPLY</b>	<b>S/NI</b>	<b>COMMENTS</b>
<input type="checkbox"/> Develop communication protocols <input type="checkbox"/> Ensure that appropriate channels of communication are utilized to reach stakeholders <input type="checkbox"/> Communicate effectively with stakeholders <input type="checkbox"/> Measure effectiveness of communication plans and strategies <input type="checkbox"/> Develop relationships with internal stakeholders <input type="checkbox"/> Develop relationships with external stakeholders <input type="checkbox"/> Manage conflict effectively <input type="checkbox"/> Give specific, timely feedback <input type="checkbox"/> Make quality decisions <input type="checkbox"/> Lead team(s) to develop relationships with internal stakeholders <input type="checkbox"/> Lead team(s) to develop relationships with external stakeholders		
<b>6.0 PERFORMANCE LEADER</b>		
<b>REQUIRED TASKS</b>	<b>S/NI</b>	<b>COMMENTS</b>
a. Align initiatives to improve teaching and learning and organizational effectiveness		
<b>CHECK THOSE THAT APPLY</b>	<b>S/NI</b>	<b>COMMENTS</b>
<input type="checkbox"/> Lead team(s) to analyze causes <input type="checkbox"/> Lead team(s) to develop master plans to improve teaching and learning and organizational effectiveness <input type="checkbox"/> Lead team(s) to adjust plans to meet objectives <input type="checkbox"/> Lead team(s) to conduct performance reviews		
<b>7.0 OPERATIONS LEADER</b>		
<b>REQUIRED TASKS</b>	<b>S/NI</b>	<b>COMMENTS</b>
a. Monitor delegated tasks to insure quality		
b. Evaluate the uses of parent / volunteer groups to maximize teaching and learning and provide feedback to strengthen performance		
<b>CHECK THOSE THAT APPLY</b>	<b>S/NI</b>	<b>COMMENTS</b>

### School Improvement Grant 1003(g)

<input type="checkbox"/> Lead team(s) to execute the Emergency Management Plan in compliance with legal, ethical rules <input type="checkbox"/> Lead team(s) to evaluate effectiveness of the Emergency Management Plan <input type="checkbox"/> Lead team(s) to model the behaviors that ensure well-maintained facilities <input type="checkbox"/> Lead team(s) to model the behaviors that ensure clean and attractive facilities <input type="checkbox"/> Lead team(s) to monitor and adjust the budget as needed in rules		
<b>8.0 CHANGE LEADER</b>		
<b>REQUIRED TASKS</b>	<b>S/NI</b>	<b>COMMENTS</b>
a. Establish a process for continuous review and adaptation of the change initiative(s)		
b. Align policies, procedures and systems to support change		
c. Set expectations for all staff including “nay sayers” and / or saboteurs		
d. Communicate the change and the implementation process		
<b>CHECK THOSE THAT APPLY</b>		
<input type="checkbox"/> Lead team(s) to continually shape the organizational culture to adapt to and sustain change <input type="checkbox"/> Lead team(s) to monitor improved process performance <input type="checkbox"/> Lead team(s) to capture and reuse lessons learned from change process for connection to future change <input type="checkbox"/> Lead team(s) to sustain the change process in the face of resistance (individual and team)		
<b>LIST OTHER DEPT./SCHOOL LEVEL GOALS AND/OR OBJECTIVES:</b>		

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Rater Signature

\_\_\_\_\_  
Date

### School Improvement Grant 1003(g)

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

**Actions:**

In any system that rewards school faculty and staff for increasing student achievement and the graduation rate, the first concern is how to formulate a reward system that is both fair and equitable. In order to show achievement, measurable goals have to be set for all teachers in all disciplines. A system that measures growth in both the academic areas as well as fine arts, career-tech and PE has been established and will be implemented beginning with the 2010-2011 school year (refer to Attachment A3-a below). SMART goals that delineate the standards of growth for each department and teacher will become part of our balanced scorecard. The reward system will be a tiered reward system (refer to Attachment A3-b below).  
Note: Level 2 includes Level 1 criteria. Thusly Level 3 includes Levels 1 and 2 criteria.

**Timeline:**

June 2011 and ongoing

## School Improvement Grant 1003(g)

### Attachment A3-a: Employee Goals

Employee Type	Level 1	Level 2	Level 3
<b>Certified – Non-Teacher</b>			
Media Specialists	<ul style="list-style-type: none"> <li>Satisfactory CLASS Keys Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Meet or Exceed the Exemplary Media Program State Developed Rubric (DOE Evaluation)</li> </ul>	<ul style="list-style-type: none"> <li>Shows evidence of working with students where EOCT scores increased by more than 5%</li> <li>Shows evidence of working with students where GHSGT scores increased by more than 5%</li> </ul>
Counselors & Transition Coach	<ul style="list-style-type: none"> <li>Satisfactory CLASS Keys Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Percent of students passing GHSGT increased by 5%</li> <li>Percent of students graduating on time increased by 5%</li> <li>Students' attendance rate increased by 5%</li> </ul>	<ul style="list-style-type: none"> <li>Percent of students passing GHSGT increased by more than 5%</li> <li>Percent of students graduating on time increased by more than 5%</li> </ul>
Administrators	<ul style="list-style-type: none"> <li>Satisfactory Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Staff attendance increased 5%</li> <li>Student attendance increased 5%</li> <li>Classroom disruption referrals decreased 5%</li> </ul>	<ul style="list-style-type: none"> <li>Staff attendance increased by more than 5%</li> <li>Student attendance increased by more than 5%</li> <li>Classroom disruption referrals decreased more than 5%</li> </ul>
<b>Certified Teachers</b>			
Health Teachers	<ul style="list-style-type: none"> <li>Satisfactory CLASS Keys Evaluation</li> <li>Teacher Portfolio Scores 90 or above</li> <li>Pre and Posttests (ex. Links-to-Learning and/or USA Test Prep) 50% increase on Post test</li> </ul>	<ul style="list-style-type: none"> <li>Shows evidence of working with students where Math and Science EOCTs increased 5%</li> <li>Shows evidence of working with students and teachers where Math and Science GHSGTs increased 5%</li> </ul>	<ul style="list-style-type: none"> <li>Shows evidence of working with students where Math and Science EOCT scores increased by more than 5%</li> <li>Shows evidence of working with students where Math and Science GHSGT scores increased by more than 5%</li> </ul>

### School Improvement Grant 1003(g)

<p>PE Teachers</p>	<ul style="list-style-type: none"> <li>• Satisfactory CLASS Keys Evaluation</li> <li>• Teacher Portfolio Scores 90 or above</li> <li>• Pre and Posttests (ex. Links-to-Learning and/or USA Test Prep) 50% increase on Post test</li> </ul>	<ul style="list-style-type: none"> <li>• Shows evidence of working with students where Math and Science EOCTs increased 5%</li> <li>• Shows evidence of working with students and teachers where Math and Science GHSGTs increased 5%</li> </ul>	<ul style="list-style-type: none"> <li>• Shows evidence of working with students where Math and Science EOCT scores increased by more than 5%</li> <li>• Shows evidence of working with students where Math and Science GHSGT scores increased by more than 5%</li> </ul>
<p>Fine Arts Teachers</p>	<ul style="list-style-type: none"> <li>• Satisfactory CLASS Keys Evaluation</li> <li>• Teacher Portfolio Scores 90 or above</li> <li>• Pre and Posttests (ex. Links-to-Learning and/or USA Test Prep) 50% increase on Post test</li> <li>• Students place (1st, 2nd, 3rd, etc.) in regional competitions</li> <li>• Program (ex. chorus, band, etc.) participation increased by 5%</li> </ul>	<ul style="list-style-type: none"> <li>• Students participate in regional/state/national competitions</li> <li>• Shows evidence of working with students where ELA and Social Studies EOCTs increased 5%</li> <li>• Shows evidence of working with students and teachers where ELA and Social Studies GHSGTs increased 5%</li> </ul>	<ul style="list-style-type: none"> <li>• Shows evidence of working with students where ELA and Social Studies EOCT scores increased by more than 5%</li> <li>• Shows evidence of working with students where GHSGT scores increased by more than 5%</li> </ul>
<p>CTAE Teachers</p>	<ul style="list-style-type: none"> <li>• Satisfactory CLASS Keys Evaluation</li> <li>• Teacher Portfolio Scores 90 or above</li> <li>• Pre and Posttests (ex. Links-to-Learning and/or USA Test Prep tests) 50% increase on Post test</li> </ul>	<ul style="list-style-type: none"> <li>• Students participate in regional/state/national competitions</li> <li>• Shows evidence of working with students where math and reading Key Train scores increased 5%</li> <li>• Shows evidence of working with students and teachers where ELA, Math, Science, and Social Studies GHSGTs increased 5%</li> <li>• 80% of CTAE students will score Level 4 or above in the Applied Math and Reading for Information sections of Key Train</li> </ul>	<ul style="list-style-type: none"> <li>• Shows evidence of working with students where math and reading Key Train scores increased by more than 5%</li> <li>• Shows evidence of working with students where GHSGT scores increased by more than 5%</li> </ul>

### School Improvement Grant 1003(g)

JROTC Teachers	<ul style="list-style-type: none"> <li>• Satisfactory Evaluation</li> <li>• Teacher Portfolio Scores 90 or above</li> <li>• Pre and Posttests (ex. Links-to-Learning and/or USA Test Prep tests) 50% increase on Post test</li> <li>• Field a competitive team and compete in all required events</li> <li>• Students participate in meet championships</li> </ul>	<ul style="list-style-type: none"> <li>• Shows evidence of working with students where ELA, Math, Science and Social Studies EOCTs increased 5%</li> <li>• Shows evidence of working with students and teachers where ELA, Math, Science, and Social Studies GHSGTs increased 5%</li> <li>• 96% Graduation rate for students completing 4 yrs. of JROTC</li> <li>• 90% of graduating JROTC students pursue education beyond high school</li> <li>• JROTC students are state or national champions</li> <li>• Color Guards have "Excellent" rating</li> <li>• Pass AFI scoring 96 or above</li> </ul>	<ul style="list-style-type: none"> <li>• Shows evidence of working with students where EOCT scores increased by more than 5%</li> <li>• Shows evidence of working with students where GHSGT scores increased by more than 5%</li> </ul>
Core Academic Teachers	<ul style="list-style-type: none"> <li>• Satisfactory CLASS Keys Evaluation</li> <li>• Teacher Portfolio Scores 90 or above</li> <li>• Pre and Posttests (ex. Links-to-Learning and/or USA Test Prep tests) 50% increase on Post test</li> </ul>	<ul style="list-style-type: none"> <li>• Students participate in regional/state/national competitions</li> <li>• EOCTs increased 5%</li> <li>• GHSGT increased 5%</li> </ul>	<ul style="list-style-type: none"> <li>• EOCT scores increased by more than 5%</li> <li>• GHSGT scores increased by more than 5%</li> </ul>
<b>Classified Staff</b>			
Nurses	<ul style="list-style-type: none"> <li>• Satisfactory Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced number of visits (minor ailments)</li> <li>• Increased student attendance 5%</li> </ul>	<ul style="list-style-type: none"> <li>• Increase student attendance by more than 5%</li> </ul>
Custodians	<ul style="list-style-type: none"> <li>• Satisfactory Staff Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• 3-5 items to be completed from average of Maintenance Walk-throughs</li> </ul>	<ul style="list-style-type: none"> <li>• Less than 3 items to be completed from average of Maintenance Walk-throughs</li> </ul>
Nutrition	<ul style="list-style-type: none"> <li>• Satisfactory Staff Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Health Department Health Score 95-98%</li> <li>• Increased overall</li> </ul>	<ul style="list-style-type: none"> <li>• Health Department Health Score above 98%</li> </ul>

### School Improvement Grant 1003(g)

		<ul style="list-style-type: none"> <li>participation in breakfast by 3% or lunch by 3%</li> </ul>	<ul style="list-style-type: none"> <li>Increased overall participation in breakfast by more than 3% or lunch by more than 3%</li> </ul>
SPED Paraprofessionals	<ul style="list-style-type: none"> <li>Satisfactory Staff Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>Increased EOCT scores 5%</li> <li>Increased GHSGT scores 5%</li> <li>Average SPED student growth, as measured by IEPs, shows that 80% of IEP goals are met</li> </ul>	<ul style="list-style-type: none"> <li>Increased EOCT scores by more than 5%</li> <li>Increased GHSGT scores by more than 5%</li> </ul>
ISS Paraprofessional	<ul style="list-style-type: none"> <li>Satisfactory Staff Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>Reduce ISS referrals by 5%</li> <li>Increased EOCT scores 5%</li> <li>Increased GHSGT scores 5%</li> </ul>	<ul style="list-style-type: none"> <li>Increased EOCT scores by more than 5%</li> <li>Increased GHSGT scores by more than 5%</li> </ul>
Secretary, Clerks and Bookkeepers	<ul style="list-style-type: none"> <li>Satisfactory Staff Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>Successful completion of an approved professional learning course/training (excluding the system's mandatory requirements)</li> </ul>	<ul style="list-style-type: none"> <li>Successful completion of two or more approved professional learning courses (excluding the system's mandatory requirements)</li> </ul>

## School Improvement Grant 1003(g)

### Attachment A3-b: Employee Incentives

<b>Incentives</b>			
<b>Employee Type</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
Certified Teacher Incentives	<ul style="list-style-type: none"> <li>• 1/2 day planning time per semester</li> <li>• GHS T-shirt (other funding)</li> <li>• Framed certificate (other funding)</li> </ul>	<ul style="list-style-type: none"> <li>• Department representatives (2-3) to attend a state/local conference</li> <li>• \$300 for classroom resources (ex. Math manipulatives, Science supplies, etc.)</li> <li>• Acknowledgement of accomplishment on bulletin board/sign/website that is highly visible within/outside the school</li> </ul>	<ul style="list-style-type: none"> <li>• \$500 monetary award</li> <li>• Department representatives (2-3) to attend a national conference (Up to \$1000/representative)</li> <li>• GHS Spirit of Excellence Pin (other funding)</li> <li>• GHS Spirit of Excellence Ceremony (award and recognition - other funding)</li> </ul>
Certified Non-Teacher Incentives	<ul style="list-style-type: none"> <li>• GHS T-shirt (other funding)</li> <li>• Framed certificate (other funding)</li> </ul>	<ul style="list-style-type: none"> <li>• Department representatives (2-3) to attend a state/local conference</li> <li>• \$150 for department resources (counseling pamphlets, planning guides, etc.)</li> <li>• Acknowledgement of accomplishment on bulletin board/sign/website that is highly visible within/outside the school</li> </ul>	<ul style="list-style-type: none"> <li>• \$500 monetary award</li> <li>• Department representatives (2-3) to attend a national conference (Up to \$1000/representative)</li> <li>• GHS Spirit of Excellence Pin (other funding)</li> <li>• GHS Spirit of Excellence Ceremony (award and recognition - other funding)</li> </ul>
Classified	<ul style="list-style-type: none"> <li>• GHS T-shirt (other funding)</li> </ul>	<ul style="list-style-type: none"> <li>• \$50 monetary award</li> <li>• Acknowledgement of accomplishment on bulletin board/sign/website that is highly visible within/outside the school</li> </ul>	<ul style="list-style-type: none"> <li>• \$150 monetary award</li> <li>• GHS Spirit of Excellence Pin (other funding)</li> <li>• GHS Spirit of Excellence Ceremony (award and recognition - other funding)</li> </ul>

# School Improvement Grant 1003(g)

LEA Application 2010

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:

### Job Embedded Professional Learning

Griffin High School utilizes an embedded model for professional development. The embedded model involves training teachers, allowing time for implementation of new strategies, reflecting on implementation of the new learning, and analyzing the results at the classroom level. Professional learning opportunities at GHS, as part of this grant proposal, will include teachers having time to analyze data, to plan units, to prepare assessments, and to identify resources for classroom use. Job embedded professional development means ensuring there is a direct correlation between professional learning and the teaching and learning expectations for the classroom. To ensure in-house support for quality professional learning, the grant includes hiring two instructional coaches. Clear, specific expectations for the duties and responsibilities of these coaches are outlined in the job description in Attachment A4-a (included at the end of this section). Even though the persons hired for these two positions will have content expertise in the areas of literacy and math, these specialists will work with teachers in all content areas helping them perfect the implementation of best practices in instructional delivery within the classroom. The overall expectation of the instructional coaches is to support the delivery of best practices in a standards based classroom through modeling lessons, through collaborating with teachers, and through analyzing data from both formative and summative measures to identify root causes for student strengths and limitations. As part of the preparation for their jobs, the instructional coaches will complete the Instructional Coach Class Keys (ICCK) sponsored by the SDOE. The Griffin-Spalding County School System has already submitted a request to host the training for not only new coaches at GHS, but for coaches at other schools throughout the district. If this request is not honored, the new hires at GHS will participate in scheduled coaches' trainings sponsored by the SDOE.

### Vision Setting

To ensure there is a clear, succinct, vision for teaching and learning at GHS, professional learning will initiate with a series of

Timeline:

2010-ongoing  
(ICCK training to be scheduled by SDOE)

June 2010- August 2010 and ongoing

## School Improvement Grant 1003(g)

vision setting sessions. Facilitated by consultants from GLISI, the sessions will include a Better Seeking Team that will be composed of selected staff members, parents, students, and community representatives. The group will revisit the existing vision statement, review achievement, demographic, and perception data, and make recommendations for the “transformed” vision for GHS. These recommendations will then be presented to several stakeholder groups to receive feedback, comments, and input before a decision is made on the final version. The adopted vision will be revisited each year at staff meetings, school council meetings, student council meetings, and PTO meetings to ensure stakeholder awareness as well as buy-in to the vision.

### **Summer Leadership Academy**

Representatives from GHS will also participate in the Summer Leadership Academy sponsored by the SDOE. This professional learning opportunity will allow staff members to work with DOE consultants as collectively the group reviews data on student performance and revisits the school plan for improvement. A highlight of the visit will be the opportunity for GHS to collaborate with the team from Cowan Road Middle School, one of GHS’s feeder schools, to not only build relationships, but to support vertical articulation of all processes that may impact the performance of students at both levels.

June 2010

### **Freshman Academy Summer Planning**

Critical to the success of any new implementation is having the opportunity to collaborate and to plan. Teachers identified for positions as instructors in the freshman academy will meet for an entire week during the summer. During this time, teachers will participate in team building activities, will receive class rosters and profile data for students that have been assigned to their teams, will spend time analyzing data, planning instruction and assessments, and developing ideas for including parents and students in decisions regarding improvement initiatives. In essence, the summer planning session will provide the freshman academy staff, teachers (including co-teachers) and administrators, time to plan effectively for a great beginning. The transition coach and an 8<sup>th</sup> grade teacher from each of GHS’s two middle schools will be invited in for one day of the summer planning session. Other dates have been designated in the professional learning calendar (refer to Attachment A4-b below), when freshman academy teachers will continue this planning process throughout the school year during the ½ day early release dates and during professional learning dates.

June 21-25, 2010

### **Teacher Evaluation**

During preplanning, teachers will receive an orientation to the Class Keys evaluation process. This orientation will be a standard component of preplanning during subsequent years as well as a

August, 2010  
(repeated annually)

## School Improvement Grant 1003(g)

session conducted with any new teachers hired after the start of the school year.

The focus of the GHS evaluations process will be to ensure teachers demonstrate a depth of understanding of content knowledge and pedagogy so staff members can individually and collectively share in the responsibility for the continuous improvement of the school. As part of Class Keys, the evaluation process will include opportunities for self-assessment and reflection. Throughout the process, both formal and informal observations, complete with feedback/conferencing, are conducted. The feedback /conferencing sessions will stimulate the identification of differentiated professional learning based on needs identified and validated through observations.

### **School Culture**

GHS recently embarked on a professional learning initiative focusing on culture. This professional learning series has included courageous conversations of how and why teachers may inadvertently hamper student learning because of biases, perceptions, or beliefs. The result of the conversation is a stronger commitment to providing a quality education to each child in the building. Assistant principals have been involved in the training so far. However, realizing the impact-both positive and negative-of culture on student achievement, the next level of professional learning support will be provided at the teacher level. Griffin High, because of the school's demographic profile, will be a targeted recipient of this support.

During preplanning, to promote cultural awareness, the entire staff of GHS will participate in a Poverty Simulation. Facilitated by staff from the University of Georgia-Griffin Campus, teachers will be engaged in real life scenarios that portray the impact of poverty of the lives of our students and their families. As part of the introductory session, the staff will take a guided bus tour of the GHS neighborhoods so as to stress the diversity of student populations served by the school and the need to ensure high expectations for learning are pervasive throughout all teaching and learning practices. The Cultural Awareness and Proficiency professional learning will continue throughout the school year with seminar sessions and activities provided by an external facilitator during teacher planning times.

Other professional learning at the school will be ongoing and will include specific focal areas. These are included below:

### **Standards-Based Instruction.**

The focus of standards based instruction is to ensure teachers have a keen insight into what students are supposed to know and be able to do as outlined in the content standards for each class. The

September, 2010 and ongoing

August, 2010 and ongoing

August 2010 and ongoing  
(specific dates for redelivery of specific strategies are included in the professional learning calendar)

## School Improvement Grant 1003(g)

instructional coaches will work closely with staff members to make sure that insight is present and pervasive in what happens in the classroom. Currently, the school district has been involved in an ongoing professional learning series on Differentiated Instruction facilitated by Carolyn Coil, an internationally known expert in the field. As part of the professional learning series, school level instructional leaders have been involved in on-going seminar training as well as site based modeling in classrooms throughout the district. This related support will continue to be available to Griffin High School with not only the Assistant Principal for Instruction being involved in the training, but also the instructional coaches. As the training continues to drill down to the classroom level, the instructional coaches will work with teachers in planning differentiated lessons to address the specific learning needs of students in the classroom as well as modeling many of the strategies taught in the training sessions. The focus on standards based instruction will also stress ensuring lessons include both rigor and relevance as students are actively engaged in the teaching and learning process. Monitoring of implementation of best practices will be performed through classroom observations with data from the observations captured, analyzed, and communicated through eWalks with hardware and software provided by the district.

Summer, 2010 and ongoing

In the past, GHS explored Thinking Maps, but the cost was prohibitive. This grant would allow training and implementation across the entire faculty. The Assistant Principal for Instruction, the Director of High School Curriculum and the instructional coaches will participate in Thinking Maps training sponsored by the SDOE. The strategies for use and implementation of Thinking Maps will be incorporated in lesson planning activities facilitated by the instructional coaches as they work with teachers in the building.

Fall, 2010 and ongoing

### **Technology**

As Griffin High moves to becoming a 21<sup>st</sup> century digital school, on-going district support will be provided by the district's technology and maintenance departments. This support means staff members have the professional skills to build a strong knowledge base for technology integration in the instructional setting. At the onset of each school year, a needs assessment will be administered to all staff members to determine the ability to effectively use technology programs including components of the Microsoft Office Suite (i.e. PowerPoint, Publisher, Excel) as well as how to involve student use of technology as a common instructional feature in the classroom. Instructional Technology (IT) staff members as well as instructional coaches will help teachers develop powerful lessons where technology becomes a major tool in accessing information, communicating knowledge, and measuring learning. Additionally, teachers will receive professional learning support and training on utilizing such

## School Improvement Grant 1003(g)

resources as the Interwrite Pads, Activotes, etc. delivered by in house staff and/or consultants from the Macon State Educational Technology Center.

### **Small Learning Communities**

One of the biggest areas for ongoing professional learning is support for the restructuring of GHS into smaller learning communities. As GHS moves into different academies, it will be crucial to have on-going, job embedded professional learning to support teachers as their roles change, as their relationships with students and parents and staff members change, as their approach to teaching content changes, and as the culture and climate of GHS changes. The initiation of the planning for thematic academies will include articulation meetings with Griffin Technical College (soon to be known as Southern Crescent Technical College), the University of Georgia-Griffin Campus, and Gordon College. These conversations will include discussions and agreements about course offerings of the high school and the college and how the two educational entities can continuously collaborate to provide a high quality educational experience for a transformed GHS. These experiences may include students taking courses on the GHS campus that may count toward certification requirements at the college, students taking coursework on the college campus, and/or university staff teaching courses on the campus of GHS. Involved in these conversations will be GHS administration, the Director of High School Curriculum, core teachers from each thematic academy, and administrators and teachers from each of the included colleges/universities.

Teachers involved in thematic academies will initiate the job embedded professional planning sessions during ½ day release days beginning in October 2010. The initial sessions will involve teambuilding and planning. During January, representatives from the American Alliance for Innovative Schools will facilitate sessions with GHS staff members on Small Learning Communities. Teachers will then have designated days during the remainder of the school year to collectively plan for instructional delivery to begin with the start of the 2011-2012. These opportunities for collaborative planning are included as a major component of the professional learning schedule for the entire duration of the grant cycle.

### **Other**

Other professional learning opportunities that will be available at GHS include:

Career Shadowing-- The essence of the thematic academies is to prepare students for the real world of work. To better prepare our teachers for the reality of the work world of the 21<sup>st</sup> century, each

Fall, 2010 and ongoing

October 8, 2010  
(1/2 day early release)  
and ongoing

Beginning November 2011 and  
ongoing

## School Improvement Grant 1003(g)

<p>teacher in the thematic academies will be given one professional leave day per year to shadow professionals in a job experience related to the academy. For example, an instructor in the Academy of Construction, Engineering &amp; Technology may shadow an engineer at Caterpillar or may actually work on a construction site where renovations are being done to one of the existing school sites. This will provide the GHS instructor with valuable experiences that can be incorporated into the instructional delivery in the classroom. Included in this professional learning experience will also be academic content area teachers. The math teacher, for example, from the Academy of Construction, Engineering &amp; Technology may visit the same worksite at Caterpillar and learn more about math skills needed to be effective in the workplace. This learning can then be transferred to application problems and scenarios in the math classroom</p>	<p>As necessary</p>
<p>Classroom Management—As documented through classroom observations, student performance and discipline data, classroom management sessions will be developed on an individual teacher basis and conducted as needed.</p>	<p>June 2010 and ongoing</p>
<p>Gifted Endorsement—The school district continues to encourage teacher pursuit of the gifted endorsement, even if they are not teachers of students identified as gifted, based on state criteria. The philosophy is that strategies taught through the endorsement are practical and applicable in all classroom settings. The new avenue for presentation of endorsement classes is through online instruction. GHS teachers will be strongly encouraged to participate in this district opportunity.</p>	<p>September 2010 and ongoing</p>
<p>Classified/Support Staff—The school district routinely plans and delivers professional learning for clerical staff, paraprofessionals, and other classified staff members. These staff members will participate in these mandatory trainings, but will also be encouraged to participate in professional learning sessions that will support the development and growth of professional skills. These include professional learning sessions conducted on site for teachers such as technology trainings as well as other identified and approved learning opportunities such as Customer Service training provided by Griffin Technical College. A needs assessment will be administered to determine focal areas for professional learning support.</p>	
<p>To support National Staff Development Standards that detail quality professional learning takes place during the school day/school year, professional learning sessions will occur during ½ day early release times (when students are released from school at lunch), during contracted extension days (when teachers are compensated for the additional work hours); during system professional learning days; and during teacher planning time.</p>	

# School Improvement Grant 1003(g)

## Attachment A4-a: Instructional Coach Job Description

### Instructional Coach-Griffin High School

#### Job Description

*(Adapted from the Georgia State Department of Education)*

- Ensures that the school's curriculum is guaranteed and viable by supporting the development of content knowledge, instructional strategies that support the performance standards, and curriculum design
- Guides the application of research to develop professional practice, support purposefully made instructional decisions that contribute to all students meeting rigorous standards, and focus on teaching, learning, and critical reflection
- Scaffolds the development of an effective assessment system based on regular examination of professional practice through analysis of student work, focused on effective feedback, and designed to support all teachers and students
- Designs on-going, site-based, job embedded professional development where teachers support each other's professional growth, focus on the school's unique goals and needs, and move the school improvement plan forward
- Provides team and classroom support to ensure that collaboration produces shared understandings and thoughtful development of professional practice
- Builds internal school capacity by conducting professional learning sessions in identified areas supporting rigor, relevance, and relationships in a standards based environment; by modeling best practices in a classroom environment; by collaborating with teachers during the planning process; by engaging in reflective dialogue with teachers and administrators; and by contributing feedback to the overall effectiveness of the teaching and learning process
- Serves as key support resources in the development and implementation of the instructional design for small learning communities through thematic academies and through the Freshman Academy

#### 1. Collaborating

- a. Facilitating the development of the school's professional learning plan to target curriculum, assessment, and instruction and move the school improvement plan forward
- b. Collaborating with other Leadership Team members to design both formative and summative assessments to determine the impact of the school improvement plan, including its professional learning component on increasing student achievement
- c. Guiding the Leadership Team in integrating school improvement initiatives and ongoing professional learning

#### 2. Distributing Teacher Leadership

- a. Empowering staff members to be a viable part of the development, implementation, and professional learning at Griffin High School
- b. Designing professional development that shares internal teacher expertise with others

#### 3. Providing Team Development & Classroom Support Focused on Curriculum, Instruction, and Assessment through High-Quality Professional Development

### **School Improvement Grant 1003(g)**

- a.** Guiding teams of teachers in the development of professional development action plans that target a specific student-focused annual measurable objective (AMO) and/or specific content area student achievement goals and to identify strategies and/or interventions for meeting the objective
- b.** Facilitating on-going collaboration of teachers to effectively monitor and adjust curriculum, assessment techniques, and instruction to ensure equity and excellence of student learning
- c.** Facilitating teacher proficiency of the new learning and skill development through classroom follow-up
- d.** Ensuring that the progression of teacher skill development is aligned with changing student learning needs
- e.** Providing classroom follow-up with individual teachers between team meetings based on teacher need, e.g. modeling, critiquing videos, co-teaching, etc.

#### **4. Developing Self**

- a.** Engaging in professional learning to promote personal growth and better support the development of team and classroom practice through high-quality professional development
- b.** Actively participating in the Instructional Coach Class Keys Academy and submitting a portfolio of performance

Reports to: School Principal

## School Improvement Grant 1003(g)

### Attachment A4-b: Professional Learning Calendar

#### Professional Learning Support

#### Year 1

Activity	Description	Person(s)/Group Facilitating	Staff Members Involved	Timeline	Evaluation
Vision Setting	-Working with the principal and members of the Leadership Team, the group will revisit the vision and mission statements for the school and will revise, if needed, to support the GHS Transformation	GLISI	Principal Administrative Team Leadership Team Parent Representatives Student Representatives (Better Seeking Team)	June 2010 – August 2010	Development of vision and mission statements as guiding documents for the school
Summer Leadership Academy	-Working with the Leadership team to review improvement initiatives for GHS	GA.DOE	Principal Assistant Principals Teachers	June 7, 8, 9 2010	The successful implementation of the transformational model at Griffin High School
Instructional Coaches Training	-Training of Instructional Coaches	GA.DOE (ICCK Academy)	Instructional Coaches	TBA	Instructional Coaches will be evaluated by performance reviews throughout the year

### School Improvement Grant 1003(g)

Activity	Description	Person(s)/Group Facilitating	Staff Members Involved	Timeline	Evaluation
Academy Planning-Freshman Academy	-Freshman Academy team review of plan for full implementation and procedures of GHS Freshman Academy(procedures, team building, data analysis, rules)	All Freshman Academy Teachers Administration	Principal Administrative Team Middle school transition coaches Selected 8 <sup>th</sup> grade teachers	June 2010	Successful completion of training and implementation of the Freshman Academy
Thinking Maps-Training of the Trainers	Training involves the use of Thinking Maps. This training will be the training of the trainers model. Thinking Maps is a common visual language for learning within and across the disciplines	Thinking Map Consultants	Assistant Principal for Instruction Instructional Coaches	June 15-17 2010 July 27-28 2010	Successful completion of training and implementation of the Thinking Maps model at GHS
Culture of Griffin High School	-Training to actively promote and maintain a Positive Performance Culture at Griffin High School	Administrative team Poverty Simulation Presenter Bus tour of GHS School Zone	All Teachers	July 26, 2010 (preplanning)	Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation
Class Keys	-Teacher orientation and training of the Class Keys evaluation system	Administrative Team	All Teachers	July 27, 2010 (preplanning)	Successful Utilization of the Class Keys model

### School Improvement Grant 1003(g)

Activity	Description	Person(s)/Group Facilitating	Staff Members Involved	Timeline	Evaluation
<p>Technology</p> <p>Standards Based Classroom Instruction (Rigor and Relevance)</p>	<p>-Training in the utilization of technology in the classroom as well as integrating technology effectively into instruction</p> <p>-Training in the use of Revised Bloom's Taxonomy and to promote high order thinking skills and processes being used during instruction</p>	<p>TBA</p> <p>Assistant Principal for Instruction</p> <p>Instructional Coaches</p>	<p>Selected Teachers</p> <p>All Teachers</p>	<p>September 9, 2010 (during planning)</p> <p>September 30, 2010 (during planning)</p>	<p>Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation</p> <p>Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation</p>
<p>Small Learning Communities-Thematic Academies</p>	<p>-Training of Griffin High School's teachers in the restructuring process of smaller learning communities (Thematic Academies)</p>	<p>SLC Expert Consultant</p>	<p>All Teachers</p>	<p>October 8, 2010 (half day early release) October 2010 (1 day SLC)</p>	<p>Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation</p>
<p>Standards Based Instruction</p>	<p>-Teacher training in utilizing Differentiated Instruction in the classroom to meet the different needs of all students</p>	<p>Assistant Principal for Instruction Instructional Coaches</p>	<p>All Teachers</p>	<p>November 18, 2010 (during planning)</p>	<p>Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation</p>
<p>Revisit Culture of Griffin High School</p>	<p>-Training to actively promote and maintain a Positive Performance Culture at Griffin High School</p>	<p>Administrative Team</p>	<p>All Teachers</p>	<p>December 9, 2010 (during planning)</p>	<p>Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation</p>

### School Improvement Grant 1003(g)

Activity	Description	Person(s)/Group Facilitating	Staff Members Involved	Timeline	Evaluation
Small Learning Communities	-Training of Griffin High School's teachers in the restructuring process of smaller learning communities (Thematic Academies)	SLC Expert Consultant	All Teachers	January 3, 2011 (full day professional learning)	Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation
Dual Enrollment	-Meeting with colleges and technical institutions to discuss articulation	Administrative team	Instructional coaches, Lead teacher from each academy	January 2011	
Technology	-Training in the utilization of technology in the classroom as well as integrating technology effectively into instruction	TBA	Selected Teachers	January 2011 (1 day SLC)	Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation
Standards Based Instruction (Rigor and Relevance)	-Training in the use of Revised Bloom's Taxonomy and to promote high order thinking skills and processes being used during instruction	Assistant Principal for Instruction Instructional Coaches	All Teachers	January 13, 2011 (during planning)	Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation

### School Improvement Grant 1003(g)

Activity	Description	Person(s)/Group Facilitating	Staff Members Involved	Timeline	Evaluation
Revisit Small Learning Communities- Thematic Academies	-Training of Griffin High School's teachers in the restructuring process of smaller learning communities (Thematic Academies)	Administration SLC Expert Consultant	All Teachers	February 18, 2011 (half day early release)	Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation
Classroom Management	-Teachers will be trained in classroom management techniques and also utilize current Positive Behavior Support model regarding discipline procedures	TBA	Selected Teachers	February 2011 (2 days SLC)  February 24, 2011 (during planning)	Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation
Small Learning Communities	-Training of Griffin High School's teachers in the restructuring process of smaller learning communities (Thematic Academies)	SLC Expert Consultant	All Teachers	March 31, 2011 March 2011 (2 days SLC)	Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation

### School Improvement Grant 1003(g)

Activity	Description	Person(s)/Group Facilitating	Staff Members Involved	Timeline	Evaluation
Small Learning Communities	-Training of Griffin High School's teachers in the restructuring process of smaller learning communities (Thematic Academies)	SLC Expert Consultant	All Teachers	April 15, 2011 (half day early release)	Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation
Follow-up Culture of GHS	-Training to actively promote and maintain a Positive Performance Culture at Griffin High School	Administrative Team	All Teachers	April 28, 2011 (during planning)	Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation
Small Learning Communities Final Planning Thematic	-Training of Griffin High School's teachers in the restructuring process of smaller learning communities (Thematic Academies)	Administrative Team	All 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup> Grade Teachers	May 19, 2011 May 2011 (2 days SLC)	Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation
Follow up Freshman Academy and Thematic Academies	-Training of Griffin High School's teachers in the restructuring process of smaller learning communities (Thematic Academies)	SLC Expert Consultant	All Teachers	June 2 & 3, 2011 (post planning)	Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation

## School Improvement Grant 1003(g)

### Year 2

<b>Activity</b>	<b>Description</b>	<b>Person(s)/Group Facilitating</b>	<b>Staff Members Involved</b>	<b>Timeline</b>	<b>Evaluation</b>
Culture of Griffin High School	-Training to actively promote and maintain a Positive Performance Culture at Griffin High School	Administrative Team	All Teachers	July 25, 2011 (pre-planning)	Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation
Small Learning Communities	-Training of Griffin High School's teachers in the restructuring process of smaller learning communities (Thematic Academies)	SLC Expert Consultation	All Teachers	July 2011 (2 days SLC)	Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation
Standards Based Instruction (Rigor and Relevance)	-Training in the use of Revised Bloom's Taxonomy and to promote high order thinking skills and processes being used during instruction	Assistant Principal for Instruction Instructional Coaches	All Teachers	July 2011 (pre-planning day)	Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation
Standards Based Instruction	-Teacher training in utilizing Differentiated Instruction in the classroom to meet the different needs of all students	Instructional Coaches	All Teachers	September 29, 2011 (during planning)	Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation

### School Improvement Grant 1003(g)

Activity	Description	Person(s)/Group Facilitating	Staff Members Involved	Timeline	Evaluation
Technology	-Training in the utilization of technology in the classroom as well as integrating technology effectively into instruction	TBA	Selected Teachers	October 25, 2011 (during planning) or October 27, 2011 (during planning)	Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation
Standards Based Instruction (Formative Assessment)	-Teacher training in the utilization of formative assessment in the classroom to provide immediate evidence of learning and to provide specific feedback to students	Assistant Principal for Instruction Instructional Coaches	All Teachers	November 17, 2011 (during planning)  November 2011 (2 days SLC)	Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation
Standards Based Instruction (Rigor and Relevance) Job shadowing	-Training in the use of Revised Bloom's Taxonomy and to promote high order thinking skills and processes being used during instruction  Content-related job shadowing would involve partnering with local organizations to help teachers see the practicality of the academies	Assistant Principal for Instruction Instructional Coaches	All Teachers Selected Teachers	December 8, 2011 (during planning)	Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation

**School Improvement Grant 1003(g)**

Activity	Description	Person(s)/Group Facilitating	Staff Members Involved	Timeline	Evaluation
<p align="center">Standards Based Instruction (Thinking Maps) Job shadowing</p>	<p>-Teacher training in utilizing Differentiated Instruction in the classroom to meet the different needs of all students</p> <p>Content-related job shadowing would involve partnering with local organizations to help teachers see the practicality of the academies</p>	<p align="center">Assistant Principal for Instruction Instructional Coaches</p>	<p align="center">All Teachers Selected Teachers</p>	<p align="center">January 26, 2012 (during planning)</p>	<p align="center">Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation</p>
<p align="center">Small Learning Communities Thematic Academies Job shadowing</p>	<p>-Training of Griffin High Schools' teachers in the restructuring process of smaller learning communities (Thematic Academies)</p> <p>Content-related job shadowing would involve partnering with local organizations to help teachers see the practicality of the academies</p>	<p align="center">SLC Expert Consultant</p>	<p align="center">All Teachers Selected Teachers</p>	<p align="center">February 2012 (2 days SLC)</p>	<p align="center">Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation</p>

### School Improvement Grant 1003(g)

Activity	Description	Person(s)/Group Facilitating	Staff Members Involved	Timeline	Evaluation
Standards Based Instruction	-Teacher training in utilizing Differentiated Instruction in the classroom to meet the different needs of all students	Assistant Principal for Instruction Instructional Coaches	All Teachers	March 29, 2012 (during planning)	Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation
Classroom Management	-Teachers will be trained in classroom management techniques and also utilize current Positive Behavior Support model regarding discipline procedures	TBA	Selected Teachers	April 26, 2012 (during planning)	Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation
Small Learning Communities Thematic Academies	-Training of Griffin High Schools' teachers in the restructuring process of smaller learning communities (Thematic Academies)	SLC Expert Consultant	All Teachers	May 2012 (2 days SLC)	Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation
Small Learning Communities Thematic Academies	-Training of Griffin High Schools' teachers in the restructuring process of smaller learning communities (Thematic Academies)	SLC Expert Consultant	All Teachers	June 2012 (2 days SLC)	Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation

## School Improvement Grant 1003(g)

### Year 3

<b>Activity</b>	<b>Description</b>	<b>Person(s)/Group Facilitating</b>	<b>Staff Members Involved</b>	<b>Timeline</b>	<b>Evaluation</b>
Culture of Griffin High School	-Training to actively promote and maintain a Positive Performance Culture at Griffin High School	Administrative Team	All Teachers	July 30, 2012 (pre-planning)	Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation
Small Learning Communities Thematic Academies	-Training of Griffin High Schools' teachers in the restructuring process of smaller learning communities (Thematic Academies)	SLC Expert Consultant	All Teachers	August 30, 2012 August 2012 (1 day SLC)	Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation
Rigor and Relevance	-Training in the use of Revised Bloom's Taxonomy and to promote high order thinking skills and processes being used during instruction	Assistant Principal for Instruction Instructional Coach	All Teachers	September 27, 2012 (during planning)	Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation
Technology	-Training in the utilization of technology in the classroom as well as integrating technology effectively into instruction	TBA	All Teachers	October 25, 2012 (during planning)	Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation

### School Improvement Grant 1003(g)

Activity	Description	Person(s)/Group Facilitating	Staff Members Involved	Timeline	Evaluation
Classroom Management	-Teachers will be trained in classroom management techniques and also utilize current Positive Behavior Support model regarding discipline procedures	TBA	Specified Teachers	November 29, 2012 (during planning)	Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation
Small Learning Communities Thematic Academies	-Training of Griffin High Schools' teachers in the restructuring process of smaller learning communities (Thematic Academies)	SLC Expert Consultant	All Teachers	December 13, 2012 December 2012 (1 day SLC)	Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation
Differentiated Instruction (TBA specific strategy)	-Teacher training in utilizing Differentiated Instruction in the classroom to meet the different needs of all students	Assistant Principal for Instruction Instructional Coach	All Teachers	January 31, 2013 (during planning)	Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation
Small Learning Communities Thematic Academies	-Training of Griffin High Schools' teachers in the restructuring process of smaller learning communities (Thematic Academies)	SLC Expert Consultant	All Teachers	February 28, 2013  February 2013 (1 day SLC)	Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation
Rigor and Relevance	-Training in the use of Revised Bloom's Taxonomy and to promote high order thinking skills and processes being used during instruction	Assistant Principal for Instruction Instructional Coach	All Teachers	March 28, 2013 (during planning)	Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation

### School Improvement Grant 1003(g)

Activity	Description	Person(s)/Group Facilitating	Staff Members Involved	Timeline	Evaluation
Technology	-Training in the utilization of technology in the classroom as well as integrating technology effectively into instruction	TBA	All Teachers	April 25, 2013 (during planning)	Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation
Small Learning Communities Thematic Academies  Follow up Small Learning Communities Thematic Academies	-Training of Griffin High Schools' teachers in the restructuring process of smaller learning communities (Thematic Academies)  -Training of Griffin High Schools' teachers in the restructuring process of smaller learning communities (Thematic Academies)	SLC Expert Consultant  SLC Expert Consultant	All Teachers  All Teachers	May 23, 2013  May 2013 (1 day SLC)  June 2013 (2 days SLC)	Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation  Classroom Observations Formal/Informal Walkthroughs Portfolio Documentation





## School Improvement Grant 1003(g)

<p>The freshman academy will consist of interdisciplinary teams of teachers that come together to collaborate and plan for instruction based on the needs of the students assigned to the team. The principal will interview teachers to determine who will be designated to teach ninth graders. The teachers who will be chosen will not only have a desire to work with ninth graders, but also will have strong content knowledge and will be effective instructionally. During the summer of 2010, the freshman academy teachers will engage in an extensive professional learning session where they will participate in team building activities as well as spend time examining data on the performance of the students they will serve. This workshop will allow teachers to build their own relationships before they begin working with the students. Representatives from the freshman academy will be allowed to do a site visit to a school that has effectively implemented a freshman academy.</p>	<p>May and June 2010</p>
<p>Teachers on each team in the freshman academy will have common planning which will allow them to strategize ways to assist their students. There will be interdisciplinary projects which must be designed to help students better understand the connection to what they are learning and how it relates to the world in which they live. Although the freshman academy teachers will work closely together, they will also be required to meet with their content area teachers to ensure that vertical alignment is taking place.</p>	<p>August 2010</p>
<p>The school will have a summer transition camp that will be beneficial in acclimating students to the campus and orienting them on how things are done at GHS. Further, this affords students and parents the opportunity to begin establishing and fostering those critical relationships with teachers, counselors, and administrators which are necessary in bridging the gap from middle school. Students will have an opportunity to receive their schedule so they will know where their classes are located, receive the discipline handbook to review so that they know what the rules are and the expectations for conduct, and the all-important dress code requirements.</p>	<p>July 2010</p>
<p>Those students who scored level one or a scale score of below 800 on the CRCT will be scheduled for tutoring during the transition camp to try and bridge the academic gaps prior to students beginning their regular classes. By doing this, those students will be afforded the opportunity to accelerate and be exposed to the curriculum they will need to master prior to beginning class. Meetings and conversations between the transition coaches at the middle schools and GHS will facilitate a stronger knowledge base about the strengths and weaknesses of the students to address their needs during the camp.</p>	<p>July 2010</p>

## School Improvement Grant 1003(g)

<p>The camp will focus on strengthening reading and math skills and will operate from 8:00 A.M.-12:00 P.M. for one week. Resources needed for the summer transition camp are teachers. The total number will be determined by the number of students who score level one in these areas. Teachers will be paid a stipend based on their current rate of pay.</p>	<p>July 2010</p>
<p>System to Enhance Educational Performance (STEEP) testing will be administered for all freshmen in the academy. The test will identify skill deficiencies in reading and math. The students who score in the bottom 16% will be placed in the ALEKS and/or Read 180 programs. Assessment and Learning in Knowledge Spaces (ALEKS) is a web-based, artificially intelligent assessment and learning system. It uses questioning to determine what skills students are able to utilize in the math course and where the deficiencies are located.</p>	<p>August 2010</p>
<p>Another key facet to this SIG proposal is creating and planning opportunities for students to hear motivational speakers whose purpose is not only to provide and encourage support for staying in school, but also to discuss and share their experiences, good and bad, and how staying in school or quitting school impacted their lives. These speakers will discuss the importance of getting an education. Some students at GHS have not had an opportunity to be exposed to different areas of the country or a variety of career opportunities. The speakers will be linked to the career academies, and they will be able to inform students about their particular careers. They will also be able to provide students with insight into the importance of work ethic and commitment. The motivational speakers will serve as a foundation for a triangulation of instructional support. In addition to working with students, these same speakers may be scheduled to facilitate training workshops with parents as well as for the professional learning of teachers to fully demonstrate how enhancing and supporting student performance is a shared responsibility of the home, the school and the community. As often as possible, parents, students, and teachers from Griffin High School's feeder elementary and middle schools will be included in motivational programs, workshops, and professional learning sessions. Teachers will be asked to follow-up on the speeches by having the students complete a reflection on their reaction to the information.</p>	<p>December 2010</p>
<p>Once students have gained enough credit to be promoted from the freshman academy, they will determine what career or thematic academy they would like to join. Incentives will be offered to students in terms of academic letters, insignias, patches and other items as they successfully complete each year of an academy. During their freshman year, students will complete a career interest survey and have exposure to a variety of careers. The results of the surveys will be discussed during the individual</p>	<p>January 2011 and ongoing</p>

## School Improvement Grant 1003(g)

conferences with the counselor and/or transition coach to determine the thematic career academy placement for grades 10-12. The programs will be vertically aligned, and a core group of teachers will be assigned to remain with the students throughout that school year. Students will take the required core classes, and they will be able to take additional classes in their respective academies.

### **Thematic/Career Academies**

As a result of the data collected, the academies were the instructional model chosen to enable students to be more successful. The data indicated that the students were interested in the CTAE classes already offered as well some additional areas. The current areas offered at GHS are construction, engineering and technology, health occupations, culinary arts, entrepreneurship, and child development. The other areas that students were interested in were cosmetology, law enforcement, law, and auto mechanics. These programs can be supported through dual enrollment with Griffin Technical College either at GHS or on Griffin Tech's campus.

The thematic and career academies will allow teachers to focus on a set number of students. All students at GHS will choose which academy they would like to belong to during the 2010-2011 school year. The choice will be open to students in grades 9-11 during the 2010-2011 school year. The academies will begin operation in August of 2011. Based on student, faculty and parent surveys, the academies that best fit Griffin High School are the Academy of Arts & Communications; the Academy of Health Occupations & Consumer Science Academy; the Academy of Construction, Engineering & Technology; and the Academy of Entrepreneurship, and Government & Public Safety. Students will receive core content instruction through the academies. Equipment, supplies, manipulatives, books and other resources will be used to support the academies by increasing student interest and connections to real world scenarios. Students will have the chance to learn by doing.

The Academy of Arts & Communications will be for those students who are interested in creatively exploring the arts. Currently, Griffin High School's Fine Arts course offerings only include chorus, band, art and drama. Extended offerings through the school improvement grant may include video production and photography. Exposure to the real world of careers in the fine arts will be provided through field trips, work related experiences and artist in residence opportunities. Students will get the opportunity to showcase their talents through performances and exhibitions. They will be able to experience performances at school functions as well as at other local and state venues.

August 2011-2012

January 2011

August 2011

August 2010 and ongoing

## School Improvement Grant 1003(g)

The Academy of Health Occupations & Consumer Science will interest those students who want to continue their educations in the health field and in other fields such as culinary arts, cosmetology, or child development. Students may have the option to take classes in culinary arts, health occupations or cosmetology. Because of the facilities and/or staffing restraints; some classes will be offered at either GHS or a local college. The health occupations academy will offer a fitness component that will enable the students to take various forms of fitness classes. The options will engage students and enable them to participate in challenging activities such as spin, step aerobics, kick boxing, and yoga. Students will not only be involved in activities that interest them, but also benefit them physically.

The Academy of Construction, Engineering & Technology will be for those students who are interested in gaining practical experience in those areas. Some of the benefits will be practical training in construction, residential wiring and plumbing. Students taking engineering and technology will be able to create wax 3-D models that are prepared in the program. They will explore creative approaches to solve problems that are faced by engineers, designers, and other technologists.

Students in the Academy of Entrepreneurship and Government & Public Safety will be able to pursue classes such as business, law enforcement, and law. They will have the opportunity to fully operate a school store. They also will create their own businesses and sell products in the school market as a project. Those students interested in law enforcement will be able to learn about forensics and study mock crime labs. Opportunities will be provided to gain a real perspective of the judicial system through mock trials, through court observations, and through deliberations and debates.

Instruction in the academic content areas (math, ELA, science and social studies) will involve interdisciplinary units of studies undergirded by the major theme of the specific academy. This instruction will directly correlate to grade level GPS for each content area and will also continuously foster real life application of learning.

Researchers Stern, Dayton, and Raby (2000) indicated that academies have proven to be effective in improving students' performance. They also indicated that students in academies show improvement in the areas of grades, absenteeism, and disciplinary problems. An evaluation of two academies in California found that "academy students in grades ten through twelve had better attendance, earned more credit, obtained higher grades, and were more likely to graduate than their comparison groups" (Reller, 1984). This research indicated that while academies would require planning and careful implementation, the possible results would be beneficial for students.

## School Improvement Grant 1003(g)

The academies will require that Griffin High School partner with area post-secondary institutions such as Griffin Technical College in order for students to take classes on their campus. The areas of focus will be cosmetology, automotives, law enforcement, and law. The law enforcement and paralegal courses could be taught at Griffin High School. The other areas will require students to go to Griffin Technical College. Transportation will be provided by Griffin High School. Students' schedules will be arranged so that they go to the college as a group. Students will also have the option of taking classes at Gordon College or at the University of Georgia's Griffin campus.

Teachers will be asked their preference for which academy they would like to join. Once teachers are in the varying academies, students will be scheduled to a team within the academy. Teacher input will be critical to ensure cooperation and a sense of ownership. Although the core content teachers would be located in an academy, they would also be required to meet with other teachers from their respective areas to maintain consistency and ensure vertical alignment.

### **Technology**

The classes at Griffin High School will be transformed with the infusion of technology. In order for the technology to work at the school, there are some basic needs that have to be addressed. The school will become wireless to support the new technology. Each classroom will include a screen, a teacher laptop connected with projection capabilities to the screen, interactive boards, and an interactive slate for increased mobility in the classroom. Each academy will have a classroom set of thirty net books that can be utilized within the academy. This ideal classroom allows teachers more opportunities to differentiate. Computer based activities can provide remediation for struggling learners or acceleration for students who have mastered a basic concept. The ability to project images illustrating concepts could greatly increase the comprehension for learners. The availability of video recording capabilities will allow students to demonstrate mastery of some standards in an engaging manner. Electronic readers are so much more than readers. They are instructional tools that provide access, convenience, and 21<sup>st</sup> century skills. The electronic readers will be beneficial for students who are struggling readers as the programs can read to students and allow them to slow the text down or increase it as they improve their fluency level. The read-aloud features can be synchronized to highlight words at the same time and further engage students. For example, the use of highlighted text can assist in easy identification of essential vocabulary, translation to different languages, or pronunciation. Students will also have the ability to use the interactive

August 2011

September 2010

September 2010

## School Improvement Grant 1003(g)

dictionaries to define words they did not know. Some of the devices have multiple purposes and can be used as study aids to help students review before exams. This resource will also be used with the honors and advanced placement students who have an extensive reading schedule during the year. Student response systems are valuable resources because they will assist teachers in being able to rapidly formatively assess which students have grasped a concept. Training is imperative for teachers to integrate technology into their lessons. Teachers will receive professional learning support on technology integration.

Students will utilize this technology in the classroom. Students will keep an electronic portfolio in each academy. The portfolio will incorporate writing samples and other work products deemed appropriate by the teachers in the academy. The students will be able to add to their portfolios each year. The use of technology will enhance the learning experience of GHS students.

Cavanaugh, T. (2006). *The Digital Reader: Using E-books in K-12 Education*. International Society for Technology in Education.

Pinar, K. and Williamson, R. (2007). *The Relationship of Personalization Efforts in High Schools and School Climate*. The Principals' Partnership.

Reller, D. (1984). *The Peninsula Academies: Final Technical Evaluation Report*. Palo Alto, CA: The American Institutes for Research.

Stern, D., Dayton, C. & Raby, M. (2000). *Career Academies: Building Blocks for Reconstructing American High Schools*. Berkeley, CA: U.C. Berkeley.

A7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

Actions:

Data will be utilized to drive instruction for individual students. The school will continue to use STEEP (System To Enhance Educational Performance) testing to identify those students who need extra help in math and reading. ALEKS (Assessment and Learning in Knowledge Spaces) will be used to strengthen math skills, and Read 180 will be used to improve the reading skills of students. Tutoring opportunities will be offered through outside providers. These services will enable students to work online and at home to extend their learning and to improve their performance in the classroom.

Timeline:

August 2010 - Ongoing

## School Improvement Grant 1003(g)

A system provided data warehouse will be utilized as a resource to assist teachers in analyzing leading and lagging data. They will be able to view standardized tests, as well as enter diagnostic information into the program. These assessments will serve as formative measures to determine student mastery level on required standards. In addition, teachers will offer ongoing formative assessments within their classrooms to determine student strengths and weaknesses. Teachers will use this information/data gathered to determine groups for flexible grouping and readiness levels when using differentiated instruction. Mini-formative assessments will also be used, such as thumbs up-thumbs down, to gauge student learning and understanding. Tiered lessons and differentiated instruction will be utilized as a way to ensure that learning takes place for all students.

GCA (Georgia Center for Assessment) and locally created predictor tests are administered to 10<sup>th</sup> and 11<sup>th</sup> graders to determine the strands that they need to work on before a given exam whether it be for a course or state-wide. Using the results from the instruments, students who show deficiencies will then be placed in flexible groups in order to receive extra help for the GHSGT and the EOCT. Saturday Graduation Boot Camp sessions, pullouts for GHSGT blitz weeks, and acceleration/remediation sessions during our Focus classes will be offered to assist students. Instructional Focus classes at GHS are classes in which additional instructional support is given at all grade levels in an effort to improve student achievement.

Ninth grade students who score Level I or a Scale Score below 802 on the Math portion of the CRCT will be placed in Math Support classes. Students with Disabilities are automatically selected for these courses in order to give them extra support. Students who take foreign language classes will take the perspective exams for that particular course (i.e., the National German Exam, the National Latin Exam, and the National Spanish Exam).

Grade distribution reports are used as an indicator of content area mastery for students. These will still be utilized along with common assessments for mid-terms, units of study, and final examinations (for classes that do not have an EOCT associated with them). Other data such as student achievement on standardized tests, attendance, discipline, external and internal stakeholder perception surveys, PSAT, SAT, ACT, etc. will be monitored through Griffin High School's Balanced Score Card.

## School Improvement Grant 1003(g)

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

Actions:

Extended learning time includes the lengthening of the school day, school week or school year for all students in a given school to focus on core academic learning and enrichment activities to enhance student success (Silva, 2007). An expanded definition includes out-of-school time and extended time that targets specific populations rather than the entire school.

Through the GHS transformation proposal, extended learning will take on the following appearance:

- Alternative Schedule-The master schedule at GHS will include a zero period at the beginning and at the end of each school day beginning the 2<sup>nd</sup> week of school. During this time, students may receive additional instructional support in all core content areas. The zero periods will run for 170 days during the school year for an hour before and an hour after school (Attachment A8-a). Transportation will be provided.
  
- Flexible grouping—The teaming/academy concept will include cohorts of teachers being assigned a group of students to work with throughout the day. The academic schedule for the teams/academies will afford the opportunity for teacher cohort groups to immediately initiate flexible grouping to provide extended learning based on the results of ongoing formative assessments. For example, as students complete a math common assessment, the teacher group may redesign the learning time to provide additional focused instruction for those students needing remediation and/or acceleration on core standards that were assessed.
  
- Intercession Learning-The district’s calendar for the school year includes breaks for students and teachers during the fall and mid-winter. These vacation days are in addition to the traditional Thanksgiving, Christmas, and spring breaks and are week-long events. During the fall break in October, GHS will be open for three days of intercession instruction. Focused instruction will be provided to students, who based on previous assessment results, need additional support on areas of the GHSGT. During the mid-winter break (February), GHS will again be open for three days when students can come in for focused assistance in key academic areas. Computer-based programs such as USA Test Prep, Links to Learning, ALEKS, Study Island, Nova Net, and Odyssey

Timeline:

August 2010

August 2010

October 2010, ongoing

## School Improvement Grant 1003(g)

<p>Ware will be available for student use. Staff will be on hand to support the teaching and learning process during these intercession opportunities.</p> <ul style="list-style-type: none"> <li>• Transition Camp-Rising 9<sup>th</sup> graders will be provided an opportunity to receive a jumpstart to high school through attendance at a Summer Transition Camp. In addition to an early acclimation to high school life, students will participate in introductory anchor lessons in reading and math that will foster success in 9<sup>th</sup> grade English and Math I. The Transition Camp will last for one week and will operate daily from 9:00am – 12 noon; Monday – Friday.</li> <li>• Mini-mesters-Opportunities for credit repair will be offered through instructional extension mini-mesters. The focus of this learning support will be students struggling in Math I and Math II. The mini-mesters will be funded through state 20 day monies). Sessions will meet for four weeks in the fall (September 13-Oct. 7) and four weeks in the spring (Jan 24-Feb 17) from 3:15 -4:15 on Mondays through Thursdays.</li> <li>• Boot Camp-A six week Boot Camp session will be offered in the spring for remediation, recovery, and acceleration. Boot camp sessions will be held on Saturday mornings from 8:00 – 12 noon and is designed for juniors who are first time test takers and senior repeaters.</li> <li>• Service Learning –Service learning projects will be included as a component of all thematic academies. These projects will provide an extension of the learning process to real life settings where students will utilize skills learned in the classroom to implement a philanthropic project to support the community. All service learning projects will have a direct connection to the composition of the thematic academy. Students in each thematic academy will complete at least one service learning project per semester.</li> <li>• Work-based learning-Students, through the thematic academies, will have an opportunity to participate in work-based learning in their field during their junior and/or senior year. These mini internships will extend learning by allowing students to see how skills developed in the classroom are applied in the work setting. An extended version of job shadowing, work based learning will include students assigned to specific work sites and having specific tasks/responsibilities they must complete during their mini work experience. The assignment will be</li> </ul>	<p>July 2010 July 2011 July 2012, ongoing</p> <p>September - October 2010 January – February 2011 (repeated each school year)</p> <p>March 2011</p> <p>August 2010, ongoing</p> <p>Beginning August 2011, ongoing</p>
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## School Improvement Grant 1003(g)

collaboratively designed by teachers from the thematic academies, designated work site mentors, and the Assistant Principal for Instruction. Work based learning will provide both actual learning time and practical learning experiences for all students. Students will participate in a minimum one-day work experience during their junior year and a minimum two-day experience during their senior year.

Extended learning also encompasses the quality of the instructional time when students are scheduled for classes. Limiting the number of distractions and interruptions during instructional time definitely extends the amount and quality of the time students and teachers spend on “working on the work” of mastery of skills and standards. The staff at GHS will continue the work begun through Positive Behavior Support and broaden the implementation so that there is a natural, seamless transition from the middle school to the high school setting. By continuing to utilize the established protocols of the program, students will continue to learn how to resolve conflicts appropriately, thereby spending more time in the classroom. GHS will continue to provide appropriate rewards and recognitions for students based on the display of positive behaviors throughout each school year.

The GHS transformation initiatives not only look at extending learning time, but also focus attention on maximizing the amount of academic learning time in the existing school day and year. Strategies included in this grant proposal such as improving teacher training through professional learning, implementing standards based instruction throughout the high school curriculum, reducing distractions, stressing the application of classroom learning to real life experiences, flexible scheduling, and regular monitoring of instruction with immediate feedback have all shown to help increase the amount of academic learning time. The additional focus of thematic academies that have a direct correlation to student interests and career aspirations will also serve as a motivational tool to enhance student attendance. The ultimate result will also be increased learning time as more students will be in class with an intense focus on teaching and learning.

The chart below summarizes the increased learning time provided through the GHS transformation (Attachment A8-b).

## School Improvement Grant 1003(g)

### Attachment A8-a: Schedule

At the April 2010 Griffin-Spalding County Board of Education meeting, the Board approved a staggered school start schedule that reflects the beginning and ending times for all schools in the district. The schedule is as follows:

	Start Time	End Time
Elementary	8:00	2:30
Middle	8:30	3:40
High	7:40	3:00

To provide additional learning time for students at GHS, this proposal calls for additional instructional time at the beginning and at the end of the school day as part of a zero period. The BOE has granted GHS flexibility to implement this scheduling model. The bell schedule for GHS is reflected in the chart below.

Period	Time
0	6:35-7:35
1	7:40-8:40
2	8:45-9:45
3	9:50-10:50
4 LUNCH A-10:55-11:20 B-11:25-11:50 C-11:55-12:20 D-12:25-12:50	A-11:20-12:50 B-10:55-11:25 & 11:55-12:50 C-10:55-11:50 & 12:25-12:50 D-10:55-12:20 ***4 <sup>th</sup> period also includes time for news reports/ school announcements, etc.
5	12:55-1:55
6	2:00-3:00
7	3:15-4:15

### Attachment A8-b:GHS Transformation-Increased Learning Time

## School Improvement Grant 1003(g)

ACTIVITY	DESCRIPTION	GROUPS INVOLVED	Estimated Extended Learning Time
Alternative Scheduling	Zero periods added to beginning and end of school day –one hour before school and one hour after school	Available to ALL students	170 days of the school year @ 2 hours per day (potentially 340 additional hours per school year)
Flexible Grouping	Differentiating instruction through immediate opportunities for remediation/acceleration based on formative assessment	ALL students	Ongoing
Intercession Learning	3 days during fall and winter breaks from 9 am – 3 pm for additional instructional support	Available to ALL students	36 hours
Transition Camp	One week summer anchor instruction in reading and math for rising 9 <sup>th</sup> graders 9am -12 noon (M-F)	Rising 9 <sup>th</sup> graders	15 hours
Mini-mesters	Instructional extension time for students needing help in either Math I or Math II	Students needing additional help in Math I or Math II	32 hours 4 weeks in the fall and 4 weeks in the spring (M-Th) one hour per day
Boot Camp	Six weeks for remediation, recovery and acceleration for juniors who are first time test takers and senior repeaters  Saturday mornings from 9am – 12 noon	GHS GT-Junior-First Time Test Takers and Senior repeaters	18 hours
Service Learning	Required involvement in thematic academy correlated service project-one per semester	ALL students	Ongoing
Work-based Learning	On the job work experiences through assignments on sites related to thematic academy-one day per year for all juniors and two days per year for all seniors	ALL juniors and seniors	24 hours

Silva, E. (2007). *On the Clock: Rethinking the Way Schools Use Time*. Washington, D.C.: Education Sector.



## School Improvement Grant 1003(g)

motivate students to want to become lifelong learners. Students will have opportunities to listen to and interact with speakers who will explain the value in acquiring a quality education during hard economic times. Speakers will present strategies for teachers to involve parents in their child's education.

Potential Speakers may include:

- a. Dr. Jawanza Kunjfo
- b. Dr. Adolph Brown
- c. Alan Blankstein

Griffin High School (GHS) currently offers a wide-array of parent workshops to build capacity and increase student achievement.

These workshops include but are not limited to:

- Family Literacy
- Parent involvement
- Child development
- How parents can support achievement
- Using technology
- Preparing for standardized tests
- Interpreting assessment results
- Content and performance standards
- Understanding state and local assessments
- Proficiency levels
- Monitoring child's progress
- Working with educators

Beginning in August 2010, the district parent engagement coordinators will coordinate workshops and other events at GHS. The district parent engagement coordinators will support GHS for the 2010-2011 school year. Since GHS is funded by ARRA funds, the school will no longer be Title I after the 2010-2011 school year. After the end of the ARRA funds, the School Improvement Grant funds (in years 2011-2012 and 2012-2013) will be used to hire a part-time coordinator to coordinate all parent involvement efforts at the school. These coordinators facilitate the use of surveys at the beginning and end of each school year to gauge parent needs and support. They evaluate each session to make continuous improvements and respond to the needs of parents in a timely manner. The Griffin-Spalding County School System also hosts a Parent University which deals with hot topics in the district as well as areas that focus on building parent capacity and increasing student achievement. Parent programs will continue to be sustained by GHS through the support of teachers, reading specialists, curriculum specialists, financial staff and others to continue offering parent events and workshops to build capacity. A part-time parent involvement coordinator is needed to organize, implement, and/or facilitate programs similar, but not limited to parent workshops and a parent university.

The parent engagement coordinators also attend Spalding

Established

August 2010

August 2011

March 2010

### School Improvement Grant 1003(g)

<p>Collaborative meetings to find ways to link parents to community resources. The Spalding County Collaborative Authority for Families and Children Inc. lists community resources for food, clothing, housing, medical, employment, senior services, support groups, faith community, education, drug &amp; alcohol, transportation, and more. These coordinators pass information to the school social workers who then coordinate with local social and health service providers to help families address their needs.</p>	<p>Established</p>
<p>Griffin High School also has established parent groups. These include the school council, PTSO and members on the district parent advisory council. Through these avenues, parents have input on school and district processes. GHS participates in a schoolwide planning process that involves parents and the community in an annual review, needs assessment and school improvement plan/schoolwide plan. GHS also shares the aspects of the process through PTSO to allow continuous parent input.</p>	<p>Established</p>
<p>GHS is a cluster school for English Language Learners. Title III supports a Family Liaison Coordinator for ESOL. The coordinator creates guides in Spanish, conducts meetings for families and is available as an interpreter when requested.</p>	<p>Established</p>
<p>Community partners will support student achievement by speaking to students during class/advisory times about current topics to promote student engagement. Students will take field trips to local agencies such as the UGA Griffin Campus to learn about various programs and opportunities available for higher learning and to make connections between content discussed in courses and real-life experiences.</p>	<p>September 2010</p>
<p>Parents and the community are able to share their concerns and complaints with the Griffin-Spalding County School System. They may submit written complaints or concerns on the “GSCS Complaint Form” available at the school or the central office, or by using the district’s web form. Complaints and concerns are routed to the appropriate individual and are responded to in a timely manner.</p>	<p>Established</p>

## School Improvement Grant 1003(g)

### Attachment A9: Parent and Community Engagement Liaison Job Description

#### Parent & Community Engagement Liaison

**Goal:** To ensure effective involvement of parents

- to support a partnership among the schools, parents, and the community to improve student academic achievement
- to build parents' capacity for becoming involved in improving their child's academic achievement
- to encourage parents to be actively involved in their child's education at school and are full partners in their child's education
- to explain parental choice and ensure parents have information to make well-informed decisions for their children

#### **Duties and Responsibilities:**

- Engage parents and the community in regular, two-way, and meaningful communication involving student academic learning and other school activities
  - Model and explain ways in which parents can be responsible for supporting their children's learning
  - Explain the importance of communication between teachers and parents on an ongoing basis
  - Explain general concepts regarding student academic assessments, proficiency levels and progress reports or refer parent to appropriate staff member for individual information
  - Provide a general explanation of the annual school review and adequate yearly progress. Explain actions/reasons to address school improvement and parent options (supplemental educational services and public school choice) if applicable
  - Provide a general explanation of the school's responsibility to provide high-quality curriculum and instruction
  - Inform parents about accountability and teacher quality
  - Explain to parents that they have the right to request regular meetings with school staff
  - Notify and explain to parents and the community the parental involvement policy
- Convene flexible meetings on different days and times to inform parents and help them make well-informed decisions
  - Inform parents about their school's participation in, the requirements of and the right to be involved in Title I, Part A programs
  - Provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Ensure that the school responds to any suggestions as soon as practicably possible
  - Encourage parent attendance
- Provide training for parents, staff and the community to build capacity for strong parent involvement and increase student academic achievement
  - Provide materials and training to help parents work with their children to improve their children's achievement including family literacy training, parenting skills, using technology to foster parental involvement and enhancing the involvement of other parents
  - Educate staff with the assistance of parents on how to work with parents as equal partners, the value and utility of the contributions of parents, how to implement and coordinate parent programs, build ties between parents and the school and how to reach out to, communicate with, and work with parents

## **School Improvement Grant 1003(g)**

- Provide a general explanation of how to read individual student reports and refer them to appropriate staff for their child's level of achievement on the State's assessments in reading/language arts, and math
- Provide a general overview of the State's academic content standards, State student academic achievement standards, State and local academic assessments, parental involvement requirements and how to monitor their child's progress and work with educators to improve the achievement of their child. Refer the parent to appropriate websites and staff members
- Create avenues for parents to play an integral role in assisting their child's learning and be actively involved in their child's education at school
- Plan, evaluate and improve parent involvement programs jointly with stakeholders to undertake the shared responsibility for improved student academic achievement
  - Gain input from parents on funds reserved for parental involvement activities
  - Use scientifically-based research to plan and implement programs, activities, and procedures with meaningful consultation of parents
  - Involve parents in decision making processes in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I, Part A programs (including the school-wide/school improvement plan, annual review/needs assessment, parent involvement policy, expenditure of funds and school-parent compact). Publicize the effectiveness of the actions and activities schools are carrying out in Title I, Part A programs
  - Develop opportunities for parents and the community to assist in school improvement and improve teaching and learning
  - Employ strategies to increase parental involvement
  - Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy/program in improving the academic quality of the schools served with Title I, Part A funds, including identifying barriers to greater participation by parents in parental involvement activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background and use the findings of the evaluation to design strategies for more effective parental involvement
  - Conducts parent surveys as required
  - Track parent involvement effectiveness through qualitative and quantitative data collection and participate in data analysis review
- Coordinate and integrate parental involvement strategies under Title I, Part A with other programs and all stakeholders
  - Develop appropriate roles for community-based organizations, including faith-based organizations, and businesses in parental involvement activities. These organizations should form partnerships with the school, the parents, and the community to improve student academic achievement
  - Coordinate and integrate parental involvement strategies under Title I, Part A with parental involvement strategies under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), State-run preschool programs, Title III language instructional programs and any other applicable program
  - Conduct outreach to parents of limited English proficient students and provide materials in an understandable format
  - Coordinate programs with Title II to provide professional development to staff and parents
  - Ensure parents with disabilities have the same access to information, training and conferences
  - Coordinate transportation with the Transportation Department and childcare to increase parent attendance at events if needed

### **School Improvement Grant 1003(g)**

- Coordinate the use of family resource centers to encourage and support parents in becoming more involved in their child's education
- Collect parent complaints and responses
- Document parent involvement activities according the US ED, GaDOE and GSCS guidelines
  - Set-up monthly documentation meetings with Title I parent involvement and principal to review documentation
  - Turn in complete monthly documentation as outlined by Title I parent involvement on time
  - Gather documentation on parent-teacher conferences that are conducted at least annually during which the compact will be discussed as it relates to the individual child's achievement
  - Gather documentation on reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities
  - Gather letters to document that parents are given timely notice when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is not highly qualified
- Perform other activities as determined by the US ED, GaDOE or GSCS Strategic Plan/Title I

## School Improvement Grant 1003(g)

<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><b>Actions:</b></p> <p>Griffin High will have sufficient operational flexibility to determine how to best meet the needs of its students. Teacher contracts will be extended by a minimum of two days which will help with the professional learning. In addition, during the school year there will be two early-release days to allow for professional learning. All teachers will have common planning and extra time for students will be provided during intercession days and after school programs. GHS will extend learning hours to allow multiple opportunities for remediation, enrichment, and enhancement for its students, both before school and after. There will be operational flexibility to address staffing needs for innovative programs such as Read 180 and ALEKS.</p>	<p><b>Timeline:</b></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><b>Actions:</b></p> <p>The Griffin-Spalding County School System will work to ensure effective implementation of the transformation model at GHS by making certain the following levels of technical assistance and professional support are provided to the school:</p> <ul style="list-style-type: none"> <li>• The Director of High School Curriculum will work directly with GHS in the collection and analysis of data in the making decisions about instructional delivery. The school district has purchased Performance Matters, a data warehouse for results of formative assessments that will be administered throughout the school year to determine student mastery of key skills and knowledge. The district curriculum director will assist staff members at GHS in the creation of common assessments and will meet with teachers and school leaders to analyze the results from the assessments. Additionally, this district staff member will work directly with teachers in the development of instructional lessons and units to address student strengths and areas of limitations. The foci of instructional planning will be the increase of rigor, student engagement, and application of learning.</li> </ul>	<p>July 2010 and ongoing</p>

## School Improvement Grant 1003(g)

<ul style="list-style-type: none"> <li>• The GSCS Technology Department will commit extensive time to GHS to ensure technology needs are addressed with immediate response to work order submittals for operational issues based on prioritization. A district technician will be identified as the direct connect for GHS. Additionally, the Instructional Technology division will coordinate professional learning support in the area of technology to ensure staff members have the skills and knowledge necessary to fully integrate technology in the classroom.</li> </ul>	<p>July 2010 and ongoing</p>
<ul style="list-style-type: none"> <li>• The district’s Response to Intervention model includes the administration of STEEP as the universal screener to determine skill deficits or strengths for individual students. The district office has purchased and will continue to support READ 180, a research based reading intervention program and ALEKS, a research based math program, to support Tier II and Tier III students on the Pyramid of Interventions. The system’s agreement with Scholastic, the developer of READ 180, includes monthly coaching observations at GHS conducted by Scholastic staff members. These visits provide opportunities for the READ 180 expert to observe in classrooms and then complete follow up reflective and planning conversations with the teacher and school level administrators. Additionally, Scholastic seminars will be offered periodically throughout the school year, focusing on identified needs for continuous improvement. An online reading professional learning site-Scholastic RED-will is available to all GHS READ 180 teachers.</li> </ul>	<p>July 2010 and ongoing</p>
<p>Professional learning support for ALEKS implementation at GHS will be supported by the district through the school’s enrollment in the Math Project sponsored by Griffin RESA. The math project offers quarterly teacher collaboration and reflection sessions facilitated by the math School Improvement Specialist at Griffin RESA. ALEKS also includes a web-based professional learning link where teachers can receive real time support in content knowledge as well as instructional ideas for specific math concepts.</p>	<p>April 2010 and ongoing</p>
<p>The Positive Behavior Support (PBS) program was initiated in all secondary schools in the GSCS during the 2009-2010 school year. The system will continue support of the program at GHS during the 2010 and ensuing school years.</p>	<p>June 2010</p>
<ul style="list-style-type: none"> <li>• The hiring of a new principal at GHS provides the opportunity for the new leader to establish and</li> </ul>	<p>July 2010 and ongoing</p>

## School Improvement Grant 1003(g)

<p>communicate a vision for the school in alignment with the vision of the district. As part of the ongoing relationship with GLISI, the school district has retained the services of a consultant to lead efforts at revisiting the district's vision and purpose. A series of sessions have been planned when stakeholders will have the opportunity to participate in the process. The new leader of GHS will be invited to join these sessions not only as an active participant but also to engage in the process for follow-up modeling at the school site. The GLISI consultant will be available to the GHS principal as the vision design process rolls out at the school level.</p> <ul style="list-style-type: none"><li>• To assist in the establishment of a cohesive leadership team focused on student achievement, members of the GHS Leadership Team will participate in the Summer Leadership Academy sponsored by the SDOE. Sessions conducted during the academy will support the school improvement initiatives while also building collegial relationships at GHS. The GSCS will support costs for the team participating in the academy. Additionally, GHS will be attending the academy at the same time as Cowan Road Middle School, one of its feeder schools, thus providing opportunities to dialogue and plan for transition and vertical articulation.</li><li>• Because the focus of all school improvement initiatives is the subsequent student success in completing high school, Nova Net and OdysseyWare, credit recovery programs, are district provided resources at the high school level. The district will continue to support these programs or similar credit recovery/credit accrual resources at GHS and will support staff in the effective use of these programs. The transition coach position will be pivotal in supporting implementation of the program and increasing the graduation rate.</li><li>• GHS will also continue to be included in district sponsored and supported professional learning opportunities based on results from needs assessments completed by staff members throughout the system. The current foci for district support include differentiated instruction, using data to drive instructional improvement, and cultural proficiency. These high quality, job-embedded professional learning opportunities are designed to ensure staff members are equipped to facilitate effective instruction.</li><li>• Griffin High School has been identified as a Tier I school</li></ul>	<p>July 2010 and ongoing</p> <p>March 2010 and ongoing</p> <p>Fall 2010 and ongoing</p>
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## School Improvement Grant 1003(g)

<p>because the school has an average graduation rate over the past three years of less than 60%. Realizing the need for ongoing student support to raise the graduation rate, the Griffin-Spalding County School System revised the job title and responsibilities of the Graduation Coach and created a Transition Coach position at both the middle and high schools in the system. GHS has a full time Transition Coach whose chief responsibilities include working with identified high impact students to ensure their success in schools by providing academic and emotional support.</p> <ul style="list-style-type: none"> <li>• District parent involvement coordinators and district staff members will work collaboratively with GHS to organize, implement, and/or facilitate programs that support family and community engagement in the school process. These programs will include, but not be limited to parent workshops and parent trainings.</li> </ul> <p>In addition to Curriculum and Instruction, other sources of professional and technical support will be rendered by all other district level departments including Finance, Student Services, Special Education, Human Resources, and Maintenance and Facilities. The GSCS will align its human, material, and fiscal resources with the interventions included in the transformation model at GHS to ensure implementation of a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to maintain compliance with local, state and federal regulations. As GHS revisits and revises its school improvement plan, the Leadership Team will include these district level resources and sources of funding and support for initiatives included in the SIG and subsequently in the plan.</p> <p>Perception surveys completed by staff members, parents, and students and quantitative data on student performance will be used to measure the effectiveness of district support at GHS.</p>	
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<b>B. Conduct a rigorous review process to recruit, screen, and select an external provider to ensure quality.</b>	
<b>Actions:</b> Do not complete this section. This item does not apply to the transformation model.	<b>Timeline:</b>

<b>C. Align additional resources with the interventions.</b>	
<b>Actions:</b> The Griffin-Spalding County School System and Griffin High will coordinate to align resources with the selected interventions to support school improvement efforts at the school. GHS currently	<b>Timeline:</b> <p style="text-align: center;">February 2010</p>

## School Improvement Grant 1003(g)

<p>participates in a schoolwide planning process that continuously engages parents and the community. This process leverages all of the funding mechanisms to support school improvement initiatives. Title I-ARRA, Title II-Part A, Title II-Part D and state professional learning will be used to support and continue professional development initiatives at GHS. Title I-ARRA parent involvement funds will be used to supplement and continue mechanisms for family and community engagement. District Title I-ARRA funds support a district parent involvement model that will assist GHS in planning workshops and other events to build parent capacity. Title III funds will be used to support a Family Liaison to work with ELL families at GHS and supplement parent outreach. IDEA and IDEA-ARRA will be used for additional support of students with disabilities. Perkins funding also supports CTAE courses as well as Key Train, USA Test Prep and Links to Learning. The schoolwide planning process also allows GHS to align general funds to support the areas of greatest need.</p> <p>In addition to formula funding, GHS will apply for additional external grant opportunities to continue the support for school improvement initiatives. The Griffin-Spalding Education Foundation offers grants to schools and individual teachers. Grants are directly aligned to school improvement needs. Additionally, GHS works with the Partners in Education to improve the quality of education for all students. The Griffin-Spalding Partners in Education offers schools a wealth of resources in the private sector. These partners are able to support students in their career and post-secondary education paths. The Griffin-Spalding County School System also applied for a grant through Spalding Collaborative (ARRA funds) that focuses on work-based learning opportunities for students. The focus is to build capacity of Spalding County’s Partners in Education, increase employability of our students and increase the talent pool in Spalding County for economic recovery.</p> <p>The 2007 SPLOST funds are being used for a proposed renovation of GHS as well as for refreshing the current technology in the school. This aligns with the idea of the “extreme makeover of the school” since the building will be overhauled as well as the educational model.</p> <p>Griffin High will work with central office staff as well as the Board of Education to eliminate any barriers to implementing the school improvement model and ensure effective implementation. Additionally, school and district level administrators will support the staff at GHS to implement the school intervention model.</p>	<p style="text-align: center;">February of each year</p> <p style="text-align: center;">Established</p> <p style="text-align: center;">March 2010</p> <p style="text-align: center;">July 2007</p>
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## School Improvement Grant 1003(g)

### Transformation Model

<p>D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.</p>	
<p><b>Actions:</b></p> <p>Flexibility will be granted to GHS in terms of modifications of identified practices and policies to address interventions included in the transformation model. These include:</p> <ul style="list-style-type: none"> <li>• <b>School Calendar</b>-The GSCS adheres to state law that calls for a minimum contractual year of 190 days for teaching staff. To support professional learning that is provided during the work day, GHS’s teaching staff will be given a 192 day contract allowing for two additional days for professional learning during non-instructional hours. Additionally, staff at GHS will have three early release days during the school year when students will be dismissed at lunch and teachers will engage in professional learning during the remainder of the school day. Planned topics for these ½ day sessions will include analysis of data from formative assessments, collaboration to address instruction based on analysis of data, and reflection on best practices.</li> <li>• <b>Master Schedule</b>-GHS will implement an alternative school schedule that will lengthen the school day as an opportunity to extend the learning time. Consequently, the beginning and ending time of the school day will be vastly different from the district’s outlined plan for secondary schools. The schedule will allow more time for flexible grouping to immediately address remediation and acceleration needs as well as additional opportunities for credit recovery and focused advisement. This different schedule will also mean GHS may have specifically designed bus routes and schedules.</li> <li>• <b>Teacher Incentives</b>-GHS, as part of the transformation model, will have a tiered model for rewarding teachers for making progress toward meeting content related goals, meeting these goals, and exceeding these goals. The model will be grounded in the evaluation system that will be implemented at GHS and which will include clear and specific goals for expected student performance.</li> <li>• <b>Teacher Consequences</b>-As part of the transformation</li> </ul>	<p><b>Timeline:</b></p> <p style="text-align: center;">June 2010</p> <p style="text-align: center;">Aug 2010 and ongoing</p> <p style="text-align: center;">July 2010 and ongoing</p> <p style="text-align: center;">July 2010 and ongoing</p>

## School Improvement Grant 1003(g)

model, teachers who are determined inefficient in their job performance, must be removed from the school. Upon receiving an unsatisfactory rating on the Annual Review, a Professional Development Plan (PDP) will immediately be developed and implemented. The Directors of Human Resources and Teacher Quality will work closely with the school in the identification of improvement initiatives, the development of a timeline for initiatives included in the PDP, and the implementation of initiatives. At minimum, the timeline will include monthly conferences between the administrator and the staff member to document progress toward improvement in the areas identified on the PDP. If a staff member receives an unsatisfactory rating on two consecutive Annual Reviews as part of the Class Keys evaluation system, that staff member will be terminated from employment at Griffin High School. These consequences will be clearly explained to all GHS staff members during a preplanning staff meeting or at the time of employment for personnel not on staff during preplanning. District level staff will work with GHS in outlining a plan to document poor performance, to provide professional learning to support improvement, and to establish a timeline during which improvement must be observed before moving to termination.

- Delivery model-Learning communities at GHS will be centered around academies. This is drastically different from the traditional high school instructional delivery model currently in place in the school district. Even though the Freshman Academy concept is not unique, the career focus of instructional opportunities after students complete the first year in high school provides the impetus to focus on content area skills while also connecting to the real life world of work after schooling. The projects based approach implemented through the academies will definitely promote rigor, engagement, and relevance. Assessment of learning will directly correlate to the actual standards taught in the classroom.
- Parent Involvement-Realizing the intense need to provide social-emotional services that incorporate partnerships with the home and other community organizations, this SIG proposal includes support of these services through a part time staff member to facilitate parent and community involvement in schooling. Currently, the GSCS is moving towards a district delivery model for facilitation of parenting programs. Because of the intensity of the support in this area, GHS will have the flexibility of hiring someone to work specifically at the school. Job duties and responsibilities of this staff member will focus on

August 2010 and ongoing  
(Freshman Academy); August 2011  
and ongoing (Career Academies)

July 2010 –June 2013

## School Improvement Grant 1003(g)

building parent and community capacity to have a positive impact of the achievement of students in the building.	
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E. Sustain the reform after the funding period ends.
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<p><b>Actions:</b></p> <p>The essence of school improvement is capacity building. This involves acquiring programs and resources that have a long-term life/usage expectancy and developing a plan for sustaining the root causes of positive influences on student achievement. Below are the outlined plans of how the GSCS will support the sustainment of SIG initiatives after the funding period is over.</p> <p><b>Interventions</b>--Several of the interventions provided at the district level, such as READ 180, once purchased, are owned by the district. After the initial purchase of software licenses, the only annual cost is for technical support. That cost will be built into the school budget for subsequent years after the initial implementation year. ALEKS, the math intervention, is web-based and is quite affordable at a cost of \$40 per student for a 12-month license. This expense gives the student 24 hour access to the program. Inclusion in the Griffin RESA Math Project for continuous professional learning is at no-cost as long as the school signs off on a contractual agreement with RESA which outlines the expectations for implementation of the program with fidelity. The teacher allotment process in the school district allows schools flexibility in making decisions regarding staffing so that schools can still maintain the staff needed to implement/facilitate these programs.</p> <p><b>Technology</b>--The initiatives included in this proposal focus on ensuring GHS houses 21<sup>st</sup> century digital classrooms. Therefore, acquisition and maintenance of technology is a requirement. The on-going maintenance of technology hardware and software acquired through this SIG will be included in the district's Technology Plan. This will include ensuring members of the district's technology department receive the needed training to support programs and equipment being used at GHS so that the support can continue even after the grant funding period has ended. The cost for replacement of hardware to ensure up-to-date equipment is available will be included as part of the district's refresh plan as funds are available.</p> <p><b>Professional Learning</b>--Building capacity for the implementation of best practices in teaching and learning entails providing high-quality professional learning in a job-embedded format so that staff members have the opportunity to learn instructional expectations, observe practices being implemented in a real</p>	<p><b>Timeline:</b></p> <p style="text-align: center;">August 2010 and ongoing</p> <p style="text-align: center;">August 2010 and ongoing</p> <p style="text-align: center;">August 2010 and ongoing</p>
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## School Improvement Grant 1003(g)

setting, practice the new learning, reflect upon the practices, and collaborate with other staff members to build collegiality as well as a widespread culture of lifelong learning. Initially, during the SIG implementation, professional services will be contracted with an external provider. The SIG includes the acquisition of instructional learning coaches to support the vision for GHS. As part of their responsibilities, these coaches will facilitate trainings, will model best practices, and will work individually and collectively with teachers as they master and perfect skills and knowledge gained through coaching encounters. At the end of the grant cycle, local, state, and federal professional learning funds assigned to GHS may be utilized to contract the services of external professional instructional coaches to provide support in identified areas for improvement.

An additional professional learning focus as part of the GHS transformation model is to increase the percentage of teachers who hold the gifted endorsement. The philosophy behind this initiative is the endorsement provides the focus and intensity of instruction that will ensure the success of all students with a focus on the lowest performing students. GHS staff members will be expected to present classroom instruction strategies that are rigorous and challenging to all students. The learning from coursework and practice through the endorsement program will be sustainable and easily implemented continuously, even after grant funds have ended.

**Transition Coaches**-Plans are to continue the position of Transition Coach (formerly Graduation Coach) through local funds. This position is considered critical in the support for students at GHS as evidenced in the increases noted in the graduation rate over the past years since the position has been in place.

**Teacher Salaries/Contracted Year**- During the terms of the SIG, GHS teachers will work on a contract that extends the work year by two days more than other teaching staff members in the system also meaning annual salaries will be above the range of other system teachers by virtue of the fact they will be working more days. A contractual addendum will be generated to formalize this additional pay during the SIG cycle. After the end of the grant cycle, GHS teacher salaries will be based on the same contract year as other teachers throughout the school district. However, professional learning stipends, paid through sources such as state professional learning and Title II may be allocated for additional days during which identified teachers work on professional learning opportunities outside the school day/year. The GSCS currently utilizes a traveling team concept where groups of substitute teachers are assigned to a school so that teachers can engage in professional learning during the school day. The district

## School Improvement Grant 1003(g)

will continue to provide these services so that GHS teachers may still participate in ½ day horizontal and vertical articulation as they analyze on-going data on student performance and collaboratively develop plans for instructional delivery.

**Teacher Incentives**-GHS will continue to provide incentives to teachers who make progress toward meeting established student performance goals, meet established goals, and exceed established goals. These incentives will include presenting school and system recognitions and providing opportunities to participate in additional professional learning opportunities through conference attendance. Monies for these professional growth sessions will come from sources such as state professional learning funds, Title IIA, CTAE, and Title VIB.

**Building Capacity**-A key concern of any transformation model is maintaining internal capacity as staff members leave the school, especially when these staff members play crucial roles in the success of the program. An intense mentoring program will be implemented for any new staff member-both certified and classified—to the building. The program will include assigning a mentor who accepts responsibility for ensuring the new staff member is acclimated to the GHS culture. The GHS Assistant Principal for Instruction will train mentors on their specific role and responsibilities and will facilitate the school’s mentoring program. Lunch and Learn sessions will be held quarterly with protégé teachers and their mentors to provide opportunities for support and reflection. The selection process for new hires will begin immediately once a vacancy has occurred and will include an opportunity for applicants selected to spend quality time in the building working with their teaching time even before the onset of the contracted year. Additionally, GHS will implement its own Rising Star program where teacher leaders will be identified and provided practical opportunities to demonstrate their leadership skills in the building through roles such as team leaders, professional learning facilitators, membership on the school’s Leadership Team, committee chairs, etc. Instructional coaches will serve as onsite support for staff members during transition to ensure the quality of instruction is always maintained at a high level.

One of the major initiatives of the SIG is to change the culture at GHS so that there is a collective and pervasive spirit of excellence. As GHS implements a collaborative and ongoing process for improvement that involves all stakeholders and that aligns the functions of the school with high expectations for the learning of each student, improvement will be sustained.

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

**Attachment 2d  
Transformation Model**

LEA Name: Griffin-Spalding County School System

School Name: Griffin High School

Annual Goals: The LEA must establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics to be used to monitor Tier I and Tier II schools. Write the annual goals below.

**Reading/English Language Arts**

2010-2011 School Year

- To increase the number of all students who meet or exceed the standards in ELA from the baseline of 89.3% to 93.9%.
- To increase the number of white students who meet or exceed the standards in ELA from the baseline of 93.3% to 96.9%.
- To increase the number of black students who meet or exceed the standards in ELA from the baseline of 86.2% to 93.9%.
- To increase the number of students with disabilities who meet or exceed the standards in ELA from the baseline of 52.8 to 90.8%.
- To increase the number of economically disadvantaged students who meet or exceed the standards in ELA from the baseline of 84% to 90.8%.

2011-2012 School Year

- To increase the number of all students who meet or exceed the standards in ELA from the baseline of 94.3% to 96.9%.
- To increase the number of white students who meet or exceed the standards in ELA from the baseline of 98.3% to 98.3%.
- To increase the number of black students who meet or exceed the standards in ELA from the baseline of 91.2% to 93.9%.
- To increase the number of students with disabilities who meet or exceed the standards in ELA from the baseline of 57.8 to 93.9%.
- To increase the number of economically disadvantaged students who meet or exceed the standards in ELA from the baseline of 89% to 93.9%.

2012-2013 School Year

- To increase the number of all students who meet or exceed the standards in ELA from the baseline of 99.3% to 98.0%.
- To maintain the number of white students who meet or exceed the standards in ELA at 100%.
- To increase the number of black students who meet or exceed the standards in ELA from the baseline of 96.2% to 96.9%.

## **School Improvement Grant 1003(g)**

- To increase the number of students with disabilities who meet or exceed the standards in ELA from the baseline of 62.8% to 96.9%.
- To increase the number of economically disadvantaged students who meet or exceed the standards in ELA from the baseline of 94% to 96.9%.

### **Mathematics**

#### 2010-2011 School Year

- To increase the number of all students who meet or exceed the standards in mathematics from the baseline of 69.4% to 81.2%.
- To increase the number of white students who meet or exceed the standards in mathematics from the baseline of 77.5% to 81.2%.
- To increase the number of black students who meet or exceed the standards in mathematics from 60.1% to 81.2%.
- To increase the number of students with disabilities who meet or exceed the standards in mathematics from 44.4% to 81.2%.
- To increase the number of economically disadvantaged students who meet or exceed the standards in mathematics from 61.7% to 81.2%.

#### 2011-2012 School Year

- To increase the number of all students who meet or exceed the standards in mathematics from the baseline of 74.4% to 87.4%.
- To increase the number of white students who meet or exceed the standards in mathematics from 82.5% to 87.4%.
- To increase the number of black students who meet or exceed the standards in mathematics from 65.1% to 87.4%.
- To increase the number of students with disabilities who meet or exceed the standards in mathematics from 49.4% to 87.4%.
- To increase the number of economically disadvantaged students who meet or exceed the standards in mathematics from 66.7% to 87.4%.

#### 2012-2013 School Year

- To increase the number of all students who meet or exceed the standards in mathematics from the baseline of 79.4% to 93.7%.
- To increase the number of white students who meet or exceed the standards in mathematics from 87% to 93.7%.
- To increase the number of black students who meet or exceed the standards in mathematics from 70.1% to 93.7%.
- To increase the number of students with disabilities who meet or exceed the standards in mathematics from 54.4% to 93.7%.
- To increase the number of economically disadvantaged students who meet or exceed the standards from 71.7% to 93.7%.

### **Graduation Rate**

#### 2010-2011 School Year

### **School Improvement Grant 1003(g)**

- To increase the graduation rate for all students from the baseline of 62.6% to 85%.
- To increase the graduation rate for white students from the baseline of 62% to 85%.
- To increase the graduation rate for black students from the baseline of 62.3% to 85%.
- To increase the graduation rate for students with disabilities from the baseline of 19.7% to 85%.
- To increase the graduation rate for economically disadvantaged students from the baseline of 58.6% to 85%.

#### 2011-2012 School Year

- To increase the graduation rate for all students from the baseline of 67.6% to 90%.
- To increase the graduation rate for white students from the baseline of 67% to 90%.
- To increase the graduation rate for black students from the baseline of 67.3% to 90%.
- To increase the graduation rate for students with disabilities from the baseline of 24.7% to 90%.
- To increase the graduation rate for economically disadvantaged students from the baseline of 63.6% to 90%.

#### 2012-2013 School Year

- To increase the graduation rate for all students from the baseline of 72.6% to 95%.
- To increase the graduation rate for white students from the baseline of 72% to 95%.
- To increase the graduation rate for black students from the baseline of 72.3% to 95%.
- To increase the graduation rate for students with disabilities from the baseline of 29.7% to 95%.
- To increase the graduation rate for economically disadvantaged students from the baseline of 68.6% to 95%.

# School Improvement Grant 1003(g)

## LEA Application 2010

### Attachment 4 Budget Detail

**LEA Name: Griffin-Spalding County School System**

**School Served: Griffin High School**

**Intervention Model: Transformation**

**Tier Level: I**

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

**Year 1**

**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
<b>100</b>  <b>Personal</b>  <b>Services</b>  <b>(Salaries)</b>	1000-110: 2 day contract extension for professional learning days (96 teachers, 2 days, hourly rate)	\$45,620
	1000-110: Certified Teacher Incentives – \$500 monetary award for 96 teachers	\$48,000
	1000-113: Substitutes for professional learning (Small Learning Communities) (96 teachers, 3 days, \$80 sub cost)	\$23,080
	1000-113: Substitutes for shadowing days (96 teachers, 2 half days, \$40 sub cost/half day)	\$7,680
	1000-113: Substitutes for professional learning (RESA, trainings) (96 teachers, 2 days, \$80 sub cost)	\$15,360
	1000-113: Substitutes for peer observations (96 teachers, 2 half days, \$40 sub cost/half day)	\$7,680
	1000-113: Substitutes for 2 staff for lab safety training (2 staff, 2 days, \$80 sub cost)	\$320
	1000-113: Certified Teacher Incentives – substitutes for ½ day planning each semester (96 teachers, 2 half days, \$40 sub cost/half day)	\$7,680
	1000-113: Substitutes to support development of teacher leaders (7 teachers, 3 days, \$80 sub cost)	\$1,680
	1000-140: Classified Incentives - \$50 monetary award for 8 paraprofessionals	\$400
	1000-140: Classified Incentives - \$150 monetary award for 8 paraprofessionals	\$1,200
	1000-199: Salaries for teachers for freshman transition/tutoring session (5 days, 4 teachers, 4 hrs/day, hourly rate (estimated at \$40))	\$3,200
	1000-199 Classified Incentives - \$50 monetary award for 12 nutrition workers, 18 custodians, 10 clerks/secretaries and the nurse	\$2,050
	1000-199: Classified Incentives - \$150 monetary award for 12 nutrition workers, 18 custodians, 10 clerks/secretaries and the nurse	\$6,150
	1000-199: Salaries for Saturday tutorial sessions – boot camp (6 Saturdays, 4 hours, 4 teachers, hourly rate (estimated at \$40))	\$3,840
	1000-199: Before and after-school program salaries (170 days, 2 hours (1 before and 1 after), 4 teachers, hourly rate (estimated at \$40))	\$54,400
	1000-199: Salaries for intercession days for credit recovery (2 days Fall and 2 days Winter, 2 teachers, 8 hours, hourly rate (estimated at \$40))	\$2,560
	2100-173: 2 day contract extension for professional learning days (4 counselors and 1 transition coach, hourly rate)	\$3,013
	2100-173: Non-teachers incentives - \$500 monetary award for 3 counselors and transition coach	\$2,000
	2210-116: Leadership team stipends for GLISI professional learning (20 staff, 1 day, \$100)	\$4,000

## School Improvement Grant 1003(g)

	2210-116: Summer academy planning and professional learning stipends (105 x \$100 x 5 days)	\$52,500	
	2210-116: Freshman academy planning and professional learning stipends (4 days x 14 freshman academy staff x \$100)	\$5,600	
	2210-190: Salary for 2 instructional coaches (literacy and math/science)	\$132,028	
	2220-165: 2 day contract extension for professional learning days (media)	\$1,313	
	2220-165: Non-Teacher Incentives - \$500 monetary award for 2 media specialists	\$1,000	
	2400-130: Non-Teacher Incentives - \$500 monetary award for principal	\$500	
	2400-131: Non-Teacher Incentives - \$500 monetary award for 4 assistant principals	\$2,000	
	2700-180: Bus driver salaries for career and curriculum aligned field trips	\$2,800	
	2700-180: Bus driver salaries for before and after-school program (170 days, 2 hours (1 before and 1 after), 8 drivers, hourly rate (estimated at \$16))	\$43,520	
	2900-199: Stipends for teachers to teach parent workshops	\$2,000	
	2900-199: Salary to teach GED class for parents	\$4,000	
			<b>Object Total</b>
			\$487,174
<b>200</b>	<b>Benefits</b>		
	1000-210: Health for 2 day contract extension for professional learning days (teachers)	\$7,906	
	1000-220: Certified Teacher Incentives – SS & Medicare for \$500 monetary award	\$3,672	
	1000-220: Classified Incentives – SS & Medicare for \$50 monetary award for 8 paraprofessionals	\$31	
	1000-220: Classified Incentives - SS & Medicare for \$150 monetary award for 8 paraprofessionals	\$92	
	1000-220: Classified Incentives - SS & Medicare for \$50 monetary award for 12 nutrition workers, 18 custodians, 10 clerks/secretaries and the nurse	\$157	
	1000-220: Classified Incentives - SS & Medicare for \$150 monetary award for 12 nutrition workers, 18 custodians, 10 clerks/secretaries and the nurse	\$471	
	1000-220: SS & Medicare for 2 day contract extension for professional learning days (teachers)	\$3,399	
	1000-220: SS & Medicare for salaries for teachers for freshman transition/tutoring session (5 days, 4 teachers, 4 hrs/day)	\$245	
	1000-220: SS & Medicare for substitutes for professional learning (Small Learning Communities)	\$1,766	
	1000-220: SS & Medicare for shadowing days	\$588	
	1000-220: SS & Medicare for professional learning (RESA, trainings) substitutes	\$1,176	
	1000-220: SS & Medicare for peer observation substitutes	\$588	
	1000-220: Certified Teacher Incentives – SS & Medicare for substitutes for ½ day planning each semester	\$588	
	1000-220: SS & Medicare for substitutes for lab safety training	\$25	
	1000-220: SS & Medicare for Saturday tutorial sessions – boot camp	\$294	
	1000-220: SS & Medicare for before and after-school program	\$4,162	
	1000-220: SS & Medicare for substitutes to support development of teacher leaders	\$129	
	1000-220: SS & Medicare for intercession days	\$196	
	1000-230: TRS for 2 day contract extension for professional	\$4,690	

## School Improvement Grant 1003(g)

	learning days (teachers)		
	2100-210: Health for 2 day contract extension for professional learning days (counselors and transition coach)	\$523	
	2100-220: SS & Medicare for 2 day contract extension for professional learning days (counselors and transition coach)	\$231	
	2100-220: Non-teachers incentives – SS & Medicare for \$500 monetary award for 3 counselors and transition coach	\$153	
	2100-230: TRS for 2 day contract extension for professional learning days (counselors and transition coach)	\$309	
	2210:210: Health for 2 instructional coaches	\$24,854	
	2210-220: SS & Medicare for 2 instructional coaches	\$10,104	
	2210-220: SS & Medicare for leadership team stipends for GLISI professional learning	\$306	
	2210-220: SS & Medicare for summer academy planning stipends	\$4,017	
	2210-220: SS & Medicare for freshman academy planning stipends	\$429	
	2220-210: Health for 2 day contract extension for professional learning days (media)	\$228	
	2210-230: TRS for 2 instructional coaches	\$12,860	
	2210-290: Life insurance for 2 instructional coaches	\$154	
	2220-220: SS & Medicare for 2 day contract extension for professional learning days (media)	\$100	
	2220-220: Non-Teacher Incentives – SS & Medicare for \$500 monetary award for 2 media specialists	\$77	
	2220-230: TRS for 2 day contract extension for professional learning days (media)	\$135	
	2400-220: Non-Teacher Incentives – SS & Medicare \$500 monetary award for principal and 4 assistant principals	\$191	
	2700-220: SS & Medicare for bus driver salaries for career and curriculum aligned field trips	\$215	
	2700-220: SS & Medicare for bus driver salaries for before and after-school program (170 days, 2 hours (1 before and 1 after))	\$3,330	
	2900-220: SS & Medicare for stipends for teachers to teach parent workshops	\$153	
	2900-220: SS & Medicare for salary to teach GED class for parents	\$306	
			<b>Object Total</b>
			\$88,850
<b>300</b>	<b>Purchased</b>		
	<b>Professional</b>		
	<b>&amp; Technical</b>		
	<b>Services</b>		
	1000-300: Speakers for Freshman Academy for career focus and motivation	\$5,000	
	2210-300: Contracted services – professional learning series on cultural proficiency (6 days, \$1500/day)	\$9,000	
	2210-300: Contracted services – professional learning on differentiated instruction with Carolyn Coil (3 days, \$2,800/day)	\$8,400	
	2210-300: Contracted services – gifted endorsements through Casenex (3 online courses) for 10 staff members	\$10,000	
	2210-300: Contracted services – Advanced Placement strategies for non-AP teachers for 10 staff members	\$10,000	
	2210-300: Contracted services – Small Learning communities (23 days for SLC coach)	\$50,600	
	2210-300: Contracted services – Technology training on mimios, interwrite pads, response systems	\$1,300	
	2210-300: Contracted services – GLISI – eWalk, mission/vision (5 days)	\$5,000	
	2210-300: Contracted services – location for summer academy planning & professional learning	\$1,250	

## School Improvement Grant 1003(g)

		2210-300: Contracted services – UGA reading endorsements online for 15 staff members	\$16,000		
		2210-300: Contracted services for support of teacher leadership	\$3,000		
		2900-300: Contracted services – speakers on parent involvement, parents role in education and student achievement	\$1,000		
				<b>Object Total</b>	
				\$120,550	
<b>500</b>	<b>Other</b>	2210-580: Travel for 2 staff for lab safety training	\$100		
		2210-580: Certified Teacher Incentives – Travel for national conferences related to academy and subject (\$700 x 3 people x 10 departments) – Tier 3	\$21,000		
	<b>Purchased</b>	2210-580: Certified Teacher Incentives – Travel for state conferences related to academy and subject (\$700 x 3 people x 10 departments) – Tier 2	\$21,000		
		2210-580: Certified Non-Teacher Incentives – Travel for national conferences related to subject (\$700 x 3 people x 3 departments) – Tier 3	\$6,300		
		2210-580: Certified Non-Teacher Incentives – Travel for state conferences related to subject (\$700 x 3 people x 3 departments) – Tier 2	\$6,300		
	<b>Services</b>				
					<b>Object Total</b>
				\$54,700	
<b>600</b>	<b>Supplies</b>	1000-610: Certified Teacher Incentives - \$300/classroom supplies to support instruction (pens, pencils, paper, notepads, lab supplies)	\$28,800		
		1000-610: Certified non-teacher Incentives - \$150 each-supplies to support programs (pens, pencils, paper, notepads, lab supplies)	\$1,650		
		1000-610: Supplies for service learning projects and interdisciplinary projects (clipboards, notebooks, lanyards, paper) for Freshman Academy and academy patches	\$6,000		
		1000-612: 106 licenses of Adobe Acrobat Standard	\$5,800		
		1000-616: Wireless connectivity (power over Ethernet switches, wireless drops, wireless access points)	\$25,000		
		1000-616: 46 teacher laptops for compu-carts (\$59,800), 90 Interactive Boards (\$229,230), 60 Flip video cameras (\$12,000), 6 computer carts with 30 netbooks each (\$117,000), 60 electronic readers (\$18,000) to support classroom instruction	\$436,030		
		1000-642: Supplemental books for after-school and before-school program	\$2,244		
		1000-642: Books for students – career exposure for Freshman Academy	\$4,000		
		1000-642: Electronic (supplemental) book downloads for electronic readers	\$5,000		
		2210-610: Professional learning supplies (notebooks, paper, tabs, highlighters, post-it notes, flip charts) to support activities	\$4,000		
		2210-642: Professional learning books – Carolyn Coil, Differentiated Instruction (\$116/set of 3 books, 40 sets)	\$4640		
		2210-642: Professional learning books – classroom management strategies	\$1,000		
		2210-642: Books for reading endorsements (15 people, 3 books (\$200 total each set))	\$3,000		
		2210-642: Thinking Maps: A Language for Learning (102 x \$125)	\$12,750		
		2700-620: Mileage for career and curriculum aligned field trips	\$3,200		
		2700-620: Mileage for buses for before and after-school program (8 buses, \$1.50/mile, 170 days, 2 trips (1 before and 1 after), 26 miles (estimated))	\$106,080		

## School Improvement Grant 1003(g)

		2900-610: Active parenting video library	\$1,000	
		2900-610: Supplies for parent workshops and workshop advertisement (paper, pens, notebooks, labels, envelopes, folders, notepads, flyers)	\$3,000	
		2900-642: Books for school parent resource center for parent involvement	\$3,000	
		2900-642: GED books for parents	\$1,000	
				<b>Object Total</b>
				\$657,194
<b>700</b>	<b>Property (Capitalized Equipment)</b>			
				<b>Object Total</b>
				\$0
<b>800</b>	<b>Other Objects</b>	1000-810: Registration fees for student field trips that align with careers and curriculum of academies	\$10,000	
		2210-810: Registration fees for Train the Trainer – Thinking Maps	\$1,200	
		2210-810: Registration fees for lab safety training (2 staff)	\$1,200	
		2210-810: Certified Teacher Incentives - Registration fees for national conferences related to academy and subject (\$300 x 3 people x 10 departments)	\$9,000	
		2210-810: Certified Teacher Incentives - Registration fees for state conferences related to academy and subject (\$300 x 3 people x 10 departments)	\$9,000	
		2210-580: Certified Non-Teacher Incentives – Registration fees for national conferences related to subject (\$700 x 3 people x 3 departments)	\$2,700	
		2210-580: Certified Non-Teacher Incentives – Registration fees for state conferences related to subject (\$700 x 3 people x 3 departments)	\$2,700	
				<b>Object Total</b>
				\$35,800
<b>900</b>	<b>Other Uses</b>			
				<b>Object Total</b>
				\$0

**School Total**

**\$1,444,268**

## School Improvement Grant 1003(g)

**LEA Name: Griffin-Spalding County School System**

**School Served: Griffin High School**

**Intervention Model: Transformation**

**Tier Level: I**

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

**Year 2**

**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
<b>100</b>  <b>Personal</b>  <b>Services</b>  <b>(Salaries)</b>	1000-110: 2 day contract extension for professional learning days (96 teachers, 2 days, hourly rate)	\$46,989
	1000-110: Certified Teacher Incentives – \$500 monetary award for 96 teachers	\$48,000
	1000-113: Substitutes for professional learning (Small Learning Communities) (96 teachers, 3 days, \$80 sub cost)	\$23,080
	1000-113: Substitutes for shadowing days (96 teachers, 2 half days, \$40 sub cost/half day)	\$7,680
	1000-113: Substitutes for professional learning (RESA, trainings) (96 teachers, 2 days, \$80 sub cost)	\$15,360
	1000-113: Substitutes for peer observations (96 teachers, 2 half days, \$40 sub cost/half day)	\$7,680
	1000-113: Certified Teacher Incentives – substitutes for ½ day planning each semester (96 teachers, 2 half days, \$40 sub cost/half day)	\$7,680
	1000-113: Substitutes to support development of teacher leaders (7 teachers, 3 days, \$80 sub cost)	\$1,680
	1000-140: Classified Incentives - \$50 monetary award for 8 paraprofessionals	\$400
	1000-140: Classified Incentives - \$150 monetary award for 8 paraprofessionals	\$1,200
	1000-199: Salaries for teachers for freshman transition/tutoring session (5 days, 4 teachers, 4 hrs/day, hourly rate (estimated at \$40))	\$3,200
	1000-199 Classified Incentives - \$50 monetary award for 12 nutrition workers, 18 custodians, 10 clerks/secretaries and the nurse	\$2,050
	1000-199: Classified Incentives - \$150 monetary award for 12 nutrition workers, 18 custodians, 10 clerks/secretaries and the nurse	\$6,150
	1000-199: Salaries for Saturday tutorial sessions – boot camp (6 Saturdays, 4 hours, 4 teachers, hourly rate (estimated at \$40))	\$3,840
	1000-199: Before and after-school program salaries (170 days, 2 hour (1 before and 1 after), 4 teachers, hourly rate (estimated at \$40))	\$54,400
	1000-199: Salaries for intercession days for credit recovery (2 days Fall and 2 days Winter, 2 teachers, 8 hours, hourly rate (estimated at \$40))	\$2,560
	2100-173: 2 day contract extension for professional learning days (4 counselors and 1 transition coach, hourly rate)	\$3,013
	2100-173: Non-teachers incentives - \$500 monetary award for 3 counselors and transition coach	\$2,000
	2210-116: Leadership team stipends for GLISI professional learning (20 people, 1 day, \$100)	\$2,000
	2210-116: Summer academy planning and professional learning stipends (105 x \$100 x 5 days)	\$52,500
2210-190: Salary for 2 instructional coaches (literacy and math/science)	\$132,028	
2220-165: 2 day contract extension for professional learning	\$1,352	

## School Improvement Grant 1003(g)

	days (media)		
	2220-165: Non-Teacher Incentives - \$500 monetary award for 2 media specialists	\$1,000	
	2400-130: Non-Teacher Incentives - \$500 monetary award for principal	\$500	
	2400-131: Non-Teacher Incentives - \$500 monetary award for 4 assistant principals	\$2,000	
	2700-180: Bus driver salaries for career and curriculum aligned field trips	\$7,000	
	2700-180: Bus driver salaries for dual enrollment buses	\$7,000	
	2700-180: Bus driver salaries for before and after-school program (170 days, 2 hours (1 before and 1 after), 8 drivers, hourly rate (estimated at \$16))	\$43,520	
	2900-177: Salary for part-time (50%) parent liaison	\$11,080	
	2900-199: Stipends for teachers to teach parent workshops	\$2,000	
	2900-199: Salary to teach GED class for parents	\$4,000	
			<b>Object Total</b>
			\$502,942
<b>200</b>	<b>Benefits</b>		
	1000-210: Health for 2 day contract extension for professional learning days (teachers)	\$8,143	
	1000-220: Certified Teacher Incentives – SS & Medicare for \$500 monetary award	\$3,672	
	1000-220: Classified Incentives – SS & Medicare for \$50 monetary award for 8 paraprofessionals	\$31	
	1000-220: Classified Incentives - SS & Medicare for \$150 monetary award for 8 paraprofessionals	\$92	
	1000-220: Classified Incentives - SS & Medicare for \$50 monetary award for 12 nutrition workers, 18 custodians, 10 clerks/secretaries and the nurse	\$157	
	1000-220: Classified Incentives - SS & Medicare for \$150 monetary award for 12 nutrition workers, 18 custodians, 10 clerks/secretaries and the nurse	\$471	
	1000-220: SS & Medicare for 2 day contract extension for professional learning days (teachers)	\$3,501	
	1000-220: SS & Medicare for salaries for teachers for freshman transition/tutoring session (5 days, 4 teachers, 4 hrs/day)	\$245	
	1000-220: SS & Medicare for substitutes for professional learning (Small Learning Communities)	\$1,766	
	1000-220: SS & Medicare for shadowing days	\$588	
	1000-220: SS & Medicare for professional learning (RESA, trainings) substitutes	\$1,176	
	1000-220: SS & Medicare for peer observation substitutes	\$588	
	1000-220: Certified Teacher Incentives – SS & Medicare for substitutes for ½ day planning each semester	\$588	
	1000-220: SS & Medicare for Saturday tutorial sessions – boot camp	\$294	
	1000-220: SS & Medicare for before and after-school program	\$4,162	
	1000-220: SS & Medicare for substitutes to support development of teacher leaders	\$129	
	1000-220: SS & Medicare for intercession days	\$196	
	1000-230: TRS for 2 day contract extension for professional learning days (teachers)	\$4,831	
	2100-210: Health for 2 day contract extension for professional learning days (counselors and transition coach)	\$539	
	2100-220: SS & Medicare for 2 day contract extension for professional learning days (counselors and transition coach)	\$238	

## School Improvement Grant 1003(g)

	2100-220: Non-teachers incentives – SS & Medicare for \$500 monetary award for 3 counselors and transition coach	\$153	
	2100-230: TRS for 2 day contract extension for professional learning days (counselors and transition coach)	\$318	
	2210:210: Health for 2 instructional coaches	\$24,854	
	2210-220: SS & Medicare for 2 instructional coaches	\$10,104	
	2210-220: SS & Medicare for leadership team stipends for GLISI professional learning	\$153	
	2210-220: SS & Medicare for summer academy planning stipends	\$4,017	
	2210-230: TRS for 2 instructional coaches	\$12,860	
	2210-290: Life insurance for 2 instructional coaches	\$154	
	2220-210: Health for 2 day contract extension for professional learning days (media)	\$235	
	2220-220: SS & Medicare for 2 day contract extension for professional learning days (media)	\$103	
	2220-220: Non-Teacher Incentives – SS & Medicare for \$500 monetary award for 2 media specialists	\$77	
	2220-230: TRS for 2 day contract extension for professional learning days (media)	\$139	
	2400-220: Non-Teacher Incentives – SS & Medicare \$500 monetary award for principal and 4 assistant principals	\$191	
	2700-220: SS & Medicare for bus driver salaries for career and curriculum aligned field trips	\$536	
	2700-220: SS & Medicare for bus driver salaries for dual enrollment buses	\$536	
	2700-220: SS & Medicare for bus driver salaries for before and after-school program (170 days, 2 hours (1 before and 1 after))	\$3,330	
	2900-210: Health insurance for parent liaison.	\$1,953	
	2900-220: SS & Medicare for parent liaison	\$848	
	2900-220: SS & Medicare for stipends for teachers to teach parent workshops	\$153	
	2900-220: SS & Medicare for salary to teach GED class for parents	\$306	
	2900-230: TRS for parent liaison	\$1,080	
	2900-290: Life insurance for parent liaison	\$39	
			<b>Object Total</b>
			\$93,546
<b>300</b>	<b>Purchased Professional &amp; Technical Services</b>	1000-300: Speakers for Freshman Academy for career focus and motivation	\$5,000
		1000-300: Speakers for Arts & Communications Academy	\$5,000
		1000-300: Speakers for Health Occupations & Consumer Science Academy	\$5,000
		1000-300: Speakers for Entrepreneurship, Government & Public Safety Academy	\$5,000
		1000-300: Speakers for Construction, Engineering & Technology Academy	\$5,000
		1000-300: Purchased services – math and science gizmos for the Health Occupations & Consumer Science Academy	\$8,400
		1000-300: Law Subscriptions/UGA Economic Council for Entrepreneurship, Government & Public Safety Academy	\$5,000
		2210-300: Contracted services – professional learning series on cultural proficiency (6 days, \$1500/day)	\$9,000
		2210-300: Contracted services – professional learning on differentiated instruction with Carolyn Coil (3 days, \$2,800/day)	\$8,400
		2210-300: Contracted services – gifted endorsements through	\$10,000

## School Improvement Grant 1003(g)

		Casenex (3 online courses) for 10 staff members	
		2210-300: Contracted services – Advanced Placement strategies for non-AP teachers for 10 staff members	\$10,000
		2210-300: Contracted services – Small Learning communities (34 days for SLC coach)	\$74,800
		2210-300: Contracted services – Technology training on mimios, interwrite pads, response systems	\$1,300
		2210-300: Contracted services – GLISI – eWalk, mission/vision (5 days)	\$5,000
		2210-300: Contracted services – location for summer academy planning & professional learning	\$1,250
		2210-300: Contracted services – UGA reading endorsements online for 15 staff members	\$16,000
		2210-300: Contracted services – 2 days professional learning on gizmos	\$3,000
		2210-300: Contracted services for support of teacher leadership	\$3,000
		2900-300: Contracted services – speakers on parent involvement, parents role in education and student achievement	\$1,000
			<b>Object Total</b>
			\$181,150
<b>500</b>	<b>Other</b>	2210-580: Certified Teacher Incentives – Travel for national conferences related to academy and subject (\$700 x 3 people x 10 departments) – Tier 3	\$21,000
		2210-580: Certified Teacher Incentives – Travel for state conferences related to academy and subject (\$700 x 3 people x 10 departments) – Tier 2	\$21,000
	<b>Purchased</b>	2210-580: Certified Non-Teacher Incentives – Travel for national conferences related to subject (\$700 x 3 people x 3 departments) – Tier 3	\$6,300
		2210-580: Certified Non-Teacher Incentives – Travel for state conferences related to subject (\$700 x 3 people x 3 departments) – Tier 2	\$6,300
	<b>Services</b>		
			<b>Object Total</b>
			\$54,600
<b>600</b>	<b>Supplies</b>	1000-610: Certified Teacher Incentives - \$300/classroom supplies to support instruction (pens, pencils, paper, notepads, lab supplies)	\$28,800
		1000-610: Certified non-teacher Incentives - \$150 each-supplies to support programs (pens, pencils, paper, notepads, lab supplies)	\$1,650
		1000-610: Supplies for service learning projects and interdisciplinary projects (clipboards, notebooks, lanyards, paper) for Freshman Academy and academy patches	\$6,000
		1000-610: Equipment for Arts & Communications Academy (Broadcasting/Video Production Lab supplies)	\$5,000
		1000-610: Equipment for Arts & Communications Academy (Drama/Arts)	\$20,000
		1000-610: Supplies for service learning projects (clipboards, notebooks, lanyards, paper) for Arts & Communications Academy and academy patches	\$5,000
		1000-610: Supplies for service learning projects (clipboards, notebooks, lanyards, paper) for Health Occupations & Consumer Science Academy and academy patches	\$5,000
		1000-610: Supplies for Health Occupations & Consumer Science Academy (Nursing - Blood pressure simulator arm, compact video otoscope, Resting ECG system, Sonotrax, Ishihara Test Chart, Fecal Occult Blood Test, Chem Strips, Bed	\$15,000

## School Improvement Grant 1003(g)

Cradle, Drunk Busters, Chronic Care Challenges Kit)	
1000-610: Supplies for Health Occupations & Consumer Science Academy (Science/Anatomy - Motion Sensor, Force Sensor, Temp probe, Light Sensor, photogate, digital adapter, magnets, calorimetry, radiation, optics sheets, polarizing sheets, Tuning Fork, etc. CD ROMs, Anatomy mounts, molecular biology kits)	\$70,000
1000-610: Entrepreneurship materials for Entrepreneurship, Government & Public Safety Academy	\$5,000
1000-610: Supplies for Entrepreneurship, Government & Public Safety Academy (forensic kits)	\$5,000
1000-610: Supplies for service learning projects (clipboards, notebooks, lanyards, paper) for Entrepreneurship, Government & Public Safety Academy and academy patches	\$5,000
1000-610: Supplies for service learning projects (clipboards, notebooks, lanyards, paper) for Construction, Engineering & Technology Academy and academy patches	\$5,000
1000-610: Activity panels for residential wiring and plumbing for Construction, Engineering & Technology Academy	\$18,000
1000-610: Sample workstations for Construction, Engineering & Technology Academy	\$15,000
1000-612: Adobe Creative Suite Software for Arts & Communications Academy	\$1,000
1000-612: Chief Architect software for Construction, Engineering & Technology Academy	\$2,590
1000-616: Equipment for Arts & Communications Academy (Broadcasting/Video Production Lab - Professional Camcorder, DVD recorder, 2 DSLR Cameras, 4 HP laptops, 2 audio-video mixers, Pinnacle avid liquid (10), 10 SLR cameras, external hard drives)	\$104,943
1000-616: Equipment for Arts & Communications Academy (Recording studio - Mixers, Stabilizers, Headphones, microphones, computer, interface, Guitar, Bass, Keyboard, drums, cymbals, percussion)	\$150,000
1000-616: Equipment for Arts & Communications Academy (Drama - Light and Sound Equipment, Portable stage)	\$120,000
1000-616: Equipment for Arts & Communications Academy (Photography - 30 DSX Cameras (\$300 each), 5 DSLR (\$2000 each)	\$19,000
1000-616: Equipment for Health Occupations & Consumer Science Academy (Nursing - Vital Sim Mannequin and Equipment to run preprogrammed scenarios)	\$20,000
1000-616: Equipment for Health Occupations & Consumer Science Academy (PE/Health - Body Sensor, Body Fat Analyzer, Pedometers, Fitness Assessment, Heart Rate Monitor, Plyometrics)	\$50,000
1000-616: Robotics kits for Construction, Engineering & Technology Academy	\$12,000
1000-642: Supplemental books for after-school and before-school program	\$2,000
1000-642: Supplemental books for Arts & Communications Academy (Vocabulary Practice, supplemental novels & supplemental magazines)	\$5,000
1000-642: Electronic (supplemental) book downloads for electronic readers	\$5,000
2210-610: Professional learning supplies (notebooks, paper, tabs, highlighters, post-it notes, flip charts) to support activities	\$4,000
2210-642: Books for reading endorsements (15 people, 3 books (\$200 total each set))	\$3,000
2700-620: Mileage for career and curriculum aligned field trips	\$8,000

## School Improvement Grant 1003(g)

		2700-620: Mileage for dual enrollment buses	\$8,000	
		2700-620: Mileage for buses for before and after-school program (8 buses, \$1.50/mile, 170 days, 2 trips (1 before and 1 after), 26 miles (estimated))	\$106,080	
		2900-610: Active parenting video library	\$1,000	
		2900-610: Supplies for parent workshops and workshop advertisement (paper, pens, notebooks, labels, envelopes, folders, notepads, flyers)	\$3,000	
		2900-642: Books for school parent resource center for parent involvement	\$3,000	
		2900-642: GED books for parents	\$1,000	
				<b>Object Total</b>
				\$838,063
<b>700</b>	<b>Property (Capitalized Equipment)</b>	1000-730: Wax model printer for Construction, Engineering & Technology Academy	\$41,500	
				<b>Object Total</b>
				\$41,500
<b>800</b>	<b>Other  Objects</b>	1000-810: Registration fees for student field trips that align with careers and curriculum of academies	\$25,000	
		2210-810: Certified Teacher Incentives - Registration fees for national conferences related to academy and subject (\$300 x 3 people x 10 departments)	\$9,000	
		2210-810: Certified Teacher Incentives - Registration fees for state conferences related to academy and subject (\$300 x 3 people x 10 departments)	\$9,000	
		2210-580: Certified Non-Teacher Incentives – Registration fees for national conferences related to subject (\$700 x 3 people x 3 departments)	\$2,700	
		2210-580: Certified Non-Teacher Incentives – Registration fees for state conferences related to subject (\$700 x 3 people x 3 departments)	\$2,700	
				<b>Object Total</b>
				\$48,400
<b>900</b>	<b>Other Uses</b>			
				<b>Object Total</b>
				\$0
<b>School Total</b>				<b>\$1,760,201</b>

## School Improvement Grant 1003(g)

**LEA Name: Griffin-Spalding County School System**

**School Served: Griffin High School**

**Intervention Model: Transformation**

**Tier Level: I**

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

**Year 3**

**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
<b>100</b>  <b>Personal</b>  <b>Services</b>  <b>(Salaries)</b>	1000-110: 2 day contract extension for professional learning days (96 teachers, 2 days, hourly rate)	\$48,398
	1000-110: Certified Teacher Incentives – \$500 monetary award for 96 teachers	\$48,000
	1000-113: Substitutes for professional learning (Small Learning Communities) (96 teachers, 3 days, \$80 sub cost)	\$23,080
	1000-113: Substitutes for shadowing days (96 teachers, 2 half days, \$40 sub cost/half day)	\$7,680
	1000-113: Substitutes for professional learning (RESA, trainings) (96 teachers, 2 days, \$80 sub cost)	\$15,360
	1000-113: Substitutes for peer observations (96 teachers, 2 half days, \$40 sub cost/half day)	\$7,680
	1000-113: Certified Teacher Incentives – substitutes for ½ day planning each semester (96 teachers, 2 half days, \$40 sub cost/half day)	\$7,680
	1000-113: Substitutes to support development of teacher leaders (7 teachers, 3 days, \$80 sub cost)	\$1,680
	1000-140: Classified Incentives - \$50 monetary award for 8 paraprofessionals	\$400
	1000-140: Classified Incentives - \$150 monetary award for 8 paraprofessionals	\$1,200
	1000-199: Salaries for teachers for freshman transition/tutoring session (5 days, 4 teachers, 4 hrs/day, hourly rate (estimated at \$40))	\$3,200
	1000-199 Classified Incentives - \$50 monetary award for 12 nutrition workers, 18 custodians, 10 clerks/secretaries and the nurse	\$2,050
	1000-199: Classified Incentives - \$150 monetary award for 12 nutrition workers, 18 custodians, 10 clerks/secretaries and the nurse	\$6,150
	1000-199: Salaries for Saturday tutorial sessions – boot camp (6 Saturdays, 4 hours, 4 teachers, hourly rate (estimated at \$40))	\$3,840
	1000-199: Before and after-school program salaries (170 days, 2 hour (1 before and 1 after), 4 teachers, hourly rate (estimated at \$40))	\$54,400
	1000-199: Salaries for intercession days for credit recovery (2 days Fall and 2 days Winter, 2 teachers, 8 hours, hourly rate (estimated at \$40))	\$2,560
	2100-173: 2 day contract extension for professional learning days (4 counselors and 1 transition coach, hourly rate)	\$3,013
	2100-173: Non-teachers incentives - \$500 monetary award for 3 counselors and transition coach	\$2,000
	2210-116: Summer academy planning and professional learning stipends (105 x \$100 x 5 days)	\$52,500
	2210-190: Salary for 2 instructional coaches (literacy and math/science)	\$132,028
2220-165: 2 day contract extension for professional learning days (media)	\$1,393	
2220-165: Non-Teacher Incentives - \$500 monetary award for 2	\$1,000	

## School Improvement Grant 1003(g)

	media specialists		
	2400-130: Non-Teacher Incentives - \$500 monetary award for principal	\$500	
	2400-131: Non-Teacher Incentives - \$500 monetary award for 4 assistant principals	\$2,000	
	2700-180: Bus driver salaries for career and curriculum aligned field trips	\$7,000	
	2700-180: Bus driver salaries for dual enrollment buses	\$7,000	
	2700-180: Bus driver salaries for before and after-school program (170 days, 2 hours (1 before and 1 after), 8 drivers, hourly rate (estimated at \$16))	\$43,520	
	2900-177: Salary for part-time (50%) parent liaison	\$11,080	
	2900-199: Stipends for teachers to teach parent workshops	\$2,000	
	2900-199: Salary to teach GED class for parents	\$4,000	
			<b>Object Total</b>
			\$502,392
<b>200</b>	<b>Benefits</b>		
	1000-210: Health for 2 day contract extension for professional learning days (teachers)	\$8,387	
	1000-220: Certified Teacher Incentives – SS & Medicare for \$500 monetary award	\$3,672	
	1000-220: Classified Incentives – SS & Medicare for \$50 monetary award for 8 paraprofessionals	\$31	
	1000-220: Classified Incentives - SS & Medicare for \$150 monetary award for 8 paraprofessionals	\$92	
	1000-220: Classified Incentives - SS & Medicare for \$50 monetary award for 12 nutrition workers, 18 custodians, 10 clerks/secretaries and the nurse	\$157	
	1000-220: Classified Incentives - SS & Medicare for \$150 monetary award for 12 nutrition workers, 18 custodians, 10 clerks/secretaries and the nurse	\$471	
	1000-220: SS & Medicare for 2 day contract extension for professional learning days (teachers)	\$3,606	
	1000-220: SS & Medicare for salaries for teachers for freshman transition/tutoring session (5 days, 4 teachers, 4 hrs/day)	\$245	
	1000-220: SS & Medicare for substitutes for professional learning (Small Learning Communities)	\$1,766	
	1000-220: SS & Medicare for shadowing days	\$588	
	1000-220: SS & Medicare for professional learning (RESA, trainings) substitutes	\$1,176	
	1000-220: SS & Medicare for peer observation substitutes	\$588	
	1000-220: Certified Teacher Incentives – SS & Medicare for substitutes for ½ day planning each semester	\$588	
	1000-220: SS & Medicare for Saturday tutorial sessions – boot camp	\$294	
	1000-220: SS & Medicare for before and after-school program	\$4,162	
	1000-220: SS & Medicare for substitutes to support development of teacher leaders	\$129	
	1000-220: SS & Medicare for intercession days	\$196	
	1000-230: TRS for 2 day contract extension for professional learning days (teachers)	\$4,976	
	2100-210: Health for 2 day contract extension for professional learning days (counselors and transition coach)	\$555	
	2100-220: SS & Medicare for 2 day contract extension for professional learning days (counselors and transition coach)	\$246	
	2100-220: Non-teachers incentives – SS & Medicare for \$500 monetary award for 3 counselors and transition coach	\$153	

## School Improvement Grant 1003(g)

	2100-230: TRS for 2 day contract extension for professional learning days (counselors and transition coach)	\$328	
	2210:210: Health for 2 instructional coaches	\$24,854	
	2210-220: SS & Medicare for 2 instructional coaches	\$10,104	
	2210-220: SS & Medicare for summer academy planning stipends	\$4,017	
	2210-230: TRS for 2 instructional coaches	\$12,860	
	2210-290: Life insurance for 2 instructional coaches	\$154	
	2220-210: Health for 2 day contract extension for professional learning days (media)	\$242	
	2220-220: SS & Medicare for 2 day contract extension for professional learning days (media)	\$106	
	2220-220: Non-Teacher Incentives – SS & Medicare for \$500 monetary award for 2 media specialists	\$77	
	2220-230: TRS for 2 day contract extension for professional learning days (media)	\$143	
	2400-220: Non-Teacher Incentives – SS & Medicare \$500 monetary award for principal and 4 assistant principals	\$191	
	2700-220: SS & Medicare for bus driver salaries for career and curriculum aligned field trips	\$536	
	2700-220: SS & Medicare for bus driver salaries for dual enrollment buses	\$536	
	2700-220: SS & Medicare for bus driver salaries for before and after-school program (170 days, 2 hours (1 before and 1 after))	\$3,330	
	2900-210: Health insurance for parent liaison.	\$1,953	
	2900-220: SS & Medicare for parent liaison	\$848	
	2900-220: SS & Medicare for stipends for teachers to teach parent workshops	\$153	
	2900-220: SS & Medicare for salary to teach GED class for parents	\$306	
	2900-230: TRS for parent liaison	\$1,080	
	2900-290: Life insurance for parent liaison	\$39	
			<b>Object Total</b>
			\$93,935
<b>300</b>	<b>Purchased Professional &amp; Technical Services</b>		
	1000-300: Speakers for Freshman Academy for career focus and motivation	\$4,370	
	1000-300: Speakers for Arts & Communications Academy	\$4,400	
	1000-300: Speakers for Health Occupations & Consumer Science Academy	\$4,400	
	1000-300: Speakers for Entrepreneurship, Government & Public Safety Academy	\$4,400	
	1000-300: Speakers for Construction, Engineering & Technology Academy	\$4,400	
	1000-300: Purchased services – math and science gizmos for the Health Occupations & Consumer Science Academy	\$8,400	
	1000-300: Law Subscriptions/UGA Economic Council for Entrepreneurship, Government & Public Safety Academy	\$5,000	
	1000-300: Contracted Services – Personal Fitness (Yoga, Pilates, Ballet, Step Aerobics, Kick-boxing)	\$5,000	
	2210-300: Contracted services – professional learning series on cultural proficiency (6 days, \$1500/day)	\$9,000	
	2210-300: Contracted services – professional learning on differentiated instruction with Carolyn Coil (3 days, \$2,800/day)	\$8,400	
	2210-300: Contracted services – gifted endorsements through Casenex (3 online courses) for 10 staff members	\$10,000	
	2210-300: Contracted services – Advanced Placement strategies	\$10,000	

## School Improvement Grant 1003(g)

		for non-AP teachers for 10 staff members	
		2210-300: Contracted services – Small Learning communities (26 days for SLC coach)	\$57,200
		2210-300: Contracted services – Technology training on mimios, interwrite pads, response systems	\$1,300
		2210-300: Contracted services – GLISI – eWalk, mission/vision (5 days)	\$5,000
		2210-300: Contracted services – location for summer academy planning & professional learning	\$1,250
		2210-300: Contracted services – UGA reading endorsements online for 15 staff members	\$16,000
		2210-300: Contracted services for support of teacher leadership	\$3,000
		2900-300: Contracted services – speakers on parent involvement, parents role in education and student achievement	\$1,000
		<b>Object Total</b>	
			\$162,520
<b>500</b>	<b>Other</b>	2210-580: Certified Teacher Incentives – Travel for national conferences related to academy and subject (\$700 x 3 people x 10 departments) – Tier 3	\$21,000
		2210-580: Certified Teacher Incentives – Travel for state conferences related to academy and subject (\$700 x 3 people x 10 departments) – Tier 2	\$21,000
	<b>Purchased</b>	2210-580: Certified Non-Teacher Incentives – Travel for national conferences related to subject (\$700 x 3 people x 3 departments) – Tier 3	\$6,300
		2210-580: Certified Non-Teacher Incentives – Travel for state conferences related to subject (\$700 x 3 people x 3 departments) – Tier 2	\$6,300
	<b>Services</b>		
		<b>Object Total</b>	
			\$54,600
<b>600</b>	<b>Supplies</b>	1000-610: Certified Teacher Incentives - \$300/classroom supplies to support instruction (pens, pencils, paper, notepads, lab supplies)	\$28,800
		1000-610: Certified non-teacher Incentives - \$150 each-supplies to support programs (pens, pencils, paper, notepads, lab supplies)	\$1,650
		1000-610: Supplies for service learning projects and interdisciplinary projects (clipboards, notebooks, lanyards, paper) for Freshman Academy and academy patches	\$6,000
		1000-610: Equipment for Arts & Communications Academy (Broadcasting/Video Production Lab supplies)	\$5,000
		1000-610: Equipment for Arts & Communications Academy (Drama/Arts)	\$20,000
		1000-610: Supplies for service learning projects (clipboards, notebooks, lanyards, paper) for Arts & Communications Academy and academy patches	\$5,000
		1000-610: Supplies for service learning projects (clipboards, notebooks, lanyards, paper) for Health Occupations & Consumer Science Academy and academy patches	\$5,000
		1000-610: Supplies for Health Occupations & Consumer Science Academy (Nursing - Blood pressure simulator arm, compact video otoscope, Resting ECG system, Sonotrax, Ishihara Test Chart, Fecal Occult Blood Test, Chem Strips, Bed Cradle, Drunk Busters, Chronic Care Challenges Kit)	\$7,500
		1000-610: Supplies for Health Occupations & Consumer Science Academy (Science/Anatomy - Motion Sensor, Force Sensor, Temp probe, Light Sensor, photogate, digital adapter,	\$35,000

## School Improvement Grant 1003(g)

magnets, calorimetry, radiation, optics sheets, polarizing sheets, Tuning Fork, etc. CD ROMs, Anatomy mounts, molecular biology kits)	
1000-610: Supplies for Entrepreneurship, Government & Public Safety Academy (forensic kits)	\$5,000
1000-610: Supplies for service learning projects (clipboards, notebooks, lanyards, paper) for Entrepreneurship, Government & Public Safety Academy and academy patches	\$5,000
1000-610: Supplies for service learning projects (clipboards, notebooks, lanyards, paper) for Construction, Engineering & Technology Academy and academy patches	\$5,000
1000-612: Chief Architect software for Construction, Engineering & Technology Academy	\$2,590
1000-616: Equipment for Arts & Communications Academy (Broadcasting/Video Production Lab - Professional Camcorder, DVD recorder, SLR cameras, external hard drives)	\$40,000
1000-616: Equipment for Arts & Communications Academy (Recording studio - Headphones, microphones)	\$30,000
1000-616: Equipment for Arts & Communications Academy (Drama - Light and Sound Equipment)	\$30,000
1000-616: Equipment for Health Occupations & Consumer Science Academy (Nursing - Vital Sim Mannequin and Equipment to run preprogrammed scenarios)	\$6,000
1000-616: Equipment for Health Occupations & Consumer Science Academy (PE/Health - Body Sensor, Body Fat Analyzer, Pedometers, Fitness Assessment, Heart Rate Monitor, Plyometrics)	\$5,000
1000-616: Equipment for Health Occupations & Consumer Science Academy (Personal Fitness - 30 spin bikes (\$1000 each), 30 yoga mats (\$50 each), 30 steps (\$80 each), 30 kick-boxing bags (\$150 each), DVDs)	\$38,400
1000-616: Sound system, screen and projector	\$13,000
1000-616: Robotics kits for Construction, Engineering & Technology Academy	\$6,000
1000-642: Supplemental books for after-school and before-school program	\$2,000
1000-642: Supplemental books for Arts & Communications Academy (Vocabulary Practice, supplemental novels & supplemental magazines)	\$5,000
1000-642: Electronic (supplemental) book downloads for electronic readers	\$5,000
2210-610: Professional learning supplies (notebooks, paper, tabs, highlighters, post-it notes, flip charts) to support activities	\$4,000
2210-642: Books for reading endorsements (15 people, 3 books (\$200 total each set))	\$3,000
2700-620: Mileage for career and curriculum aligned field trips	\$8,000
2700-620: Mileage for dual enrollment buses	\$8,000
2700-620: Mileage for buses for before and after-school program (8 buses, \$1.50/mile, 170 days, 2 trips (1 before and 1 after), 26 miles (estimated))	\$106,080
2900-610: Active parenting video library	\$1,000
2900-610: Supplies for parent workshops and workshop advertisement (paper, pens, notebooks, labels, envelopes, folders, notepads, flyers)	\$3,000
2900-642: Books for school parent resource center for parent involvement	\$1,000
2900-642: GED books for parents	\$1,000

**Object Total**

## School Improvement Grant 1003(g)

			\$447,020
<b>700</b>	<b>Property (Capitalized Equipment)</b>		
		<b>Object Total</b>	\$0
<b>800</b>	<b>Other</b>	1000-810: Registration fees for student field trips that align with careers and curriculum of academies	\$25,000
		2210-810: Certified Teacher Incentives - Registration fees for national conferences related to academy and subject (\$300 x 3 people x 10 departments)	\$9,000
	<b>Objects</b>	2210-810: Certified Teacher Incentives - Registration fees for state conferences related to academy and subject (\$300 x 3 people x 10 departments)	\$9,000
		2210-580: Certified Non-Teacher Incentives – Registration fees for national conferences related to subject (\$700 x 3 people x 3 departments)	\$2,700
		2210-580: Certified Non-Teacher Incentives – Registration fees for state conferences related to subject (\$700 x 3 people x 3 departments)	\$2,700
			<b>Object Total</b>
			\$48,400
<b>900</b>	<b>Other Uses</b>		
		<b>Object Total</b>	\$0
<b>School Total</b>			<b>\$1,308,867</b>

# School Improvement Grant 1003 (g)

LEA Application 2010

**Attachment 5  
Checklist**

<b>Section A. SCHOOLS TO BE SERVED</b>	
<p>The chart is complete:</p> <ul style="list-style-type: none"> <li>✓ All Tier I, II, and III schools are identified.</li> <li>✓ Intervention models are selected for each Tier I and Tier II school.</li> <li>✓ If more than nine schools will be served, only 50 percent or less have selected the transformation model.</li> <li>✓ An explanation for the Tier I schools that the LEA is not applying to serve has been provided.</li> </ul>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> N/A N/A

<b>Section B. DESCRIPTIVE INFORMATION</b>	
<p>1. Data Sources and Narrative</p> <ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ 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.</li> <li>✓ A rationale for selection of intervention model is provided.</li> </ul>	<input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>
<p>2. Capacity</p> <ul style="list-style-type: none"> <li>✓ 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.).</li> <li>✓ Complete all parts of Section B. 2.</li> <li>✓ 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.</li> <li>✓ 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"> <li>• Demonstrating capacity to devote staff, facilities, funding, services, and other resources exclusively to the management contracting function.</li> <li>• Demonstrating flexibility in removing barriers for the contract schools.</li> <li>• Ensuring that the LEA's central office staff will support successful implementation of the contract.</li> </ul> </li> </ul>	<input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>





## School Improvement Grant 1003 (g)

6.	Tier III Schools <ul style="list-style-type: none"> <li>✓ The services the school will receive and/or the activities the school will implement are clearly described in Attachment 3.</li> </ul>	<input checked="" type="checkbox"/>
7.	Stakeholder Representation <ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ Evidence is provided addressing stakeholder notification and involvement (e.g., agendas and minutes from school council meetings, web postings, newsletters, etc.).</li> </ul>	<input checked="" type="checkbox"/>   <input checked="" type="checkbox"/>

### Section C. DEVELOP A BUDGET

	<ul style="list-style-type: none"> <li>✓ The LEA has completed a budget on Attachment 4 for each Tier I, Tier II, and Tier III school.</li> </ul>	<input checked="" type="checkbox"/>
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### Section D. ASSURANCES

	<ul style="list-style-type: none"> <li>✓ The superintendent agrees to the assurances for the School Improvement Grant.</li> </ul>	<input checked="" type="checkbox"/>
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### Section E. WAIVERS

	<ul style="list-style-type: none"> <li>✓ The superintendent agrees to the waivers included in the School Improvement Grant.</li> </ul>	<input checked="" type="checkbox"/>
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## School Improvement Grant 1003(g)

### LEA Application 2010

#### Attachment 7a Capacity Factor Chart

<b>Factor:</b>	<b>Strength: We have this or already do this:</b>	<b>Weakness: This is a weakness; but we could improve if:</b>	<b>Opportunity: If these external changes occur, this could be a strength:</b>	<b>Threat: If these external changes occur, this could be a weakness:</b>
<b>Team Staff:</b> Our LEA has staff qualified for a restructuring team. *Complete the Restructuring Team Checklist	Teamwork supported by Deputy Superintendent for Instruction	Some teachers are not prepared for this; changing teaching staff can help	If class sizes are dropped to lower levels, more teachers can be hired	As the new principal works through personnel assignments, some public pushback could be detrimental
<b>Will:</b> Our LEA is willing to take extreme action in failing schools.	Change in principal	Our principals are hesitant to remove ineffective teachers		
<b>Outsiders:</b> Our LEA is willing to bring in external support if needed for student learning.	GLISI	GLISI External consultants for professional learning	If GHS becomes Needs Improvement 5 will have a full-time state monitor for additional support	
<b>Insiders:</b> Our LEA is willing to require central staff to make many changes to support restructured schools.	Deputy Superintendent for Instruction, Middle Grades Curriculum Director, Title I Director	High School Curriculum Director has not been as involved in writing, but will be involved in implementation	With budget reductions, there could be a reduction in central office staff to help with implementation	Parents don't always respond positively to change; could be some pushback
<b>Flexibility:</b> Our LEA is willing to give capable leaders unprecedented freedom to change, even if this creates inconsistency and inconvenience.	Defined autonomy, Alignment to system goals	Continuing to look outside the box for promising practices and people	If funds grow, could add another Assistant Principal to this staff	If budget takes another downturn, there could be elimination of staff

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

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

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

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

- **A Drive for Results**  
A record of implementing change despite political and practical barriers.  
An unyielding belief that all children-no matter how disadvantaged-can learn.  
Organizing and planning skills to keep the decision process and implementation for each failing school on track.
- **Relationship and Influence Skills**  
Good relationships with a wide range of district staff, parents, and community organizations.  
Willingness and ability to disagree with others politely; a “thick skin.”  
Teamwork skills to complete tasks responsibly and support team members.  
Strong influence skills.
- **Readiness for Change**  
An open mind about ways to improve student learning.  
Willingness to learn about what kinds of big changes work under differing circumstances.  
Willingness to try new restructuring strategies.  
No political agenda that may interfere with student learning-centered decisions.
- **Knowledge to do What Works** (or willingness to acquire it quickly)  
Knowledge of the formal and informal decision-making processes in your district.  
Knowledge of past efforts to change and improve schools in your LEA.  
Knowledge of education management, effective schools research with a focus on what has been proven to produce student learning results with disadvantaged children.

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