Summary Page
Transformation Plan for Henry County High School

The School Improvement Grant will serve as the foundation for making sustainable changes within Henry County High School. Our data indicate that the school has demonstrated steady growth over the last several years. However, as we seek to provide a vehicle for all students in the district to graduate by 2022, we realize that we must transform the school so that this goal is attainable.

Over the next three years, Henry County High School will be transformed by using the Transformation Model. The rationale for choosing the model was made by taking an in depth look at all student achievement data, demographic information, and perception data, the LEA's capacity and the Board's willingness to work with the school to provide the support necessary for the grant. The actions and strategies that will be used to implement the model will include a fiscally sound budget that will support the components; and sustainability of the program beyond the funding cycle. The chosen intervention model will not only offer the students at HCHS an unprecedented opportunity to experience unparalleled growth and advancement as they work towards their academic goals, but it will also allow the staff to see significant changes in the deliverance of professional learning. Our innovative concept will be to use small learning communities as a framework to change the culture of the school.

In addition, our newly hired principal, Mr. Scott John, has demonstrated expertise in a leadership capacity. During the interview process and employment verification, it was established that Mr. John has exceptional people and motivational skills and would be someone that could build positive relationships with all stakeholders. A critical component in this process will be to motivate the staff to accomplish the established goals and mission of the school and school system as well as those outlined in the School Improvement Grant. The interviewing panel, Superintendent, and the Board of Education all agreed that Mr. John ranked at the top of all candidates and was the person that could make the necessary changes to support the grant.

We will use the following strategies to address these significant changes:

- Collaborative Planning Meetings
- Meaningful Parental Engagement
- On-going Community Involvement
- Academic Learning Attached to Vertical Learning
- Transitioning Students from Middle to High School
- Reading and Math Support for Students
- Dual Enrollment Opportunities for Students
- Incentives for Teachers and Students
- Higher Education Collaboration
- High Schools that Work (SREB Consultation)

The goal is to create a high school where the entire staff believe all students can learn; where teachers and students work together in small learning communities wherein they support each other; where the parents feel invited and a part of a team effort to see that every student succeeds; and where the community has respect for the school, its staff, and the students.

Additionally, Henry County Schools 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.

Greg Benton
Assistant Superintendent-Learning and Teaching Services

HENRY COUNTY SCHOOLS

July 9, 2010

Georgia Department of Education
Dr. Diane Bradford
Deputy Superintendent
Office of Education Support and Improvement
1854 Twin Towers East
Atlanta, Georgia 30334

Dear Dr. Bradford,

On behalf of Henry County Schools, I would like to thank you again for providing Henry County High School with the opportunity to participate in the School Improvement Grant Application.   We are excited about the transformation that awaits the students, parents, teachers and administrators of Henry County High School through the hard work associated with the award of this grant.

Based on the funding awarded per year, we have made adjustments to the budget and application narrative sections to reflect the prioritized changes.

Please note that in the detailed budget description provided, columns/row highlighted in blue and yellow are indicative of changes made to budget line items to correspond with the amount of funding granted. One additional change was made in Appendix Five. The job description title of <u>School Improvement Grant Program Director</u> was changed to <u>School Improvement Grant Program Coordinator</u>. The amended Job description is included with the submission of the revised SIG (dated July 9, 2010).

Additionally, Henry County Schools 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.

Thank you again for this grant award and we look forward to working closely with you and other GaDOE support personnel as we move to implement the School Improvement Grant for Henry County High School.

Sincerely,

Greg Benton
Assistant Superintendent- Learning and Teaching
Henry County School System

Cc: Mr. Michael Surma-Superintendent
     Mr. Jeff Allie-Assistant Superintendent-Financial Services

GEORGIA
DEPARTMENT OF
EDUCATION

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

LEA Name: Henry County Board of Education	LEA Mailing Address: 33 North Zack Hinton Parkway McDonough, GA 30253 770-957-6601
LEA Contact for the School Improvement Grant Name: Mr. Michael Surma Position and Office: Superintendent Contact's Mailing Address: 33 North Zack Hinton Parkway Telephone: 770-957-6601 Fax: 770-914-6178 Email Address: Michael.surma@henry.k12.ga.us	
Superintendent (Printed Name): Michael Surma	Telephone: 770-957-6601
Signature of Superintendent: X *Michael Surma*	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: _____

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
Henry County High School	1208		X					X

School Improvement Grant 1003(g)
LEA Application 2010

LEA Name: Henry County Board of Education

School Name: Henry County High School

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

<div style="background:black;color:white">

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

</div>

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

The current data which supports the need for the School Improvement Grant (SIG) for Henry County High School includes Georgia High School Graduation Test (GHSGT) data for the past three school years and the Georgia Assessment of Performance on School Standards (GAPSS) analysis for 2008-2009 school year.

The student population of Henry County High School (HCHS) underwent a shift in demographics in the fall of 2006. At that time, a new high school, Ola High School, opened and approximately 700 HCHS students were rezoned for the new school. In the 2005-2006 school year, the student body at HCHS was composed of 42% black, 51% white and 7% other. By 2008, the composition had changed to 74% black, 18% white and 8% other. Students eligible for free/reduced meals went from 35% in 2005-2006 to 54% in 2007-2008.

In 2006, 209 students took at least one Advanced Placement Test for a total of 352 tests taken. In 2008, 87 students took 141 tests. Fewer students were taking the more challenging classes. This trend continues, and for the upcoming 2010-2011 school year it appears that only five AP classes will be offered at HCHS. SAT scores dropped from 1379 in 2005-2006 to 1275 in 2007-2008. The ACT scores dropped from 19.7 to 18.0.

The GHSGT data that supports Adequate Yearly Progress (AYP) as defined by the No Child Left Behind Act-2001 shows Henry County High School deficient in Math. In Mathematics, student scores must meet the "Proficient Level" (516) not just the "Meets Level" (500). Henry County High School students met the AYP requirement only once in the past three years (2007-2008), and they did so by the second indicator. Of the three times Henry County High School met AYP targets in

English/Language Arts, only once was the target clearly met (2007-2008). The other two years in which AYP targets in English/Language Arts were met were achieved through the second indicators. Students with Disabilities GHSGT subgroup performance in the past year dropped significantly from a pass rate of 25% to a pass rate of 15.8% in Math and from a pass rate of 54.5% to 31.6% in English/Language Arts. Georgia High School Graduation Test (GHSGT) data clearly supports the need for research-based interventions including differentiated instruction and technology integration.

In addition to GHSGT data, the spring 2009 internal Georgia Assessment of Performance on School Standards (GAPSS) report **(see Appendix One)** indicates specific strands that Henry County High School needs to implement or improve upon in order to increase instructional effectiveness and student achievement. All of the School Key strands (Curriculum; Assessment; Instruction; Planning and Organization; School, Family, and Community Support; Professional Learning; Leadership; and School Culture) had components that were identified as "Emergent" and therefore in need of improvement.

The largest number of "Not –Addressed" components are in the Professional Learning Strand. The following factors helped to form the basis for the grant interventions:

- Long-term, in-depth professional learning,

- Alignment of professional learning with expected outcomes,

- Evaluating the impact of professional learning,

- Building capacity to use research results, and

- School culture for team learning and continuous improvement.

In addition, two other standard elements that factored in to choosing interventions are:

- Differentiated instruction

- School improvement plan implementation monitored.

Clearly the GAPSS analysis report indicates that there is a need for improved instruction and professional learning. Intense professional learning and an improved teacher evaluation process would ensure implementation of research-based instructional strategies. The SIG will allow HCHS to address the root causes of the areas of weakness as identified through this data.

     d.) Provide rationale for the intervention model selected.

Several factors were taken into consideration as the district determined the most appropriate school improvement model for Henry County High School.

The Henry County School System thorough collaboration with the administrative staff **(Appendix Two)**

at Henry County High School and Central Office personnel representatives (i.e. Human Resources, Leadership Services, Learning and Teaching Services) deemed the "Transformation Model" as the most appropriate for the school. *(The current building principal announced his retirement, effective June 30, 2010 therefore, the replacement of the principal was not necessary)* During the 2008-2009 school year, Henry County High School received an internal, two-day GAPSS (Georgia Assessment of Performance on School Standards) visit from a team at the Central Office. The data gathered from this visit, along with historical student performance data and school performance data, provided a baseline of information which closely aligns with the requirements of the Transformation Model. Additionally, the building leadership has worked continuously with a School Improvement Planning process which includes strategies for improvement in student achievement, professional learning for faculty, and community support. This standard in operation and protocol allows for a seamless transition to meet and exceed the requirements of the "Transformation Model." Henry County Schools understands and assures that

As a result of the grant writing process, we have formed a partnership of external supporters during the three-year process. The team includes the Henry County Chamber of Commerce-Education Committee, Clayton State University, and Gordon College. (**Appendix Three**)

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

The strategic planning committee has chosen the Transformation Model for the only school eligible for the grant at Tier II, Henry County High School. The LEA will utilize the following district resources and personnel to support the transformation at the school:

- In conjunction with Southern Regional Education Board (SREB), highly qualified Curriculum Specialists will provide instructional and content training including Georgia Performance Standards (GPS) to teachers.

- Henry County Schools' Assessment Coordinator will work closely with the academic assessment and evaluation specialist at Clayton State University to analyze ongoing measures of effectiveness.

- The district will work collaboratively with Gordon College to provide school improvement planning processes.

- Technology Services will support technology integration training involved in this grant specifically regarding blended learning, whiteboard technology and will the provision of technical trouble shooting as needed.

- Henry County Schools' Financial Services Offices will administer the fiscal aspects of this grant.

- Henry County Schools' Assistant Superintendent for Leadership Services will provide the new principal of Henry County High School with a peer mentor who has demonstrated evidence of producing effective change and transformation in a school.

- The Professional Learning department will help to coordinate and provide resources for ongoing, job-embedded, scientifically based professional learning.

- Henry County Schools will partner with Southern Regional Education Board (SREB) to provide ongoing technical assistance that includes professional learning evaluation and guidance for the duration of the grant. The SREB is a nonprofit, nonpartisan

organization that works with 16 member states to improve public pre-K-12 and higher education. Founded by the region's governors and legislators in 1948, SREB was America's first interstate compact for education. Gleaning from SREB's success with the High School's that Work Program, Henry County High School will implement many of the components of these research based strategies.

- Other funded programs that will coordinate with this grant include: special education, the Math Science Partnership grant, and the State Instructional Extension Program (SIEP).

- Henry County Schools will work in cooperation with Georgia Department of Education school improvement specialists, the Griffin Regional Educational Service Agency (RESA), and the Educational Technology Center (ETC) at Macon State College.

- The district will work in partnership with the Henry County Chamber of Commerce's Education Committee to assist in providing community outreach and incentives for teachers and students.

- Parents and community partners, and Partners in Education will also be used to provide feedback and resources.

- Human Resources developed and provided job descriptions and evaluation processes for staff hired via this grant (**Appendix Five). The positions include:**

  o Reading Teacher

  o Program Coordinator

  o Parental Involvement Coordinator

  o Math/Technology Coach

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.

The Georgia Department of Education identified one school that is eligible for Tier II. The LEA does not have any Tier I schools.

e.) 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.

Corresponding documents are located in the Attachment section.

f.) 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.

Corresponding documents are located in the Attachment section 2d

g.) 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.

Corresponding documents are located in the Attachment section 2d

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.

Not applicable

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 school.

Henry County School System employed a variety of strategies that were designed to consult with relevant stakeholders as input was sought to formulate plans for completing the application and implementation of the operational plan for the School Improvement Grant initiative. These stakeholders included the Henry County Board of Education, the Georgia Department of Education, parents, students, Henry County High School's Leadership Team, staff, students, parents, school council members, community representatives, business and industry leaders, and higher education leaders. These entities provided significant input throughout the planning process for the grant. The Just Waiting to be Asked study conducted by Public Agenda (a nonpartisan and nonprofit organization) concluded that 55% of parents and 60% of the public at large asked for more community involvement in schools. The study suggests that 74% of school

board members and 73% of superintendents indicated that they would like to see more community involvement in the decision making process of the school. This body of research clearly indicates that input from parents as well as involvement from the surrounding school community are not only welcomed entities that should be a vital part of the school, but that they have an interest in becoming a part of the process.

Dr. Joyce Epstein's research in this area also indicates that input from community partners is a critical component of "value-added" effects of family and community involvement for student achievement.
A series of studies conducted by Dr. Epstein's Center on School, Family, and Community Partnerships concluded that there are 8 essential elements involving the school, family, and community partnerships that are essential to schools and districts. These components (leadership, teamwork, action plans, implementation of plans, funding, collegial support, evaluation, and networking) work together to foster greater outreach to parents, higher-quality programs, and more engagement by the parent each year.

Henry County Schools has a longstanding and ongoing relationship with The Henry County Chamber of Commerce. The Chamber is the key to the success of the partnerships that have been forged with the school. A key component of this commitment is the Community Partnership Program that has operated in Henry County for many years. Business leaders that are a part of the Chamber elect to work directly with the schools in their community. The Chamber's Education Committee continues to play a vital role in the Henry County School System. In April of 2008 the Henry Chamber of Commerce met with key elected officials in Henry County to formulate a community plan called "One Henry." The Education and Workforce Committee had a goal of improving the quality of the workforce in Henry County and to meet the current and future needs of businesses. Henry County High School has a direct link to the plan. The committee formally listed five areas of focus.

- Objective 1: To Obtain a Technical College. This objective is directly connected to Henry County High School. The Henry County Board of Education reserved 25 acres of land adjacent to Henry County High School for the establishment of a technical school in Henry County. This location will provide the opportunities for students with dual enrollment opportunities to earn a High School Diploma and a technical degree or certification. Currently, the General Assembly has appropriated funds for planning and designing the college.
- Objective 2: To Obtain the Academy for Advanced Studies. This objective is also directly connected to Henry County High School. The Academy for Advanced Studies (career academy) is housed at Henry County High School and is partnered with three of south metro's post-secondary institutions – Clayton State University, Gordon College and Southern Crescent Technical College. This partnership offers a variety of opportunities for the students. Southern Crescent Technical College offers courses in entrepreneurship and in health services. Gordon College offers various evening courses in history, math, music, reading and English. Clayton State College offers courses in English, communications and sociology. Dual enrollment and full – or part-time college students attend these courses.
- Objective 3: Coordinate Workforce Development Programs. This objective offers all

students in Henry County an opportunity for paid and unpaid internships, job shadowing opportunities, and career fair involvement. Henry County High School will formulate a formal plan to ensure that all students have the opportunity to further their learning experiences.

- Objective 4: Target a 100% Graduation Rate – Create a New Culture. Businesses in Henry County are being asked to participate in this process. The goal is to make Henry County one of the best school systems in Georgia. One of the goals of The School Improvement Grant is to significantly increase the graduation rate of Henry County High School.
- Object 5: Become the Higher Education Hub South of Atlanta. Henry County High School's Academy for Advanced Studies is a major part of this hub and will serve as one of the key components to making this objective work.   (Source: Recommendations for Henry County Economic Development Strategy, 2008).

The Chamber also has an education fund that may be used to provide additional assistance to Henry County High School. During the meeting with the Chamber, the discussion centered around the 501(c)(3) status of the Chamber and how it could assist in supporting a campaign designed to upgrade the school's image within the community.

The School Improvement Grant committee members were a part of 22 meetings that were designed to provide input from various entities involved with the grant. Two of these meetings were with the GaDOE; two were with Higher Education entities; one was with Henry County High School's School Council (parents included); one meeting was with the Chamber of Commerce's Education Committee; one meeting was with the Leadership Team at the High School; one meeting (included six all day sessions) was with the faculty of the High School; two meetings were with the students at the High School; and the remaining meetings were with the committee members to include the grant writing team as the plans for the grant were being formulated. This input started with an informational meeting with the Georgia Department of Education (GaDOE) to discuss the grant. Henry County High School was identified as a Tier II school eligible to receive the grant. The GaDOE discussed the major timelines for the grant as well. The specific entities listed above were met with and provided major input for the grant. A summary of these meetings may be found in the table on the following page. Detailed meeting minutes, agendas, and sign-in sheets may be found in **(Appendix Two).** The committee members are also included in **(Appendix Four).**

The first meeting was held at the Georgia Department of Education (GaDOE) by the superintendent, assistant superintendent, and the federal programs coordinator. Subsequent meetings were designed to solicit specific input from specific stakeholders so that a plan could be formulated that encompasses the needs of all entities involved. Input from the following stakeholders yielded the following information applicable to the grant. This information is being incorporated into the grant:

Major Stakeholders Comments Highlights

School Council (Parents Included): Communication appears to be a major concern. Parents feel the school needs a better way to communicate about the major issues that concern them. Communications should be sent to community association newsletters and major events for the school should be held in the community. Parents suggested that the school needs a family resource room that has extended hours for working parents. In addition, parents indicated that the image of the school needs major enhancement.

Henry County Chamber of Commerce-Education Committee: The Chamber is willing to use funds they have in their foundation to help with the school's image in the community. They have already put several major initiatives in the school (the Academy of Advanced Studies is housed at Henry County High School and the site for the new technical school is adjacent to the school property).

School Staff: Faculty members feel that the school needs a public relations campaign designed to enhance the image of the school. Members also suggested that diversity training and training that involves poverty needs to be offered for all staff members. Several incentives should be offered to staff members that work extended hours was also suggested. In addition, faculty members felt that better communication for all parents (grandparents and young parents) should be considered.

Higher Education: Clayton State University offered useful information for the grant. They suggested an advanced academy for higher performing students and tutorial services at school for students performing on lower levels. They also suggested that parents could enroll in continuing education classes they offer to enhance their basic living skills and upgrade technical skills for work.

Students: Many of the students are excited about having the opportunity to attend field trips on the weekend as incentives. Students indicated that they would like to see the computer lab at the school have extended hours, and agree that transportation is needed to attend school extended hours and field trips.

School Improvement Grant 1003(g)

	Date of Activity	Activity Meeting Summary
		School Improvement Grant Timeline
1.	02/22/2010	Superintendent, Associate Superintendent, and Federal Programs Coordinator met with GaDOE to brief the district about the School Improvement Grant (SIG) and to discuss Henry County Schools' involvement and expectations.
2.	03/08/2010	GaDOE SIG technical assistance attended by District staff. Resources and individual assistance was provided to districts as they started the grant writing process.
3.	03/12/2010	SIG preplanning committee presented to Henry County Board of Education's Study Session for approval to move forward.
4.	03/18/2010	The SIG pre-planning committee met to determine full committee needs.
5.	03/19/2010	SIG Committee Members met to discuss the grant and receive assignments related to the grant.
6.	03/22/2010	GaDOE SIG technical assistance attended by District staff. Resources and individual assistance was provided to districts as the grant writing process continued.
7.	03/23/2010	SIG Committee Members met with Clayton State University to discuss a higher education partnership for the grant.
8.	03/24-25 2010	SIG Committee Grant Writing team assembled to write proposal components.
9.	03/26/2010	SIG Committee Members met to formulate interview questions for staff interviews.
10.	03/29/2010	SIG Committee Members met at Henry County High School (HCHS) to interview staff about the SIG. Committee Members conducted six different groups of meetings with faculty members from 8:15 a.m. until 3:00 p.m.
11.	03/30/2010	SIG Committee Members met with Henry County High School Leadership Team at the school to discuss the SIG.
12.	03/30/2010	Leadership team from HCHS met with students to discuss the SIG.
13.	03/30/2010	Leadership team from HCHS met with HOSA ET students at the school to discuss the SIG.
14.	03/31/2010	SIG Committee Members met with School Council Members (included non-staff parents)
15.	03/31/2010	SIG Grant Writing team met to discuss grant application.
16.	04/01/2010	SIG Committee Members met with staff from Clayton State University (9:00).
17.	04/01/2010	SIG Committee Members met with Chamber of Commerce – Education Committee Chairperson at 1:00 p.m.
18.	04/02/2010	SIG Committee Members met with Southern Regional Education Board to solicit information on providing a framework for the SIG.
19.	04/02/2010	School posted SIG information on website; flyers sent home with each student.
20.	04/12/2010	SIG Grant Writing Committee met to discuss/write the grant application.
21.	04/13/2010	SIG Grant Writing Committee met to discuss/write the grant application. Grant draft was reviewed by Dr. Roberts of Clayton State University.
22.	04/14/2010	SIG Grant Writing Committee met to finalize the grant application.

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.

School Improvement Grant 1003(g)

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:

☑ 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.

☑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.

☐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.
N/A

☑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.

☐ "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.
N/A

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

LEA Name: Henry County Board of Education
School Name: Henry County High School

The LEA must:

A1. Replace the principal who led the school prior to commencement of the transformation model.	
Actions: On April 15, a committee consisting of central office representatives, teachers, parents, business partners and two current Henry County principals met to screen the online applications for the principal opening at Henry County High School. During the group's preliminary discussions, it was stated that the panel preferred that the new principal be an experienced candidate as opposed to someone who did not hold principal experience. The panel members also discussed that they desired a principal with exceptional people and motivational skills because they wanted someone who could build positive relationships with all stakeholders as well as someone who could motivate the staff to accomplish the established goals and mission of the school and school system as well as those outlined in the School Improvement Grant. Once the list of interview candidates was determined, the panel developed approximately eighteen questions, most of which were based upon *The School Keys: Unlocking Excellence through the Georgia School Standards*. However, a few of the questions were centered on providing leadership for Henry County High	Timeline: July 1, 2010

School and the Academy for Advanced Studies since both of these responsibilities will be held by the principal that is selected. In addition, the committee also developed questions about professional learning and professional learning communities because these play a significant role in the implementation process of the School Improvement Grant. The panel members were well aware of the need for a principal who was capable of cultivating a school environment conducive to professional learning communities.

At the conclusion of the first round of interviews, the panel provided the Assistant Superintendents with a list of strengths and weaknesses for each interview candidate. The Assistant Superintendents utilized this list of strengths and weaknesses in order to determine which candidates would be granted a second interview. At the conclusion of the second round of interviews, the Assistant Superintendents provided feedback to the Superintendent. After interviewing the candidates deemed the most qualified for this position, a recommendation was provided to the Henry County Board Members by the Superintendent. Mr. Scott John (current principal of Pike County Middle School) has been selected as the new principal for HCHS for the 2010-2011 school year. Mr. John has served one year as principal of Pike County Middle School, three years as principal of Pike County High School, one year as Assistant Principal of Fayette County

High School, and one year as Assistant Principal of Lovejoy High

School. It is the opinion of the initial interview panel and the

Senior Leadership Team of the Henry County BOE that Mr. John

possesses the administrative qualifications to serve as principal of

HCHS.

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:	Timeline:
The GaDOE's new teacher and Leader evaluation instruments (CLASS Keys, Leader Keys) will be the evaluation systems used for teachers and administrators during the three-year school improvement plan 2010-2011, 2011-2012, and 2012-2013. Note: *The GaDOE will be used as the resource to provide the initial and subsequent Professional Learning to the certified faculty on the purpose, use, and implementation of CLASS Keys and Leader Keys.* In addition to observations using the full instrument, there will be multiple observations using parts of the Class Keys to assess teacher implementation particular aspects of on-going professional learning.	January 2011-Initial training of CLASS and Leader Keys. Sept-Nov 2010-In-depth Professional Learning for Administrators-full implementation of both instruments July 2011-Initial training of CLASS Keys for new certified staff members August 2011-In-depth Professional Learning for new certified staff-full implementation of instrument July 2012-Initial training of CLASS Keys for new certified staff members August 2012-In-depth Professional Learning for new certified staff-full implementation of instrument.

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:	Timeline:

The Georgia Department of Education Class Keys Evaluation Model will be used to assess the academic gains of students assigned to each teacher at Henry County High. For example, Standard 1 under Student Achievement states, "The teacher has a positive impact on student learning and academic achievement." Teachers will be rated in one of the following categories: Not Evident, Emerging, Proficient or Exemplary. A variety of sources will also be reviewed in determining how a teacher is rated on the Class Keys Evaluation Model. Those sources include but are not limited to the End-Of-The-Course Tests, the Georgia High School Graduation Tests (GHSGT), Cumulative Common Assessments, and Georgia Alternative Assessment Portfolios. Diagnostic and formative assessments will be developed to provide additional measurement sources in conjunction with the collaborative higher education partners (Clayton State University and Gordon College)

Under the Transformation Model, instructional staff members will receive performance-based incentives if there is an increase in student performance on the EOCT or GHSGT, and an increase in the graduation rate. Such incentives will include year-end bonuses and a variety of classroom instructional supplies and resources. GHSGT proficiency is defined as first time test takers who were present between Full Time Equivalency (FTE) dates. End of Course Test (EOCT) pass rate is the percent of students who "Meet" the standard.

Certified / Classified Staff Incentive Chart

2010-2011:
Multiple measures of teacher performance and student achievement data will be analyzed. Based upon these measurements and data, the certified staff will receive incentives at the end of each year. The entire staff will receive incentives at the end of each academic year when the graduation rate has increased from the previous year.

Teachers who do not show growth and/or whose students do not achieve at increased levels, will be identified and removed after the protocols in the Class Keys have been executed.

2011-2012:
Multiple measures of teacher performance and student achievement data will be analyzed. Based upon these measurements and data, the certified staff will receive incentives at the end of each year. The entire staff will receive incentives at the end of each academic year when the graduation rate has increased from the previous year.

Teachers who do not show growth and/or whose students do not achieve at increased levels, will be identified and removed after the protocols in the Class Keys have been executed.

2012-2013:
Multiple measures of teacher performance and student

		achievement data will be analyzed. Based upon these measurements and data, the certified staff will receive incentives at the end of each year. The entire staff will receive incentives at the end of each academic year when the graduation rate has increased from the previous year.
5% average increase in students who "Meet" performance on the EOCT	$300 incentive pay + $100 supply allotment for classroom supplies	
5% average increase in students who are "Proficient" on the GA High School Graduation Test scores	$300 incentive pay + $100 allotment for classroom supplies	Teachers who do not show growth and/or whose students do not achieve at increased levels, will be identified and removed after the protocols in the Class Keys have been executed.
1. +3% increase in graduation rate	1. $500 incentive pay for certified staff and $250 for classified staff.	
2. +5% increase in graduation rate	2. $750 incentive pay for certified staff and $375 for classified staff.	
3. +10% increase in graduation rate	3. $1,000 incentive pay for certified staff and $500 for classified staff.	

For those teachers who do not accomplish increased achievement of their students based upon periodical assessments of student growth, the protocols outlined in the Class Keys Evaluation Model will be followed. Any teacher who does not demonstrate the willingness and ability to improve will be removed from his or her teaching assignment.

The principal at Henry County High School can earn up to $10,000 in incentives. This incentive is based on improved student performance. One third of this amount will be awarded if there is a 5% increase in students who "Meet" or "Exceed" on the

average of the EOCTs. One third of this amount will be awarded if there is a 5% increase in students who "Meet" or "Exceed" on the average of the GHSGTs. One third of this amount will be awarded if there is a 3% increase in the graduation rate.	

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.

Teachers/staff will have the opportunity to exercise the choice of engaging in a menu of selected professional learning sessions directly related to student needs embedded in the student-choice concept to enhance their professional development and transform their teaching practices.

During the three-year interval, teachers/staff will engage in differentiated professional learning opportunities specific to data-identified student and teacher needs.

Rationale– Definition of Professional Learning

The term "professional development" means a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement. *(National Staff Development Council).* The professional learning is aligned with rigorous state student academic achievement standards as well as related local educational agency and school improvement goals; primarily occurs several times per week among established teams of teachers, principals, and other instructional staff members where the teams of educators engage in a continuous cycle of improvement. The professional learning is also job-embedded and regularly assesses the effectiveness of the professional development in achieving identified learning goals, improving teaching, and assisting all students in meeting challenging state academic achievement standards. *(National Staff Development Council)*

Research – Professional Learning

Developing a deeper understanding of the community served by a school.

Because at-risk schools and districts often struggle with teacher retention and student achievement, targeted professional development should be provided for teachers in these schools that is focused on understanding the community culture and the specific special needs of students. This professional development might include training in communication and linguistic differences, strategies for overcoming language barriers for English language learners, dealing with gangs (in certain communities), engaging parents, and equipping teachers with a better understanding of and comfort with the home backgrounds of

Timeline:
Summer/fall 2010 -Professional Learning Community Concepts; Personalizing School to Engage Students in Learning (Small Learning Community Support - SREB); Technology Integration for Math and Social Studies Departments; Fall 2010 – Standards-based Classrooms (School Keys; Class Keys; Leadership Keys); Reforming the 9th Grade Experience- SREB (for teachers of 9th grade students)
Winter 2011 – Cultural Diversity; Engaging the Community in School (SREB)
Spring 2011 – Increasing Rigor through Literacy Across the Curriculum; READ 180

Summer 2011- Differentiated Teaching and Learning; Technology Integration for English and Science Teachers; Response to Intervention (SREB); Professional Learning Communities; Summer Leadership Academy(DOE)
Fall 2011 – Cultural Diversity; Standards based Classrooms (School Keys; CLASS Keys, Leader Keys)
Winter 2012 – Differentiated Teaching and Learning Specific to

their students. (Perlman and Redding, 2009) **Developing subject-specific pedagogical knowledge.** Professional development should be provided in content areas where children often under-perform and where teacher shortages sometimes result in under-qualified instructors being hired. Mathematics, science, and foreign language instruction often benefit the most from such targeted professional development. (Perlman and Redding, 2009) **Developing leadership capabilities.** Ongoing opportunities for school leaders to engage in professional development should be provided by the district. As is the case for teacher learning, professional development for school leaders should be ongoing, job-embedded, and differentiated to meet the needs of individual principals and other school leaders (Goldring, Camburn, Huff, & Sebastian, 2007; Portin, Alejano, Knapp, & Marzolf, 2006). This approach may involve coaching, mentoring, reflection, and self-assessment. Through professional development, school leaders are often better equipped to promote collaboration among principals, teachers, and other school and district personnel and to create opportunities for staff to share in leadership responsibilities and develop and demonstrate leadership potential (Hargreaves & Fink, 2006; Salazar,2007) and (Perlman and Redding, 2009)	Content Areas; Standards-based Grading (SREB) Spring 2012 - Engaging the Community in the School (SREB); Supporting Students to Meet College and Career Readiness Standards Summer 2012 –Differentiated Teaching and Learning; Standards-based Classrooms (School Keys, CLASS Keys, Leader Keys); Technology Integration (Remaining Departments) Fall 2012 - Response to Intervention (SREB); Standards based Grading (SREB) Winter 2013- Response to Intervention (SREB); Summer 2013- Professional Learning Communities ; Standards-based Classrooms (School Keys, CLASS Keys, Leader Keys);
Action The professional learning options and designs will support the student-choice concept. Professional Learning will focus on understanding the community culture and the specific special needs of students, developing subject-specific pedagogical knowledge and developing leadership capabilities. - The professional development will include training in cultural differences, engaging parents and equipping teachers with a better understanding of and comfort with the home backgrounds of their students. - The professional learning will support the initiatives included in the school's Continuous School Improvement Plan: CLASS Keys, Standards-based classrooms, collaboration, data teams, cultural proficiency, a culture of high expectations, critical thinking skills, love and logic, common units/lesson plans, response to intervention, analyzing student work, written teacher commentary, teacher peer observations, differentiated instruction, technology-integration and blended-learning. - All staff will develop an Individual Professional Learning Plan designed to engage teachers in the use of student data	

to determine specific professional learning goals and the professional learning activities which support sustained development, promotion and personal interest.

Rationale – Professional Learning Communities

The student-choice concept includes small learning communities. The structure for professional learning will mirror the framework of the small learning communities designed for student learning. Teachers will engage in professional learning intended to develop adult practices that support and encourage high expectations for student learning for each student. One highly successful practice focused on adult communities supporting school improvement in the involvement of staff in Professional Learning Communities. Through professional learning communities, adults in schools intentionally address the academic, social and emotional needs of students.

Research - Professional Learning Communities

There is extensive research validating the effectiveness of professional learning communities as an exemplary practice to support successful school improvement endeavors anchored in meeting student needs as evidenced by several quotes listed below

"Throughout our ten-year study, whenever we found an effective school or an effective department within a school, without exception that school or department has been a part of a collaborative professional learning community." *(Milbrey McLaughlin)*

"The most promising strategy for sustained, substantive school improvement is developing the ability of school personnel to function as professional learning communities. In a professional learning community, educators, create an environment that fosters, mutual cooperation, emotional support, and personal growth as they work together to achieve what they cannot accomplish alone."*(Dufour and Eaker, 1998)*

"Such intentional communities are characterized as environments with a shared mission, vision, and values; collective inquiry; collaborative teams; action orientation/experimentation; commitment to continuous improvement; and results orientation as a professional learning community. Creating strong professional learning communities holds several potential advantages for schools and districts, such as: increased efficacy, both collectively and individually; collective responsibility for student learning; reduction in teacher isolation; substantial learning about good teaching; increased content knowledge; higher morale; greater job satisfaction; greater retention rates; and more enthusiasm.

"*(DuFour and Eaker 2006)*

Characteristics of a Professional Learning Community:

 Shared mission, vision, values, goals

• Collaborative teams

• Collective inquiry

• Action orientation/experimentation

• Commitment to continuous improvement

Action – Job-Embedded Professional Learning

The LEA will:

1. Ensure professional development activities are based on student data and other teacher evaluation information.

2. Ensure that professional development programs are based on strategies supported by rigorous research.

3. Align professional development requirements with state and district standards, assessments, and goals.

4. Provide all staff high quality, ongoing, job-embedded, and differentiated professional development.

5. Provide staff ample time for formal, structured collaboration and reflection.

6. Incorporate principles of adult learning into professional development activities.

7. Structure professional development that facilitates active learning and provides sustained implementation support.

8. Establish a system for evaluating the quality of specific professional development providers and work only with those providers considered of high quality.

9. Set goals for professional development success and monitor the outcomes of professional development investments.

The School will:

1. Create a professional learning community that fosters a school culture of continuous learning.

2. Promote a culture in which professional collaboration is valued and emphasized.

3. Ensure that school leaders act as instructional leaders, providing regular, detailed feedback to teachers to help them continually grow and improve their professional practice.

Action

Teachers and administrators will have opportunities to attend conferences and professional learning activities within the state to enhance their knowledge base of content or instructional best practices. These may include visits to other schools in Henry County that are successfully using a strategy or travel to schools in Georgia in other districts that have successfully implemented a program. If possible, teachers will be encouraged to visit other systems during the nontraditional breaks already incorporated in the Henry County Schools calendar.

Based on the reforms identified for the school, the services provided by the SREB will align the interventions for the school in context. The High Schools that Work Blueprint for Implementing Small Learning Communities and the Small Learning Community Rubric provide a comprehensive framework for implementing and monitoring the professional learning outcomes with identified school and student learning goals. The SREB modules collectively provide the school with the specific content based on the selected interventions in a consistent learning structure. The modules share integrated content common language used throughout the series of workshops. SREB will customize workshops for the school as needed to ensure that the professional learning is engaging, relevant and focused on continuous improvement of student learning.

The professional learning will provide teachers with research-based exemplary practices that are effective and empowering for teachers and learners. Local, state, regional and national educational consultants will lead the professional learning. Below is a list of the professional learning opportunities that the Henry County High School staff will engage in during the three year

period. After participating in the topics for two or three years, capacity will be developed at the school for administrators and teacher leaders to continue the work.

Southern Regional Education Board - High Schools that Work (HSTW) offers the following support for the Transformation Model.

- Increasing Rigor through Literacy Across the Curriculum
- Reforming Instruction
- Reforming Leadership
- Reforming the Ninth-grade Experience
- Supporting Students to Meet College and Career Readiness Standards
- Standards-based Grading Practices to Increase Expectations
- Engaging the Community in School
- Using the Key Practices of HSTW to Meet the Needs of Response to Intervention

Framework for Understanding Poverty – Ruby Payne and Rita Pierson

- Research-Based Strategies for Students in Poverty and Low-Performing Schools
- Under-Resourced Learners
- Raising Achievement with 9 Systemic Processes

Poverty Simulation – Sue Chapman, University of Georgia's Cooperative Extension

Professional Learning Communities – Richard and Becky Dufour

Rigor and Relevance – William Daggett, The International Center for Leadership in Education

Focus on school-wide reading – READ 180

College Readiness - Advancement Via Individual Determination (AVID)

Georgia Department of Education

- CLASS Keys
- Leader Keys

Georgia Leadership Institute for School Leaders

- Leadership Modules (Examples: Eight Roles of School Leaders, Leading the development of SMART Goals, Leading Data Analysis, Leading the Development of Teacher Commentary)

The Principal's Center – Georgia State University

Clayton State University (Subject-area content sessions for teachers)

The school will be equipped with a Professional Learning Library/Resource Center to provide staff with continued access to books, publications and media to support teacher engagement in relevant and sustained professional learning.

Professional Learning sessions will be conducted during common planning time in the regular school day, after school, Saturdays and during the summer. Several designs will be used to create opportunities for daily embedded professional learning. The following designs will be used as appropriate to the content and the learners: Action Research, Differentiated Coaching, Classroom-Walk-Throughs, and Immersing Teachers in Practice, Book Studies, Study Groups, Video, Dialogue, Case Discussions, Data Analysis, Shadowing, Journaling, Training the Trainer, Mentoring, and Visual Dialogue.

Professional Learning sessions will be conducted during common planning time and planned expended time in the regular school day, after school, Saturdays and during the summer. The varying times will allow for flexible scheduling of professional learning and will assist all staff in participating in the essential learning. Stipends will be provided to teachers for participating in sessions that occur outside the school operational hours. Professional Learning will be provided using a combination of learning models including face-to-face, virtual and blended.

The LEA currently offers virtual professional learning using Angel. Additional target online courses will be offered through The School Improvement Network. The ability to

offer additional virtual opportunities for target professional learning will be supported by several options including High Schools that Work and Georgia Leadership Institute for School Improvement. During the LEA interviews at the school, teachers indicated a desire to learn in several professional learning designs including visiting schools in other districts who are successfully implementing identified strategies, working with institutions of higher learning for content knowledge and peer coaching opportunities.

The Standards Assessment Inventory (SAI) from the National Staff Development Council as well as the High Schools that Work (HSTW) survey will be administered to determine staff learning needs. In addition on-going evaluation of professional learning will be conducted to determine the effectiveness on student learning and on the change in teacher practice. The SAI information assesses current professional learning experiences specifically associated with the particular school in Content, Process and Context divided into the following categories: Learning Communities, Leadership, Resources, Data-Driven Evaluation, Research-Based, Design, Learning, Collaboration, Equity, Quality Teaching and Family Involvement.

Evaluation of Professional Learning

The professional learning will be evaluated based on Thomas Guskey's five levels of professional development evaluation. Several methods will be used to collect information including surveys, interviews, observations for change in teacher practice, the review of class achievement data and the review student progress data. The levels are listed below. The value of professional learning will be based largely on the impact evidenced on student learning outcomes which is described in level 5.

Level 1: Participant Reaction

- Purpose: to gauge the participants' reactions about information and basic and human needs.
- Technique: usually a questionnaire.
- Key questions (in Likert scale form): Was your time well spent? Was the presenter knowledgeable?

Level 2: Participant Learning

- Purpose: Examine participants' level of attained learning.
- Technique: test, simulation, personal reflection, full-scale demonstration.
- Key question: Did participants learn what was intended?

Level 3: Organizational Support and Learning

- Purpose: Analyze organizational support for skills gained in staff development.
- Technique: minutes of district meetings, questionnaires, structured interviews or unobtrusive observations.
- Key questions: Were problems addressed quickly and efficiently? Were sufficient resources made available, including time for reflection?

Level 4: Participant Use of New Knowledge and Skills

- Purpose: determine whether participants are using what they learned and using it well.
- Technique: questionnaires, structured interviews, oral or written personal reflections, examination of journals or portfolios, or direct observation.
- Key question: Are participants implementing their skills and to what degree?

Level 5: Student Learning Outcomes

- Purpose: Analyze the correlating student learning objectives.
- Technique: classroom grades, tests, direct observation.
- Key question: Did students show improvement in academic, behavior or other areas?

Evaluation References:
Guskey, Thomas R. "Does it Make a Difference? Evaluating Professional Development." Educational Leadership v. 59, no. 6 (Mar. 2002) p. 45–51.

Guskey, Thomas R. "Apply Time With Wisdom." Journal of Staff Development v. 20, no. 2 (Spring 1999) p. 10–15.

A5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

Actions:

The Henry County School System is committed to recruiting, placing and retaining highly qualified and effective teachers because of our research-supported belief that the teacher is the single most influential factor determining whether or not a student will accomplish academic success throughout his or her educational career. Since research also suggests that teachers who qualify for bonuses or other incentives are more likely to stay on the job, a system of incentives (found in the table below) will be implemented at Henry County High School which will reward teachers for positively influencing students in the following areas:

1. Increased test scores on formative and standard assessments.
2. Increased graduation rates.

Performance Increase	Incentive
5% average increase in students who "Meet" on EOCT	$300 incentive pay + $100 supply allotment for classroom supplies
5% average increase in number of students who are "Proficient" on the GA High School Graduation Test scores	$300 incentive pay + $100 allotment for classroom supplies

Timeline:
June, 2010 – May, 2011 stipends for working on weekends and will also receive stipends at the mid-year and end-of-the-year points based upon student achievement

June, 2011 – May, 2012 Teachers will receive stipends for working on weekends and will also receive stipends at the mid-year and end-of-the-year points based upon student achievement data.

June, 2012 – May, 2013 Teachers will receive stipends for working on weekends and will also receive stipends at the mid-year and end-of-the-year points based upon student achievement data.

1. +3% increase in graduation rate*	1. $500 incentive pay for certified staff and $250 for classified staff.
2. +5% increase in graduation rate*	2. $750 incentive pay for certified staff and $375 for classified staff.
3. +10% increase in graduation rate*	3. $1,000 incentive pay for certified staff and $500 for classified staff.
*based on the graduation rate of the 2009-10 school year	

Since the school will consist of a number of small learning communities, those teachers who exhibit exceptional leadership qualities will be given the opportunity to serve as Community Captains and Team Leaders. These teachers will be compensated for assuming the identified duties and responsibilities of such positions. This compensation will be in the form of stipends (approximately $900.00 per year) similar to the incentives high school department chairpersons receive. Our Professional Learning Department will also expand upon the leadership academies and programs that are specifically designed to further develop teacher leaders.

All teachers will be required to participate in multiple job-embedded professional learning activities. They will receive stipends of approximately $100.00 per day for their participation in professional learning activities during the summer. In addition to stipends, teachers will also receive compensation for providing extended learning opportunities for students before and after school as well as on weekends. Since the expectation of professional learning is that it leads to the changes in instruction that impact student performance, financial incentives (outlined in the table above) will also be indirectly provided for teachers.

An electronic professional learning portfolio will be maintained by teachers. This portfolio will document evidence that professional learning is leading to changes in

lesson design, assessment, collaborative planning, and instructional practice. Examples of such evidence include lesson plans, student work, video of classroom instruction, etc. During the first year of grant implementation portfolios will be informally reviewed and assessed by school administration and the leadership team. During the second and third years of grant implementation the portfolios will be formally assessed. Based on a rubric designed to measure specific professional learning outcomes, teachers will be provided stipend as demonstrated in the table below:

Fully Operational	$500.00
Operational	$300.00
Emergent	$100.00

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

Actions:	Timeline:
Research Based Instructional Programs The committee evaluated information from the Center on Instruction at the National High School Center and the Southern Regional Education Board to identify research based strategies to improve the instructional program at Henry County High School. The following strategies were identified as critical to accomplish comprehensive instructional reform: (1) Differentiated instruction, which allows teachers to provide effective instruction to all students. This is an approach that utilizes a variety of instructional and organizational strategies to accommodate student differences in the classroom. The number one instructional issue identified by HCHS	

teachers during staff interviews was the students' lack of basic skills, particularly in reading and mathematics. This is supported by eighth grade CRCT data, which shows that approximately one third of ninth graders during the current school year were placed into ninth grade after not meeting state criteria in English Language Arts or Mathematics. The low reading levels evidenced by students has a detrimental effect on performance in science, social studies, and mathematics, and was cited by teachers in these departments as a problem for students.	January, 2011 for 9th graders in 2010-2011 August for 9th graders in 2011-2012 August for 9th graders in 2012-2013

- Accelerated instruction will be used to address the reading issue. In addition to the ninth grade English curriculum, struggling readers will participate in *READ 180*. Thirty-seven studies have shown that *READ 180* has a positive impact on student achievement. A rigorous review of research in the *Reading Research Quarterly* (2008) placed *READ 180* in a top group of four adolescent literacy programs that showed more evidence of effectiveness than 128 other programs reviewed. The *Harvard Education Review* (2008) published a study that showed students and teachers found the program engaging and motivating, with a higher attendance rate students for in *READ 180* tutorials. Other research studies have documented improved performance on state test results, improved reading achievement in African-American and ELL subgroups, improved reading achievement for students receiving Special Education services, reduced dropout rates, and increased teacher retention. Some Henry County High School teachers already have experience with the program in other districts and highly endorse the program.

- Rising ninth grade students will be offered an opportunity to attend a summer bridge program to:
  a. Help students who do not meet eighth grade mathematics standards on the Criterion Referenced Competency Test (CRCT),
  b. Help students who meet the mathematics standard on the CRCT strengthen their math skills, and
  c. Help students who aspire to qualify for the Accelerated Math sequence strengthen their math skills and experience the pace and expectations of the advanced track.

(Summers 2011 and 2012 — August, 2010 and subsequent years of the grant.)

- Accelerated instruction will also be used to address the lack of basic mathematics skills. At risk ninth and tenth grade students will have a second period of mathematics. The teachers of this Math Support class will explore a variety of techniques to help struggling mathematics learners. - Teachers will receive professional learning on reading and literacy strategies for all content areas to help every student successfully master essential content. - Advanced course work in each content area will be examined for rigor. Additional advanced courses will be phased into the curriculum. By the end of the grant, all students will be strongly encouraged to participate in Advanced Placement classes or joint enrollment classes provided by partners in the Academy for Advanced Studies located at Henry County High School and Clayton State University. - Teachers will receive professional learning and additional support (time and resources) to implement differentiated instruction and how to use data obtained from continuously assessing students to inform instructional decisions. (Moon, 2005, Tomlinson, 1999) (2) **Incorporated technology to support instruction in all content areas.** To engage students in learning and increase student achievement the school will provide interactive whiteboard technology in each classroom as a high impact intervention. According to the Partnership for 21st Century Skills (2003), today's students are accustomed to the frequent use of interactive technologies outside of school. These students are frequently referred to as "digital natives" because they have grown up with technology as a ubiquitous presence in their lives outside of school. When these students are presented with prescriptive instruction or are assigned worksheet assignments in isolation they become disengaged and lose interest in instruction (Mangana & Frenkel, 2009). Studies by Robert Marzano and associates have found that the use of interactive whiteboard technology in the classroom provides significant increases in both student engagement and in student achievement (Marzano & Haystead, 2009;	August-December, 2010: all staff August-December, 2011: new and selected staff August-December, 2012: new and selected staff Rigor studied 2nd semester 2011 2011-2012 plan for and advertise for new Advanced Placement courses. Determine choices for joint enrollment and develop a rubric to help students choose their best option 2012-2013 – targeted 11th and 12th grade students enroll in Advance Placement classes or joint enrollment class.

Marzano, 2009).   In particular, a study of 1,716 students from 50 schools found that this intervention produced a 17 percentile point increase in student achievement. With this in mind, the school will provide interactive whiteboard technology in each classroom and will support the effective use of this technology with job-embedded professional learning. The Marzano and Haystead research study shows the impact of interactive whiteboard technology is greatest when teachers feel confident in their use of the technology. To help ensure teacher confidence, the school will collaborate with the Educational Technology Center at Macon State College to provide high quality, job-embedded professional learning in the effective use of interactive technology that aligns with the Georgia Performance Standards.   This professional learning will be reflected in each teacher's Individual Professional Learning Plan and will involve a plan for measuring the impact of professional learning including:

- Administrative monitoring of lesson plans to ensure that plans include effective use of the technology,
- Focused "walk through" classroom observations.

Additionally, the phase in of the technology over three years by department will allow the school to formatively assess the impact the introduction of the whiteboards and associated technology had on student performance. Gains in student achievement over the past several years will be compared to gains earned after the introduction to the technology. The School will also compare gains earned in other content areas to the departments who received the technology first. The data acquired by these processes will guide second level and target professional learning in the effective use of the technology as reflected in the Marzano research.

(3) Addressing the issues of school culture and its affect on student achievement.
- One factor identified in multiple studies on student achievement is high teacher expectations. It was clear in the faculty interviews that some teachers do not currently have high expectations for all students at Henry County High School, nor do they expect much support from the parents. Professional learning in the areas of Ruby Payne's work concerning

2010-11 Roll out of whiteboard and interactive technology to the Math and Social Studies departments (including Special Education classrooms)

2011-12 Roll out whiteboard and interactive technology to the Science, Language Arts, and Foreign Language Departments (including Special Education classrooms)

2012-13 Roll out whiteboard and interactive technology to the fine arts and health classrooms (including Special Education classrooms).

- Note that CTAE classrooms already have this technology in place.

2010 – 2011: Repeat for new

poverty and of diversity will help address this.	teachers in 2011-2012 and 2012-2013
• A second way to address this is the creation of Small Learning Communities (SLC). Small Learning Communities is an organization/instructional strategy that has been well documented as an innovative best practice and support by such organizations as the Bill Gates Foundation and the Principal's Partnership, the school will develop small, theme based learning communities that will provide a teamed approach among both teachers and students that has a focus around a topic or mission. Examples of the small communities might be a career academy, a fine arts academy, service learning community, math/science community, etc. The SLC will become schools within the school and will be supported by a number of other school initiatives (Oxley, 2007). The following are the supporting strategies for accomplishing these small learning communities:	2011-2012
o Teaming- teachers will be organized in learning teams where they are able to plan across discipline to support project based learning and increased student engagement. Teamed teachers will work closely together to ensure each student is supported and parents have the opportunity for engagement in their child's education.	Begin with 9th grade teachers in 2010-2011 2011-2012: 9th & 10th grade teachers 2012-2013: 9th, 10th, & 11th grade teachers.
o Family Resource Center- to address the many current issues surrounding parent involvement, student poverty, and drop out rate, a family resource center will be established. The FRC will support parents, teachers and students in effective communication about student progress, will establish parent education opportunities, and will help organize and acquire emotional and physical health services for students, and serve as a resource for helping economically disadvantaged students acquire the needed resources to succeed in school.	2010-2011
o Peer Mentors- students will be trained and supported in providing peer leadership in their communities by providing peer tutoring, conflict mediation, and life skill mentoring to their peers.	
o Advisor/Advisee – teachers and/or counselors will meet annually with students in establishing and maintaining an advisor/advisee relationship over the four years of high school. Teachers will advise students on topics such as; effective study skills, active listening, conflict resolution, post secondary advisement, etc. and develop/maintain individual	2011-2012 2011-2012

<table>
<tr><td>

graduation plans for students.
- Project Based Learning- Teachers will engage students in hands on, active learning opportunities that provide students with authentic, project based learning tasks.

Oxley, Diana. *Small Learning Communities: Implementing and Deepening Practice*. Northwest Regional Educational Laboratory, 2007.

Alignment with State Standards

Henry County Schools has already adopted the Georgia Performance Standards in each of the four core academic areas so the academic standards are already aligned. Further training for Henry County High School's teachers on implementing the standards will be a part of the professional learning plan. This will include:
- Examining the alignment between the GPS and state tests, such as areas of emphasis, cognitive demand, and examples provided by the state (Martone and Sireci, 2009)
- Developing capacity to implement action steps to address needed instructional adjustments (Bhola, et al, 2003)
- Building the capacity to monitor and maintain alignment between the teacher enacted curriculum and the GPS (Glatthorn, 1999; Koppang, 2004)

This grant will provide the resources (time, support, expertise) to enable teachers to incorporate the changes required to align instruction with the GPS and the other concepts introduced to accomplish comprehensive instructional reform.

</td><td>

2012-2013

2010-2011

2011-2012

Annually

</td></tr>
</table>

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:	Timeline: **2010-2011 –** Formative Assessment Training (GaDOE); Data Teams Training (GaDOE); Incorporation of

Rationale/Research - Assessment

Assessment will be integral to the student-choice concept. Students and teachers will work collaboratively to design and implement assessment options that uncover students' strengths and weaknesses allowing a customized approach to assessing student learning progress and modifying content and strategies as needed to promote successful learning experiences. Designing effective assessments is critical for any teacher. The general term "assessment" is used to refer to all those activities undertaken by teachers-and by their students in assessing themselves-that provide information to be used as feedback to modify teaching and learning activities, (Black and William, 1998). In order to make judgments about the status of a student or an entire class at any given point in time, teachers need as much accurate data as possible about an individual student's progress, or the progress of the class as a whole, to determine their next instructional steps. *(Marzano, 2010)*

Diagnostic assessment occurs at the beginning of the learning/teaching cycle. This type of assessment provides the teacher with an understanding of the prior knowledge and skills a student brings to a unit, as well as the strengths and specific learning needs of an individual or groups of students in relation to the expectations that will be taught. Formative assessment has become very popular in the last decade. It is typically contrasted with summative assessment in that summative assessments are employed at the end of an instructional episode while formative assessments are used while instruction is occurring. *(Marzano, 2010)*

Action

Instructional staff will use diagnostic, formative, interim and summative assessments to monitor student learning progress.

- Diagnostic assessments will be used to determine baseline student performance.
- Formative assessments will be used to monitor student mastery and to determine students' needs for instructional support or enhancement.

differentiated assessment practices in the classroom including checklists, rubrics, portfolios, concept maps, performance assessments, peer reviews and common formative assessments; **SREB -** Standards-based Grading Practices to Increase Expectations, Differentiated Instructional Strategies by Content Area. Student performance growth will be reviewed quarterly.

2011-2012 – Formative Assessment Training (GaDOE); Data Teams Training (GaDOE); Continued incorporation of differentiated assessment practices in the classroom including checklists, rubrics, portfolios, concept maps, performance assessments, peer reviews and common formative assessments; SREB - Standards-based Grading Practices to Increase Expectations, Differentiated Instructional Strategies by Content Area. Student performance growth will be reviewed quarterly.

2012-2013 - Formative Assessment Training (GaDOE); Data Teams Training (GaDOE); Consistent and pervasive incorporation of differentiated assessment practices in the classroom including checklists, rubrics, portfolios, concept maps, performance assessments, peer reviews and common formative assessments; SREB - Standards-based Grading Practices to Increase Expectations, Differentiated Instructional Strategies by Content Area. Student performance growth will be reviewed quarterly.

- o Assessment occurs continuously in the classroom, both within and between lessons.
  - o Information is used to adjust teaching strategies.
  - o Students receive frequent and meaningful feedback on their performances.
  - o Examples of formative assessment strategies include common formative assessments, teacher observation, discussion, questioning, and non-graded class work.
  - o Teachers and students will consult on student progress setting student goals and monitoring progress frequently
- Interim/Periodic Assessments will be used to monitor instruction for student groups based on their progress towards mastery of content and process standards.
  - o occurs within, between, and among instructional units
  - o used to identify strengths and gaps in the learning-teaching process
- Summative assessments will be used to measure year to year learning growth.
  - o GHSGT
  - o EOCT
  - o NAEP

- Continuous use of data will be supported through the collaboration of data teams and the use of formative common assessments by teaching the same courses. Use of data from horizontal and vertical courses will be shared by teachers to select and implement instructional strategies to address identified gaps. Leadership and teachers will use the data to monitor the School Continuous Improvement Plan and to develop and monitor the School Quarterly Action Plan. These plans will also be monitored by the district to determine school-wide progress.

A8. Establish schedules and strategies that provide increased learning time (as defined in this notice).	
Actions: This is defined as using a longer school day, week, or year schedule to significantly increase the total number of school	Timeline:

hours to include additional time for instruction in academic subjects, enrichment activities that contribute to a well rounded education, teacher collaboration, plan, and engage in professional learning. The following strategies will be utilized: As a goal of extending learning time for all students at Henry County High School, the school will expand the scope of existing programs, provide additional learning opportunities, and provide transportation to a community of students who many times have difficulty participating in extended (after school) activities because of the lack of transportation. **Protected Time:** Current practice at the school is to minimize disruption to classroom instruction by prioritizing protected time in the classroom. The school refrains from classroom interruptions by holding announcements and classroom pull outs to class transitions times and before and after school. To increase efficiency in maximizing instructional time, teacher(s) will use a common instructional framework that maximizes effective instruction practice therefore increasing meaningful instructional time with students and minimize wasted time within the scheduled class period. **Flexible Scheduling:** The team concept or small learning communities lends itself to allowing teachers to flexibly schedule instruction to meet the needs of the instructional outcome. Because students will be teamed in "companion" courses (e.g. English teamed with social studies) and the same students will be scheduled in these teamed courses, teachers can and will flexibly schedule instructional time to meet the need of the concepts being taught. Teacher will flex the number of minutes from concept to concept to accommodate for practices such as project based learning, labs, and exploration. Additionally, teaming courses will provide meaningful opportunities for multi-discipline instruction with teamed teachers and students.	2010-2011- A standard lesson and unit planning template will be implemented for lesson planning purposes. 2010-11 Investigate and implement time saving strategies to gain instructional time

In the same vein of flexibly scheduling the school will investigate and implement ways to manipulate the master schedule to expand the number of minutes in the instructional setting. Strategies such as modified block schedules, flexible Friday schedules will allow the school to limit transition time during the seven period day in order to provide longer time with teachers in classrooms.

Extending the School Year:
(1). As most research will indicate, 9th grade is the pivotal year in students falling behind in high school. To be responsive to these issues, a transition program for rising 8th graders will be established to better prepare students for their 9th grade year. Key elements include:

- The summer session will be an intensive summer experience where students engage in hands on, engaging learning experiences that not only remediate important key academic concepts but accelerate students in concepts they will encounter in 9th grade. In research done by the University of Missouri and Johns Hopkins, it was found that:

  - students from lower socioeconomic backgrounds tended to lose more academic ground, especially in reading and math, during the long summer break than those who came from a middle socioeconomic background.
  - regardless of the socioeconomic level of the students, as a result of the "summer slide," there seemed to be a greater loss in factual and procedural knowledge as well as lower scores on standardized tests at the end of summer versus the beginning of summer.
  - remediation programs offered during the summer made a positive impact on math achievement in the secondary level.
  - remedial programs are more effective when they are small and individualized.
  - both remediation and acceleration programs had a positive effect on achievement.
  - it had a positive effect on students with disabilities. (Alexander, 2007)

Summer-2011-12

• Students will also work closely with summer staff in learning organizational skills, study skills, and goal setting.
• Community members will become motivational and guest speakers to establish a community contact for a student in a professional career. Research shows that positive contact with adults other than parents is important to young people during adolescence. Young people need significant others who can guide and support them. (Zirkel).
 	
• For attending regularly, students will receive an incentive in the form of an iPod shuffle preloaded with podcasts of the key summer session classes and lectures.   (Herget)
 	
• Since lack of transportation is a problem for students in the school, transportation will be provided.
 	
(2.) As a strategy to build capacity to model and mentor struggling students within the school and to build strong leadership capabilities in students, a leadership academy will be established for upperclassmen. The leadership academy will focus on developing strong leadership capabilities among willing groups of students. The leadership academy will have a two week summer session and ongoing sessions during the school year.
 	
   o During the summer session, students will be involved in developing or honing the following skills:
 	
      o Listening Skills
 	
      o Decision Making
 	
      o Motivating/Empowering/Coaching
 	
      o Handling criticism
 	
      o Collaborating
 	
      o Resolving Conflicts
	Summer-2011-12
	Summer -2012-13

o As an incentive and opportunity to grow, students will attend the Inspire High School Leadership Conference at Georgia Southern University.	Fall-2011 Fall-2012
o Students involved in this leadership academy will work as peer mediators, peer tutors, and peer mentors. Peer mentoring programs have been implemented successfully to help ease the transition from one level of schooling to the next. There is substantial evidence suggesting that peer mentoring can be used successfully to reduce absenteeism and lower dropout rates among high school students (Gensemer, 2000).	2011-12 2012-13
(3.) During the school year students will be encouraged to attend Saturday and break seminars. These seminars will provide students with opportunities to extend and refine skills learned specifically in their math courses with an emphasis on social activities. Some research indicates that academics alone may not be enough to engage learners in an extended school day activity and those social activities in combination with academic instruction often leads to higher academic achievement (Branch, 1986). • Hands on "mini" courses taught by university faculty from regional post secondary institutions. • Graduate students and college of education students serve as tutors. • Focused on both academics and building student confidence to succeed in math. • "Mini" courses are offered to tie to student interest and so the student has a choice in what courses they attend. • Mini courses are taught at the school but several times a year students are transported to the college campus for mini-courses.	2010-13

- Students are provided opportunity to address social needs through a wide range of instructional formats including speaker, discussions, and creative activities. - Student incentives to attend include door prizes at the end of the meeting time and food. - Field trip experiences will be included in Saturday seminar experience to enhance and build background knowledge for concepts explored in the seminar. Parts of this Saturday/break seminar are modeled after the Twenty-first Century Mathematics Center for Urban High Schools- Temple University, Philadelphia, PA. In this program students saw between a 30-34 percentile change in standardized math scores. **Blended Learning:** The LEA already utilizes a learning management system (LMS) to provide online courses to high schools students. One well documented way of extending learning outside the regular school day into the homes of students is to leverage the LMS to provide blended learning opportunities to students. Blended learning is the subject of a recent research meta-analysis from the US DOE. In May 2009 , the US DOE published *Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies.* From this analysis there are a number of implications drawn from blended learning. - Students who have access to blended learning opportunities typically do better than their counterparts in either traditional face to face courses or purely online. - Students typically spent more time on task when engaged in a blended or hybrid model of instruction. The LEA will support the school in providing blended learning opportunities to students in most content areas. Students and teachers will engage with one another in the	2010-11- Develop and design content in LMS and train on use of LMS 2011-13 Full blend courses

LMS to review assignments, do group work, submit work, discuss after hours, blog, and develop wikis. Blended learning will be utilized to enhance the academic experience of the students as well as provide rigorous course content after hours and within the school day.

Standards based course content will be aligned to existing and new resources in order to engage learners with tools they typically use outside the school day. In September 2009 Pew Internet and American Life Project published a report outlining that 89% of teen access the Internet from home and 94% of teens are online. Eighty-five percent of teens engage in electronic personal communication daily while less than half indicate they write daily at school. Eighty-five percent of teens indicate that when they do write at school it is usually a paragraph to one page in length. These numbers may indicate that students are engaged in online endeavors but that engagement does not translate to school activities.

Blended learning at the school will bridge the gap between student engagement, publishing, discussing, and learning with social media with academic rigor of school.

Before and After School Tutoring:
The school will supplement the existing State Extended Instructional Program (SIEP) with additional before and after school tutorial opportunities. To facilitate students' participation in these opportunities the school will run a late bus four days a week. The extension of tutoring services will provide learning opportunities to all students and not just for the lowest 10% of students. These tutoring opportunities will be facilitated by both teachers and peer leaders.
Because transportation will be available to all students, the school will encourage student to participate in clubs and events that are directly associated with their academic work such as math team, reading bowl, and history club.

2010-13

Summer School:
The grant will provide partial scholarships for students wishing to participate in summer school opportunities. The goal is to increase participation by students needed to recover credit to stay on tract for graduation. Guidance counselors will also work with students desiring to move ahead in their

2011-13

studies to participate in summer session work and earn credit for advancement in meeting their requirements for graduation.	

A9. Provide ongoing mechanisms for family and community engagement.	
Actions: In an effort to provide an environment that seeks to foster a holistic approach to improve academic achievements for all students, Henry County High School (HCHS) will offer a community-oriented school that will seek to create an environment conducive to cultivating a meaningful partnership between the school, the home, community-based organizations, and other local agencies. The Transformation Model has been chosen to refurbish the school's current family and community engagement environment. Henry County High School's goal will be to ensure that the parent, school, child, community organizations to include faith-based organizations, and community agencies work to coalesce resources to ensure the success of every child, regardless of socioeconomic status. The goal of the family and community engagement component is to implement "a continuum of effective community services, strong family supports, and comprehensive education reforms to improve the educational outcomes for children" (A Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act, March 2010). This process will be transparent and will always keep the needs of the children in the forefront. A critical component of the selected transformation model was the input from the parents, student, and School Council that was collected by the School Improvement Grant Committee. A series of meetings with parents and school staff *(see Appendix 2 for meeting documentation and additional comments)* resulted in numerous conclusions about the current status of parent/community engagement in the school. These comments are summarized below. **Parent Input:** Parents often do not feel welcome at the school. There appears to be a strong need for more communication from the staff, and parents indicated that the perception of the school within the community at large is negative. Parents indicated a strong need for a Parent Teacher Association (PTA) at the school, and they suggested that transportation and hard economic times are key issues for parents' lack of participation at the school. Parents would like to see a parent resource center housed at the school that will provide resources to assist parents. **Staff Input:** Staff members agreed that diversity training that focuses on poverty and diversity needs to be offered at the school. Staff members also reaffirmed the fact that the school needs some	Timeline: Timelines are listed next to the Standards below:

form of organized structure (PTA) at the school to support better communication with parents. During this session, it was also mentioned that many of the parents are young, and that alternative means of communication should be explored in order to reach these parents.   On the other end of the spectrum are grandparents that are raising many of these children. These grandparents have a different set of issues that must be addressed.

Community Input: Clayton State College and University (higher education) is willing to offer classes for parents to enhance their basic living skills through continuing education. The Henry County Chamber of Commerce would like to offer a comprehensive public relations campaign designed to improve the image of the school.

The next step after model selection was to identify a research-based framework that included standards for use by the school. Dr. Joyce Epstein, Director of the Center on School, Family, and Community Partnerships at Johns Hopkins University is the author of a powerful research-based model that has been adopted by the National Parent Teacher Association (PTA). This model, called the National Standards, Goals, and Indicators for Family-School Partnerships, not only confirms the belief in the family-community-school partnership, but it provides a framework for schools to use as they seek the engagement of parents and the community. The six scientifically-based standards are the cornerstone for this framework and will be used at HCHS in conjunction with strategies developed by the Center on Innovations & Improvement's Handbook on Effective Implementation of School Improvement Grants. This handbook also addresses family and community engagement; community oriented schools; deeper understanding of the community; and culture and climate to include safe school environments. In addition, Maslow's Hierarchy of Needs will be incorporated into the framework as a means of strengthening the families' protective factors. These six standards and the strategies that will be used to address these standards are discussed in detail below:

Henry County High School Six Standards for Family and Community Engagement

Standard 1: Welcoming All Families into the School Community:

One of the most powerful mechanisms a school can use to ensure student success is the direct involvement of the parent in the child's school. Marzano, in his "What Works in Schools: Translating Research Into Action" (2003) ranks parent and community involvement as one of six of his school level factors.

Standards 1-6:
2010-2011: Full implementation for all standards to include hiring a parent involvement coordinator,

Marzano defines parent and community involvement as the extent to which parents and the community at large show support and are involved in the school. Marzano is not alone in his realization that the entire community must work together cohesively and effectively with parents to ensure student success. The general consensus is that the partnership between the schools, families, and communities must be scaled up considerably to ensure success between these entities. The school will seek authentic parental engagement that goes "beyond the bake sale".

In 2002, extensive research (A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement) revealed "that there is a positive and convincing relationship between family involvement and student success, regardless of race/ethnicity, class, or parents' level of education" (Henderson and Mapp). This body of research reaffirms the notion that children's academics are enhanced with the involvement of parents. Mapp and Henderson further define the specific types of involvement that must take place in order for the connection to be significant. One finding indicates that parental involvement must be academically focused. Curriculum nights, conferences that involve students and workshops that may involve the family doing financial planning or exploring college possibilities were also suggested. A second finding reveals that all families can contribute to their child's success. Parents must make a concerted effort to find out what the child needs to know and to ensure the child arrives at school ready to learn.

A crucial component that helps define the success of any program is school culture and climate. School culture and climate is defined as the core beliefs, attitudes, and behavior that typify an organization (Phillips, 1993). The teachers, staff, and parents all have common goals that they work toward. Parents should have a comfort level with the school culture and climate. The school will ensure that these components are an integral part of the school.

The school will develop a climate of 5 Star Service via on-going training that will allow parents to feel a part of the school environment. All staff members will be trained in the areas of diversity, how to treat parents as adults, and common courtesy (such as greeting the parent with a smile), and other means to communicate with parents other than calling to inform the parent that the child has a problem at the school.

The following strategies will be implemented at HCHS:

1. Pair parents with a "one on one" advisor (staff member) that can assist the parent in maneuvering all areas within the school.
2. Hire a Parental Involvement Coordinator that can be used to provide ongoing connections with parents and

family resource center and all related training.
2011-2012: Implementation will continue for all six standards.
2012-2013: Implementation will continue for all six standards.

resources.

3. Create a parent resource center that includes technology and life skills information for use by parents.
4. Foster a sense of love, belongingness and comradeship among school staff and families.
5. Provide transportation for parents to the school and educational events.
6. Hold events/meetings in the community.
7. Provide light snacks at family meetings.
8. Connect parents to community resources.
9. Train all staff on specific topics on creating a parent-friendly environment for parents (i.e. smiling at parents when they enter the school building, offering a clean and safe environment for parents at the school). Signs will be posted for the several languages spoken by families within the school community.
10. Contact parents not just when the student is in need of discipline from the school.
11. Ensure that staff show respect for and honor the strengths and differences of the student's family at all times.
12. Create and discuss the Compact with teachers on a regular basis.
13. Engage the interests, needs, skills, and resources of parents and primary caregivers. Staff will use an "interest inventory" to ascertain the specific areas of interest that will allow parents to become involved in the school in a meaningful way.
14. Recognize parent birthdays and individual successes.
15. Provide multiple communications strategies that are culturally and linguistically appropriate and support two-way communication. Communicate in all languages to the extent practicable.
16. Incorporate technologies as a means of creatively and effectively supporting stakeholder engagement.
17. Provide ongoing workshops for parents on topics such as curricula, healthy families, discipline, internet safety protocol, how to collaborate with the child's teacher, and other topics as indicated by parents.
18. Provide ongoing opportunities for parents to enhance their education. These will include, but are not limited to: Adult education classes; computer and other life skills classes; continuing education classes at local colleges and universities, on-line classes, English as a second language etc.
19. Foster a positive school climate, including safe and drug free schools, and respectful environments that are free of bullying and other antics that may prohibit a child or parent in obtaining a comfort level within the

school. Teachers will also participate in Olweus anti-bullying training.
20. Develop core beliefs and values that have been developed by faculty, staff, parents, and community partners.
21. Set-up parent action teams within the school.
22. Bring parents and transportation personnel together to promote a "peaceful bus" in developing a safe and orderly school bus.

Standard 2: Communicating Effectively

Henry County Board of Education has a specific plan for communication with students and parents/ legal guardians. No Child Left Behind Legislation (2002) requires that information to parents must be clear, uniform, and to the extent practicable, in a language that parents can understand. The school will hire translators to work directly with the parents and provide assistance during parent meetings. In addition, the TransAct system purchased by the Georgia Department of Education for use by local districts will also be used to assist in translating documents for parents.

The LEA provides Internet based access to information related to student progress through Infinite Campus, the district's student information system. Parents and guardians are provided a passcode that allows direct access to student grades, attendance, announcements, and other school information.

Parents with limited resources typically will need to be reached by alternative means. These parents most likely will not have the use of current technology such as computers (email) and text messaging. Although email and text messaging will be used, traditional means of contacting these parents will be the use of written information sent to home by students and telephone contact will also be prevalent. The school's call system will be used for communication as well.

Maslow's second hierarchy of needs is safety and will be incorporated into this component. Personal safety, financial safety, stability, and protection for children and families will be a priority. Effective communication about these needs to families will take place.

Again, the proposed Parent Involvement Coordinator can play a key role in the traditional means of contacting parents. An initial orientation will be conducted for all parents in the school. This orientation as well as other activities will be offered at different times and places during the day and beyond the school day so that parents who work can have equal access to information. Parents

that lack transportation will be offered assistance to meetings at the school. Parents will be informed of the assessment information on students that they will receive from the school. Translators will be used for parents with language barriers. Necessary signatures from parents on progress reports will be gathered by using various means. If the parent does not respond to information sent home, the Parental Involvement Coordinator will visit the parent at home or on the worksite to secure the required signatures.

The following strategies will be implemented at HCHS:

1. Survey parents to become aware of issues or concerns.

2. Communicate with parents in a language that they can understand.

3. Foster effective and positive communication between families and school staff, engaging each in meaningful communication about student learning and other areas of interest.

4. Provide a means of keeping parents up to date on the things that are important through PTA or other social venues.

5. Promote connections among families.

6. Use multiple means of communicating with families (school information in school and community newsletters).

7. Communicate with parents during sports activities.

8. Provide access to school officials.

9. Place communications from school in areas in the community that parents may visit.

10. Provide communication opportunities for the parent in the home.

Standard 3: Supporting Student Success

Longitudinal research has long suggested that children do not develop in isolation. Rather, they develop along multiple, interrelated domains. Strategies that address the needs of the whole child that includes physical, social, emotional, and academic, signify that the conditions are favorable for significant student growth to occur.   Consequently, ignoring just one portion of that domain means that the others suffer significantly (Blank &

Berg, 2006). According to Grossman & Vang (2009), "Complementary learning involves coordinating non-school community and family resources with existing school services; co-locating these services at the school can have a positive, synergistic effect on a number of desirable outcomes for students, families, schools, and communities." The needs of the entire child will be addressed.

Student voices and leadership opportunities should be cultivated in the classroom, school, co-curricular activities, and community to assist in improving academics. Ongoing support from parents through effective parental engagement and the community at-large will be cultivated.

The following strategies will take place at HCHS.

1. Create a culture and climate in the school that is conducive to parents becoming an integral part of the school for the sake of the student.
2. Share information about student progress in a language that the parent can understand.
3. Ensure that the school has a strong academic program at its core (Georgia Professional Standards), with all other services complementing the central academic mission and ensure that parents know how to access the curriculum frameworks on the district's website (ANGEL).
4. Provide additional assistance needed for students' at-risk (homeless, English Language Learners, migrant, students with disabilities, and academically challenged students).
5. Provide supports for gifted and advanced placement students.
6. Provide additional tutors (community volunteers/ university students) in the classroom to work with students.
7. Create parent/child/teacher Compacts.
8. Help parents understand how to create an environment at home that is conducive to learning.
9. Create homework assignments that involve parents.
10. Institute peer mentoring (student to student).
11. Use standardized test results to increase student achievement (Georgia High School Graduation Test, End of Course Tests).
12. Inform parents of the school's progress.
13. Incorporate formal and informal guidance programs, including professional counseling and mentoring.
14. Include attendance and behavior monitoring and support systems.
15. Promote health and physical education and co-curricular activities by seeking services from

community agencies and business partners.

16. Offer students support as they transition into and out of high school through increased awareness and training.
17. Acknowledge and draw on the strengths of various stakeholder groups. Solicit their input and assistance for the school.
18. Incorporate technologies to more creatively and effectively support stakeholder engagement. Open the computer lab at the school during non-school hours so that parents and students can actively participate.
19. Identify means for meeting the most basic needs of children and families (food, sleep, stimulation, activity) via community outreach.

Standard 4: Speaking up for Every Child

Mapp and Henderson's (2002) second finding involves parents serving as the primary advocate for their children. Parents should be empowered to make certain that their children are treated fairly and have learning opportunities that continue to support their success. This calls for parents to have extensive knowledge of the laws that govern the child's school and environment. Maslow's fourth standard (self-esteem) will become a major part of assisting the parent in becoming a true advocate for their child. Parents should know how to speak up for their child and ensure that they are treated fairly and have access to optimum learning opportunities that will have a major impact on their child's future.

The following strategies will be implemented at HCHS:

1. Ensure that parents understand how their child's school and district work.

2. Provide ongoing training for parents on the rights and responsibilities under federal, state, and local laws.

3. Ensure that parents are aware of various resources that are available to them.

4. Train parents in conflict resolution and problem solving.

5. Assist parents in monitoring student progress.

6. Help parents understand how to plan for their child's future.

7. Provide assistance to parents as children are transitioning from middle school to high school and high school to college so that they understand the courses needed for

career advancement.

8. Provide opportunities for parents to engage in civic advocacy for student achievement.

Standard 5: Sharing Power

Research confirms that when families and school staff are equal partners in the decisions that impact children and families, children succeed. According to the School Improvement Handbook, "Together, they should "inform, influence, and create policies, practices, and programs." Parents should be in a position to communicate with local elected officials and School Board members as well as school staff. Maslow's fifth standard (self-actualization) will be examined to ensure that families and school staff are equal partners in all decisions that impact their family. Together these entities will inform, influence, and create policies, practices, and programs that impact students.

The following strategies will be implemented at HCHS:

1. Allow parents to have a true voice in all decisions that impact their children.

2. Ensure that the families have a true voice and are equal partners in the decision-making process at the school.

3. Develop parent leadership via a PTA or other organization.

4. Connect parents to local officials and business and community leaders by inviting these officials to the school for visits and conversations.

5. Address all equity issues.

6. Allow parents to identify "school friendly" businesses.

7. Use parent mentors and volunteers in the school.

Standard 6: Collaborating with Community

Marzano, in his "What Works in Schools: Translating Research Into Action" (2003) ranks community involvement as one of six of his school level factors. Marzano defines community involvement as the extent to which the community at large show support and are involved in the school. Mapp and Henderson (2003) reinforce the fact that the entire community must be involved in the child's learning.

Ongoing mechanisms for family and community engagement will be deployed to ensure student success. School culture and climate will be examined to ensure that all needs of the parent are being

met. Continuous input from parents, teachers, students, and the community will be sought and incorporated into the school's plan for developing a framework for continuous parent engagement and collaborative community involvement that will support the school's efforts in improving student academic achievement.

According to Blank & Burg (2006), when entities come together to meet the unique needs of students, community-oriented schools can foster environments that fulfill all the essential conditions for learning. In addition, when the core academic curriculum is directly related to the community, and the barriers that keep the community and the school from collaborating are removed, student outcomes are immensely improved (Blank, Berg, & Melaville, 2006). Willingness of all staff to collaborate with outside organizations and are provided with ongoing training to ensure that these connections continue.

Collaborative efforts between the school, businesses, churches, agencies that provide mental, emotional, vision, dental, counseling services, and individuals in the community will work in conjunction to solidify a concerted effort to improve student academic achievement. In addition, the Chamber of Commerce's Education Committee has a commitment to assist in guiding the school in organizing the school plan and connecting with business partners. The following will take place during the school year.

The following strategies will be implemented at HCHS:

1. Conduct ongoing quality evaluations from all stakeholders to determine the strengths and weaknesses of all programs offered to create a continuous cycle of improvement.
2. Engage the interests, needs, skills, and resources of multiple stakeholders such as community organizations and members, and business partners.
3. Foster relationships among high schools, middle schools, and postsecondary education institutions (e.g. dual enrollment agreements, continuing education life skills classes), workforce, families and communities. These outreach efforts should be ongoing.
4. Ensure that all stakeholders are a crucial part of critical planning and decision-making activities.
5. Provide mentors from partnering organizations to serve as a contact point between the school, organization, students, families, and community members, with the goal of creating sustainable and effective partnerships.
6. Along with partners, implement a public relations campaign designed to promote a positive image of the school.
7. Allow guest lecturing opportunities for community

members in the classroom.

8. Provide support wrap-around and English-language services that extend beyond the classroom.
9. Provide family-focused services and outreach that engage parents and family members in programs and services.
10. Respect and honor parents and the resources they may have to offer the school.
11. Incorporate technologies to more creatively and effectively support stakeholder engagement.
12. Provide after-school hours bus transportation.
13. Offer school resources in the community where parents live.
14. Bring resources from the school to the home.
15. Incorporate technologies to more creatively and effectively support stakeholder engagement. Collaborate with community businesses (libraries, local businesses with Wi-Fi) to ensure that technology can become a reality for all students and parents.
16. Offer extended learning opportunities for parents in the community.
17. Provide community oriented schools that allow for integration of in-school and out-of school time learning with Georgia Performance Standards.
18. Provide Service Learning opportunities that will incorporate the community into the curriculum as a critical resource for learning.

A10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	
Actions: Administrators, counselors, graduation coaches, paraprofessionals, and volunteer teachers will be afforded flexible work schedules to accommodate flexible student needs before, during, and after school hours. In addition, flexible schedules will be considered for breaks in the school calendar including but not limited to Saturday's, fall break, mid-winter break, spring break, and summers. This flexibility reflects the changes in the school day and year that are detailed in references to extended school day/year areas of the implementation plan. The principal and administration will be afforded the opportunity to use local school funding sources to meet the needs of all students throughout the grant period.	Timeline: 2010-2011 School year 2011-2012 School year 2012-2013 School year

By June 2010 a Master Schedule will be developed which will incorporate a variety of extended and blended learning opportunities for students. Extended learning opportunities (at no cost to students) will include, but not limited to, periodic Saturday school sessions at our Partner Higher Education provider -Clayton State University (e.g. observe science labs, work on project-based learning assignments), the Henry County Public Library System, educational field trips (i.e. MLK Center, Georgia Aquarium, Art Museum, etc). Residual benefits will be student motivation, greater interest in learning in particular with post secondary interests and exposure to cultural and educational setting outside the home school. During the normal school week, extended instructional opportunities will be provided for students to work in computer lab settings and tutoring environments (both from teachers and peer tutors). Late afternoon/evening bus transportation will be provided for students who have no or limited access to transportation.	

A11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

Actions:	Timeline:
The district will ensure that the school receives ongoing, intensive assistance and related support from the various sources. • Henry County Schools will provide technology support, subject area curriculum and instruction support, principal mentoring, and intensive job-embedded professional learning. • The Henry County Board of Education is in support of this initiative and is willing to offer services as needed. • Henry County Schools will partner with Southern Regional Education Board (SREB) to provide ongoing technical assistance that includes professional learning evaluation and guidance for the duration of the grant. The SREB is a nonprofit, nonpartisan organization that works with 16 member states to improve public pre-K-12 and higher education. Founded by the region's governors and legislators in 1948, SREB was America's first interstate compact for education. Gleaning from SREB's success with the High School's that Work program, Henry County High School will implement many of the components of these research based strategies.	2010-2013 School Year SREB 2010- Summer High Schools That Work Staff Development Conference Summer Site development workshop for all staff Fall,Winter,Spring - Onsite coaching (40 days) Fall-Spring Literacy across the curriculum workshop Fall -Leadership Module Standards based grading On-Site PL for specific content (12 days)

	Spring -Ninth grade Transition Institute-
	2011 Fall,Winter,Spring -Onsite coaching (40 days) HSTW Survey – random sample Fall -Leadership Module Leading a rigorous School On-Site PL for specific content (12 days) Spring -Twelfth grade Transition Institute-
	2012 Fall,Winter,Spring -Onsite coaching (40 days) Fall –Leadership Module TBA On-Site PL for specific content (12 days)
• The Georgia Department of Education will provide Class Keys and Leader Keys training and will provide Georgia Performance Standards training support.	GaDOE 2010-2011: Class Keys 2011-2012: Leader Keys (Training available to new staff on an ongoing basis)
• The Griffin Regional Service Agency (RESA) will provide professional learning and instructional support service.	RESA 2010-2011: Professional learning related to mathematics and standards-based instruction 2011-2012: Professional learning related to mathematics and standards-based instruction 2012-2013: Professional learning related to mathematics and standards-based instruction
• The Macon Educational Technology Center (ETC) will provide technology related professional learning.	2010- The ETC will provide introductory whiteboard training to Math and Social Studies departments 2011- The ETC will provide introductory whiteboard training to the science, foreign language, and language arts departments.

	2012- The ETC will provide introductory whiteboard training to the fine arts and health teachers

B. Conduct a rigorous review process to recruit, screen, and select an external provider to ensure quality.	
Actions: **Not Applicable**	Timeline:

C. Align additional resources with the interventions.	
Actions: The LEA and the school will align the following resources to interventions detailed in this grant proposal: • The LEA will provide access to a learning management system and already developed course content to support blended learning. • The LEA will provide training and technical support to support the integration of technology into classroom instruction (whiteboard technology). • After school tutoring and credit recovery opportunities will be additionally supported by SIEP funds. • Partners and Education and the Henry County Chamber of Commerce will provide teacher and student incentives based on student performance and attendance. • The Henry County public library system provides space for peer tutoring and test-prep resources. • Henry County High School pulls from three distinct neighborhoods. Each neighborhood will provide space for outreach activities that include family resource activities, tutoring, and faculty outreach. • In order to impact positive school culture and climate, parents will provide volunteer hours that are specifically targeted to assist with student monitoring, allowing teachers more time for collaborative planning and professional learning by supplementing daily teacher duties. Parents will serve as a welcoming and greeting face to the school. • Local agencies will support in providing guest speakers, student mentors, and social services. • Faith based agencies will provide space for parent, student/teacher activities and provide positive adult role models.	Timeline: 2010-2013

D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.	
Actions: There have been no policies identified at this time that need modification to implement the grant. If policies need modification a recommendation will be made by the school principal to the respective district office department. Office departments will make a recommendation to the district's senior staff. Senior staff will then make a recommendation to the superintendent who will take recommendations to the school board. Any action by the school board will follow a period of public comment as required by board policy.	Timeline: A policy review will be conducted at the end of each academic year.

E. Sustain the reform after the funding period ends.	
Actions: As the strategic planning committee discussed each of the interventions considered for the School Improvement Grant, two considerations were always sustainability and replication. Sustainability was of greatest concern as the committee wanted to be sure that changes at the school were systemic and that the capacity to continue the changes and interventions was built into the school. Part of the planned intervention includes developing a more positive school culture where teachers have high expectations of all students and strong relationships are built between teachers and students. The school culture will be welcoming to parents and visitors, and the community will have a positive attitude towards the school and its students. This cultural change can be sustained through a new teacher induction program at the school during pre-planning that shows the high value the returning staff places on everyone continuing to maintain positive relationships while holding to	Timeline: Library of professional learning begins in August of 2010, and continues to build throughout the grant. Required professional learning plan for new staff begins August 2011. 2012-2013 Review all data to determine which components have contributed to increased student achievement. 2013-2014 Maintain funding for those components which were identified as contributing to increased student achievement and quality of instruction.

high standards. Professional learning to help teachers understand the school's population, how to build strong relationships, and what are the expectations of students and staff will be retained via reviewing video taped presentations or through a professional library available to all staff but required of new staff.

The positive culture of the staff will encourage new teachers to adopt the strategies for differentiation integrated technology. As these skills are built during the grant, a library of videotaped professional learning and articles will also be built. Teachers new to Henry County High School will consult with the school administration their first year at the school to determine which of the items will be required during their first year. Department mentors will be assigned to be sure the new staff members understand and apply the strategies the whole staff had adopted and practices.

During the 2012-2013 year, each of the processes and strategies of the grant that positively impact student achievement will be evaluated to determine which human, materials, and financial resources must be retained in order to sustain the growth after the funding period ends. The district will actively seek both internal (i.e. reallocation and appropriation of funds) and external alternative funding sources to sustain the successful elements of the program.

LEA Name: Henry County Schools

School Name: Henry County High School

Annual Goals: The LEA must establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics to be used to monitor Tier I and Tier II schools. Write the annual goals below.
Reading/English Language Arts
2010-2011 School Year Increase the percentage of students that are proficient in Reading/Language Arts on the Georgia High School Graduation Test by 5%.
2011-2012 School Year Increase the percentage of students that are proficient in Reading/Language Arts on the Georgia High School Graduation Test by 7%.
2012-2013 School Year Increase the percentage of students that are proficient in Reading/Language Arts on the Georgia High School Graduation Test by 10%.
Mathematics
2010-2011 School Year Increase the percentage of students that are proficient in Math on the Georgia High School Graduation Test by 5%. (if new GHSGT includes new GPS curriculum content, the goal will be considered to have been met if the average is equal to or exceeds the system and/or state average.)
2011-2012 School Year Increase the percentage of students that are proficient in Math on the Georgia High School Graduation Test by 7%.
2012-2013 School Year Increase the percentage of students that are proficient in Math on the Georgia High School Graduation Test by 10%.
Graduation Rate

2010-2011 School Year Increase the graduation rate by 3% over 2009-2010.
2011-2012 School Year Increase the graduation rate by 3% over 2010-2011.
2012-2013 School Year Increase the graduation rate by 5% over 2011-2012.

School Improvement Grant 1003(g)

LEA Application 2010   Attachment 4

Budget Detail   See attached pages for detailed budget description

LEA Name: Henry County Schools

School Served: Henry County High School

Intervention Model: **Transformation**   **Tier Level: II**

Fiscal Year: July 1, 2010   through June 30, 2011 REVISED-July 8, 2010

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

Object Class		Item Description	Costs		
100	**Personal**	110 Salaries	184,000		
	Services	113 Substitutes	75,718		
	(Salaries)	116 Stipends	275,810	**Object Total**	
		177 Stipends for Translators	1,200	$	536,728
200	**Benefits**	200 Benefits	94,841		
				Object Total	
				$	94,841
300	**Purchased**	300 Purchased Professional Services	152,500		
	Professional				
	& Technical				
	Services			**Object Total**	
				$	152,500
500	**Other**	580 Teacher Travel	10,500		
	Purchased	595 Other Travel	92,073		
	Services			**Object Total**	
				$	102,573
600	**Supplies**	610 Materials	177,000		
		612 Software	10,000		
		615 Furniture	0	**Object Total**	
		642 Books	10,000	$	197,000
700	**Property**	730 Equipment	139,650		
	(Capitalized	734 Computers	89,000		
	Equipment)			**Object Total**	
				$	228,650
800	**Other**	810 Registration	70,750		
	Objects	880 Indirect Costs	23,489		
				Object Total	
				$	94,239
900	**Other**				
	Uses				
				Object Total	
				$	0

School Total $ 1,406,531

School Improvement Grant 1003 (g)

LEA Name: Henry County Schools

School Served: Henry County High School

Intervention Model:	**Transformation**	**Tier Level: II**

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

Object Class		Item Description	Costs	
100	**Personal**	110 Salaries	196,000	
	Services	113 Substitutes	70,072	
	(Salaries)	116 Stipends	257,050	**Object Total**
		177 Stipends for Translators	0	$ 523,122
200	**Benefits**	200 Benefits	95,557	
				Object Total
				$ 95,557
300	**Purchased**	300 Purchased Professional Services	141,500	
	Professional			
	& Technical			
	Services			**Object Total**
				$ 141,500 -
500	**Other**	580 Teacher Travel	13,500	
	Purchased	595 Other Travel	85,575	
	Services			**Object Total**
				$ 99,075 -
600	**Supplies**	610 Materials	133,000	
		612 Software	2,000	
		615 Computer supplies	10,000	**Object Total**
		642 Books	2,000	$ 143,350 -
700	**Property**	730 Equipment	126,350	
	(Capitalized	734 Computers	17,000	
	Equipment)			**Object Total**
				$ 143,350 -
800	**Other**	810 Registration	56,125	
	Objects	880 Indirect Costs	20,478	
				Object Total
				$ 76,603
				-
900	**Other**			
	Uses			
				Object Total
				$ -

	School Total	$ 1,226,207 -	

School Improvement Grant 1003 (g)

LEA Name: Henry County Schools

School Served: Henry County High School

Intervention Model:	Transformation	Tier Level: II

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

Object Class		Item Description	Costs		
100	**Personal**	110 Salaries	166,000		
	Services	113 Substitutes	68,688		
	(Salaries)	116 Stipends	247,050	**Object Total**	
		177 Stipends for Translators	1200	$ 482,938	-
200	**Benefits**	200 Benefits	92,497		
				Object Total	
				$ 92,497	-
300	**Purchased**	300 Purchased Professional Services	94,000		
	Professional				
	& Technical				
	Services			**Object Total**	
				$ 94,000	-
500	**Other**	580 Teacher Travel	10,500		
	Purchased	595 Other Travel	83,905		
	Services			**Object Total**	
				$ 94,405	-
600	**Supplies**	610 Materials	57,000		
		612 Software	0		
		615 Computer supplies	1,000	**Object Total**	
		642 Books	0	$ 58,000	-
700	**Property**	730 Equipment	39,900		
	(Capitalized	734 Computers	34,000		
	Equipment)			**Object Total**	
				$ 73,900	-
800	**Other**	810 Registration	61,750		
	Objects	880 Indirect Costs	16,262		
				Object Total	
				$ 78,012	-
900	**Other**				
	Uses				
				Object Total	
				$	-

	School Total	$ 973,752	-

School Improvement Grant 1003 (g)
References

Alexander, K. L., Entwisle, D. R., & Olson, L. S. (2007). Summer learning and its implications: Insights from the Beginning School Study. *New Directions for Youth Development, 114,* 11–32.

Bhola, D.S., Impara, J.C., & Buchendahl, C.W. (2003). Aligning tests with states' content standards: Methods and issues*. Educational Measurement: Issues and Practice*, 22(3), 21-29.

Black, P. & Wiliam, D (1998). Assessment and Classroom Learning. *Assessment in Education* **5**(1) pp. 7-71.

Branch, A. Y., Milliner, J., & Bumbaugh j. (1986). Summer Training and Education Program (STEP); Report on the 1985 summer experience. Philadelphia: Public/Private Ventures. Eric Document Reproduction Service No ED283028)

Center on Innovation and Improvement. "Handbook on Effective Implementation of School Improvement Grants," 2009. Eds. Perlman, Redding.

DuFour, R., DuFour, R, Eaker, R., & Many, T. (2006). *Learning by doing: A handbook for professional learning communities at work*.Bloomington, IN: Solution Tree.

DuFour, R. & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement*.Alexandria, VA: Association for Supervision and Curriculum Development.

Epstein, J. *Developing and Sustaining Research-based Programs of School, Family, and Community Partnerships: Summary of Five Years of NNPS Research*, Johns Hopkins University. September 2005.

Epstein, J. *Issues and Insights*. Johns Hopkins University, Fall 2005.

Epstein, J., Sanders, M., Sheldon, S. *Family and Community Involvement: Achievement Effects*. Retrieved: http://www.csos.jhu.edu./P2000/FamCommInv_AE.htm. 4/5/2010.

Epstein, J. *School/Family/ Community Partnerships: Caring for the Children We Share*. Retrieved from: http://www.questia.com/googleScholar. 4/5/2010.

Feldsher, M. *School Superintendents and Board Members Want More Community Involvement*. Retrieved from: http://www/publicagenda.org. 4/5/2010.

Gensemmer, P. (2000) Effectiveness of Cross-Age and Peer Mentoring Programs. Retrieved from Educational Resources Information Center. (ED435207)

Glattorn, A.A. (1999). Curriculum alignment revisited. *Journal of Curriculum and Supervision,* 15(1) 26-34.

Goldring, E., Camburn, E., Huff, J., & Sebastian, J. (2007). Effects of professional development for school leadership: Early results from a randomized field trial. Paper presented at the annual meeting of the University Council for Educational Administration, Alexandria, VA. Retrieved from

http://www.studyofschoolleadership.com/documents/NISL%20Effects%20Early%20Results%20UCEA%2007-2.pdf

Guskey, Thomas R. "Does it Make a Difference? Evaluating Professional Development." Educational Leadership v. 59, no. 6 (Mar. 2002) p. 45–51.

Guskey, Thomas R. "Apply Time With Wisdom." Journal of Staff Development v. 20, no. 2 (Spring 1999) p. 10–15.

Hargreaves, A., & Fink, D. (2006). *Sustainable leadership*. San Francisco: Jossey-Bass.

Henderson, A., Mapp, K., Johnson, V., Davies, D. *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships.*

Henry County Chamber of Commerce. *Recommendations for Henry County Economic Development Strategy.* Henry County Development Authority. 2008.

Herget, D. , Lytle, T. , Stutts, E. , Siegel, P. , Ault, K. , Medarametla, M. , Rogers, J. and Pratt, D. "Offering Cash Incentives to Students in a School Setting: Effects of an Incentive on Student Participation Rates" *Paper presented at the annual meeting of the American Association For Public Opinion Association, Fontainebleau Resort, Miami Beach, FL* <Not Available>. 2009-05-25 from http://www.allacademic.com/meta/p16812_index.html

High School Teaching in Context. Milbrey W. McLaughlin & Joan E. Talbert. Journal of Educational Change, 1:113-115, 2000

Koppang, A. (2004). Curriculum mapping: Building collaboration and communication. *Intervention in School and Clinic,* 39(3), 154-161.

Martone, A., & Sireci, S.G. (2009). Evaluating alignment between curriculum, assessment and instruction. *Review of Educational Research,* 79(3), 1-76.

Marzano, R. (2009). Teaching with interactive whiteboards. *Education Leadership, 67(3), 80-82.*

Marzano, R. *What Works in Schools: Translating Research into Action.* Alexandria, Virginia, Association for Supervision and Curriculum Development; 2003.

Marzano, R. & Haystead, M. (2009). Evaluation study of the effect of Promethean ActivClassroom on student achievement. Marzano Research Laboratory.

Moon, T.R. (2005). The role of assessment in differentiation. *Theory into Practice,* 44(3), 226-233.

National Staff Development Council. (2001). *Standards for staff development* (Rev. ed.) [Website]. Retrieved from http://www.nsdc.org/standards/index.cfm

Oxley, Diana. *Small Learning Communities: Implementing and Deepening Practice*. Northwest Regional Educational Laboratory, 2007.

Perlman, C. & Redding, S. *Effective Implementation of School Improvement Grants*, Philadelphia, Pennsylvania, Center on Innovation & Improvement, 2009.

Portin, B. S., Alejano, C. R., Knapp, M. S., & Marzolf, E. (2006). *Redefining roles, responsibilities, and authority of school leaders.* Seattle, WA: Center for the Study of Teaching and Policy. Retrieved from http://depts.washington.edu/ctpmail/PDFs/Roles-Oct16.pdf

PTA: Every Child. One Voice: *National Standards for Family-School Partnerships.* 2000.

Schlechty, P. *Working on the Work*. San Francisco, California, Jossey-Bass Publishers; 2002.

Salazar, P. S. (2007). The professional development needs of rural high school principals: A seven-state study. *The Rural Educator, 28*(3), 20–27.

Simons, J., Irwin, D., & Drinnien, B. *Maslow's Hierarchy of Needs (Psychology – The Search for Understanding).* West Publishing Company. New York, 1987.

Tomlinson, C.A. (1999). Mapping a route toward differentiated instruction. *Educational Leadership,* 57, 12-16.

U.S. Department of Education, *Parental Involvement: Title I Part A: Non-Regulatory Guidance.* Washington, D.C. April 23, 2004.

U.S. Department of Education, *A Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act.* Washington D.C. March 2010.

Zirkel , Sabrina "Is There A Place for Me? Role Models and Academic Identity Among White Students and Students of Color" *Teachers College Record* Volume 104 Number 2, 2002, p. 357-376.

School Improvement Grant 1003 (g)

LEA Application 2010   **Attachment 5**

<div align="right">Checklist</div>

Section A. SCHOOLS TO BE SERVED	
The chart is complete: ✓ All Tier I, II, and III schools are identified. ✓ Intervention models are selected for each Tier I and Tier II school. ✓ If more than nine schools will be served, only 50 percent or less have selected the transformation model. ✓ An explanation for the Tier I schools that the LEA is not applying to serve has been provided.	☐ ☐ ☐ ☐

Section B. DESCRIPTIVE INFORMATION	
1. Data Sources and Narrative ✓ All sections of the School Profile are complete (Attachment 1a: Elementary School Profile, Attachment 1b: Middle School Profile, Attachment 1c: High School Profile). Minimum requirement ✓ The narrative reflects the analysis of multiple sources of data to determine school needs. If the narrative reflects the analysis of additional sources of data, such as process, demographic and/or perception data, summary reports for the data must be attached to the application. ✓ A rationale for selection of intervention model is provided.	☐ ☐ ☐
2. Capacity ✓ Description identifies multiple resources (e.g., human, material, technical, etc.) and related support (e.g., commitment of school board to remove barriers, credentials of staff, recruitment process, area technical colleges and universities, job-embedded professional learning, etc.). ✓ Complete all parts of Section B. 2. ✓ Attachment 7a: Capacity Factor Chart, Attachment 7b: Restructuring Team Checklist, and Attachment 7c: Selecting Turnaround Leaders are tools that you may use to assist in determining the LEA's capacity to provide adequate resources and related support.	☐ ☐
3. Description ✓ The appropriate portion of Attachment 2 (2a: Turnaround Model, 2b: School Closure Model, 2c: Restart Model, 2d: Transformation Model) is complete and provides specific examples of actions that the LEA has taken or will take to implement the selected model for each Tier I and Tier II school applying for this grant.	☐

4. Timeline ✓ Found in Attachment 2 (2a: Turnaround Model, 2b: School Closure Model, 2c: Restart Model, 2d: Transformation Model), the timeline addresses implementation of the basic elements of the selected intervention model and ensures that the basic elements of the intervention model will be initiated by the beginning of the 2010-2011 school year. The timeline provides a clear picture of implementation of the intervention model throughout the duration of the grant.	☐
5. Annual Goals ✓ Annual goals are written for student achievement on the State's assessments in Reading/English Language Arts and Mathematics for Tier I, Tier II, and Tier III schools. (LEAs applying for Tier I and Tier II schools have completed the portion of Attachment 2 that pertains to annual goals and LEAs applying for Tier III schools have completed Attachment 3.) ✓ Annual goals are written for the graduation rate for Tier I, Tier II, and Tier III high schools. ✓ Annual goals are written for three years. ✓ The annual goals are specific, measurable, attainable, results-oriented, and time bound.	☐ ☐ ☐ ☐
6. Tier III Schools ✓ The services the school will receive and/or the activities the school will implement are clearly described in Attachment 3.	☐
7. Stakeholder Representation ✓ Relevant stakeholders have been consulted regarding the LEA's application and plans for implementation of school improvement models selected for its Tier I and Tier II schools. ✓ Evidence is provided addressing stakeholder notification and involvement (e.g., agendas and minutes from school council meetings, web postings, newsletters, etc.).	☐ ☐

Section C. DEVELOP A BUDGET

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

Section D. ASSURANCES	
✓ The superintendent agrees to the assurances for the School Improvement Grant.	☐

Section E. WAIVERS	
✓ The superintendent agrees to the waivers included in the School Improvement Grant.	☐

CONCEPT	NOT EVIDENT	NEEDS REVISION	MEETS
Rationale	There is no evidence to support that data was analyzed to determine school needs and select the most appropriate intervention model.	Data has been collected; however, there is limited evidence that the data collected has been sufficiently analyzed to determine school needs resulting in the selection of an appropriate intervention model.	Sufficient data, including student achievement, process, demographic, and perception data, has been collected and analyzed to support the selection of the intervention model. The rationale clearly justifies the selection of the intervention model based on data analysis and school needs.
Capacity	There is no evidence in the application that indicates the LEA has the capacity to provide adequate resources and support too fully and effectively implement the intervention model selected.	Actions described in the application lack the detail necessary to ensure the LEA is prepared and committed to fully and effectively implement the selected intervention model. More specific information regarding resources, support, and commitment is needed.	Actions described in the application indicate that the LEA is prepared and committed to provide the necessary resources and support to implement the selected intervention model fully and effectively. In addition, the application indicates the LEA is prepared and committed to provide the school sufficient operational flexibility to fully implement a comprehensive approach to substantially improve student achievement outcomes.
Implementation	There is no evidence in the application that indicates implementation of the intervention model has been thoroughly planned.	Actions described in the application are not fully aligned with the final requirements of the intervention model selected. Actions lack innovation and do not reflect a strong focus on improving student achievement.	Actions described in the application reflect comprehensive and strategic planning to ensure implementation of the intervention model. The actions described include specific processes and strategies that are aligned with the final requirements of the intervention model selected. The actions are innovative, comprehensive, and focus on improving student achievement.

CONCEPT	NOT EVIDENT	NEEDS REVISION	MEETS
Allocation of Funds	There is no evidence that sufficient funds are allocated to support implementation of the intervention model, and the actions and strategies funded do not align with the final requirements of the intervention model selected.	Funds are allocated to support the implementation of the intervention model; however, the actions and strategies funded are not consistently aligned to improving student achievement and/or the final requirements of the intervention model.	The actions and strategies funded directly support improving student achievement and are aligned to the final requirements of the intervention model. Funds allocated are sufficient to support implementation of the intervention model selected.
Sustainability	There is no evidence in the application that indicates actions will be taken to maintain implementation of the processes and strategies that positively impact student achievement.	An initial plan describes actions the LEA will take to maintain implementation of the processes and strategies required for the intervention model selected; however, the plan does not describe the specific actions the LEA will take after the funding period ends.	An initial plan describes actions the LEA will take to maintain implementation of the processes and strategies that positively impact student achievement. The plan identifies preliminary steps that will be taken to retain human, material, and financial resources after the funding period ends. In addition, the plan addresses LEA support (e.g., policies, professional learning opportunities, protected time, etc.) for the actions and strategies that positively impact student achievement.

Factor:	Strength: We have this or already do this:	Weakness: This is a weakness; but we could improve if:	Opportunity: If these external changes occur, this could be a strength:	Threat: If these external changes occur, this could be a weakness:
Team Staff: Our LEA has staff qualified for a restructuring team. *Complete the Restructuring Team Checklist				
Will: Our LEA is willing to take extreme action in failing schools.				
Outsiders: Our LEA is willing to bring in external support if needed for student learning.				
Insiders: Our LEA is willing to require central staff to make many changes to support restructured schools.				
Flexibility: Our LEA is willing to give capable leaders unprecedented freedom to change, even if this creates inconsistency and inconvenience.				

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.

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

Summarize your findings here:

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

> We ☐ can ☐ cannot recruit additional turnaround leaders.

Possible turnaround candidates within the LEA:

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

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.

Final Requirements for School Improvement Grants, as Amended in January 2010

I. SEA Priorities in Awarding School Improvement Grants:

A. Defining key terms. To award School Improvement Grants to its LEAs, consistent with section 1003(g)(6) of the ESEA, an SEA must define three tiers of schools, in accordance with the requirements in paragraph 1, to enable the SEA to select those LEAs with the greatest need for such funds. From among the LEAs in greatest need, the SEA must select, in accordance with paragraph 2, those LEAs that demonstrate the strongest commitment to ensuring that the funds are used to provide adequate resources to enable the lowest-achieving schools to meet the accountability requirements in this notice. Accordingly, an SEA must use the following definitions to define key terms:

1. Greatest need. An LEA with the greatest need for a School Improvement Grant must have one or more schools in at least one of the following tiers:

(a) Tier I schools: (i) A Tier I school is a Title I school in improvement, corrective action, or restructuring that is identified by the SEA under paragraph (a)(1) of the definition of "persistently lowest-achieving schools."

(ii) At its option, an SEA may also identify as a Tier I school an elementary school that is eligible for Title I, Part A funds that--

(A)(1) Has not made adequate yearly progress for at least two consecutive years; or

(2) Is in the State's lowest quintile of performance based on proficiency rates on the State's assessments under section 1111(b)(3) of the ESEA in Reading/English Language Arts and Mathematics combined; and

(B) Is no higher achieving than the highest-achieving school identified by the SEA under paragraph (a)(1)(i) of the definition of "persistently lowest-achieving schools."

(b) Tier II schools: (i) A Tier II school is a secondary school that is eligible for, but does not receive, Title I, Part A funds and is identified by the SEA under paragraph (a)(2) of the definition of "persistently lowest-achieving schools."

(ii) At its option, an SEA may also identify as a Tier II school a secondary school that is eligible for Title I, Part A funds that--

(A)(1) Has not made adequate yearly progress for at least two consecutive years; or

(2) Is in the State's lowest quintile of performance based on proficiency rates on the State's assessments under section 1111(b)(3) of the ESEA in Reading/English Language Arts and Mathematics combined; and

(B)(<u>1</u>) Is no higher achieving than the highest-achieving school identified by the SEA under paragraph (a)(2)(i) of the definition of "persistently lowest-achieving schools;" or

(<u>2</u>) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

(c) <u>Tier III schools</u>: (i) A Tier III school is a Title I school in improvement, corrective action, or restructuring that is not a Tier I school.

(ii) At its option, an SEA may also identify as a Tier III school a school that is eligible for Title I, Part A funds that--

(A)(<u>1</u>) Has not made adequate yearly progress for at least two years; or

(<u>2</u>) Is in the State's lowest quintile of performance based on proficiency rates on the State's assessments under section 1111(b)(3) of the ESEA in Reading/English Language Arts and Mathematics combined; and

(B) Does not meet the requirements to be a Tier I or Tier II school.

(iii) An SEA may establish additional criteria to use in setting priorities among LEA applications for funding and to encourage LEAs to differentiate among Tier III schools in their use of school improvement funds.

2. <u>Strongest Commitment</u>. An LEA with the strongest commitment is an LEA that agrees to implement, and demonstrates the capacity to implement fully and effectively, one of the following rigorous interventions in each Tier I and Tier II school that the LEA commits to serve:

(a) <u>Turnaround model</u>: (1) A turnaround model is one in which an LEA must--

(i) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;

(ii) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,

(A) Screen all existing staff and rehire no more than 50 percent; and

(B) Select new staff;

(iii) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;

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

(v) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

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

(vii) 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;

(viii) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and

(ix) Provide appropriate social-emotional and community-oriented services and supports for students.

(2) A turnaround model may also implement other strategies such as--

(i) Any of the required and permissible activities under the transformation model; or

(ii) A new school model (e.g., themed, dual language academy).

(b) Restart model: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

(c) School closure: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

(d) Transformation model: A transformation model is one in which an LEA implements each of the following strategies:

(1) Developing and increasing teacher and school leader effectiveness.

(i) Required activities. The LEA must--

(A) Replace the principal who led the school prior to commencement of the transformation model;

(B) 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;

(C) 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;

 (D) 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; and

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

(ii) Permissible activities. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--

(A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;

(B) Instituting a system for measuring changes in instructional practices resulting from professional development; or

(C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

(2) Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

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

(B) 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.

(ii) Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as--

(A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

(B) Implementing a schoolwide "response-to-intervention" model;

(C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;

(D) Using and integrating technology-based supports and interventions as part of the instructional program; and

(E) In secondary schools--

(1) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and Mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;

(2) Improving student transition from middle to high school through summer transition programs or freshman academies;

(3) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and Mathematics skills; or

(4) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

(3) Increasing learning time and creating community-oriented schools.

(i) Required activities. The LEA must--

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

(B) Provide ongoing mechanisms for family and community engagement.

(ii) Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--

(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;

(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or

(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

(4) Providing operational flexibility and sustained support.

(i) Required activities. The LEA must--

(A) 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; and

(B) 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).

(ii) Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--

(A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or

(B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

3. Definitions.

Increased learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, Reading or Language Arts, Mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.[1]

---

1 Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. (See Frazier, Julie A.; Morrison, Frederick J. "The Influence of Extended-year Schooling on

Persistently lowest-achieving schools means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

(i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2) Any secondary school that is eligible for, but does not receive, Title I funds that--

(i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

(b) To identify the lowest-achieving schools, a State must take into account both--

(i) The academic achievement of the "all students" group in a school in terms of proficiency on the State's assessments under section 1111(b)(3) of the ESEA in Reading/English Language Arts and Mathematics combined; and

(ii) The school's lack of progress on those assessments over a number of years in the "all students" group.

Student growth means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in Reading/English Language Arts and Mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

4. Evidence of strongest commitment. (a) In determining the strength of an LEA's commitment to ensuring that school improvement funds are used to provide adequate resources to enable Tier I and

Growth of Achievement and Perceived Competence in Early Elementary School." Child Development. Vol. 69 (2), April 1998, pp.495-497 and research done by Mass2020.) Extending learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition with encouragement to closely integrate and coordinate academic work between in school and out of school. (See James-Burdumy, Susanne; Dynarski, Mark; Deke, John. "When Elementary Schools Stay Open Late: Results from The National Evaluation of the 21st Century Community Learning Centers Program." Educational Evaluation and Policy Analysis, Vol. 29 (4), December 2007, Document No. PP07-121.) <http://www.Mathematicsematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296>

Tier II schools to improve student achievement substantially, an SEA must consider, at a minimum, the extent to which the LEA's application demonstrates that the LEA has taken, or will take, action to--

(i) Analyze the needs of its schools and select an intervention for each school;

(ii) Design and implement interventions consistent with these requirements;

(iii) Recruit, screen, and select external providers, if applicable, to ensure their quality;

(iv) Align other resources with the interventions;

(v) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively; and

(vi) Sustain the reforms after the funding period ends.

(b) The SEA must consider the LEA's capacity to implement the interventions and may approve the LEA to serve only those Tier I and Tier II schools for which the SEA determines that the LEA can implement fully and effectively one of the interventions.

B. Providing flexibility.

1. An SEA may award school improvement funds to an LEA for a Tier I or Tier II school that has implemented, in whole or in part, an intervention that meets the requirements under section I.A.2(a), 2(b), or 2(d) of these requirements within the last two years so that the LEA and school can continue or complete the intervention being implemented in that school.

2. An SEA may seek a waiver from the Secretary of the requirements in section 1116(b) of the ESEA in order to permit a Tier I or Tier II Title I participating school implementing an intervention that meets the requirements under section I.A.2(a) or 2(b) of these requirements in an LEA that receives a School Improvement Grant to "start over" in the school improvement timeline. Even though a school implementing the waiver would no longer be in improvement, corrective action, or restructuring, it may receive school improvement funds.

3. An SEA may seek a waiver from the Secretary to enable a Tier I or Tier II Title I participating school that is ineligible to operate a Title I schoolwide program and is operating a Title I targeted assistance program to operate a schoolwide program in order to implement an intervention that meets the requirements under section I.A.2(a), 2(b), or 2(d) of these requirements.

4. An SEA may seek a waiver from the Secretary to extend the period of availability of school improvement funds beyond September 30, 2011 so as to make those funds available to the SEA and its LEAs for up to three years.

5. If an SEA does not seek a waiver under section I.B.2, 3, or 4, an LEA may seek a waiver.

II. Awarding School Improvement Grants to LEAs:

A. LEA requirements.

1. An LEA may apply for a School Improvement Grant if it receives Title I, Part A funds and has one or more schools that qualify under the State's definition of a Tier I, Tier II, or Tier III school.

2. In its application, in addition to other information that the SEA may require--

(a) The LEA must--

(i) Identify the Tier I, Tier II, and Tier III schools it commits to serve;

(ii) Identify the intervention it will implement in each Tier I and Tier II school it commits to serve;

(iii) Demonstrate that it has the capacity to use the school improvement funds to provide adequate resources and related support to each Tier I and Tier II school it commits to serve in order to implement fully and effectively one of the four interventions identified in section I.A.2 of these requirements;

(iv) Provide evidence of its strong commitment to use school improvement funds to implement the four interventions by addressing the factors in section I.A.4(a) of these requirements;

(v) Include a timeline delineating the steps the LEA will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application; and

(vi) Include a budget indicating how it will allocate school improvement funds among the Tier I, Tier II, and Tier III schools it commits to serve.

(b) If an LEA has nine or more Tier I and Tier II schools, the LEA may not implement the transformation model in more than 50 percent of those schools.

3. The LEA must serve each Tier I school unless the LEA demonstrates that it lacks sufficient capacity (which may be due, in part, to serving Tier II schools) to undertake one of these rigorous interventions in each Tier I school, in which case the LEA must indicate the Tier I schools that it can effectively serve. An LEA may not serve with school improvement funds awarded under section 1003(g) of the ESEA a Tier I or Tier II school in which it does not implement one of the four interventions identified in section I.A.2 of these requirements.

4. The LEA's budget for each Tier I and Tier II school it commits to serve must be of sufficient size and scope to ensure that the LEA can implement one of the rigorous interventions identified in section I.A.2 of these requirements. The LEA's budget must cover the period of availability of the school improvement funds, taking into account any waivers extending the period of availability received by the SEA or LEA.

5. The LEA's budget for each Tier III school it commits to serve must include the services it will provide the school, particularly if the school meets additional criteria established by the SEA.

6. An LEA that commits to serve one or more Tier I, Tier II, or Tier III schools that do not receive Title I, Part A funds must ensure that each such school it serves receives all of the State and local funds it would have received in the absence of the school improvement funds.

7. An LEA in which one or more Tier I schools are located and that does not apply to serve at least one of these schools may not apply for a grant to serve only Tier III schools.

8. (a) To monitor each Tier I and Tier II school that receives school improvement funds, an LEA must--

(i) Establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics; and

(ii) Measure progress on the leading indicators in section III of these requirements.

(b) The LEA must also meet the requirements with respect to adequate yearly progress in section 1111(b)(2) of the ESEA.

9. If an LEA implements a restart model, it must hold the charter school operator, CMO, or EMO accountable for meeting the final requirements.

B. <u>SEA requirements</u>.

1. To receive a School Improvement Grant, an SEA must submit an application to the Department at such time, and containing such information, as the Secretary shall reasonably require.

2. (a) An SEA must review and approve, consistent with these requirements, an application for a School Improvement Grant that it receives from an LEA.

(b) Before approving an LEA's application, the SEA must ensure that the application meets these requirements, particularly with respect to--

(i) Whether the LEA has agreed to implement one of the four interventions identified in section I.A.2 of these requirements in each Tier I and Tier II school included in its application;

(ii) The extent to which the LEA's application shows the LEA's strong commitment to use school improvement funds to implement the four interventions by addressing the factors in section I.A.4(a) of these requirements;

(iii) Whether the LEA has the capacity to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in its application; and

(iv) Whether the LEA has submitted a budget that includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school it identifies in its application

and whether the budget covers the period of availability of the funds, taking into account any waiver extending the period of availability received by either the SEA or the LEA.

(c) An SEA may, consistent with State law, take over an LEA or specific Tier I or Tier II schools in order to implement the interventions in these requirements.

(d) An SEA may not require an LEA to implement a particular model in one or more schools unless the SEA has taken over the LEA or school.

(e) To the extent that a Tier I or Tier II school implementing a restart model becomes a charter school LEA, an SEA must hold the charter school LEA accountable, or ensure that the charter school authorizer holds it accountable, for complying with these requirements.

3. An SEA must post on its Web site, within 30 days of awarding School Improvement Grants to LEAs, all final LEA applications as well as a summary of those grants that includes the following information:

(a) Name and National Center for Education Statistics (NCES) identification number of each LEA awarded a grant.

(b) Amount of each LEA's grant.

(c) Name and NCES identification number of each school to be served.

(d) Type of intervention to be implemented in each Tier I and Tier II school.

4. If an SEA does not have sufficient school improvement funds to award, for up to three years, a grant to each LEA that submits an approvable application, the SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.

5. An SEA must award a School Improvement Grant to an LEA in an amount that is of sufficient size and scope to support the activities required under section 1116 of the ESEA and these requirements. The LEA's total grant may not be less than $50,000 or more than $2,000,000 per year for each Tier I, Tier II, and Tier III school that the LEA commits to serve.

6. If an SEA does not have sufficient school improvement funds to allocate to each LEA with a Tier I or Tier II school an amount sufficient to enable the school to implement fully and effectively the specified intervention throughout the period of availability, including any extension afforded through a waiver, the SEA may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.

7. An SEA must award funds to serve each Tier I and Tier II school that its LEAs commit to serve, and that the SEA determines its LEAs have the capacity to serve, prior to awarding funds to its LEAs to serve any Tier III schools. If an SEA has awarded school improvement funds to its LEAs for each Tier I and Tier II school that its LEAs commit to serve in accordance with these requirements, the

SEA may then, consistent with section II.B.9, award remaining school improvement funds to its LEAs for the Tier III schools that its LEAs commit to serve.

8. In awarding School Improvement Grants, an SEA must apportion its school improvement funds in order to make grants to LEAs, as applicable, that are renewable for the length of the period of availability of the funds, taking into account any waivers that may have been requested and received by the SEA or an individual LEA to extend the period of availability.

9. (a) If not every Tier I school in a State is served with FY 2009 school improvement funds, an SEA must carry over 25 percent of its FY 2009 funds, combine those funds with FY 2010 school improvement funds, and award those funds to eligible LEAs consistent with these requirements. This requirement does not apply in a State that does not have sufficient school improvement funds to serve all the Tier I schools in the State.

(b) If each Tier I school in a State is served with FY 2009 school improvement funds, an SEA may reserve up to 25 percent of its FY 2009 allocation and award those funds in combination with its FY 2010 funds consistent with these requirements.

10. In identifying Tier I and Tier II schools in a State for purposes of allocating funds appropriated for School Improvement Grants under section 1003(g) of the ESEA for any year subsequent to FY 2009, an SEA must exclude from consideration any school that was previously identified as a Tier I or Tier II school and in which an LEA is implementing one of the four interventions identified in these requirements using funds made available under section 1003(g) of the ESEA.

11. An SEA that is participating in the "differentiated accountability pilot" must ensure that its LEAs use school improvement funds available under section 1003(g) of the ESEA in a Tier I or Tier II school consistent with these requirements.

12. Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein and may consult with other stakeholders that have an interest in its application.

C. Renewal for additional one-year periods.

(a) If an SEA or an individual LEA requests and receives a waiver of the period of availability of school improvement funds, an SEA--

(i) Must renew the School Improvement Grant for each affected LEA for additional one-year periods commensurate with the period of availability if the LEA demonstrates that its Tier I and Tier II schools are meeting the requirements in section II.A.8 and that its Tier III schools are meeting the goals established by the LEA and approved by the SEA; and

(ii) May renew an LEA's School Improvement Grant if the SEA determines that the LEA is making progress toward meeting the requirements in section II.A.8 or the goals established by the LEA.

(b) If an SEA does not renew an LEA's School Improvement Grant because the LEA's participating schools are not meeting the requirements in section II.A.8 or the goals established by the LEA, the SEA may reallocate those funds to other eligible LEAs, consistent with these requirements.

D. State reservation for administration, evaluation, and technical assistance.

An SEA may reserve from the school improvement funds it receives under section 1003(g) of the ESEA in any given year no more than five percent for administration, evaluation, and technical assistance expenses. An SEA must describe in its application for a School Improvement Grant how the SEA will use these funds.

E. A State Whose School Improvement Grant Exceeds the Amount the State May Award to Eligible LEAs.

In some States in which a limited number of Title I schools are identified for improvement, corrective action, or restructuring, the SEA may be able to make School Improvement Grants, renewable for additional years commensurate with the period of availability of the funds, to each LEA with a Tier I, Tier II, or Tier III school without using the State's full allocation under section 1003(g) of the ESEA. An SEA in this situation may reserve no more than five percent of its FY 2009 allocation of school improvement funds for administration, evaluation, and technical assistance expenses under section 1003(g)(8) of the ESEA. The SEA may retain sufficient school improvement funds to serve, for succeeding years, each Tier I, II, and III school that generates funds for an eligible LEA. The Secretary may reallocate to other States any remaining school improvement funds from States with surplus funds.

III. Reporting and Evaluation:

A. Reporting metrics.

To inform and evaluate the effectiveness of the interventions identified in these requirements, the Secretary will collect data on the metrics in the following chart. The Department already collects most of these data through EDFacts and will collect data on two metrics through SFSF reporting. Accordingly, an SEA must only report the following new data with respect to school improvement funds:

1. A list of the LEAs, including their NCES identification numbers, that received a School Improvement Grant under section 1003(g) of the ESEA and the amount of the grant.

2. For each LEA that received a School Improvement Grant, a list of the schools that were served, their NCES identification numbers, and the amount of funds or value of services each school received.

3. For any Tier I or Tier II school, school-level data on the metrics designated on the following chart as "SIG" (School Improvement Grant):

Metric	Source	Achievement Indicators	Leading Indicators
SCHOOL DATA			
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	**NEW SIG**		
AYP status	EDFacts	✔	
Which AYP targets the school met and missed	EDFacts	✔	
School improvement status	EDFacts	✔	
Number of minutes within the school year	**NEW SIG**		✔
STUDENT OUTCOME/ACADEMIC PROGRESS DATA			
Percentage of students at or above each proficiency level on State assessments in Reading/English Language Arts and Mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup	EDFacts	✔	
Student participation rate on State assessments in Reading/English Language Arts and in Mathematics, by student subgroup	EDFacts		✔
Average scale scores on State assessments in Reading/English Language Arts and in Mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup	**NEW SIG**	✔	
Percentage of limited English proficient students who attain English language proficiency	EDFacts	✔	
Graduation rate	EDFacts	✔	
Dropout rate	EDFacts		✔
Student attendance rate	EDFacts		✔
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	**NEW SIG HS only**		✔
College enrollment rates	NEW SFSF Phase II HS only	✔	

Metric	Source	Achievement Indicators	Leading Indicators
STUDENT CONNECTION AND SCHOOL CLIMATE			
Discipline incidents	EDFacts		✔
Truants	EDFacts		✔
TALENT			
Distribution of teachers by performance level on LEA's teacher evaluation system	NEW SFSF Phase II		✔
Teacher attendance rate	**NEW SIG**		✔

4. An SEA must report these metrics for the school year prior to implementing the intervention, if the data are available, to serve as a baseline, and for each year thereafter for which the SEA allocates school improvement funds under section 1003(g) of the ESEA. With respect to a school that is closed, the SEA need report only the identity of the school and the intervention taken--i.e., school closure.

B. Evaluation.

An LEA that receives a School Improvement Grant must participate in any evaluation of that grant conducted by the Secretary.

APPENDIX B

LEA BUDGETS AND SEA ALLOCATIONS

School Improvement Grant funding totals $3.5 billion in FY 2009: $3 billion from the American Recovery and Reinvestment Act and $546 million from the regular FY 2009 appropriation. This means that, for the first time, the program can provide the substantial funding, over a multi-year period, necessary for the successful implementation of school intervention models. While the authorizing statute (section 1003(g)(5) of the ESEA) sets a $500,000 limit on the amount of funding that may be awarded for each participating school under the School Improvement Grants program, Congress recently enacted appropriations language allowing an SEA to award up to $2 million for each participating school. This higher limit will permit an SEA to award directly the amount that the Department believes typically would be required for the successful implementation of the turnaround, restart, or transformation model in a Tier I or Tier II school (*e.g.*, a school of 500 students might require $1 million annually, whereas a large, comprehensive high school might require the full $2 million annually). The Department believes that the new award limit should encourage LEAs to focus more closely on turning around their Tier I and Tier II schools and to serve Tier III schools only when the district has the capacity to serve and is prepared to implement thoughtful interventions and supports in those schools.

In awarding school improvement funds, an SEA must give priority to LEAs that apply to serve Tier I or Tier II schools. In addition, an SEA must ensure that all Tier I and Tier II schools across the State that its LEAs commit to serve, and that the SEA determines its LEAs have capacity to serve, are awarded sufficient school improvement funding to fully and effectively implement the selected school intervention models over the period of availability of the funds before the SEA awards any funds for Tier III schools. The following describes the requirements and priorities that apply to LEA budgets and SEA allocations.

LEA Budgets

An LEA's proposed budget should cover a three-year period (if the SEA or LEA has applied for a waiver to extend the period of availability of funds) and should take into account the following:

1. The number of Tier I and Tier II schools that the LEA commits to serve and the intervention model (turnaround, restart, closure, or transformation) selected for each school.

2. The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years. First-year budgets may be higher than in subsequent years due to one-time start-up costs.

3. The portion of school closure costs covered with school improvement funds may be lower than the amount required for the other models and would typically cover only one year.

4. The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Tier I and Tier II schools.

5. The number of Tier III schools that the LEA commits to serve, if any, and the services or benefits the LEA plans to provide to these schools over the three-year grant period.

6. The maximum funding available to the LEA each year is determined by multiplying the total number of Tier I, Tier II, and Tier III schools that the LEA commits to serve by $2 million (the maximum amount that an SEA may award to an LEA for each participating school).

7. If the SEA does not request a waiver from the Secretary to extend the availability of school improvement funds to permit three-year awards, the LEA may request such a waiver.

SEA Allocations to LEAs

An SEA must allocate the LEA share of school improvement funds (*i.e.*, 95 percent of the SEA's allocation from the Department) in accordance with the following requirements:

1. The SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.

2. An SEA may not award funds to any LEA for Tier III schools unless and until the SEA has awarded funds to serve fully, throughout the period of availability, all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.

3. An LEA with one or more Tier I schools may not receive funds to serve only its Tier III schools.

4. In making awards consistent with these requirements, an SEA must take into account LEA capacity to implement the selected school interventions, and also may take into account other factors, such as the number of schools served in each tier and the overall quality of LEA applications.

5. An SEA that does not have sufficient school improvement funds to allow each LEA with a Tier I or Tier II school to implement fully the selected intervention models may take into account the

distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.

6. Consistent with the final requirements, an SEA may award an LEA less funding than it requests. For example, an SEA that does not have sufficient funds to serve fully all of its Tier I and Tier II schools may approve an LEA's application with respect to only a portion of the LEA's Tier I or Tier II schools to enable the SEA to award school improvement funds to Tier I and Tier II schools across the State. Similarly, an SEA may award an LEA funds sufficient to serve only a portion of the Tier III schools the LEA requests to serve.

7. An SEA that has served each of its Tier I schools with FY 2009 school improvement funds may reserve up to 25 percent of its FY 2009 allocation and award those funds in combination with its FY 2010 funds consistent with the final requirements.

8. An SEA that has not served each of its Tier I schools with FY 2009 school improvement funds must carry over 25 percent of its FY 2009 funds, combine those funds with FY 2010 school improvement funds, and award those funds to eligible LEAs consistent with the final requirements. This requirement does not apply to an SEA that does not receive sufficient school improvement funds to serve its entire Tier I schools.

An SEA's School Improvement Grant award to an LEA must:
1. Include not less than $50,000 or more than $2 million per year for each participating school (*i.e.*, the Tier I, Tier II, and Tier III schools that the LEA commits to serve and that the SEA approves the LEA to serve).

2. Provide sufficient school improvement funds to implement fully and effectively one of the four intervention models in each Tier I and Tier II school the SEA approves the LEA to serve or close, as well as sufficient funds for serving participating Tier III schools. An SEA may reduce an LEA's requested budget by any amounts proposed for interventions in one or more schools that the SEA does not approve the LEA to serve (*i.e.*, because the LEA does not have the capacity to serve the school or because the SEA is approving only a portion of Tier I and Tier II schools in certain LEAs in order to serve Tier I and Tier II schools across the State). An SEA also may reduce award amounts if it determines that an LEA can implement its planned interventions with less than the amount of funding requested in its budget.

3. Consistent with the priority in the final requirements, provide funds for Tier III schools only if the SEA has already awarded funds for all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.

4. Include any requested funds for LEA-level activities that support implementation of the school intervention models.

5. Apportion FY 2009 school improvement funds so as to provide funding to LEAs over three years (assuming the SEA has requested and received a waiver of the period of availability beyond September 30, 2011).

	Schools an SEA MUST identify in each tier	**Newly eligible schools an SEA MAY identify in each tier**
Tier I	Schools that meet the criteria in paragraph (a)(1) in the definition of "persistently lowest-achieving schools."1	Title I eligible2 elementary schools that are no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(1)(i) in the definition of "persistently lowest-achieving schools" and that are: in the bottom 20 percent of all schools in the State based on proficiency rates; or have not made AYP for two consecutive years.
Tier II	Schools that meet the criteria in paragraph (a)(2) in the definition of "persistently lowest-achieving schools."	Title I eligible secondary schools that are (1) no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(2)(i) in the definition of "persistently lowest-achieving schools" or (2) high schools that have had a graduation rate of less than 60 percent over a number of years and that are: in the bottom 20 percent of all schools in the State based on proficiency rates; or have not made AYP for two consecutive years.
Tier III	Title I schools in improvement, corrective action, or restructuring that are not in Tier I.3	Title I eligible schools that do not meet the requirements to be in Tier I or Tier II and that are: in the bottom 20 percent of all schools in the State based on proficiency rates; or have not made AYP for

---

1 "Persistently lowest-achieving schools" means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

    (i)   Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or

    (ii)   Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2)   Any secondary school that is eligible for, but does not receive, Title I funds that--

    (i)   Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or

    (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

2 For the purposes of schools that may be added to Tier I, Tier II, or Tier III, "Title I eligible" schools may be schools that are eligible for, but do not receive, Title I, Part A funds or schools that are Title I participating (i.e., schools that are eligible for and do receive Title I, Part A funds).

3 Certain Title I schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II rather than Tier III. In particular, Title I secondary schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II if they meet the criteria in section I.A.1(b)(ii)(A)(2) and (B) and an SEA chooses to include them in Tier II.

	two years.

References

Alexander, K. L., Entwisle, D. R., & Olson, L. S. (2007). Summer learning and its implications: Insights from the Beginning School Study. *New Directions for Youth Development, 114,* 11–32.

Bhola, D.S., Impara, J.C., & Buchendahl, C.W. (2003). Aligning tests with states' content standards: Methods and issues. *Educational Measurement: Issues and Practice*, 22(3), 21-29.

Black, P. & Wiliam, D (1998). Assessment and Classroom Learning. *Assessment in Education* **5**(1) pp. 7-71.

Branch, A. Y., Milliner, J., & Bumbaugh j. (1986). Summer Training and Education Program (STEP); Report on the 1985 summer experience. Philadelphia: Public/Private Ventures. Eric Document Reproduction Service No ED283028)

Center on Innovation and Improvement. "Handbook on Effective Implementation of School Improvement Grants," 2009. Eds. Perlman, Redding.

DuFour, R., DuFour, R, Eaker, R., & Many, T. (2006). *Learning by doing: A handbook for professional learning communities at work*.Bloomington, IN: Solution Tree.

DuFour, R. & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement*.Alexandria, VA: Association for Supervision and Curriculum Development.

Epstein, J. *Developing and Sustaining Research-based Programs of School, Family, and Community Partnerships: Summary of Five Years of NNPS Research*, Johns Hopkins University. September 2005.

Epstein, J. *Issues and Insights*. Johns Hopkins University, Fall 2005.

Epstein, J., Sanders, M., Sheldon, S. *Family and Community Involvement: Achievement Effects*. Retrieved: http://www.csos.jhu.edu./P2000/FamCommInv_AE.htm. 4/5/2010.

Epstein, J. *School/Family/ Community Partnerships: Caring for the Children We Share*. Retrieved from: http://www.questia.com/googleScholar. 4/5/2010.

Feldsher, M. *School Superintendents and Board Members Want More Community Involvement*. Retrieved from: http://www/publicagenda.org. 4/5/2010.

Gensemmer, P. (2000) Effectiveness of Cross-Age and Peer Mentoring Programs. Retrieved from Educational Resources Information Center. (ED435207)

Glattorn, A.A. (1999). Curriculum alignment revisited. *Journal of Curriculum and Supervision,* 15(1) 26-34.

Goldring, E., Camburn, E., Huff, J., & Sebastian, J. (2007). Effects of professional development for school leadership: Early results from a randomized field trial. Paper presented at the annual meeting of the University Council for Educational Administration, Alexandria, VA. Retrieved

from
http://www.studyofschoolleadership.com/documents/NISL%20Effects%20Early%20Results%20
UCEA%2007-2.pdf

Guskey, Thomas R. "Does it Make a Difference? Evaluating Professional Development."
Educational Leadership v. 59, no. 6 (Mar. 2002) p. 45–51.

Guskey, Thomas R. "Apply Time With Wisdom." Journal of Staff Development v. 20, no. 2
(Spring 1999) p. 10–15.

Hargreaves, A., & Fink, D. (2006). *Sustainable leadership*. San Francisco: Jossey-Bass.

Henderson, A., Mapp, K., Johnson, V., Davies, D. *Beyond the Bake Sale: The Essential Guide
to Family-School Partnerships.*

Henry County Chamber of Commerce. *Recommendations for Henry County Economic
Development Strategy.* Henry County Development Authority. 2008.

Herget, D. , Lytle, T. , Stutts, E. , Siegel, P. , Ault, K. , Medarametla, M. , Rogers, J. and Pratt,
D. "Offering Cash Incentives to Students in a School Setting: Effects of an Incentive on Student
Participation Rates" *Paper presented at the annual meeting of the American Association For
Public Opinion Association, Fontainebleau Resort, Miami Beach, FL* <Not Available>. 2009-05-
25 from http://www.allacademic.com/meta/p16812_index.html

High School Teaching in Context. Milbrey W. McLaughlin & Joan E. Talbert. Journal of Educational
Change, 1:113-115, 2000

Koppang, A. (2004). Curriculum mapping: Building collaboration and communication.
Intervention in School and Clinic, 39(3), 154-161.

Martone, A., & Sireci, S.G. (2009). Evaluating alignment between curriculum, assessment and
instruction. *Review of Educational Research,* 79(3), 1-76.

Marzano, R. (2009). Teaching with interactive whiteboards. *Education Leadership, 67(3), 80-82.*

Marzano, R. *What Works in Schools: Translating Research into Action.* Alexandria, Virginia,
Association for Supervision and Curriculum Development; 2003.

Marzano, R. & Haystead, M. (2009). Evaluation study of the effect of Promethean
ActivClassroom on student achievement. Marzano Research Laboratory.

Moon, T.R. (2005). The role of assessment in differentiation. *Theory into Practice,* 44(3), 226-
233.

National Staff Development Council. (2001). *Standards for staff development* (Rev. ed.)
[Website]. Retrieved from http://www.nsdc.org/standards/index.cfm

Oxley, Diana. *Small Learning Communities: Implementing and Deepening Practice*. Northwest
Regional Educational Laboratory, 2007.

Perlman, C. & Redding, S. *Effective Implementation of School Improvement Grants*, Philadelphia, Pennsylvania, Center on Innovation & Improvement, 2009.

Portin, B. S., Alejano, C. R., Knapp, M. S., & Marzolf, E. (2006). *Redefining roles, responsibilities, and authority of school leaders.* Seattle, WA: Center for the Study of Teaching and Policy. Retrieved from http://depts.washington.edu/ctpmail/PDFs/Roles-Oct16.pdf

PTA: Every Child. One Voice: *National Standards for Family-School Partnerships.* 2000.

Schlechty, P. *Working on the Work.* San Francisco, California, Jossey-Bass Publishers; 2002.

Salazar, P. S. (2007). The professional development needs of rural high school principals: A seven-state study. *The Rural Educator, 28*(3), 20–27.

Simons, J., Irwin, D., & Drinnien, B. *Maslow's Hierarchy of Needs (Psychology – The Search for Understanding).* West Publishing Company. New York, 1987.

Tomlinson, C.A. (1999). Mapping a route toward differentiated instruction. *Educational Leadership,* 57, 12-16.

U.S. Department of Education, *Parental Involvement: Title I Part A: Non-Regulatory Guidance.* Washington, D.C. April 23, 2004.

U.S. Department of Education, *A Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act.* Washington D.C. March 2010.

Zirkel , Sabrina "Is There A Place for Me? Role Models and Academic Identity Among White Students and Students of Color" *Teachers College Record* Volume 104 Number 2, 2002, p. 357-376.

School Improvement Grant 1003(g)
LEA Application 2010

District Name: Henry County

School Name: Henry County High School

Grades: 09, 10, 11, 12

School Enrollment Total: 1197

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

SCHOOL DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
AYP status	N	Y	N				
AYP targets the school met	ELA, SI	ELA, Math, SI	ELA, SI				
AYP targets the school missed	Math		Math				
School improvement status	NI-1	NI_AYP	NI-1				
Number of days within the school year	180	180	180	180			
Number of minutes within the school day	330	330	330	330			
Number of minutes within the school year	59,400	59,400	59,400	59,400			

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

Enter data for all highlighted fields.

☐ **All data should be available.**

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

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

STUDENT OUTCOME/ACADEMIC PROGRESS DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage of limited English proficient students who attain English language proficiency		36.4	12.5				
Graduation rate (percentage)	67.3	70.6	77.2				
Dropout rate (percentage)	8	6	4.2				
Student absent over 15 days rate (percentage)	26.2	20.1	13.4				
Number of students completing advanced coursework (AP)	103	87	78	NA			
Percentage of students completing advanced coursework (AP)	100%	100%	100%	NA			
Number of students completing advanced coursework (IB)	NA	NA	NA	NA			
Percentage of students completing advanced coursework (IB)	NA	NA	NA	NA			

Enter data for all highlighted fields.

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

STUDENT OUTCOME/ACADEMIC PROGRESS DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of students completing advanced coursework (early-college high schools)	0	0	0	0			
Percentage of students completing advanced coursework (early-college high schools)	0	0	0	0			
Number of students completing advanced coursework (dual enrollment classes)	3*	3*	2*	0			
Percentage of students completing advanced coursework (dual enrollment classes)	100%	100%	100%	0			
College enrollment rate	60%*	62%	72%*				
Number of discipline incidents coded as 900 as reported to state	23	3	13	NA			
Number of truants	383	285	214	245			
Teacher attendance rate	93%	94%	95%	NA			

School Improvement Grant 1003(g)
LEA Application 2010

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

Distribution of Certified Staff by Performance Level as Designated on the LEA's Certified Staff Evaluation System							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of certified staff	77	77	74	79			
Number of teachers evaluated	66	68	65	69			
Certified Staff Evaluated at Each Performance Level							
Percentage rated Satisfactory	66	67	65	69			
Percentage rated Unsatisfactory	0	1	0	0			
Percentage non-renewed	0	0	0	0			

School Improvement Grant 1003(g)
LEA Application 2010

Subgroups	Grade 11 GHSGT English Percent of Students Who Met or Exceeded																				
	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	93	104	89.4	111	124	89.5	109	124	87.9												
Percentage White	37	38	97.4	36	38	94.7	23	26	88.5												
Percentage Hispanic				9	11	81.8															
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	8	16	50	12	22	54.5	6	19	31.6												
Percentage Economically Disadvantaged	61	71	85.9	78	90	86.7	55	67	82.1												

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

D - Denominator (FAY Students with test scores)

% - Percentage (Meets Exceeds Rate in percent)

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

Attachment 1c
High School Profile

Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
Grade 11 GHSGT English — **Percent of Students Who Participated**																					
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	117	117	100	135	137	98.5	138	138	100												
Percentage White	39	39	100	40	40	100	30	30	100												
Percentage Hispanic				12	12	100															
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	19	19	100	25	26	96.2	26	26	100												
Percentage Economically Disadvantaged	81	81	100	99	101	98	74	74	100												

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

	Grade 11 GHSGT Mathematics Percent of Students Who Met or Exceeded																				
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	52	104	50	80	122	65.6	83	124	66.9												
Percentage White	27	38	71.1	34	38	89.5	18	26	69.2												
Percentage Hispanic				7	10	70															
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	2	16	12.5	5	20	25	3	19	15.8												
Percentage Economically Disadvantaged	32	70	45.7	53	88	60.2	46	67	68.7												

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

Subgroups	Grade 11 GHSGT Mathematics Percent of Students Who Participated																				
	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	118	118	100	134	137	97.8	138	138	100												
Percentage White	39	39	100	40	40	100	30	30	100												
Percentage Hispanic				10	12	83.3															
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	20	20	100	24	26	92.3	26	26	100												
Percentage Economically Disadvantaged	82	82	100	98	101	97	74	74	100												

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

Enter data for all highlighted fields.

☐ **All data should be available.**

☐ **Based on Fall Semester data if available.**

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

Mathematics I: Algebra/Geometry/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	NA	NA	88.5%	NA			
Percentage passed EOCT	NA	NA	49%	NA			

Mathematics II: Geometry/Algebra II/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	NA	NA	NA	100%			
Percentage passed EOCT	NA	NA	NA	64%			

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

School Improvement Grant 1003(g)
LEA Application 2010

1c
High School Profile

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

English Language Arts: Ninth Grade Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	NA	NA	NA	NA			
Percentage passed EOCT	NA	68%	76%	NA			

English Language Arts: American Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	NA	NA	NA	NA			
Percentage passed EOCT	NA	83%	86%	NA			

Page 114 of 115

School Improvement Grant (SIG) Program Coordinator

The School Improvement Grant Program Coordinator is directly responsible to the Principal of Henry County High School and to the Assistant Superintendent for Learning and Teaching Services. The Program Coordinator will manage the day-to-day implementation of the School Improvement Grant and report specific findings to the school Principal. This position may involve prolonged periods of standing, walking, and sitting. Vision, hearing, and verbal communication skills are essential factors in performing required tasks.

1. Work with the Principal and school administration to ensure ongoing progress toward identified School Improvement Grant goals and objectives to include student academic achievement, incentives, parental involvement, budgets, and professional learning.

2. Regularly collect and analyze school data to determine progress toward identified goals and objectives; regularly focus on results to determine progress toward identified school goals and objectives.

3. Be responsible for the consolidated application grant development and monitoring of funds for the grant.

4. Work directly with the identified Consultant to meet specific goals of the grant.

5. Serve as district contact during all State and Federal monitoring and annual financial audits.

6. Prepare all reports required by the Georgia Department of Education and transmit these reports accordingly.

7. Facilitate the payment of vendors to ensure that all vendors are paid on time.

8. Work with higher education agencies and other community partners to coordinate needed services.

9. Assist Principal in the area of grant-related communication to staff, students, community, and other administrators.

10. Collaborate with the Assistant Superintendent for Learning and Teaching Services and Professional Learning Coordinator to develop, implement, and monitor professional development plans for all staff.

11. Work with the Assistant Superintendent for Learning and Teaching Services, Curriculum Coordinators, and the school administration to ensure full implementation of the Georgia Performance Standards and the transition to standards-based classrooms.

12. Collaborate with Principal, administration, and the Assistant Superintendent for Leadership Services in the implementation of strategies that support the school's student achievement goals to ensure that the school makes Annual Yearly Progress.

13. Represent the school system at meetings, programs, conferences, and conventions.

14. Maintain records and make reports as directed by the School Improvement Grant.

15. Meet on a regular basis with the Principal and Assistant Superintendent for Learning and Teaching Services to maintain clear and timely communication relative to all areas of assigned responsibility.

16. Be available to attend all Board of Education regularly scheduled meetings and study sessions, as well as any special called meetings related to the School Improvement Grant.

17. Perform all other duties and responsibilities as assigned.

Qualifications:
1.) Must hold or be eligible for a minimum of an L-5 Georgia Educator's Certificate.
2.) Prior building level and/or central office administrative experience preferred.
3.) Ability to work well with staff and the public; ability to respond to inquiries or complaints from staff members, agencies, or members of the community required.
4.) High integrity, excellent character, and good professional reputation are essential.
5.) Ability to define problems, collect data, establish facts, and draw valid conclusions required.
6.) Must have demonstrated ability to work with State and Federal grants.
7.) Must possess detailed knowledge of the School Improvement Grant.

_____   _____
Signature   Date

FLSA Status: Exempt

Note: This is a federally-funded, time limited grant position.