Georgia Department of Education

Muscogee County School District

Jordan Vocational High School

School Improvement Grant

June 2010

School Improvement Grant 1003(g)

Transformation Model for Jordan Vocational High School

Muscogee County School District has selected Career Academy and *High Schools That Work* as the Transformation Model at Jordan Vocational High School. Through the selected Transformation Model which is supported by the *High Schools That Work (HSTW)*, instructional changes will be focused on Career Academy pathways and Project-Based Learning which engage students in authentic application of content knowledge. From the evidence in the data, the students at Jordan demonstrate a concentrated need for improvement in reading, mathematics, and the graduation rate. Furthermore, the Georgia Assessment of Performance on School Standards (GAPSS) recommendations, made by the Georgia Department of Education (GaDOE) team, identify a need for improvement in instruction and assessment.

Reading: While the faculty identifies the need for instructional change to meet the identified student challenges, there is resistance by some to embrace the research-based strategies and implement change in their own instruction because they do not perceive the specific correlation to their own content teaching assignments. Reading is to be approached as an integrated component of all content areas.

Mathematics: With the implementation of the Georgia Performance Standards (GPS) and Framework, the mathematics teachers faced more challenges. Mathematics scores from 2007-2009 were already pointing to areas of need. From 2007 to 2008, the average mathematics scores on the GHSGT and EOCT were relatively constant with little increase. Once the Mathematics GPS were implemented in the 9^{th} and 10^{th} grades, teachers were faced with new curricula which require students to apply mathematics concepts through performance tasks.

Graduation Rate: The Jordan faculty has addressed the need for improvement on the graduation rate with new and unique strategies. The Graduation Coach updates the Leadership Team on a weekly basis. Faculty members use various methods, including the Family Services Coordinator and Face Book, the online community, to assist in locating students who have dropped out, moved, enrolled, and/or graduated in another school system. Even with these efforts, less than 70% of the students in the graduating class completed all requirements in the previous three years.

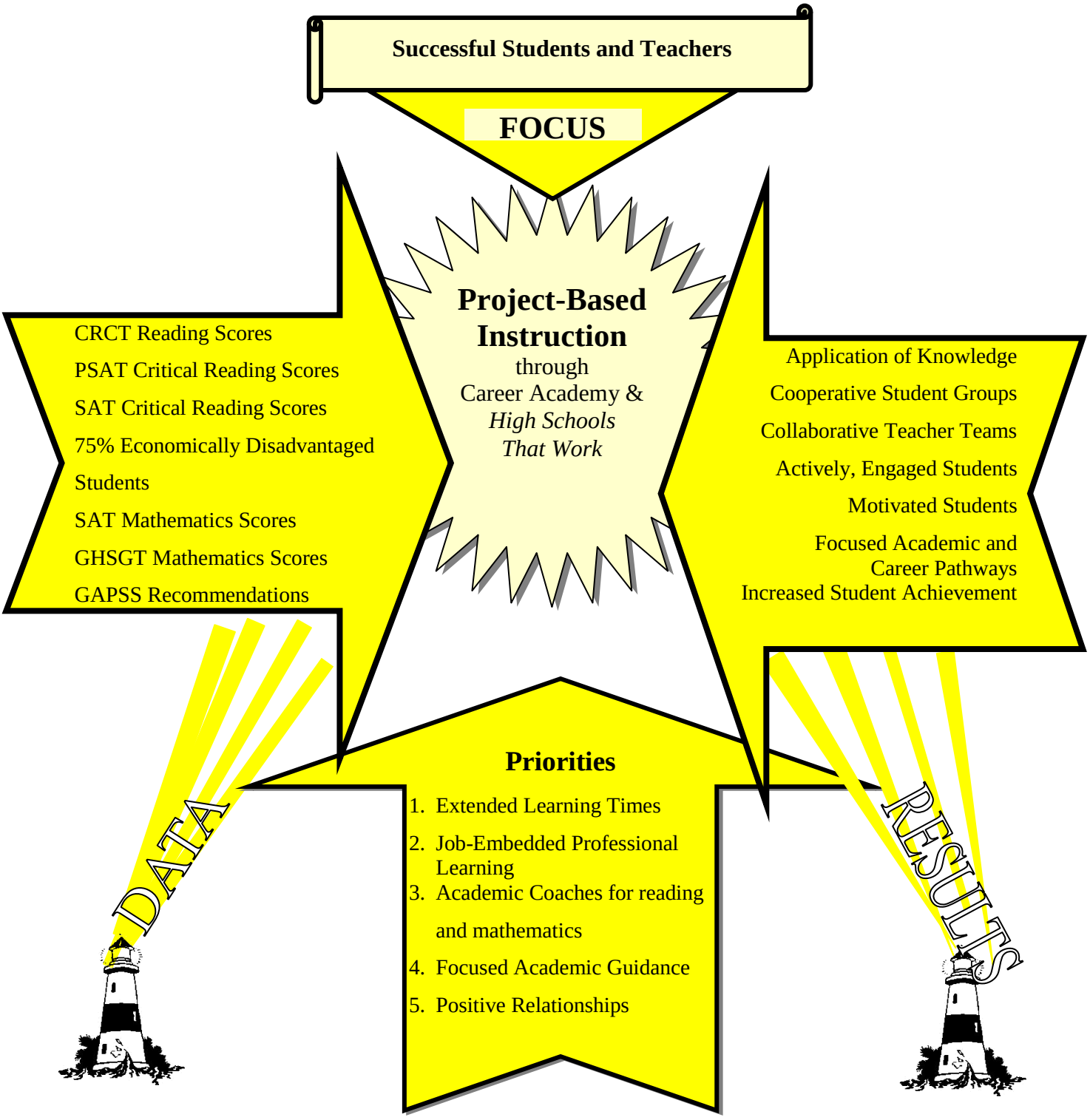
High Schools That Work is a well-established intervention model that focuses the faculty and school leaders on providing rigorous academic core and career/technical courses. Career Academies are a time-tested model for improving academic achievement readying students for both college and careers. The Career Academy will be combined with *High Schools That Work* to provide a strong educational foundation for Jordan to make improvement in reading, mathematics, and the graduation rate. Through the implementation of selected research-based strategies by HSTW and the correlated professional learning opportunities, classrooms and instruction will reflect specific changes. Students will be motivated through authentic, interdisciplinary units which focus of Project-Based Learning. The faculty will receive on-site support and professional learning opportunities designed to assist in Differentiated Instruction, Project-Based Learning, Teachers As Advisors and Understanding Poverty. Implementation of

the newly learned strategies will be monitored and evaluated through peer reviews, focus walks, and classroom observations conducted by administrators and instructional specialists.

The instructional program at Jordan, designed around Career Academy pathways and HSTW, will target:

- **A new instructional approach that engages learners in relevant career pathways and creates a personalized learning environment where individual student needs are addressed.** Students become active learners who take responsibility to complete collaborative and hands-on projects. Teachers assist all students in building reading/literacy and mathematics application competencies.
- **A culture that empowers students and teachers.** Within Career Academies, students and teachers share ownership of the learning experience. Students completing a career pathway are more likely to graduate high school and more likely to attend a post-secondary institution.

Transformation Model
Jordan Vocational High School



School Improvement Grant 1003(g)

Part I: LEA Application 2010

LEA Name: Muscogee County School District	**LEA Mailing Address:** Muscogee County School District 2960 Macon Road Columbus, GA 31906
LEA Contact for the School Improvement Grant Name: Harriet Steed Position and Office: Director, Title I **Contact's Mailing Address:** Muscogee County School District 2960 Macon Road Columbus, GA 31906 Telephone: 706-748-2102 Fax: 706-748-2101 Email Address: hsteed@mcsdga.net	
Superintendent (Printed Name): Dr. Susan Andrews	Telephone: 706-748-2019
Signature of Superintendent: x Dr. William Kendall for Dr. Susan Andrews	Date: April 15, 2010
The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.	

School Improvement Grant 1003(g)

LEA Application 2010

LEA Name: Muscogee County School District

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
Jordan High School	1303870	X						X
Jordan High School	1303870	X						X

School Improvement Grant 1003(g)

LEA Application 2010

LEA Name: Muscogee County School District

School Name: Jordan Vocational High School

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

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

1. For each Tier I and Tier II school that the LEA commits to serve, the LEA must analyze the needs of each school and select an intervention model for each school.
   a) Complete the School Profile (Attachment 1a: Elementary School Profile, Attachment 1b: Middle School Profile, Attachment 1c: High School Profile).

   School Profile, Part I Appendix

   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.

   GAPSS, November 2008, Below

GAPSS 2008 Review
Target Areas for Improvement

Curriculum	Instruction	Assessment	Professional Learning
Develop curriculum maps and units to ensure: • inclusion of all GPS and their elements • horizontal and vertical alignment • student engagement that requires dept of understanding and rigor. C-1.3 Use all administrators, the School Improvement Specialist, and the Leadership Team to more actively monitor curriculum, instruction, and assessment through analysis of student work, classroom observations utilizing GAPSS classroom observation forms, and targeted awareness walks with the GPS in hand. Use the results to provide both meaningful and timely feedback as well as coaching to teachers.			Develop and implement a comprehensive, clearly articulated, focused, long-range plan for professional learning and conduct ongoing evaluation, with feedback, of the impact of professional learning on teacher practices and student achievement; provide feedback and coaching to teachers.

C- 3.1, C-3.2, L-1.4 Identify model classrooms that are standards based for teachers to observe. I-2.1 Integrate a variety of flexible grouping strategies in order to move away from teacher-centered, whole-class instruction to research-based strategies that promote student engagement and emphasize higher order thinking skills as evidenced by student work products. I- 2.1; I- 2.2; I 2.4; I-2.5 Provide standards-based, grade-level instruction for all students (regular education and special education) by implementing differentiated instruction which is defined as supporting students according to their instructional needs, including adjustment of content (not the standard), process, product, and learning environment based on students' readiness levels, learning styles and interests. I-2.3 Develop and implement a school-based plan that focuses on increasing student engagement and teacher use of technology as an effective instructional tool to reinforce higher order thinking skills and increase opportunities for differentiation of instruction. I-2.7 Use assessment data (diagnostic, formative, and summative) to monitor and adjust instruction in order to maximize student achievement, ensure continuous improvement for individual learners, and address achievement gaps. A-1.1, A-2.1, A-3.1 Develop and utilize a more complete and balanced approach to using a variety of assessment tools (peer response groups, constructed response, rubrics, reflective assessments, performance tasks, projects) to identify individual student needs and adjust instruction in all core content areas. A-1.1; A-1.4; A-2.1; A-2.2; A-2.4	Examples include: • classroom observations with follow-up • awareness walks • collaborative meetings to discuss implementation issues • analysis of student work and other achievement indicators PL-1.4; PL-2.2; PL-2.4 Provide focused professional learning with follow-up monitoring, evaluation, and coaching in the following areas: • differentiated instruction flexible grouping for instruction • co-teaching • higher order thinking skills/questioning techniques in all content areas • use of technology to engage students and enhance student learning PL-3.2; PL-3.3 Utilize professional learning communities to provide job-embedded on- going professional learning opportunities that carry PLU credit. PL-1.5, PL-2.4 Train all staff members in analysis of data

	PL-2.1 Utilize the School Improvement Specialist to assist in monitoring the implementation of the curriculum and the school improvement initiatives as well as coaching for effective teaching practices. PL-2.4, PL-1.6

Planning and Organization	Leadership
Involve all stakeholders in developing a commitment statement for Jordan High. PO-1.1 Develop a data-driven and consensus-oriented process for continuous improvement to effectively guide the work of administrators, faculty, staff, and students. PO-2.1	Lead and support the instructional program by: • monitoring and evaluating the implementation of the curriculum and providing feedback and coaching to teachers, • monitoring the implementation of research-based / high-impact practices with an emphasis on differentiation and higher-order thinking skills, and • monitoring activities, interactions, and classroom environment to ensure rigor and high expectations for achievement of all students. L-1.1; L-1.2; L-1.3; L-1.4 Reexamine the focus of the School Leadership Team to ensure that the team is continuously leading the school toward quality standards-based education. Essential steps include: • collect and analyze data at the student level • prioritize school improvement plan initiatives and regularly monitor progress and adjust as needed L-1.1, L-3.1,L-3.2, L-4.1,2,3 Utilize the High Impact Practice Implementation Rubric: Leadership Team (Implementation Rubric pp 252-253) to clearly define and articulate the roles and responsibilities of the School Leadership Team and to evaluate and refine practices and processes of the

	Team. L-4.3 Increase administrative involvement in professional learning to build understanding, support, and monitor implementation of research-based best practices. L-1.2, L-1.3, L-1.4
School Culture	Student Family and Community Support
Use present data as a baseline to address the lack of a sustained focus upon the academic, social, and emotional growth and achievement of all learners (both staff and students). SC-1.1, SC-1.2, SC-1.3 Develop procedures to frequently celebrate and acknowledge the accomplishments of faculty and staff. SC-2.2	Establish a regularly published newsletter to communicate timely information, reinforce the necessity for parent involvement, suggest at home skill building strategies and increase a sense of belonging among parents. SFC-1.1 Utilize more organizational structures to foster greater parental and community involvement and communication. SFC-2.1

Georgia Assessment of Performance on School Standards Findings of 2007-2008:
During 2008-2009 a Georgia Assessment of Performance on School Standards (GAPSS) Analysis was conducted by a Georgia Department of Education Team. These are **Recommendations** made by this team. The area of instruction and assessment indicates the greatest area of need. These areas were identified by classroom observations, a certified staff survey, and a review of documents at the school.

GAPSS Analysis Target Areas of Improvement: Recommendations for Curriculum, Instruction, Assessment, Professional Learning, Planning and Organization, School Culture, Leadership, and Student, Family, and Community Support were made. The recommendations are listed below.

- **Curriculum 3.1 and 3.2**- Develop curriculum maps and units to ensure inclusion of all Georgia Performance Standards and their elements, horizontal and vertical alignment, and student engagement that requires depth of understanding and rigor. Use all administrators, the School Improvement Specialist and the Leadership Team to more actively monitor curriculum, instruction, and assessment through analysis of student work, classroom observations utilizing GAPSS classroom observation forms, and targeted feedback as well as coaching to teachers.
- **Instruction 2.3**- Provide standards-based, grade level instruction for all students (regular education and special education) by implementing differentiated instruction which is defined as supporting students according to their instructional needs, including adjustment of content (not the standard), process, product, and learning environment based on students' readiness levels, learning styles and interests.

- **Assessment 1.1, 2.1, and 3.1**- Use assessment data (diagnostic, formative, and summative) to monitor and adjust instruction in order to maximize student achievement, ensure continuous improvement for individual learners, and address achievement gaps.
- **Professional Learning 1.4, 2.2, and 2.4**- Develop and implement a comprehensive, clearly articulated, focused, long-ranged plan for professional learning and conduct ongoing evaluation, with feedback, of the impact of professional learning on teacher practices and student achievement; provide feedback and coaching to teachers. Examples include classroom observations with follow-up, awareness walks, collaborative meetings to discuss implementation issues, and analysis of student work and other achievement indicators.
- **Planning and Organization 1.1 and 2.1**- Involve all stakeholders in developing a commitment statement for Jordan High. Develop a data-driven and consensus-oriented process for continuous improvement to effectively guide the work of administrators, faculty, staff, and students.
- **School Culture 1.1, 1.2, 1.3**- Use present data as a baseline to address the lack of a sustained focus upon the academic, social, and emotional growth and achievement of all learners (both staff and students).
- **Leadership 1.1, 3.1, 3.2, 4.1, 4.3**- Lead and support the instructional program by: monitoring and evaluating the implementation of the curriculum and providing feedback and coaching to teachers; monitoring the implementation of research-based/high-impact practices with an emphasis on differentiation and higher-order thinking skills, and monitoring activities, interactions, and classroom environment to ensure rigor and high expectations for achievement of all students. Utilize the High Impact Practice Implementation Rubric: Leadership Team (Implementation Rubric pp. 252-253) to clearly define and articulate the roles and responsibilities of the school leadership team and to evaluate and refine practices and processes of the team.
- **Student Family and Community Support 2.1**- Utilize more organizational structures to foster greater parental and community involvement and communication.

GAPSS Classroom Observation Summary

	GAPSS Classroom Observation Summary	<25%	25-50%	51-75%	76-100%	NUMBER OF OBSERVATIONS	Percent Beginning	Percent Middle	Percent End
	Instruction Strand					97	30%	38%	32%
C 1.1	Lesson/units are clearly aligned with GPS/QCC.				82%				
I 1.3	Learning goals are aligned to the GPS/QCC and are communicated by the instructor.			51%					

	Students apply learning goals in performance tasks aligned to the standards.		40%			
I 2.1	Sequencing of the instructional period is predictable and logical.		29%			
	The lesson begins with a clearly defined opening to strengthen learning.		45%			
	Instruction has a defined work period.		46%			
	Instruction ends with a summary activity that reinforces the learning.	19%				
	Content specific vocabulary is developed in context.		31%			
I 2.2	Higher order thinking skills and processes are utilized in instruction.	25%				
	Higher order thinking skills and processes are evident in student work.	24%				
I 2.3	Instruction is differentiated to meet student readiness levels, learning profiles, and interests.	10%				
I 2.4	Instruction and tasks reinforce students' understanding of the purpose for what they are learning and its connection to the world beyond the classroom.		28%			
I 2.5	The classroom instructor implements grouping strategies.	10%				

I 2.7	The use of technology is integrated effectively into instruction.	19%				
	Students effectively use technology during the class period.	10%				
I 3.1	Instructional goals, activities, interactions, and classroom environment convey high expectations for student achievement.		26%			
I 3.3	Students demonstrate personal efficacy and responsibility.	14%				
	Assessment Strand					
A 2.2	Formative assessments are utilized during instruction to provide immediate evidence of student learning and to provide specific feedback to students.		37%			
	Written commentary is aligned to the GPS standard(s) and elements or QCC content standards.	1%				
	Planning and Organization Strand					
PO 3.2	Materials and resources are effectively allocated.		48%			
PO 4.1	Classroom management is conducive to student learning.			73%		

PO 4.3	Instruction is provided in a safe and orderly environment.				90%	
PO 4.2	Instructional time is maximized.			68%		
	The teacher maximizes instructional time.			51%		
	School Culture Strand					
SC 1.1	The culture of the classroom reflects a risk-free learning environment.			70%		
	Student Question					
I 1.3	Learning goals are clearly communicated to students.			65%		

As the summary indicates, instructional design is an area of need at Jordan Vocational High School. Only 25% of the classrooms visited demonstrated instruction which addresses student challenges through higher-order thinking skills. With only 10% of the visited classroom demonstrating differentiated instruction and 19% technology integration, the Jordan Career Academy with High Schools That Work (HSTW) will focus classroom instruction on project-based and relevant instructional activities.

GAPSS Certified Staff Survey Results

The top three (3) identified needs from the survey indicate that only 55% of the faculty believes the students can self-monitor and self-evaluate. Half of the faculty said they do not collaborate to build consensus for a common understanding of proficiency and rigor. Less than half of the faculty participates in long-term in-depth professional learning aligned with the school improvement goals.

The Career Academy with HSTW as a foundation (selected transformation model) and professional learning support correlates to these needs. Through the focus on application of content knowledge, technical skills, project-based and relevant student work, teachers and students will build success.

55%	**34**	**A-2.4**	Our student's ability to self-monitor and self-evaluate is enhanced through the use of a variety of assessments.
50%	**9**	**C-2.2, 3.2**	Our teachers analyze student work collaboratively to build consensus for a common understanding of proficiency and rigor.

c48%	58	PL-2.4	The staff participates in long-term (two-to-three year period) in-depth professional learning which is aligned with our school improvement goals.

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

Introduction to Data Narrative:
The school's needs were determined through reviewing student achievement data, school demographic data, community perceptions, certified staff surveys, and other data that might identify existing or potential barriers to student achievement. A discussion with the school Leadership Team that focused on school needs was facilitated by central o16
ffice staff. The following is a listing of specific data that were analyzed to determine school needs and the reform model is to be implemented by the school.

Strategy:	**Strategy Descriptions:**
Career Academy	Career academies are a time-tested model for improving academic achievement readying students for both college and careers, and engaging the world outside of school in the work of reforming them. Students completing a career pathway are more likely to graduate high school and more likely to attend a post-secondary institution. The Career Academy will be combined with HSTW to provide a strong educational foundation for Jordan to make improvement in all areas. All students at Jordan will participate in a minimum of one Career Academy pathway. The Career Academy pathways include: Army Junior Reserve Officer Training, Business and Computer Science, Construction, Culinary Arts, Engineering Drafting and Design, Family and Consumer Science, Fine Arts, Healthcare Science Technology, Liberal Arts, Metalworking, Teaching as a Profession, and Transportation. Career Academy/HSTW is the intervention model selected for Jordan High School. Jordan's Career Academy will provide rigorous technical coursework through industry certified programs with end of pathway national credentials for students. Coursework will include dual and joint enrollment opportunities. All students will be required to take at least one unit of modern language, preferably Spanish. Students will participate in Career and Technical student organizations, internships to include Executive Internships, youth apprenticeship, job shadowing, and/or employer mentorship.
Project-Based Learning	Specific courses are identified and partnered to create authentic situations for students to apply content

	knowledge. The Georgia Performance Standards and Framework Performance Tasks are maximized in this process. Students are actively engaged in the learning process which requires higher-order thinking skills, content knowledge and communication skills. Students are required to present the completed project and their findings to peers, community members and/or stakeholders through the use of technology. The courses selected for integrated instruction are selected by the Jordan faculty. The first year, one Project-Based Learning (PBL) experience is designed by each Collaborative Teacher Team. Year 2 is followed by two PBLs and the number increases for Year 3. The PBL materials are entered into the MCSD Rubicon Atlas online software. The Leadership Team and Department Chairpersons monitor the design and creation of the PBL experiences. In the years following the grant period, teachers continue to have access to the materials through the MCSD Rubicon Atlas online software. Administrators also monitor the scope and sequence through the online software.
Collaborative Teacher Teams	Teachers identify specific teachers to create Teachers Teams. These teams work collaboratively to create authentic learning activities. These teams are built from teachers of varying disciplines to establish interdisciplinary content standards in the design of student learning experiences. Teachers also work with team members to identify data sources and data analysis to design and create the learning experiences correlated to specific learning needs. Reading and mathematics collaborative teams are further supported by Academic Instructional Coach Experts (AICE). The AICEs assist with 1) data analysis and identification of correlated instructional strategies, 2) model lessons for the Standards-Based Classrooms,, 3) identifying strategies to increase rigor in the classroom, 4) creating and maintaining Standards-Based Classrooms, 5) identifying strategies to address specific student needs, and 6) other instructional needs identified by the Jordan faculty.
Student Five-Year Academic	Students are guided during weekly advisory sessions to

Plan	create a personal five-year plan to map their academic needs for their future. These plans are updated as new needs are identified by the students. The plan carries them from their high school years through at least one post-secondary education year. These plans address the various academic strengths and needs of the individual student. Their individual plans assist students to identify which course best challenge them and which courses are needed to meet their career goals.
Reading Literacy, *Read 180* software	Reading Literacy is addressed for all students based on their needs. For those students with extreme needs, interactive software designed to identify specific reading needs and then provide individualized instruction is provided on a daily basis. Students are provided time for the individualized instruction during the Extended Learning Time which occurs for 45 minutes every Tuesday, Wednesday, Thursday and Friday. Students are assessed and then assigned to the appropriate Extended Learning Time session.
Reading Literacy, *Fast ForWord* software	To strengthen student brain processing and literacy skills, this software is available for identified students. It offers another option for the Extended Learning Time which occurs for 45 minutes every Tuesday, Wednesday, Thursday and Friday.
Understanding Poverty	With 75% of Jordan's student population identified as Economically Disadvantaged, it is important for the faculty to understand the impact of poverty on their students and their learning. Professional learning opportunities will be provided to all faculty to guide their instructional decisions, improve student-teacher relationships and create a school culture that fosters high student expectations. Training is provided by Dr. Ruby Payne's aha! Process, Inc. Her work provides *A Framework for Understanding Poverty* and research-based strategies for low-performing schools.
Academic Instructional Coach Experts (AICE): Reading and Mathematics	AICE provide additional support for the two areas identified with the greatest needs: reading and mathematics. The two AICE assist with data analysis and the identification of specific strategies to address those needs.
Teachers As Advisors	To support high expectations for students, guide the process for expanding opportunities for students to set goals and teach goal setting strategies, Teachers As Advisors is implemented into the Monday extended time

	schedule. To prepare all Jordan teachers for their active roles and assignments in this strategy, intense training is provided. During the training sessions, materials are created, modified and entered into the MCSD Rubicon Atlas software. The curriculum map identifies the scope and sequence of the Teachers As Advisors curriculum. The curriculum and instructional materials are available for future use through the Rubicon Atlas online software. Students develop and revisit the Student Five-Year Plan during these sessions. The Five-Year Plan keeps the students focused on their individual academic goals and responsibilities.
Extended Learning Time: **45 minute Extended Day** **Summer Bridge Program**	1. An additional 45 minutes of learning time will be provided. The focus is to address each student's identified needs in reading and mathematics from remediation to advanced application of knowledge. All students and teachers participate in this additional learning time. Students' needs are assessed and used to assign them to appropriate instructional sessions. Reading and mathematics are the areas of focus. ▪ Students identified with extreme reading needs may be scheduled for Reading 180 (software based instruction), Compass Learning (software based instruction) or teacher-led instruction. Students who are identified with exceptional reading skills are challenged through various reading projects. An example of this is the teacher-led Thinking Maps and Novels. In this session students read student-selected materials and share their readings with peers through concept maps, the application of higher-order thinking skills. ▪ Students with identified mathematics needs may be scheduled in Compass Learning, teacher-led, or online tutorial sessions. Students who are identified for challenges are scheduled for Project-Based Learning or additional advanced mathematics courses. 2. Summer Bridge Program: During the summer, students are provided intensive instruction for a three-week period. This instruction is designed to BRIDGE the student from one grade level to another. The upcoming 9th graders are assessed in reading and mathematics. Students of other grade levels are also included. These students are provided extra learning time and intensive instruction based on needs identified during the school year. Instruction may be for remediation or for advancing

	their higher-order thinking skills.
Technology Integration- 21st Century Society	One component of the Project-Based learning is presentation of findings and results. Students are required to present the completed project and their findings to peers, community members and/or stakeholders through the use of technology. Students may select to present through a basic electronic slideshow or create more complex presentations through Website design, Webinars or video conferencing. Increasing technology skills better prepares students for the 21st Century society. Modeling these presentations better prepares them for post-secondary success. Technology is supported on-site by personnel hired to install and maintain software and hardware. This support person will assist the classroom teacher with new technology by providing on-site training and classroom assistance.

DATA and CORRESPONDING NARRATIVES

Data Review Order

AYP Status and related data	**Tables 1 - 9**	
	ELA/Reading	**Mathematics**
End Of Course Test (EOCT)	Table 10	
Georgia High School Graduation Test (GHSGT)	Table 11	Table 18
Georgia High School Writing Test (GHSWT)	Table 12	
Preliminary Scholastic Aptitude Test (PSAT)	Table 13	Table 19
Scholastic Aptitude Test (SAT)	Table 14	Table 20
American College Testing (ACT)	Table 15	Table 21

Table 1: AYP Status 2006 - 2009

	2006-2007	**2007-2008**	**2008-2009**
AYP Status	N	N	N
AYP Targets the School Met	ELA		ELA, Second Indicator
AYP Targets the School	Math, Second	ELA, Math,	Math

Missed	Indicator	Second Indicator	
School Improvement Status	NI-4	NI-5	NI-6

The school has consistently missed the AYP academic targets in mathematics for the past three years. The school missed the AYP academic targets for English/language arts and science for two of the three years beginning in 2007. The school's AYP status is NI-6.

Table 2: Instructional Time

	2006-2007	2007-2008	2008-2009
Number of days within the school year	180	180	180
Number of minutes with the school day	420	420	420
Number of minutes within the school year	75,600	75,600	75,600

The number of instructional days and minutes has remained constant from 2007-2009.

Table 3: Limited English Proficient (LEP) Students

	2006-2007	2007-2008	2008-2009
Percentage of LEP students who attain English language proficiency	Too Few Students for a subgroup	9.1%	27.3%

The percentage of LEP students attaining English language proficiency increased from 9.1% in 2008 to 27.3% in 2009.

Table 4: Graduation Rate Percentage

	2006-2007	2007-2008	2008-2009
Graduation Rate Percentage	46.3%	55.5%	65%
Dropout Rate Percentage	11.8%	4.0%	5.3%
Retention - Percentage of Students Retained Per Year	11.7%	10.1%	10.5%

The high school graduation rate has steadily increased from a low of 46.3% in 2007 to a high of 65% in 2009. Consequently, the dropout rate has declined by 6.5% from school year 2007 to the school year 2009.

Table 5: Student Attendance

	2006-2007	2007-2008	2008-2009
Number of students truant	131	120	138
Students Absent Over 15 Days Rate (Percentage)	19.2%	22.6%	27.6%

The number and percentage of truant students have steadily increased from a low of 19.2% in 2007 to a high of 27.6% in 2009.

Table 6: Advanced Placement

	2006-2007	2007-2008	2008-2009
Number of students completing advanced coursework (dual enrollment classes)	0	13	30
Percentage of students completing advanced coursework (dual enrollment classes)	0	1.6%	3.7%

The number of students completing AP classes has grown from a low of 0 students in 2007 to 30 students in 2009. However, the percentage of student completing dual enrollment classes has declined from a high of 100% to a low of 88% in 2009.

Table 7: College Enrollment

	2006-2007	2007-2008	2008-2009
College enrollment rate (Georgia public colleges)	28.6%	NA	NA

Data is not available for 2008 and 2009.

Table 8: Discipline

	2006-2007	2007-2008	2008-2009
Number of discipline incidents coded as 900	0	0	0

There were no reports of discipline incidents coded as 900.

Table 9: Teacher Evaluation and Attrition

	2006-2007	2007-2008	2008-2009
Number of certified staff	68	71	71
Number of teachers evaluated	68	71	71

Percentage rated Satisfactory		100%	98.6%
Percentage rated Unsatisfactory		0	1.4%
Percentage non-renewed		0	1.4%
Percentage of Attrition	9.37%	9.09%	1.3%

The percent of teachers receiving performance evaluation rating of Satisfactory has remained steady. This information does not correlate with the GAPSS findings of the Classroom Observation Summary.

Academic Needs of Students
English Language-Arts

Table 10: *EOCT Pass Rates for Three Years*		
EOCT 2007 (9th Grade Lit)	EOCT 2008 (9th Grade Lit)	EOCT 2009 (9th Grade Lit)
61%	60%	56%
EOCT 2007 (American Lit)	EOCT 2008 (American Lit)	EOCT 2009 (American Lit)
85%	88%	76%

Analysis of Overall Results: The above data covers three-year student performance data from the End of Course Tests (EOCT) for 9th grade literature and 11th grade American literature. The 9th grade and 11th grade literature pass rate has been decreasing over the past three years.

Table 11: *GHSGT English Scores for Three Years*			
	GHSGT 2006-2007 meet/exceeds %	GHSGT 2007-2008 meet/exceeds	GHSGT 2008-2009 meet/exceeds
ALL	85.3%	83.0%	87.6%%
Black	82.3%	81.0%	86.2%
White	90.4%	86.5%	90.0%
SWD	44.0%	26.1%	41.7%

Analysis of Overall Results: Jordan Vocational High School ‘s GHSGT English scores have increased slightly over the past 3 years. The SWD subgroup still falls below the minimum level. The black subgroup is slightly below the minimum level.

Table 12: GHSWT			
GHSWT	**Percentage of Students Passing in 2006-2007**	**Percentage of Students Passing in 2007-2008**	**Percentage of Students Passing in 2008-2009**
Black	65%	74%	72%
White	82%	81%	70%

Students With Disabilities (SWD)	27%	35%	31%
Economically Disadvantage	71%	71%	69%

Analysis of Overall Results: Over the last three years, the percentage passing rate on the GHSGT for the Black and SWD subgroups shows an increase. The percentage rate for the ED subgroup shows a slight decrease. The White subgroup decreased significantly from the pass rate percentage in 2007.

Table 13: *PSAT Average Scores for Three Years* *Critical Reading*						
	Jordan PSAT 2006-2007	Georgia PSAT 2006-2007	Jordan PSAT 2007-2008	Georgia PSAT 2007-2008	Jordan PSAT 2008-2009	Georgia PSAT 2008-2009
10th grade:	32.8	40.1	33.4	39.4	30.4	38.6
11th grade:	N/A	47.3	N/A	46.3	N/A	45.8
	PSAT Average Scores for Three Years *Writing*					
10th grade:	32.2	38.9	32.3	39.3	31.8	38.7

Analysis of Overall Results: The results listed above include the three-year data for the PSAT. Over the last three years, Jordan's PSAT scores remained relatively the same.

	Table 14: *SAT Average Scores for Three Years*					
	Jordan SAT 2007	Georgia SAT 2007	Jordan SAT 2008	Georgia SAT 2008	Jordan SAT 2009	Georgia SAT 2009
	Total Students: 55		Total Students: 61		Total Students: 46	
Avg. Critical Reading:	406	494	412	491	400	490
Average Writing:	388	483	389	482	389	479

Analysis of Overall Results: The results listed above include the three-year data for the SAT. Jordan's average SAT score was significantly lower than the state of Georgia's SAT scores.

	Table 15: *ACT Average Scores for Three Years*					
	Jordan	Georgia	Jordan	Georgia	Jordan	Georgia

	ACT 2007	ACT 2007	ACT 2008	ACT 2009	ACT 2009	ACT 2009
Total Students:	9	29,465	17	33,238	33	36,165
Average English:	14.3	19.9	14.4	20.1	15.0	20.1
Average Reading:	14.6	19.9	16.1	15.5	16.2	20.1

Analysis of Overall Results: The results listed above include the three-year data for the ACT. Jordan's average English and reading ACT score is lower than Georgia's average score; however, Jordan's average score has increased slightly and the number of students participating has increased.

Mathematics

Table 16: *GHSGT Mathematics Pass Rate for Three Years*					
Jordan GHSGT Mathematics 2007	Georgia GHSGT Mathematics 2007	Jordan GHSGT Mathematics 2008	Georgia GHSGT Mathematics 2008	Jordan GHSGT Mathematics 2009	Georgia GHSGT Mathematics 2009
61.1%	75.9%	63.3%	77.3%	67.1%	78.4%

Analysis of Overall Results: The three-year overview of GHSGT mathematics scores shows a slight increase in the percentage of students passing the mathematics section.

Table 17: *PSAT Average Scores for Three Years* *Mathematics*						
	Jordan PSAT 2007	Georgia PSAT 2007	Jordan PSAT 2008	Georgia PSAT 2008	Jordan PSAT 2009	Georgia PSAT 2009
10th grade:	34.3	40.6	34.2	40.5	34.0	41.0

Analysis of Overall Results: The results listed above include the three-year data for the PSAT. The PSAT scores for mathematics have remained the same over the three year period.

Table 18: *SAT Average Scores for Three Years* *Mathematics*						
	Jordan SAT 2007	Georgia SAT 2007	Jordan SAT 2008	Georgia SAT 2008	Jordan SAT 2009	Georgia SAT 2009
Total Students:	55		61		63	
Average Mathematics:	427	495	412	493	420	491

Analysis of Overall Results: The results listed above include the three-year data for the mathematics section of the SAT. The SAT scores reflect a slight increase from 2008 to 2009.

Table 19: *ACT Average Scores for Three Years*
Mathematics

	Jordan ACT 2007	Georgia ACT 2007	Jordan ACT 2008	Georgia ACT 2007	Jordan ACT 2009	Georgia ACT 2007
Total Students Taking Exam:	9	29,465	17	33,238	33	36,165
Average Score:	16.1	20.3	18.4	15.5	16.1	20.6

Analysis of Overall Results: The results listed above include the three-year data for the ACT. The ACT average score in mathematics has fluctuated, but the number of students participating has increased.

d. Provide rationale for the intervention model selected.

Background information:

Jordan Vocational High School's data demonstrate a concentrated need for improvement in reading, mathematics, and the graduation rate. Reading is identified as the area of most concern. Table 13, PSAT Scores from 2007-2009, indicates the poor reading abilities of the students taking the PSAT. From 2006 to 2009, the average 10th and 11th grade scores fell below the state average. Table 13 shows that the SAT Critical Reading Scores also shows a weakness in reading. The Jordan averages fell below the Georgia averages for years 2007-2009.

As Tables 16, 17, 18, and 19 indicate, student achievement in mathematics has not shown growth in the last three years. The GHSGT scores in mathematics slightly increased from 2007-2009. More students have taken the ACT, but the average score is still around 16%.

Another area of need is indicated in Table 4, the Graduation Rate percentage. The graduation rate for Jordan's students has increased over the past three years, but still less than 70% of the students graduated in 2009.

The GAPSS Analysis Recommendations, made by the Georgia Department of Education team, identify a need for improvement in instruction and assessment. According to the report, instruction needs to be strengthened through the following:

- refine instructional units to reflect the Georgia Performance Standards Framework model of backwards design;
- increase the use of performance tasks;
- design instruction to focus on higher order thinking skills;
- implement Standards-Based instruction: Opening, Closing and Work Session;
- use higher order thinking skills and processes;
- improve the instructional sequencing to demonstrate a logical order;
- enhance authentic learning experiences with performance tasks and project-based learning;
- differentiate instruction to meet student readiness levels, learning profiles, and interests;
- support students to demonstrate personal responsibility for learning;
- maximize the use of assessment tools to modify instruction to meet the identified needs of the students;
- increase student use of technology;
- create strategies to involve parents in students' education;
- teach students how to demonstrate personal efficacy and responsibility and
- refine instructional units to reflect the Georgia Performance Standards Framework model of backwards design.

To address these identified needs and enhance the students' technical knowledge needed to be successful in the 21st Century society, HSTW is the transformation model selected for the School Improvement Grant proposal for Jordan Vocational High School.

High Schools That Work is a well established intervention model that is founded on the conviction that students can master rigorous academic and career/technical studies if the school leaders create an environment that motivates students to make the effort to succeed. HSTW will focus the faculty and school leaders on providing rigorous academic core and career/technical courses, on creating supportive relationships, on providing needed advisement for career pathways and/or post-secondary education, and on what and how teachers teach. HSTW will provide the high expectations and extra support students need to be successful.

The **Key Practices of HSTW** provide a framework to build on the identified recommendations provided by the 2008-2009 *GaDOE GAPSS Analysis Team* and to address the students' needs identified by data analysis of standardized test scores. Through HSTW, students devote their high school career to pursuing rigorous academic courses that result in students graduating with options to continue to post-secondary educational institutions and/or begin a career within the technology industry.

Jordan's economically disadvantaged population is identified as a subgroup of need. To ensure the success of economically disadvantaged students, four principles need to be addressed.

- Create a personalized learning environment where individual student needs are acknowledged and addressed.
- Assist students entering high school with limited academic content knowledge to build reading/literacy and mathematics application competencies.
- Prepare students for success in the post-secondary world through job shadowing and

internships.
- Support faculty and staff to adapt to changes needed for student success.

Design Elements for Jordan Career Academy/HSTW (identified transformation model)

1. A **new instructional approach that engages learners** in relevant career pathways. Project-based learning (PBL) is at the heart of the instructional approach. PBL uses technology and inquiry to engage students with issues and questions that are relevant to their lives. This research-based instructional strategy meets the needs of the ***GaDOE GAPSS Analysis Team recommendations.***
2. **Students become active learners and doers who take responsibility** to complete collaborative and hands-on projects. They are assessed on their skill in working in teams and creating products such as presentations, designs, and prototypes. Students acquire not only subject-matter knowledge, but also the skills they need to thrive in college, career, and life.
3. **A culture that empowers students and teachers**. Trust, respect, and responsibility are the hallmarks of our culture. Within Career Academies, students and teachers alike have exceptional ownership of the learning experience.
4. **Teachers model a team-based, cross-discipline, collaborative approach**. Teachers have flexibility to customize classrooms and projects to meet the needs of their students.
5. A **Career Academy integrates various means of technology.** Smart use of technology supports our innovative approaches to instruction and culture. All classrooms have a one-to-one computer ratio. With access to Web-enabled computers, every student becomes a self-directed learner who no longer needs to rely primarily on teachers or textbooks for knowledge.

Mission of Jordan Career Academy/High Schools That Work

Jordan's Career Academy mission is to develop and support innovative public schools where all students develop the academic, workplace, and citizenship skills for post-secondary and work-based learning success. Through this model, Jordan's students develop the skill sets to be successful in the job market.

***High Schools That Work* Goals**

- Serve a student body that mirrors the ethnic and socioeconomic diversity of the local community.
- Integrate technical and academic education to prepare students for post-secondary education in both high tech and liberal arts fields.
- Increase the number of educationally disadvantaged students in math and engineering who succeed in high school and post-secondary education (assists with the success of the Jordan economically disadvantaged subgroup and the mathematics scores that are below the Georgia average).
- Graduate students who will be thoughtful, engaging citizens with a planned career direction.

Career academies are a time-tested model for improving academic achievement readying students for both college and careers, and engaging the world outside of school in the work of reforming them. Students completing a career pathway are more likely to graduate high school

and more likely to attend a post-secondary institution.

Career Pathways, within twelve areas of study, are rigorous programs of study to assure strong academic and technical preparation providing students with critical learning and hands-on skills. Students who focus on a pathway acquire the skills necessary for entry into well-paid careers with high potential for rapid financial growth, increased levels of responsibility, and a high degree of personal satisfaction. The following are anticipated outcomes of career pathways:

- Increased academic and skill achievement at secondary and post-secondary levels;
- Decreased need for remediation at the post-secondary level;
- Increased enrollment and persistence in post-secondary education;
- Increased attainment of post-secondary degrees, certificates, or other recognized credentials;
- Increased rate of entry into employment or further education; and
- Savings of time and money for students.

The benefits of Career Pathways are listed below:

1. Students use Pathways to investigate a wide range of career choices. Pathways make it easier for students to understand the relevance of required courses and select elective courses more wisely.
2. Parents learn what academic and technical courses their children need for college and a variety of career fields. Pathways and the high standards that support them reassure parents that their children will be fully prepared for college and the workplace.
3. School counselors use Career Pathways to help students explore options for the future. Current information on the academic, technical and college requirements for a wide range of careers will be readily available.
4. Teachers use Pathways to promote programs, increase student participation, and encourage students to persist in training beyond high school.
5. Schools use Pathways to organize to meet the demands of post-secondary education and the expectations of employers.
6. Employers partner with schools to contribute to the development of high academic standards that help students prepare for work and help workers keep their skills up to date. Employers gain workers who are prepared to learn new skills, adjust to technological change, and advance their careers.

The Career Academy will be combined with HSTW to provide a strong educational foundation for Jordan to make improvement in all areas. All students at Jordan will participate in a minimum of one Career Academy pathway. The Career Academy pathways include: Army Junior Reserve Officer Training, Business and Computer Science, Construction, Culinary Arts, Engineering Drafting and Design, Family and Consumer Science, Fine Arts, Healthcare Science Technology, Liberal Arts, Metalworking, Teaching as a Profession, and Transportation. Career Academy/HSTW is the intervention model selected for Jordan High School.

Jordan's Career Academy will provide rigorous technical coursework through industry certified programs with end of pathway national credentials for students. Coursework will include dual and joint enrollment opportunities. All students will be required to take at least one unit of modern language, preferably Spanish. Students will participate in Career and Technical student

organizations, internships to include Executive Internships, youth apprenticeship, job shadowing, and/or employer mentorship.

The chart below shows the direct correlation between the Key Practices of *High Schools That Work* and the Transformation Model strategies to address the identified needs of Jordan High School. These practices and strategies will be implemented to build capacity and provide sustainability for the continued success of the school.

The Key Practices for *High Schools That Work*	**Transformation Model Strategies**
High expectations: Motivate more students to meet higher standards by integrating high expectations into classroom practices and providing frequent feedback	Teachers as Advisors Students Five-Year Plan
Academic studies: Teach more students the essential concepts of the college-preparatory curriculum by encouraging them to apply academic content and skills to real-world problems and projects	Students' Five-Year Plan Project-Based Learning (with focus on performance tasks and application of standards)
Career/technical studies: Provide more students access to intellectually challenging career/technical studies in high-demand fields that emphasize the higher-level academic and problem-solving skills needed in the workplace and in further education	Career Academy Pathways Project-Based Learning Collaborative Teacher Teams Technology Integration
Program of study: Require each student to complete an upgraded academic or career/technical area of concentration	Students' Five-Year Plan Career Academy Pathways Project-Based Learning (with focus on performance tasks and application of standards)
Teachers working together: Provide cross-disciplinary teams of teachers the time and support to work together to help students succeed in challenging academic and career/technical studies	Collaborative Teacher Teams Teachers as Advisors Academic Instructional Coach Experts
Students actively engaged: Engage students in academic and career/technical classrooms in rigorous and challenging proficient-level assignments using research-based instructional strategies and technology	Career Academy Pathways Project-Based Learning
Guidance: Involve students and their parents in a guidance and advisement system that develops	Teachers as Advisors

positive relationships and ensures completion of an accelerated program of student with an academic or career/technical concentration	Academic Instructional Coach Experts
Extra help: Provide a structured system of extra help to assist students in completing accelerated programs of study with high-level academic and career/technical content	Extended Learning Time Summer Bridge Program Reading Literacy Academic Instructional Coach Experts
Culture of continuous improvement: Use data continually to improve school culture, organization, management, curriculum, and instruction to enhance student achievement and learning	Extended Learning Time Summer Bridge Program Reading Literacy Academic Instructional Coach Experts

Resource:
Southern Regional Education Board, "High Schools That Work." *SREB*. N.p., March 25, 2010. Web. 14 April 2010.

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.

Muscogee County School District's (MCSD) capacity:

- The Chief Academic Officer supports the identified transformation model and plans to attend various professional learning sessions with the Jordan High faculty.
- The MCSD Title I Department has a support staff which is available to support the implementation of the model.
- A Career Technical Agriculture Education (CTAE) Supervisor is assigned to Jordan High to implement and monitor the CTAE pathways.
- MCSD will apply for the state High Schools That Work Grant for FY12 through the CTAE Consolidated Application and participate in the required activities of the grant.
- A strong Career and Technical program supplemented through Carl D. Perkins and a variety of state grants already exists at Jordan High School
- The school has Title I grants that supplement the overall school-wide instructional program.
- Additional specifics for building capacity are noted in correlated sections.

Muscogee County School District's (MCSD) capacity for continuation of transformation model:

- The MCSD Title I Department has an identified staff member to assist Jordan High School.
- The MCSD Secondary Education Department has two Instructional Specialists who assist with monitoring Georgia Performance Standards and Standards-Based Classrooms and locating instructional resources available in the District.
- The MCSD CTAE Department has an assigned CTAE Supervisor for Jordan.
- The MCSD Professional Learning Department supports all teachers through various District offerings: workshops, Best Practices Institute, New Teacher Orientation, and New Ideas Fair.
- The MCSD Division of Information Services (Technology) provides support through Instructional Technology Specialist and Technical Specialists.
- The three years of on-site technical support assists the Jordan faculty with building the technical skills needed to continue maximum student use of the technology and the integration into the curricula.
- Through the rigorous three-year plan for professional learning, Jordan's faculty obtains the knowledge needed to continue the *High Schools that Work* instructional strategies and design elements.
- Jordan's School Improvement Specialist and Academic Coach(es) will continue to monitor and evaluate instructional design and classroom performance.
- MCSD continues the review process of Jordan's School Improvement Plan.
- MCSD continues to hold the faculty and staff accountable through GAPSS Analysis Team visits.
- Additional specifics for building capacity are noted in correlated sections.

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 Muscogee County School District is applying for each Tier I school: Jordan Vocational High School and W. H. Jordan High School.

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

The Muscogee County School District selected the Transformation Model for both Jordan Vocational High School and W. H. Jordan High School. Details are provided in attachment 2d.

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

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

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

8. The LEA must describe and provide evidence of how it has consulted with relevant stakeholders (e.g., parents, community representatives, business and industry leaders, school staff, school council members, students, higher education leaders, etc.) regarding the LEA's application and plans for implementation of school improvement models in its Tier I and Tier II schools.

Meetings were held with the Jordan's Leadership Team, department chairpersons, and Advisory Committee to discuss the SI Grant proposal. Agendas, minutes, and sign in sheets for the Leadership Team meetings are attached. Minutes of the meeting with department chairpersons are attached. The Family Services Coordinator met with the principal and the State Director for Jordan to discuss how the SI Grant proposal could benefit parents and students. As a result of the discussions from this meeting, a recommendation to add evening adult education classes for Jordan's parents has been included. MCSD Advisory Committee members provided input on how they thought the transformation would be successful at Jordan. The advisory committee

minutes are attached.

The school's Leadership Team, facilitated by the principal, reviewed and analyzed the school's data to determine the school's strengths and needs. The Leadership Team identified successful instructional strategies to include in the design of this proposal such as co-teaching, reading strategies, and extra mathematics skill development for the students. A group of teachers suggested that a committee begin summer 2010 to address what skills to cover the first month of the new school year. A brainstorming session provided a list of intervention strategies and resources to ensure improvement in student achievement. This list was utilized in the design and development of the transformational model.

Jordan's Department Chairpersons met and discussed the plan as it was originally designed after input from the leadership team and teachers. The Chairpersons made the following suggestions:

- moving the extra instructional time to mid-day instead of adding this time on to the end of the school day;
- advising and career planning are needed in order to put students on a pathway;
- requiring 8th grade students who fail the CRCT and are not retained to attend the Summer Bridge Program before attending Jordan;
- eliminating or suspending some of the athletics in order to concentrate more on academics and
- requiring all 9th graders to pass a computer applications class.

In the original design, a software program Fast Forward was suggested for developing comprehension. The Leadership Team and Department Chairpersons asked that this program be eliminated. They were also concerned that there would be limited expertise using the new technology to impact instruction. This concern led to including an on-site technology consultant.

Suggestions were collected from the Family Services Coordinator, parents, students, Advisory Members and Partners in Education. The Family Services Coordinator has worked diligently this year with Jordan's parents and students. The Coordinator suggested adding some technology-based classes in the evenings for Jordan's parents. The Advisory Committee members would like to see more student involvement in work-based learning activities and field trips to industry. Students thought the advisement and 5-year career plan was something they would like to see. Annually, each school designs a School Improvement Plan based on school data. The information from the School Improvement Plan was also used in the design of the model.

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

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

c. Support school improvement strategies, at the school or LEA level, for each Tier III school identified in the LEA's application.

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

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

The LEA must assure that it will:

(1) Use its School Improvement Grant to implement fully and effectively an intervention in Tier I and Tier II school that the LEA commits to serve consistent with final requirements.

(2) Establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.

(3) If the LEA implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.

(4) Report to the SEA the school-level data required under section III of the final requirements.

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

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

☒ Extending the period of availability of school improvement funds.

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

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

☐ Implementing a school-wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

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

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Transformation Model **LEA Application 2010** **Attachment 2d**

Part II

LEA Name: Muscogee County School District

School Name: Jordan Vocational High School

The LEA must:

A1. Replace the principal who led the school prior to commencement of the transformation model.	
Actions:	Timeline:
The principal of Jordan Vocational High School will not be replaced. Mr. Ricky Stone, principal, was assigned to Jordan in 2007. According to the transformation model requirements, Mr. Stone may remain at the school. Under Mr. Stone's leadership, Jordan's student achievement on the GHSGT has increased in English/language arts and mathematics. Percentages in ELA for the All Students subgroup increased from 83% in 2007-2008 to 87.6% in 2008-2009. Percentages in mathematics for the All Students subgroup increased from 63.3% in 2007-2008 to 67.1% in 2008-2009. The graduation rate increased from 55.5% in 2007-2008 to 65% in 2008-2009. Part of the increases shown above can be attributed to the emphasis Mr. Stone has placed on co-teaching of Students with Disabilities within the regular education classroom setting. The Students with Disabilities population increased on the GHSGT in ELA from 26.1% in 2007-2008 to 41.7% in 2008-2009. While the school does not have an SWD subgroup for AYP purposes, Jordan's overall student population includes approximately 25% SWD. To improve the instructional program and the educational environment, Mr. Stone hired a School Improvement Specialist in 2008-2009, an Academic Coach in 2009-2010, and a Family Services Coordinator in 2009-2010. The School Improvement Specialist and Academic Coach assist the GaDOE State Director for School Improvement with implementing standards-based classrooms in all classes and involving every teacher in job-embedded professional learning. The Family Services Coordinator assists with	April – May 2010

building positive relationships among the school, home, and community. Mr. Stone used the school's Title I funding to supplement the local budget in purchasing additional classroom technology such as Interactive Whiteboards, projectors, document cameras, portable laptops, graphing calculators, and student response devices. He encourages the use of technology within the standards-based classrooms.	
The Director of Secondary Education will assign the number of administrative units, teacher units, and support units to the school.	April – June 2010 April – June 2011 April – June 2012 April – June 2013
The Principal will interview and recommend administrative personnel, teachers, and support staff for any vacancies at Jordan Vocational High School.	July 2010 to June 2013
The Principal will use the approved evaluation instrument identified in the grant to evaluate all staff and recommend appropriate actions based on the evaluations.	July 2010 to June 2013

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 **CL**assroom **A**nalysis of **S**tate **S**tandards **Teacher Evaluation System** (CLASS Keys) is to be used for the SI evaluation system. • The teachers and administrators will be trained on the instrument so that the implementation is equitable and transparent. • Job-embedded professional learning will be provided by informal observations and feedback through the use of the CLASS Keys checklist by peers and Academic Instructional Coach Experts (AICE). The informal results will assist the teachers in identifying specific strengths and needs before the formal assessments in Year 2 and Year 3. • District support personnel attend training with Jordan faculty: School Improvement Grant Administrator,	**Year 1: 2010 - 2011** **Class Keys** ▪ June, 2010 professional learning on the CLASS Keys evaluation system ▪ August-May: teacher evaluation based on present system ▪ August – November, 2010 ▪ informal peer observations and feedback using Class Keys checklist, informal observations and feedback by AICEs using Class Keys

Chief Academic Officer, Director of Secondary Education, Director of Career Technical and Agriculture Education, Chief Human Resources Officer, Director of Human Resources and other Division of Academic personnel. • The Class Keys have been identified by GaDOE as a rigorous, standards-based classroom evaluation system which: o Takes into account data on student growth. o Includes multiple observation-based assessments of performance. o Includes on-going collections of professional practice. (Teacher evaluation during the first year is conducted by the current system.)	checklist ▪ December, 2010- May, 2011 ▪ informal observations and feedback by AICEs using Class Keys checklist **Year 2: 2011 - 2012** <u>Formal implementation of CLASS Keys</u> <u>1st observation:</u> ▪ August – November 2011 ▪ formal implementation of Class Keys by administrators using Class Keys checklist ▪ August – November 2011 ▪ additional training for identified teachers and new teachers <u>2nd observation:</u> ▪ December – February 2012 <u>3rd observation:</u> ▪ March – May 2012 formal implementation of Class Keys by administrators using Class Keys checklist **Year 3: 2012 - 2013** <u>1st observation:</u> ▪ August – November 2012 ▪ formal implementation of Class Keys by administrators using Class Keys checklist ▪ Keys by administrators using Class Keys checklist ▪ August – November 2012 ▪ additional training for identified teachers and new teachers <u>2nd observation:</u> ▪ December – February 2013 ▪ formal implementation of Class Keys by administrators using Class

	Keys checklist 3rd observation: ▪ March – May 2013 formal implementation of Class Keys by administrators using Class Keys checklist **Years following the grant:** ▪ additional training for identified teachers and new teachers are provided in June- Aug. 1st observation: ▪ August – November 2012 2nd observation: ▪ December – February, 2013 3rd observation: March - May 2013
The GaDOE Leadership Performance Appraisal System (Leader Keys) is to be used for the administration evaluation system. Leader Keys serve as both a formative and summative instrument to identify a leader's level of performance on specific standards. The Georgia Department of Education encourages the use of the process at the district and school levels to assess leadership performance and facilitate the professional growth that occurs as leaders engage in continuous improvement. • Administrators are to be trained on the instrument so that the implementation is equitable and transparent. • District personnel use the instrument to evaluate the principal. The principal uses the instrument to evaluate the assistant principals. (Administrator evaluation during the first year is conducted by the current system.) (Additional information for CLASS Keys and Leader Keys is provided in section A4)	**Year 1: 2010 - 2011** **Leader Keys** ▪ July-Aug., 2010 -professional learning on the evaluation system ▪ Sept.-April: administrator evaluation based on present system **Year 2:** 2011-2012 ▪ formal implementation ▪ additional training if needed ▪ Aug.-Oct. pre-eval. with Checklist ▪ Nov. – Feb. mid-eval. with Checklist ▪ March- May final eval with checklist **Year 3:** 2012-2013 ▪ formal implementation ▪ additional training ▪ Aug.-Oct. pre-eval. with

	Checklist ▪ Nov. – Feb. mid-eval. with Checklist ▪ March- May final eval with checklist (Timeline/actions are based on the LK Field Study process and may be revised when fall LK trainings are scheduled)

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.	
Rewards for Performance: Teachers, administrators and staff members will receive monetary rewards based on the achievement of the students. This reward will be used to launch the newly identified and implemented model and will only be offered during the grant period from Year 1-Year 3. The first reward will be based on data from June 2010 compared to June 2011, the second reward will be based on growth from June 2011 through June 2012 and the last reward will be based on results from 2012 to June 2013. No monetary rewards will be identified for years occurring after the SI Grant. • Each year the <u>number</u> of first-time test takers passing all components of the <u>GHSGT</u> increases by 5%, rewards of $1000.00 will be presented to all (or none of) Jordan High teachers and administrators. Rewards of $500 will be presented to full-time and $250 will be presented to part-time support staff through the SI Grant. Support staff includes the Family Services Coordinator, paraprofessionals, clinic workers, custodians, secretaries and clerks, school nutrition workers, and the on-site maintenance employee. • Each year the graduation rate increases by 5%, rewards of $1,000 will be presented to all certified staff members. **Removal:** • The Georgia Evaluation System, *Classroom Analysis of State Standards*, is to be used to <u>identify teachers</u> who have not improved their professional	Timeline: **Year 1:** June 2011 award based on 2010-2011 data **Year 2:** June 2012 award based on 2011-2012 data **Year 3:** June 2013 award based on 2012-2013 data **Year 1:** present process continues during the training phase of the CLASS

practice. Teachers who have not been rated as satisfactory will be considered for removal from the new implemented model. Year 1 is used as the implementation period with informal evaluations and feedback. Year 2 is the first year of formal implementation. • The Georgia Evaluation System, *Leader Keys*, is to be used to identify administrators who have not improved their professional practice. Administrators who have not been rated as satisfactory will be considered for removal from the newly implemented model. BUILDING CAPACITY: The intensive Year 1 training provides the foundation for implementation in Year 2. The ACIEs and peer observations in Year 1 ensure teachers and administrators are prepared for the formal implementation in the following years.	Keys and Leader Keys **Year 2:** June 2012 based on 2011-2012 data **Year 3:** June 2013 based on 2012-2013 data

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.

A4: Overview – Job-embedded Professional Learning:

The selected professional learning topics are correlated to the identified student needs of Jordan Vocational High School. Job-embedded learning, also known as on-the-job learning, is to occur while teachers and administrators engage in their daily work. While most of these identified professional learning opportunities are to be on-the-job experiences, some begin by immersing the faculty in content prior to the follow-up job-embedded components.

To ensure the success of the transformation model, a heavy emphasis is placed on professional learning during Year 1. Some of the components of the transformation model will be implemented in Year 1. During Year 1, teachers will participate in training to design core courses. Training will be provided for the remaining components during Year 1 with full implementation in Year 2.

BUILDING CAPACITY: Job-embedded professional learning provides the training needed to establish knowledgeable teacher mentors at Jordan High School for continued successful implementation into the instructional design and classroom use. With depth through on-site mentors, new Jordan teachers will have the needed support to become full functioning team members. Peer-to-peer sharing sessions, Focus Walks and professional learning communities provide support for continued professional learning.

Job-Embedded Components of Jordan SI Grant professional learning opportunities:

- Transition strategies from professional learning content to the classroom
- Classroom Observations by peers and administrators
  - Checklists and Focus Walks
  - Feedback to classroom teacher by peers, Academic Instructional Coach Experts (AICE), SI Grant Administrator, and other identified District personnel
  - Correlation of finding to Georgia CLASS Keys (SI Grant Teacher Evaluation Tool)
- Peer-to-peer sharing sessions and coaching
- Classroom Observations by professional learning instructors and/or District Team Members.
  - Checklists and Focus Walks
  - Feedback to classroom teacher
  - Correlation of finding to Georgia Classroom Keys (SI Grant Teacher Evaluation Tool)

Timeline Overview for Professional Learning Opportunities:

- The timeline indicates the details for providing research-based strategies to support the classroom teachers as they modify instruction to meet the identified needs of the students.
- The focus for the SI Grant Year 1 is the implementation of the selected transformation model, reading literacy, teachers as advisors, the Standards-Based Classroom and the Georgia Class Keys (teacher evaluation tool).
- Year 2 and Year 3 of the SI Grant provide follow-up sessions for the topics introduced in Year 1 along with additional topics: instructional strategies for economically disadvantaged, data analysis, differentiated instruction and on-site professional learning communities to further increase knowledge of research-based strategies.

Data Sources Correlated to Identified Needs for Job-Embedded Professional Learning:

Professional Learning recommendations from the GADOE 2008 GAPSS Team:

- Develop and implement a long-range plan;
- Provide focused professional learning for: differentiation, flexible grouping, co-teaching, higher order thinking, use of technology;
- Utilize professional learning communities and
- Train all staff members in analysis of data.

Southern Regional Education Board (SREB)

SREB through High Schools That Work (HSTW) provides guidance for districts and schools in those states that are members of the SREB Consortium. Georgia is a member of the Consortium, and SREB will be the support system for the transformation. The staff and faculty of Jordan Vocational High School will receive ongoing professional learning from HSTW in addition to state and district professional learning.

HSTW consultants will help the school identify strengths and weaknesses, develop key practices, and help teachers plan for academic and technical integration of coursework through authentic projects. The consultants' fees are not included in the membership fees. Additional workshops

developed by the LEA will help teachers understand how to integrate academic and technical coursework. Common planning time and cross-discipline communication will be implemented, where possible, to support this integration.

The Key Practices for High Schools That Work correlate to the identified needs of Jordan's students.

- **High expectations**: Motivate more students to meet higher standards by integrating high expectations into classroom practices and providing frequent feedback.
- **Program of study**: Require each student to complete an upgraded academic core and a concentration.
- **Academic studies**: Teach more students the essential concepts of the college-preparatory curriculum by encouraging them to apply academic content and skills to real-world problems and projects.
- **Career/technical studies**: Provide more students access to intellectually challenging career/technical studies in high-demand fields that emphasize the higher-level academic and problem-solving skills needed in the workplace and in further education.
- **Teachers working together**: Provide cross-disciplinary teams of teachers' time and support to work together to help students succeed in challenging academic and career/technical studies.
- **Students actively engaged**: Engage students in academic and career/technical classrooms in rigorous and challenging proficient-level assignments using research-based instructional strategies and technology.
- **Guidance**: Involve students and their parents in a guidance and advisement system that develops positive relationships and ensures completion of an accelerated program of study with an academic or career/technical concentration.
- **Extra help**: Provide a structured system of extra help to assist students in completing accelerated programs of study with high-level academic and technical content.
- **Culture of continuous improvement**: Use data continually to improve school culture, organization, management, curriculum and instruction to advance student learning.

Jordan's faculty will receive intensive training during Year 1. HSTW will be implemented in Year 2. Follow-up sessions are scheduled in Year 2 and 3 with full implementation, monitoring, and evaluations components to ensure complete integration of strategies into the curricula.

BUILDING CAPACITY: The intensive three-year training provides on-site experts to support the continued integration of project-based learning throughout instructional design after the three-year grant period. In the years following the SI Grant, the Leadership Team and Department Chairpersons monitor the creation and implementation of Project-Based Learning units. Teachers continue to have access to the created Project-Based Learning materials through the MCSD Rubicon Atlas online software.

Community and Economically Disadvantaged Population: Ruby Payne, <u>Framework for Understanding Poverty</u>

Jordan serves a population comprised of low economic communities of Columbus, Georgia. Subgroups included for Jordan's Adequate Yearly Progress (AYP) indicate that the economically disadvantaged students do not meet the identified mathematics standards. Ruby Payne's research

on children of poverty will provide teachers further insight to their students. Knowledge acquired from this professional learning will assist the school in modifying academic, instructional and disciplinary polices to reflect student needs.

Jordan has received some professional learning involving Ruby Payne in the past, but the professional learning was limited. The Framework for Understanding Poverty will be implemented Year 2. Year 2 will include teacher feedback from classroom observations from October to May. This model is correlated to the findings of the Georgia Assessment of Performance on School Standards (GAPSS) Analysis for Jordan in 2008. Year 3 will provide follow-up training sessions and classroom observations through the use of checklists. Feedback from the observations will provide teachers with verification and/or implementation needs. Examples of instructional components which will be observed are mental models, vocabulary word walls with visual sketches, posted student work demonstrating authentic, relevant application of knowledge and student resources.

BUILDING CAPACITY:

A. The training plan during the SI Grant period provides in-depth teacher knowledge and builds a solid faculty foundation. This provides on-site assistances to new teachers as needed during the years following the grant period.
B. The MCSD Professional Learning Department provides continued support and training sessions as needs are identified.

Data Sources Correlated to Identified Needs for Community and Economically Disadvantaged Population:

- The economically disadvantaged subgroup at Jordan is at or above 75% of the school's population.

Career Pathways

The majority of the career programs in the Academy at Jordan will be based on the national occupational clusters. Pathways within these clusters have been established by GaDOE Career and Technical Education. Students completing a pathway successfully may elect to take the end of pathway test if available for a nationally recognized credential. Other pathways include Fine Arts and Liberal Arts. Professional learning with an emphasis on the importance of career pathways, nontraditional education, and career planning will be provided to Guidance Counselors and then to the faculty. Teachers will be encouraged to complete the national certification training for Career Pathways which is offered through the CTAE Resource Network sponsored by GaDOE CTAE. The GaDOE CTAE Program Specialist for Guidance will provide needed input in this professional learning.

Reading and Literacy Content *Active Literacy* Instruction, *READ 180* and *Fast ForWord*

Student reading needs are identified as a major concern at Jordan Vocational High School. Teachers have long believed that reading levels of incoming 9th graders hinder students' high school successes. Data from CRCT, GHSGT, EOCT, PSAT, SAT, and ACT show that Jordan's students demonstrate an ongoing need for reading and literacy support. HSTW provides support

on improving reading through school-wide emphasis on essential reading skills with a focus on summarizing, paraphrasing, predicting, categorizing and inferring. This professional learning will help teachers understand the importance of strengthening technical and academic vocabulary for all students.

Content *Active Literacy* Instruction (CALI) is an innovative program unique to Muscogee County. It emphasizes literacy in all subject areas. CALI is a professional development plan which was developed by the Title I Department to provide training to teachers on how to embed literacy strategies in all content areas that will help students to learn more deeply across all disciplines. CALI will be fully implemented at Jordan.

All teachers are teachers of reading and should seek to improve the reading skills of their students. To address the needs of the students as they enter high school, teachers embrace strategies which support the teaching of reading throughout the disciplines. All teachers will continue to be included in professional learning opportunities to improve reading through *Active Literacy Across the Curriculum* by Heidi Hayes Jacobs and other instructional reading strategies during Years 1, 2 and 3.

To support increased achievement in reading, two software programs are identified to assist in the individualized instruction to meet the specific needs of the students. Identified students will be evaluated in a reading skills course. Teachers are identified to receive training on the software and provide student instruction in the use of the programs. The programs are offered during the Extended Day 45 minute period and during the Summer Bridge Program.

Read 180 and *Fast ForWord* will be used to support increased achievement in reading. These programs will assist in individualized instruction and help meet the specific needs of identified students. Teachers will be identified to receive training on the software program and to provide student instruction in the use of this program.

READ 180: During Year 1, all identified teachers receive training. During Year 2 and 3, teachers who are new to the school and teachers requesting further assistance will receive training as needed.

Fast ForWord: This software is implemented in Year 2. Selected teachers are identified for training. This program will be offered to a limited number of students.

BUILDING CAPACITY: The three-year training plan provides in-depth teacher knowledge and builds a solid faculty foundation. All teachers continue with learned strategies which address reading standards integrated into their content standards. Identified mentor teachers provide on-site assistances to new teachers as needed during the years following the grant period. Department Chairs continue to make reports on the progress of all teachers are reading teachers.

Data Sources Correlated to Identified Needs for Reading and Literacy:

- Incoming 9th grade students demonstrate minimal passing reading scores on the

CRCT.
- GHSWT and the English portion of the GHSGT indicate that students' writing and grammar skills are not improving.
- EOCT results for 9th Grade Literature and American Literature show only slight improvement.
- SAT Critical Reading scores for Jordan fall below the state averages.
- ACT reading scores for Jordan fall below the state averages.

Technology Integration

Through the *High Schools That Work* model, smart use of technology supports the innovative approaches to instruction and culture to prepare students for the 21st Century global economy. When all classrooms have additional technology equipment in place, teachers and students must have the skills to support the technology integration into the curricula. Jordan will purchase computers, projectors, document cameras, laptops, mobile carts for laptops, student response devices, Compass Learning, *Read 180*, and *Fast ForWord* software to support individualized instruction and increased achievement in reading and mathematics, and career center software for identifying aptitude and career choices. To ensure the purchased technology enhances each teacher's classroom instruction, a full-time on-site technical support consultant will be hired to help teachers integrate technology throughout the standards-based classroom setting. The consultant will provide instructional technology support to teachers and help maintain the operation of the technical equipment. This technology support provides a safety net for teachers as they implement technology tools into the curricula. To further support the transformation model, additional training may be provided through the Muscogee County Division of Information Services and Regional Educational Service Agency/Educational Technology Training Center from Ellaville, Georgia.

BUILDING CAPACITY: The three-year training plan provides in-depth teacher knowledge and builds a solid faculty foundation. This provides on-site assistances to new teachers as needed during the years following the grant period. Technical training may be provided in following years by District Instructional Technology Specialists or by the Regional Educational Technology Specialists (ETTC) by the ETTC located in Ellaville, Georgia.

Data Sources Correlated to Identified Needs for Technology Integration:
- GaDOE 2008 GAPSS Classroom Observations indicate only 19% of the observed classrooms effectively integrate technology into instruction.
- GaDOE 2008 GAPSS Classroom Observations indicate only 10% of students in the observed classrooms effectively use technology during the class period.

Professional Content Knowledge Enhancement

Teachers will be afforded the opportunity to enhance their teaching content knowledge through face-to-face or online course enrollment at a technical college or university. Tuitions are to be funded through the School Improvement grant. The maximum allowed per course tuition is $700. Teachers will be allotted a maximum of one course per semester per teacher. This ensures that all teachers may take advantage of the program and encourages all teachers to enhance content knowledge. Providing funding for a maximum of six courses per teacher during the Year

1, 2 and 3 of the grant period encourages teachers to complete additional degrees with concentrated efforts toward their content area and not simple meeting recertification requirements or seeking administrative courses which do not immediately impact classroom instruction.

BUILDING CAPACITY: Though the course tuitions are not supported after the grant period, the Columbus Regional Mathematics Collaborative (Math Collaborative) and the Regional Education Services Agency (RESA) provide mathematics content instruction to the MCSD teachers. MCSD and the Math Collaborative work together each year to provide complementary content training opportunities for mathematics teachers.

Thinking Maps

The research shows that low performing students are more successful when a variety of classroom methods of delivering the curricula is used. *Thinking Maps, A Language for Learning*, is one method of providing a visual for students to express their ideas, develop critical thinking, and organize and analyze content information. The teachers at Jordan have received limited training on *Thinking Maps*. Teachers will be required to use *Thinking Maps* in all courses to differentiate and enhance instruction. Opportunities for additional professional learning and support with *Thinking Maps* will be offered.

Teachers-as-Advisors

To assist students in becoming responsible decision makers, teachers and guidance counselors will be trained in the Teachers-as-Advisors model. This is a requirement for HSTW. A critical component for the success of the implementation of this transformation model and Jordan's students is that a 5-year career plan be developed for all students entering ninth grade. This system will focus on helping parents and students make key decisions on careers and post-secondary opportunities.

Activities through this system will ensure that all students are learning the habits of success, developing career goals, researching high wage, high skill employment opportunities, and developing good work ethics. Professional learning is needed to train teachers how to guide students through their decision making. Professional learning will be developed using the research and materials from the GaDOE, Career and Technical Guidance Specialist which will incorporate the GA College 411 system and the Peach State Pathways.

Teachers will be trained during the first semester of Year 1, with follow-up sessions during the first semester of Year 2 and Year 3. The program will be implemented during the second semester of Year 1. This delay in implementation will ensure that teachers are prepared to serve as advisors and will still provide enough time for students to develop a 5-year plan. See the data sources below.

A detailed Teachers As Advisors curriculum map is designed and created during the first year with modification to the plan made in Years 2 and 3 of the grant. This curriculum map and instructional design provides the needed information and materials to continue the program for the years following the grant period. All Jordan staff members have access to the materials and

curriculum map in the MCSD Rubicon Atlas online software portal.

BUILDING CAPACITY:
A. The three-year training plan provides in-depth teacher knowledge and builds a solid faculty foundation. This provides on-site assistances to new teachers as needed during the years following the grant period.
B. During the first year of the grant, extensive unit designs are created to provide detailed timelines, instructional plans and student materials for the Teachers As Advisors Program. Teachers have access to the materials and curriculum map in the MCSD Rubicon Atlas online software portal.

Data Sources Correlated to Identified Needs for Teachers as Advisors:

School Culture recommendations from the GaDOE 2008 GAPSS Team:

- Develop procedures to celebrate and acknowledge accomplishments of faculty and staff;
- Address the lack of focus on academic, social, and emotional growth of the staff and students and
- Jordan's Graduation Rate has increased over the past three years, but is still only at 65 %.

Standards-Based Classrooms

Maintaining the Standards-Based Classroom to support the Georgia Performance Standards will be sustained through on-site Teacher Leaders, Grade Level Discussions and peer observations. GaDOE consultants will be utilized to support those teachers who have not yet established a Standards-Based Classroom. These classrooms will be identified through the administrative and peer observations. This initiative is not new to the faculty, but different levels of understanding and implementation are evident throughout Jordan's classrooms. Continued focus will be placed on establishing and/or maintaining Standards-Based Classrooms. See the data sources below.

BUILDING CAPACITY:
A. The three-year training plan provides in-depth teacher knowledge and builds a solid faculty foundation. This provides on-site assistances to new teachers as needed during the years following the grant period.
B. The MCSD also provides training and support through the Professional Learning and Secondary Education Departments.

Data Sources Correlated to Identified Needs for Standards-Based Classrooms:

GaDOE 2008 GAPSS Classroom Observations indicate:

- Only 29% of observed classrooms sequence instruction in predictable logical ways.
- Only 45% of observed classrooms begin lessons with a clearly defined opening.
- Only 46% of observed classrooms have a defined work period.
- Only 19% of instruction ends with summary activity that reinforces learning.
- Only 10% of observed classrooms differentiate instruction to meet student

readiness levels, learning profiles, and interests.

Georgia Classroom Analysis of School Standards (CLASS) Keys
The CLASS Keys instrument will used for the SIA Grant evaluation system. Teachers and administrators will be trained on the GaDOE Classroom Analysis of State Standards Teacher Evaluation System (CLASS Keys). This instrument addresses Curriculum and Planning, Assessment, Instruction, and Professionalism. A snapshot of the CLASS Keys is included in the Appendix of this proposal. Year 1 provides intense training followed by continued training in Year 2 and Year 3.

BUILDING CAPACITY: The Professional Learning Department of MCSD and the Title I Department provide continued support and training as needs are identified.

Georgia Leadership Performance Appraisal System (Leader Keys)
The GaDOE Leadership Performance Appraisal System (Leader Keys) is to be used for the administration evaluation system. ***Leader Keys*** serve as both a formative and summative instrument to identify a leader's level of performance on specific standards. The Georgia Department of Education encourages the use of the process at the district and school levels to assess leadership performance and facilitate the professional growth that occurs as leaders engage in continuous improvement.

Differentiated Instruction
Teachers will receive further training on the use of differentiated instruction to support Standards-based classrooms/instruction. Two days in Year 1 and Year 2 are devoted to teacher training sessions. These sessions are followed by classroom observations conducted by the Academic Instructional Coach Experts (AICE), administrators and peers.

BUILDING CAPACITY:

A. The three-year training plan provides in-depth teacher knowledge and builds a solid faculty foundation. This provides on-site assistances to new teachers as needed during the years following the grant period.
B. The MCSD Professional Learning Department provides continued support and training sessions as needs are identified.

Actions	**Timeline**
<u>CLASS Keys Evaluation System: Job-embedded Professional Learning</u> ▪ Ongoing professional learning sessions for teachers and administrators (4 days). ▪ Informal peer observations using CLASS Keys. ▪ Peer feedback from peer observations. ▪ Formal implementation of Class Keys will be conducted by administrators in Year 2 and Year 3. ▪ Budgets include training for new teachers in Year 2.	**Year 1:** **IN-SERVICE DATES** **Year 1: CLASS Keys** ▪ June 2010 professional learning on the CLASS Keys evaluation system ▪ August – November 2010 informal peer observations and feedback using CLASS

and Year 3. **Year 2 and Year 3** ▪ Provide training for new teachers. ▪ Provide follow-up sessions for all teachers. ▪ First period of formal implementation . BUILDING CAPACITY: CLASS Keys is continued in the years following the grant period. The MCSD Professional Learning Department and the Title I Department provide professional learning sessions for teachers identified with continued need and/or new teachers.	Keys checklist, informal observations and feedback by AICEs using CLASS Keys checklist ▪ December 2010- May 2011 informal observations and feedback by AICEs using CLASS Keys checklist **Year 2:** <u>Formal implementation of CLASS Keys</u> ▪ August – November 2011 additional training for identified teachers and new teachers **Year 3:** ▪ formal implementation of CLASS Keys ▪ August – November 2012 additional training for identified teachers and new teachers
<u>Leader Keys Evaluation System</u> The GaDOE Leadership Performance Appraisal System (Leader Keys) is to be used for the administration evaluation system. ***Leader Keys*** serve as both a formative and summative instrument to identify a leader's level of performance on specific standards. The Georgia Department of Education encourages the use of the process at the district and school levels to assess leadership performance and facilitate the professional growth that occurs as leaders engage in continuous improvement. ▪ Administrators are to be trained on the instrument so that the implementation is equitable and transparent. ▪ District personnel use the instrument to evaluate the principal. The principal uses the instrument to evaluate the assistant principals. BUILDING CAPACITY: Details for providing support	**Year 1: Leader Keys** ▪ June - Aug. 2010 - professional learning on the evaluation system ▪ Sept. 2010- April 2011: administrator evaluation based on present system **Year 2:** 2011-2012 ▪ formal implementation ▪ additional training if needed ▪ Aug.- Oct.: pre-eval. with Checklist ▪ Nov. – Feb.: mid-eval. with Checklist ▪ March- May: final eval with checklist **Year 3:** 2012-2013

during the years following the grant period are provided in the Professional Learning Overview section.	▪ formal implementation ▪ additional training ▪ Aug. - Oct.: pre-eval. with Checklist ▪ Nov. – Feb.: mid-eval. with Checklist ▪ March - May: final eval with checklist
Career Pathways Professional learning with an emphasis on the importance of career pathways, nontraditional education, and career planning with assistance from GaDOE CTAE Guidance Specialist. Teachers will be encouraged to job shadow in industry in order to better advise students on careers. **Years 1 - 3:** • 1 session on career pathways • Job shadowing in industry for teachers – 25% of faculty each year	**Year 1: 2010-2011** Workshop – September 2010 Teacher Job Shadowing: **Year 1**: August 2010 – June 2011 **Year 2:** August 2011 – June 2012 **Year 3:** August 2012 – June 2013
Thinking Maps: A Language for Learning **Year 2** ▪ On-site training with Thinking Maps consultant ▪ Follow-up training with Thinking Maps consultant ▪ Classroom Observations **Year 3** ▪ On-site training with Thinking Maps consultant ▪ Follow-up training with Thinking Maps consultant ▪ Classroom Observations	**Year 2** September 2011 – January 2012 **Year 3** September 2012 – January 2013
High Schools That Work **Year 1:** Workshop on understanding HSTW by GaDOE CTAE onsite at Jordan	**Year 1** November 2010

Review of expectations Project-Based Learning (PBL) • Define PBL • Identify Collaborative Teams • Create Project-Based Learning experiences for students **Workshop Examples** ▪ Integration of content through course pairings ▪ Design of core courses selected through Career Pathways ▪ Project-based learning ▪ **Training at Jordan** 4-day workshop (Summer 2011) (2PLUs) ▪ On-site consultant **Year 2 – 3:** Selected teachers and administrators attend the HSTW National Conference **Year 2:** ▪ Implement HSTW at Jordan ▪ Follow-up training: 4 days (2 PLUs) ▪ Classroom Observations, 4 days **Year 3:** ▪ HSTW Follow-up: 4 days ▪ Classroom Observations- 4 days	**Years 2 – 3** HSTW National Conference July 2011 and July 2012 **Year 2** August 2011 – June 2012 (4 days training) March - April 2012 (Observations) **Year 3** August 2012 – June 2013 (4 days (training) October 2012 - April 2013 (Observations)
<u>Ruby Payne's *A Framework for Understanding Poverty*</u> **Year 2**: This is the focus year for children of poverty workshops. Continued training is to be offered in Year 3. ▪ Workshops- 2 days ▪ Classroom observations by consultants – 2 days during the year **Year 3:** ▪ Workshop- 1 day ▪ Follow-up training ▪ Initial training for new teachers	**Year 2: 2011-2012** **IN-SERVICE DATES** <u>Workshops</u> March 2012: 2 days <u>Observation/Feedback</u> April 2012: 2 days **Year 3: 2012-2013** **IN-SERVICE DATES** <u>workshops</u> March 2013: 1 day

READ 180 (software program to improve reading) **Year 1:** Training is offered for teachers. ▪ Workshops – 2 days ▪ Follow-up sessions ▪ Classroom observations by consultants **READ 180 and Fast ForWord** (software program to improve reading) **Year 2**: Training is offered for new teachers and teachers identified as still in need for additional training ▪ Workshops – 2 days ▪ Follow-up sessions ▪ Classroom observations by consultants – 2 days during the year **Year 3:** Training is offered for new teachers and teachers identified as still in need for additional training ▪ Workshops – 2 days ▪ Follow-up sessions	**Year 1: 2010-2011** November 2010: 2 days (workshops) December 2010: 2 days (observations) **Year 2** November 2011: 2 days (workshops) December 2011: 2 days (observations) **Year 3** November 2012: 2 days (workshops) December 2012: 2 days (observations)
Heidi Hayes Jacobs, *Active Literacy Across the Curriculum*/Content *Active Literacy* Instruction **Year 1** ▪ Workshops – 2 days ▪ Follow-up sessions ▪ Classroom observations by consultant– 2 days during the year **Year 2:** ▪ Workshops – 2 days ▪ Follow-up sessions ▪ Classroom observations by consultant – 2 days during the year **Year 3:** Training is offered for new teachers and teachers identified as still in need for additional training ▪ Workshops – 2 days ▪ Follow-up sessions	**Year 1: 2010-2011** **IN-SERVICE DATES** Workshops November 2010 - January 2011 Observations/feedback February – March 2011: 2 days **Year 2: 2011-2012** **IN-SERVICE DATES** Workshops November 2011 – January 2012 Observations/feedback February – March 2012: 2 days **Year 3: 2012-2013** **IN-SERVICE DATES** Workshops November 2012 – January 2013

▪ Classroom observations by consultant – 2 days during the year	Observations/feedback February – March 2013: 2 days
Teachers as Advisors **Year 1** ▪ Workshops by consultant – 2 days onsite during the first semester. ▪ Prepare teachers during the first semester. ▪ Begin implementation of teachers as advisors during the second semester of Year 1. ▪ Classroom Observations and Teacher Feedback by consultant. ▪ Classroom observations by consultants and Academic Instructional Coach Experts (AICE) – 4 days during the year. **Year 2 and Year 3** ▪ Workshops – 2 days during the first semester ▪ Classroom observations by consultants and Academic Instructional Coach Experts (AICE) – 4 days during the year ▪ Classroom Observations and Teacher Feedback by consultant	**Year 1, Year 2, and Year 3 INSERVCE DATES** **Year 1:** August - October 2010 (2 dates) Observations between sessions: August – November 2010 **Year 2:** Workshops; August - October 2011: (2 dates) Observations between sessions: August – November 2011 **Year 3:** Workshops: August - October 2012: (2 dates) Observations between sessions: August – November 2012
Standards-Based Classrooms ▪ Teacher Led Discussions during required Leadership Team and Department Meetings ▪ Peer Observations and Teacher Feedback by Academic Instructional Coach Experts (AICE) and administrators ▪ Consultant training for a total of 2 days per teacher identified with the need (has not established a SBC) (with substitutes)	**Year 1:** October - November 2010 (Observations) May 2011: 2 days of training **Year 2:** October – November 2011 May 2012 **Year 3:** October – November 2012 May 2013
Data Analysis **Year 2:**	**Year 2:**

▪ Data drives and informs instructional design. ▪ Teachers will be trained to enhance their data analysis skills to support instructional modification to meet the individual needs of students. ▪ Consultants will lead teachers in the identification of data sources data analysis and the modification of instruction to meet the identified students' needs. Teachers are offered two days of training. **Year 3:** ▪ Teachers identified with continued data analysis needs will be offered two additional days of training. New teachers are included in these sessions.	**IN-SERVICE DATES** October – November 2011 **Year 3:** **IN-SERVICE DATES** October – November 2012
<u>Differentiated Instruction</u> ▪ In partnership with the data analysis training, teachers are to be trained in differentiated instruction. ▪ Two days of training are offered in both Year 2 and Year 3.	**Year 2:** February – March 2012 **Year 3:** February – March 2013

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.	
A5. Actions/Incentives: **Professional Content Knowledge Enhancement That Does Not Lead to a Degree:** • **Tuition:** Teachers will be afforded the opportunity to enhance their teaching content knowledge through one face-to-face or online course enrollment per year. The identified course must be correlated to Year 1-Year 3 SI Grant teaching assignment. Tuitions, during Year 1, Year 2 and Year 3 of the SI Grant, are to be funded through the SI grant and will not be awarded after the grant period. Teachers must apply for this financial assistance no later than the first day of the school year during the SI Grant period. Teachers will receive tuition reimbursement after courses are taken and grades are rendered in order to achieve and/or sustain HQ status in their respective teaching assignment areas. Teachers will not receive tuition reimbursement for courses used to obtain	Timeline: Applications due by: August 2010 – Year 1 August 2011 – Year 2 August 2012 – Year 3

advanced or additional degrees. • **Certification:** Teachers will be afforded the opportunity to obtain certifications related to the Year 1 - Year 3 SI Grant teaching assignments. This certification funding is **only** to assist teachers who are new to the District and/or education, through the funding of one course per year during the SI Grant period. • **Improvement Environment:** Through various support strategies the instructional and learning environments improve. With additional Academic Instructional Coach Experts and Technical Assistance on-site, teachers are provided assistance in the classroom as new or different instructional strategies are used. Providing an improved working environment addresses one of the concerns identified by teachers. **Embedded Professional Learning:** o Teaching schedules will include daily time for planning and professional learning. o On-the-job learning is to occur while teachers and administrators engage in their daily work. This maximizes professional learning time and allows for timely feedback to teachers. o Peer-to-peer modeling and assessment builds support and validation for teachers' efforts. BUILDING CAPACITY: As teachers embrace the opportunity to improve their content knowledge through the provided tuition fees, they also create an environment with a content confident faculty. Not only does this provide content experts for the Jordan faculty, but it also provides the same expertise for MCSD.	June 2011 June 2012 June 2013

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: **DATA:** Standardized test score data details are located in Section B, Part C. Identified subgroups of Jordan are falling short of the GaDOE GHSGT Annual Yearly Progress Objectives (AMO): <u>English/Language Arts AMO:</u> 87.7% students met or exceeded the standards Jordan's GHSGT 2008-2009 results	Timeline: GHSGT 2008-2009

• 12.6% overall failure rate for the All Students subgroup • 13.2% of Black students did not meet standards • 10% of White students did not meet standards • 26.6% of Economically Disadvantaged students did not meet standards • 58.3% of SWD subgroup did not meet standards	results
Mathematics AMO: 74.9% students meet or exceeded the standards Jordan's GHSGT 2008-2009 results • 32.9% overall failure rate for the All Students subgroup • 43.5% of Black students did not meet standards • 18% of White students did not meet standards • 39.3% of Economically Disadvantaged students did not meet standards • 72.3% of SWD subgroup did not meet standards	GHSGT 2008-2009 results
GAPSS Analysis recommendations are located in Section B, part c. The instructional program is correlated to the GaDOE Team findings.	
INSTRUCTIONAL PROGRAM:	
Career Academies and High Schools That Work: Overview Career academies are a time-tested model for improving academic achievement readying students for both college and careers, and engaging the world outside of school in the work of reforming them. Research shows that students completing a career pathway are more likely to graduate high school and more likely to attend a post-secondary institution.	July 2010
The Career Academy at Jordan will provide rigorous, technical coursework through industry certified programs with end of pathway national credentials for students. Coursework will include dual and joint enrollment opportunities. All students will be encouraged to take a finance course and at least one unit of Spanish. Students will participate in Career and Technical student organizations, internships to include Executive Internships, job shadowing, and employer mentorship. All of the Career Academy programs will establish industry advisory committees and job shadowing opportunities for the entire faculty. All faculty members and administrators will be required to attend the industry advisory committee meetings.	
High Schools That Work: Overview The High Schools That Work assists schools and districts nationwide to develop innovative high schools. Schools fundamentally rethink the foundations of teaching and learning and how to empower students to become the creators, leaders, and producers of tomorrow. This framework guides instruction with relation to authentic	**Year 1** August 2010-June 2011

learning and assessment. This framework correlates closely to the identified needs of Jordan's students. The Key Practices for High Schools That Work correlate to the identified needs of Jordan's students. **High expectations**: Motivate more students to meet higher standards by integrating high expectations into classroom practices and providing frequent feedback. **Correlation to proposal**: ▪ Maximize Project-Based Learning ▪ Implement Teachers as Advisors ▪ Monitor Standards-Based Classrooms ▪ Increase rigor in the classroom instruction ▪ Provide training on economically disadvantaged students ▪ Hire Academic Instructional Coach Experts for each of the core areas to provide models of best practices, observe instruction and provide timely teacher feedback **Program of study**: Require each student to complete an upgraded academic core and a concentration. **Correlation to proposal**: ▪ Implement Teachers as Advisors where students must create a Five Year Plan ▪ Increase rigor in the classroom instruction ▪ Hire Academic Instructional Coach Experts for each of the core areas to provide models of best practices, observe instruction and provide timely teacher feedback ▪ Provide a Bridge Program during the summer months to support increased academic success (The Bridge Program is designed to address identified needs of students in a three week period prior to entering the 9th grade.) **Academic studies**: Teach more students the essential concepts of the college-preparatory curriculum by encouraging them to apply academic content and skills to real-world problems and projects. **Correlation to proposal**: ▪ Enhance Project-Based Learning in Career Pathways ▪ Monitor Standards-Based Classrooms ▪ Provide a Bridge Program during the summer months to support increased academic success **Career/technical studies**: Provide more students access to intellectually challenging career/technical studies in high-demand fields that emphasize the higher-level academic and problem-solving skills needed in the workplace and in further education.	**Years 2 – 3** HSTW National Conference July 2011 and July 2012 **Year 2** July 2011 – June 2012 (5 days Institute) March - April 2012 Observations **Year 3 –** July 2012 – June 2013: 4 days (Institute) October, 2012; March- April 2013 Observations Weekly-Advisory

Correlation to proposal:
- Enhance Project-Based Learning in Career Pathways
- Increase Career Academy enrollment

Teachers working together: Provide cross-disciplinary teams of teachers the time and support to work together to help students succeed in challenging academic and career/technical studies.

Correlation to proposal:
- Enhance Project-Based Learning in Career Pathways
- Implement Teachers as Advisors
- Monitor Standards-Based Classrooms
- Provide training during five in-service dates
- Hire Academic Instructional Coach Experts for each of the core areas to provide models of best practices, observe instruction and provide timely teacher feedback
- Schedule teacher planning that is conducive to grade-level and department (subject-level) professional learning communities

Students actively engaged: Engage students in academic and career/technical classrooms in rigorous and challenging proficient-level assignments using research-based instructional strategies and technology.

Correlation to proposal:
- Enhance Project-Based Learning in all classrooms
- Increase Career Academy enrollment
- Increase technology tools available to students and teachers

Guidance: Involve students and their parents in a guidance and advisement system that develops positive relationships and ensures completion of an accelerated program of study with an academic or career/technical concentration.

Correlation to proposal:
- Hire a consultant to council freshmen and meet their specific needs
- Implement Teachers as Advisors
- Provide a Family Services Coordinator
- Hold parent information training sessions

Extra help: Provide a structured system of extra help to assist students in completing accelerated programs of study with high-level academic and technical content.
Correlation to proposal:
- Implement Teachers as Advisors
- Provide a Family Services Coordinator
- Increase instruction time during the school week

Culture of continuous improvement: Use data continually to improve school culture, organization, management, curriculum and instruction to advance student learning.

Correlation to proposal:

- Monitor Standards-Based Classrooms and provide teacher feedback based on an established rubric
- Hire Academic Instructional Coach Experts for each of the core areas to provide models of best practices, observe instruction and provide timely teacher feedback
- Increase use of formative and summative assessments to modify instruction

Jordan's faculty is to receive intensive training for full implementation throughout the school. Follow-up sessions are scheduled in Year 2 and 3 with full implementation, monitoring and evaluations components to ensure complete integration of strategies into the curricula.

The focus of this transformation model is project-based learning. This research-based instructional strategy meets the needs of the ***GaDOE GAPSS Analysis Team Recommendations*** made for Jordan Vocational High School. This initiative is supported through job-embedded training, identified consultants, technology correlated to 21st Century Communications Skills and three to four Academic Instructional Coach Experts (AICE). Through project-based learning students develop strong communications skills, make meaningful connections to real world applications and enhance their technology skills to prepare them for success in the work place or post secondary education.

Through this network, Jordan is supported through the changes that occur in Year 1, Year 2 and Year 3.

Career Academies/HSTW: Aligned to Georgia Performance Standards

- Career Academies/HSTW- Project-based learning (PBL) for grades 9 through 12 is at the heart of the instructional approach. PBL uses technology and inquiry to engage students with issues and questions that are relevant to their lives. In High Schools That Work classrooms**, teachers design rigorous projects tied to state and district standards** and customize them to their location and the interests of students. Students then work in teams to acquire and apply knowledge and skills to solve problems.

Career Academies/HSTW: Vertical Alignment from 9th to 12th

- Collaboration among teachers ensures that students in grades 9-12 acquire not only subject-matter knowledge, but also the skills they need to thrive in college, career and life.
- Teachers model a team-based collaborative approach in grades 9-12. In addition to helping set school administration and policy, they have flexibility

to customize classrooms and projects to meet the needs of their students.

- Scheduling of teacher planning is conducive to grade-level and department (subject-level) professional learning communities.
- Advisory Program is established for grades 9-12. The sessions are scheduled once a week and are comprised of multi-grade level students.

RESEARCH:

"The American Recovery and Reinvestment Act : Teacher Effectiveness and Equitable Distribution." *National Comprehensive Center for Teacher Quality*. Web. 2 Mar 2010. <http://www.tqsource.org/arra/main.php>.

Brand, Betsy. "High School Career Academies: A 40-Year Proven Model for Improving College and Career Readiness." *National Career Academy Coalition*. November 2009.

"Events and News." *Partnership for 21st Century Skills*. October 2009. Web. 2 Mar 2010. <http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=780&Itemid=64>.

"Executive High School Internship Program." Web 23 Feb 2010. http://www.floydboe.net/District_Programs/ExeInternship.cfm

"High School Reform and Work: Facing Labor Market Realities." *Educational Testing Service*. June 2006

"High Schools That Work." Web. 1 Mar 2010. <http://www.doe.k12.ga.us/ci_cta.aspx?PageReq=CICTAHS

"High Schools That Work: An Enhanced Design to Get All Students to Standards." *Southern Regional Education Board.*

Kristin, Sunny. "National Conference of State Legislation." *NCSL*. July 2005. Web. 2 Mar 2010. <http://www.ncsl.org/IssuesResearch/Education/HighSchoolRedesignEffectiveHighSchoolReform/tabid/12948/Default.aspx>.

Macias, Tina. "Paths to Learning." Web 16 Feb 2010. http://www.theadvertiser.com/fdcp/?1266325419125

Quint, Janet. "Publications." *mdrc*. May 2006. Web. 2 Mar 2010. <http://www.mdrc.org/publications/428/overview.html>.

"Ready for Tomorrow: Six Proven Ideas to Graduate and Prepare More Students for College and 21st- Century Careers." *Southern Regional Education Board*. November 2009.

"Reading Strategies for Career Academies and Career Technical Education." The International Center for Leadership in Education. 2005. "Transformation High School: Lessons from Sacramento High." St. HOPE Public Schools. March 2008.	

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: **Formative and Interim Assessments:** Since formative assessments are considered part of the learning, they need not be graded as summative assessments (end-of-unit exams or quarterlies, for example). Rather, formative assessments should serve as practice for students, just like a meaningful homework assignment (Chappuis & Chappuis, 2007/2008). Formative Assessment should check for student progress, guide teacher decision making about future instruction, and provide immediate feedback to students as well as teachers. Formative assessments help us differentiate instruction and thus improve student achievement. The evidence shows that high quality formative assessment does have a powerful impact on student learning. Black and William report that studies of formative assessment show an effect size on standardized tests of between 0.4 and 0.7, which is larger than most known educational interventions. Formative assessment is particularly effective for students who have not done well in school, thus narrowing the gap between low and high achievers while raising overall achievement. http://www.fairtest.org/value-formative-assessment-pdf **Types of Assessment Strategies** There are a variety of quick ways to check for understanding and gather "evidence" of learning in your classroom. • **Summaries and Reflections (One Minute Papers-** Students stop and reflect, make sense of what they have heard or read, derive personal meaning from their learning experiences, and/or increase their metacognitive skills. These require that students use	Timeline: **Formative and Interim Assessments:** **Year 1**: August 2010- May 2011 Muscogee Accountability Plan (MAP) Test will be administered at the end of grading period for the first three grading periods. SALTs a) compile data after the administration of MAP tests, b) share and collaborate with teachers to analyze data, and c) identify resources for instructional strategies which may be needed for remediation between MAP for EOCT and the GaDOE EOCT. Teachers administer the STAR Math Test and STAR Reader Test at the beginning of the year and after the first semester. Teachers administer diagnostic tests throughout the Accelerated Math program to check students' progress. Teachers utilize the Georgia Online Assessment System (OAS) throughout the year to monitor student's progress.

content-specific language. One minute papers promote discussions and identify misconceptions. • **Lists, Charts, and Graphic Organizers**- Students will organize information, make connections, and note relationships through the use of various graphic organizers. • **Visual Representations of Information**- Students will use both words and pictures to make connections and increase memory, facilitating retrieval of information. This "dual coding" helps teachers address classroom diversity, preferences in learning style, and different ways of "knowing." • **Collaborative Activities**- Students have the opportunity to move and/or communicate with others as they develop and demonstrate their understanding of concepts. • **Exit Cards**- Exit Cards are index cards (or sticky notes) with student responses to a question or solution to a problem that students hand to the teacher, deposit in a box, or post on the door as they leave the classroom. It is important to conduct formative assessments so that teachers can scaffold learning to meet the needs of struggling students and challenge the advanced learners. According to Blake and William, research shows that high-quality formative assessment is relatively rare in classrooms, and that most teachers do not know well how to engage in such assessment. Muscogee County School District promotes the use of formative assessments through the ways listed below: • The Muscogee Accountability Plan (MAP) provides data analysis and structure for data-driven instruction. Previously the MAP has been limited to grades 1-8. In the second semester of 2008-2009, five (5) Muscogee County School District (MCSD) high schools piloted the established MAP model. Those five schools identified Student Assessment Lead Teachers (SALTs) who were responsible for coordinating the administration of the assessments, collecting results, analyzing the data and leading discussions to impact instruction. The SALTs led the teacher discussions at their schools to identify specific student needs and strategies to address those needs. Teachers then planned collaboratively to	Teachers take advantage of collaborative planning time, planning days, and utilize substitutes to secure planning time during the school day to analyze data. **Year 2**: August 2011- May 2012 MAP Test will be administered at the end of grading period for the first three grading periods. SALTs a) compile data after the administration of MAP tests, b) share and collaborate with teachers to analyze data, and c) identify resources for instructional strategies which may be needed for remediation between EOCT MAPs and the GaDOE EOCT. Teachers administer the STAR Math Test and STAR Reader Test at beginning of the year and after the first semester. Teachers administer diagnostic tests throughout the Accelerated Math program to check or student progress. Teachers utilize the GaOAS throughout the year to monitor student's progress. The OAS provides a database of questions based on the GPS. Teachers take advantage of collaborative planning time, planning days, and utilize substitutes to secure planning time during the school day to analyze data.

modify instruction and address the student needs identified by the latest data. • Student Assessment Lead Teachers **(**SALT**)** collaborate each year to: ○ Ensure the MAP for EOCT (benchmark assessment) correlates to the design of the Georgia Department of Education (GaDOE) EOCT ○ Correlate the MAP for EOCT test items to the specific Georgia Performance Standards ○ Develop a timeline for administering the MAP for EOCT to provide time for remediation prior to the GaDOE EOCT ○ Modify MAP Data Reports to meet the needs of high school instruction, ○ Modify MAP Learning Logs to meet the needs of high school instruction, and ○ Identify resources for instructional strategies which may be needed for remediation between MAP for EOCT and the GaDOE EOCT. • School sites utilize STAR Reader and STAR Math tests. • School sites utilize Accelerated Math Diagnostic Tests. • School sites utilize the GaOAS. • School sites collaborate to discuss data on planning days.	**Year 3**: August 2012- May 2013 MAP Tests will be administered at the end of the grading period for the first three grading periods. SALTs a) compile data after the administration of MAP tests, b) share and collaborate with teachers to analyze data, and c) identify resources for instructional strategies which may be needed for remediation between EOCT MAPs and the GaDOE EOCT. Teachers administer the STAR Math Test and STAR Reader Test at beginning of the year and after the first semester. Teachers administer diagnostic tests throughout the Accelerated Math program to check students' progress. Teachers utilize the GaOAS throughout the year to monitor students' progress. Teachers take advantage of collaborative planning time, planning days, and utilize substitutes to secure planning time during the school day to analyze data.
Summative Assessments: Summative assessments are cumulative evaluations used to measure student achievement after instruction and are generally given at the end of a course in order to determine whether long range learning goals have been met. High quality summative information can shape how teachers organize their curricula or what courses schools offer their	**Summative Assessments:** **Year 2:** **August 2010 - May 2011** SIP Reviews will be held during the first 9 weeks.

students. **http://www.learnnc.org/lp/pages/5233** Summative evaluations are used to determine if students have mastered specific strategies and to identify instructional areas that need improvement. Muscogee County School District promotes the use of summative assessments through the following ways: • All schools are required to participate in SIP Reviews with Central Office staff; • All schools are required to update their school profile at the end of each school year; • State-mandated assessments; • End of Course Tests (EOCT); • End of Pathway Tests; • GHSGT; • GHSWT; • SAT; • ACT; and • PSAT. While all the types of assessment strategies incorporated in the SI Grant proposal are currently in use at Jordan High School, teachers need and will receive additional training and feedback on the use of these assessment strategies to analyze data appropriately.	State-mandated assessments are determined by the state. EOCT are administered at the end of each semester. **Year 3:** **August 2012- May 2013** SIP Reviews will be held during the first 9 weeks. State-mandated assessments are determined by the state. EOCT are administered at the end of each semester.

A8. Establish schedules and strategies that provide increased learning time (as defined in this notice).	
Actions: **Strategies** Jordan's instructional day will use a modified block schedule that encourages project-based learning, laboratory experiences, and active, engaged learning. The schedule includes built-in advisory time one day per week and four days of extended student learning time for academic skill building and enrichment. The instructional day begins later to support the research on teenagers and sleep requirements. Research shows teenagers are more productive later in the morning. Currently, the instructional day for high school begins at 7:45 A.M.	Timeline: **Year 1**: August 2010 – May 2011 **Year 2**: August 2011 – May 2012 **Year 3**: August 2012 – May 2013

8:15	School Opens
8:25	Tardy Bell
8:25 – 9:55	1st Block
10:00 – 11:25	2nd Block
11:30 – 12:15	Extended Instruction (Mon. – Thurs.) Teachers As Advisors (Friday only)
12:20 – 2:20	3rd Block 30 Minute Lunch 1st Lunch- 12:20 - 12:50 2nd Lunch- 12:50 – 1:20 3rd Lunch- 1:20 – 1:50
2:25 – 4:00	4th Block/Day Ends

Extended Instructional Time

- The school will build in 45 minutes for skill development and enhancement Monday – Thursday.
- All teachers will participate in the skill development and enhancement.
- Academic Coaches will be responsible for getting the instruction designed for these sessions
- Teachers may choose to co-teach these sessions.

Advisement/Teachers as Advisors

- Student advisement one day per week on Friday
- Advisory: parents meet with teachers, counselors and students at least one time per year
- Consistent advisory curricula school-wide provided by Guidance Counselors
- Monthly teacher grade-level meetings
- All certified staff members will participate in advisement.

Summer Bridge Program: (3 weeks)

- 8th graders transitioning to 9th grade – career exploration in the technical programs (select from a list of programs)
- Reading and Mathematics enhancement
- Transitioning to high school
- No fees for students
- Teacher Supplements
- Required for students failing the 8th grade CRCT and approved for promotion

Year 2: June 2012
1 week – exploratory
1 week – reading and mathematics
1 week – high school transition

Year 3: June 2013
1 week – exploratory
1 week – reading and mathematics
1 week – high school transition

Summer Credit Recovery Program: (4 weeks) • Academic core content courses identified for recovery • Instructional delivery – online, project-based • No fees for students • Teacher Supplements	**Year 2: June 2011** **Year 3: June 2012**

A9. Provide ongoing mechanisms for family and community engagement.	
Actions: The role of the Family Services Coordinator (FSC) is to assure that parents and community members become active participants in student achievement. The FSC will collaborate with parents to help the school achieve its continuous improvement targets as well as short- and long-range goals. The FSC will assist the school staff in achieving and maintaining the fully operational level of standards within the *Student, Family, and Community Involvement* strand of the Georgia School Keys. The areas of responsibility within the *Student, Family, and Community Involvement* strand include the elements of communication, parenting skills, parents' role in assisting student learning, parents' sense of appreciation and comfort level at the school, parents as full partners, and community resources. The FSC has the responsibility to do the following: • Create a list of activities in which parents and community stakeholders can participate as volunteers; offer a variety of volunteer opportunities for parents designed to support student learning; and develop a process for maintaining documentation of volunteerism within the school. • Collaborate with school staff to establish a process that facilitates meaningful two-way communication between the school, parents, and community members designed to emphasize ways to support student achievement, provide positive feedback, and to address concerns related to student achievement. • Maintain a comprehensive file of communications with families and, when appropriate, record detailed notes summarizing interactions.	Timeline: **Year 2**: August 2011- May 2012 **Year 3**: August 2012 – May 2013

• Provide educational opportunities for building parent competency and capacity to meet identified needs which may include workshops on parenting styles and practices, expectations for student behavior, academic performance, and Georgia Performance Standards (GPS) tied to the specific age and developmental needs of the students. • Organize parenting resources in a space within the school provided for parenting. Manage the lending of resources for parents and assure that parents are able to use these resources effectively. • Assist the school team in creating a standards-based newsletter or other publication that focuses on student work and progress toward meeting the Georgia Performance Standards. • Establish and maintain on-going, cooperative partnerships with families and the community in order to support student learning and well being. • Work with school leaders in providing opportunities for parents to take more active roles in supporting the school improvement planning process. • Maintain an updated list of services and partnerships available to parents through the school and collaborate with families to help access community resources/services to strengthen school and families and to remove barriers to student learning. • Provide opportunities for parents to participate with their children in a variety of reading, writing, mathematics, and technology related educational activities designed to enrich student learning. • Develop a collaborative partnership with family-based agencies, partners in education, and local institutions of higher learning that builds family capacity through education. • Complete and submit all Title I parenting documentation by designated deadlines. • Update the Parent Involvement Policy and Home-School Compact at the beginning of each year and submit to Title I. The FSC position will be funded by the Title I ARRA budget for Year 1. The position will be funded by the SI Grant budget for Years 2 and 3 during which time the FSC will be an employee on assignment. Once the communication to the parents and community is established, the school will have	

the capacity to maintain communications.	
MCSD Parenting Coordinator (PC) supports the Student, Family and Community Involvement of the Georgia School Keys. The District PC coordinates workshops with the school-based FCS. This support continues to exist through the Title I funding.	Every 2nd Thursday: **Year 1:** August 2010- May 2011 **Year 2**: August 2011- May 2012 **Year 3**: August 2012 – May 2013
Adult Evening Classes • Classes offered 2 times per week at the school • Courses may be offered in: Basic Computer Skills, Parenting, Nutrition, Literacy, Student Study Habits, Completing Job Applications, Financial Aid and Scholarships, Student Testing, Tutoring • Jordan parents or staff – No course fees; other adults – Course fees • Teachers funded through SI Grant for the length of the grant	**Year 1:** August 2010- May 2011 **Year 2**: August 2011- May 2012 **Year 3**: August 2012 – May 2013

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: **Flexibility:** The principal will continue to have flexibility for budget, staffing, and other operational procedures for the school. The Leadership Team will continue to serve as the governing body of the school. This team serves as a site-based management team which helps to make decisions based on the successful operation of the school. The Guidance Department will be utilized to strengthen the procedures for advising students on career pathways and the importance of career choices and post secondary educational opportunities. • School administrative staff will work collaboratively with the Central Office Staff to plan and implement the transformation model. • The SI Grant Administrator (SIGA) provides guidance to Jordan's faculty and staff for meeting the established timeline throughout the grant period.	Timeline: Year 1 review - August 2010 Year 2 review - August 2011 Year 3 review - August 2012

• The SIGA communicates with the Chief Academic Officer to receive input and guidance for any suggested changes in the timeline made by Jordan's faculty and staff. • Faculty and staff review the timeline at the beginning of the school year. • The *Career Academy/HSTW* framework allows flexibility to meet specific identified needs of the school and system. • Teachers provide input to identify specific technology needs for course and grade-level. • Flexibility will be given to adjust the instructional calendar/time to meet the needs of students.	

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: Through implementation of the **Career Academy/HSTW** support will be provided by SREB for assessment, professional development plans, school improvement plans, student achievement, and improvement of instruction. HSTW consultants will be utilized at the site level for support and to provide the school with progress reports. The GaDOE CTAE Program Specialists will provide instructional resources and equipment support to all CTAE academy programs. Professional learning will continue to be offered through the Georgia CTAE Resource Network for integration of academic and CTAE disciplines, guidance, program specific content development, and work-based learning. **On-site Technology Support** During the SI Grant period, a Technology Specialist consultant is located on-site at Jordan Vocational High School. The duties of this Technology Specialist are limited to Jordan and include: • Installing any new hardware purchased through the SI Grant or by any other funding sources; • Providing small group, hands-on, technology hardware instruction to Jordan teachers; • Providing small group, hands-on, technology	Timeline: **<u>Planning</u>**: Year 1: July 2010 – May 2011 **<u>Implementation</u>**: Year 2: July 2011 – May 2012 Year 3: July 2012 – May 2013 July 2010 – identification of Technology Specialist for Jordan July 2010 – May 2013: on-site at Jordan October 2010 – establish Technology Lead Teachers, Cohort I

software/Web instruction to Jordan teachers; • Maintaining all technology hardware located at Jordan; • Building teachers' capacity by assisting in the classroom during instruction with the integration of technology tools with content curricula; • Maintaining the Jordan Web Site; • Establishing Technology Lead Teachers (building capacity for the future). The LEA will: • Provide personnel from the Division of Academics to serve on the school's leadership team • Support the school in identifying job-embedded professional learning that focuses on school improvement needs • provide instructional resources • provide instructional technology support BUILDING CAPACITY: With the three years of constant technology support provide to teachers, Lead Teachers are identified. The Technology Lead Teachers continue to mentor their peers after the SI Grant period.	October 2011 – establish Technology Lead Teachers, Cohort II October 2012 – establish Technology Lead Teachers, Cohort III

B. Conduct a rigorous review process to recruit, screen, and select an external provider to ensure quality.	
Actions: Do not complete this section. This item does not apply to the transformation model.	Timeline:
C. Align additional resources with the interventions.	
Actions: **RESOURCES** correlated to GaDOE **GAPSS FINDINGS OF 2008-2009 AND** CAREER ACADEMY/HSTW: **Organization:** Identify a School Improvement Grant Administrator on Assignment (SIGA). The SIGA oversees the implementation of the two MCSD Tier I Schools. The duties include collection of data and monitoring and evaluation of the implementation of the school reform models for Jordan High School and W. H. Spencer High School.	Timeline: June 2010: Advertise and interview for position July 2010: Superintendent recommends person for SIGA and Board approves

The SIGA will be selected from within the school district. At the end of the grant period (3 years), the administrator will be re-assigned to a permanent position in the school district. The purpose of the position is to build capacity for the two schools as they implement the reform models. After three years the two schools will have the capacity to continue the implementation of the reform models without the assistance of the SIGA.	July 2010: SIGA begins position
The SIGA will report to the Chief Academic Officer (CAO). The specific duties are listed below. ▪ Oversees all components of the implementation process for the School Improvement Grant ▪ Collaborates with the GaDOE State Director, Principals, and the Division of Academics ▪ Is a member of Jordan's and Spencer's School Leadership Teams ▪ Monitors and evaluates the progress of the program ▪ Provides continuous written reports to CAO ▪ Works closely with the Title I Director and the Director of Secondary Education. ▪ Provides continuous progress of the School Reform Models to MCSD Communication Officer. ▪ Organizes professional learning sessions and/or collaborates with the school improvement specialists ▪ Conducts Focus Walks and provides teacher feedback ▪ Serves as primary liaison among staff, parents, students and other organizations ▪ Solves problems independently based on advanced knowledge of school operations and school policies and procedures ▪ Monitors budgets for SI Grant implementation ▪ Conducts extensive research and analyzes data ▪ Provide guidance and support to instructional coaches	**Year 1**: July 2010 – June 2011 **Year 2:** July 2011 – June 2012 **Year 3**: July 2012 – June 2013
Curriculum and Instruction: Provide resources critical to the successful implementation of GPS: • Career College Counseling Center (C^4) established • Academic coaches (AC) in the core content areas will work towards build teaching capacity and sustainability through effective teaching practices, principles of data-driven decision-making, and	**Years 1 - 3** August 2010 – May 2011 August 2011 – May 2012 August 2012 – May 2013

standards-based education. The AC job responsibilities will be as follows: • Work closely with the principal in planning, implementing, and assessing reform efforts at the school. • Assist teachers in designing and implementing lesson plans that reflect the use of Best Practices and are correlated to the Georgia Performance Standards. • Provide assistance to teachers in analyzing test data in order to plan instruction which targets identified needs. • Assist teachers in using flexible grouping so that academic deficiencies will be addressed appropriately. • Work with the school leadership team to develop and implement staff development plan that meets identified professional development needs. • Assist teachers in securing appropriate resources for implementation of the school plan. • Provide model lessons for teachers in academic areas. • Lead the school in providing extended time on task for students who do not meet standards during the regular school day. • Assist teachers in developing classroom management strategies that foster a climate conducive to academic achievement for students in all subgroups. • Monitor the delivery of instruction to students of all subgroups within the school in order to increase the likelihood that the school will make adequate yearly progress. • Graphing calculators • Compass Learning software for credit recovery • Science lab equipment • Science lab stations	
Address the lack of technology to support the Career Academy • Distance learning equipment and connectivity for o additional course opportunities o global communication o global workforce development • 1:1 ratio of laptops for students	**<u>Years 1- 3</u>** August 2010 – May 2011 August 2011 – May 2012 August 2012 – May 2013

• Technology in all classrooms: interactive whiteboards, ipods, video recorders, document cameras • One digital projector for each classroom • Wireless connections in all areas of the building • Software for content on every laptop: Examples- GeoSketch Pad, Movie Maker, Accelerated Mathematics, CS3, Compass Learning, Gizmo subscription (online resource), NovaNet, and other identified resources • Current magazine subscriptions for all career pathways	**<u>Year 1</u>** August 2010 – May 2011
Address CTAE Lab Updates: • Update technical equipment in Healthcare, Engineering Drafting and Design, Transportation, Culinary, Family and Consumer Sciences	**<u>Years 1- 3</u>** August 2010 – May 2011 August 2011 – May 2012 August 2012 – May 2013
School Culture: • Establish and maintain a culture of formal and informal collaboration that is pervasive throughout the organization • Create a culture of high expectations for all students in every class, every day • Framed prints throughout school for reaching success, developing motivation, and career aspirations • School-wide recognition program for students reaching goals • Additional fees for Georgia Virtual School to provide students with additional options for credit recovery and additional course offerings	**<u>Years 2 and 3</u>** August 2011 – May 2012 August 2012 – May 2013
Student Family and Community Support: • Provide a Family Services Coordinator to support the Student, Family, and Community Involvement strand of the Georgia School Keys • Determine parent training program needs through the use of data (surveys, focus groups, etc.) • Conduct on-going parental team building activities • Print materials • Consultants for faculty/staff/student motivational and team building activities	**<u>Years 1 - 3</u>** August 2010 – May 2011 August 2011 – May 2012 August 2012 – May 2013

D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.	
Actions: Modification of MCSD practices and policies to implement the Career Academies: • Request MCSD School Board approval to modify the instructional calendar and time to address research that supports high school students starting the school day at 8:15 A.M. • Request MCSD School Board approval for extended instructional advisement time • Allow for monetary incentives for teachers based on student achievement	Timeline: July 2010

E. Sustain the reform after the funding period ends.	
Actions: • Career and Technical programs supplemented through Carl D. Perkins and Georgia State grants; CTAE will continue to apply for the HSTW state grant through the CTAE consolidated application • Title I, Title IIA, IDEA Funding remains • School Improvement Plan Review at the District-level continues the accountability of data analysis and identification of instructional strategies • MCSD Technology Instructional Specialists are assigned to all schools at the District level • School Improvement Specialists are located at Title I schools. **Jordan Vocational High School's capacity to continue after the SI Grant period**: ▪ After establishing specific career pathways through **project-based learning** experiences during the three grant years, the foundation is set for the continuation of the initiative. ▪ **Teachers As Advisors** is well established during the three grant years. Intensive training and a three-year implementation period ensures the continued success of the program. Focused Academic Guidance continues through the Student Five Year Plan.	Timeline: **Year 3** August 2013

▪ Positive Relationships continue to build based on the foundation established in the three grant years. ▪ Job-embedded **professional learning** provides the training needed to establish knowledgeable teacher mentors for future training needs. With depth in potential on-site mentors, new Jordan teachers have the needed support to become a full functioning team member. ▪ As teachers embrace the opportunity to improve their **content knowledge** through the provided tuition fees, they also create an environment with a content confident faculty. Not only does this provide content experts for the Jordan faculty, but provides the same expertise for the District.	

LEA Application 2010 **Attachment 2d**
Transformation Model

LEA Name: Muscogee County School District

School Name: Jordan Vocational 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 Percent of students in the All Group meeting proficient or advanced levels will increase by 5% or more from the preceding school year 2009-2010 on the ELA Georgia High School Graduation Test – Enhanced (GHSGT-E). Subgroup will meet State's requirement for progress on second indicator.
2011-2012 School Year Percent of students in the All Group meeting proficient or advanced levels will increase by 5% or more from the preceding school year 2010-2011 on the ELA Georgia High School Graduation Test – Enhanced (GHSGT-E). Subgroup will meet State's requirement for progress on second indicator.
2012-2013 School Year Percent of students in the All Group meeting proficient or advanced levels will increase by 5% or more from the preceding school year 2011-2012 on the ELA Georgia High School Graduation Test – Enhanced (GHSGT-E). Subgroup will meet State's requirement for progress on second indicator.
Mathematics

2010-2011 School Year Percent of students in the All Group meeting proficient or advanced levels will increase by 5% or more from the preceding school year 2009-2010 on the mathematics Georgia High School Graduation Test – Enhanced (GHSGT-E). Subgroup will meet State's requirement for progress on second indicator.
2011-2012 School Year Percent of students in the All Group meeting proficient or advanced levels will increase by 5% or more from the preceding school year 2010-2011 on the mathematics Georgia High School Graduation Test – Enhanced (GHSGT-E). Subgroup will meet State's requirement for progress on second indicator.
2012-2013 School Year Percent of students in the All Group meeting proficient or advanced levels will increase by 5% or more from the preceding school year 2011-2012 on the mathematics Georgia High School Graduation Test – Enhanced (GHSGT-E). Subgroup will meet State's requirement for progress on second indicator.
Graduation Rate
2010-2011 School Year Graduation rate will increase by 10% from the preceding year 2009-2010 from a minimum threshold of 60%.
2011-2012 School Year Graduation rate will increase by 10% from the preceding year 2010-2011 from a minimum threshold of 70%.
2012-2013 School Year Graduation rate will increase by 10% from the preceding year 2011-2012 from a minimum threshold of 80%.

Appendix
Part I

School Improvement Grant 1003(g)

District Name: Muscogee County

School Name: Jordon Vocational High School

Grades: 09, 10, 11, 12

School Enrollment Total: 1088

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

SCHOOL DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
AYP status	N	N	N				
AYP targets the school met	ELA		ELA, SI				
AYP targets the school missed	Math, SI	ELA, Math, SI	Math				
School improvement status	NI-4	NI-5	NI-6				
Number of days within the school year	180	180	180				
Number of minutes within the school day	420	420	420				
Number of minutes within the school year	75,600	75,600	75,600				

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

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1c
High School Profile

STUDENT OUTCOME/ACADEMIC PROGRESS DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage of limited English proficient students who attain English language proficiency	N/A	9.1	27.3				
Graduation rate (percentage)	46.3	55.5	65				
Dropout rate (percentage)	11.8	4	5.3				
Student absent over 15 days rate (percentage)	19.2	22.6	27.6				
Number of students completing advanced coursework (AP)	0	0	21				
Percentage of students completing advanced coursework (AP)	0	0	2.8%				
Number of students completing advanced coursework (IB)	0	0	0				
Percentage of students completing advanced coursework (IB)	0	0	0				
Number of students completing advanced coursework (early-college high schools)	0	0	0				

STUDENT OUTCOME/ACADEMIC PROGRESS DATA							
Percentage of students completing advanced coursework (early-college high schools)	0	0	0				

LEA Application 2010

Attachment 1c
High School Profile

STUDENT OUTCOME/ACADEMIC PROGRESS DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of students completing advanced coursework (dual enrollment classes)	0	12	17				
Percentage of students completing advanced coursework (dual enrollment classes)	0	1.6%	2.2%				
College enrollment rate	28.6%	Not Available	Not Available				
Number of discipline incidents coded as 900 as reported to state	0	0	0				
Number of truants	131	120	138				
Teacher attendance rate	Not Available	96%	98%				

School Improvement Grant 1003(g)

LEA Application 2010

Attachment 1c
High School Profile

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	68	71	71				
Number of teachers evaluated	68	71	71				
Certified Staff Evaluated at Each Performance Level							
Percentage rated Satisfactory	Not Available	100%	98.6%				
Percentage rated Unsatisfactory	Not Available	0%	1.4%				
Percentage non-renewed	Not Available	0%	1.4%				

LEA Application 2010

Attachment 1c
High School Profile

Grade 11 GHSGT English Percent of Students Who Met or Exceeded																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Black	65	79	82.3	81	100	81	75	87	86.2												
White	47	52	90.4	32	37	86.5	45	50	90												
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A												
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A												
American Indian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A												
Multiracial	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A												
Students with Disabilities	11	25	44	6	23	26.1	10	24	41.7												
Economically Disadvantaged	93	108	86.1	85	105	81	95	109	87.2												

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)

LEA Application 2010

Attachment 1c
High School Profile

Grade 11 GHSGT English Percent of Students Who Participated																				
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Black	92	93	98.9	113	115	98.3	93	94	98.9												
White	61	63	96.8	39	41	95.1	53	53	100												
Hispanic	10	10	100	N/A	N/A	N/A	N/A	N/A	N/A												
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A												
American Indian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A												
Multiracial	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A												
Students with Disabilities	31	32	96.9	26	28	92.9	25	26	96.2												
Economically Disadvantaged	128	130	98.5	118	122	96.7	117	117	100												

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

LEA Application 2010

Attachment 1c
High School Profile

Grade 11 GHSGT Mathematics Percent of Students Who Met or Exceeded																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Black	44	79	55.7	60	100	60	48	85	56.5												
White	36	53	67.9	29	38	76.3	41	50	82												
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A												
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A												
American Indian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A												
Multiracial	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A												
Students with Disabilities	4	26	15.4	4	24	16.7	6	22	27.3												
Economically Disadvantaged	64	109	58.7	63	106	59.4	65	107	60.7												

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)

LEA Application 2010

Attachment 1c
High School Profile

Grade 11 GHSGT Mathematics Percent of Students Who Participated																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Black	92	93	98.9	113	115	98.3	89	92	96.7												
White	61	63	96.8	41	42	97.6	53	53	100												
Hispanic	10	10	100	N/A	N/A	N/A	N/A	N/A	N/A												
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A												
American Indian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A												
Multiracial	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A												
Students with Disabilities	31	32	96.9	28	29	96.6	23	26	88.5												
Economically Disadvantaged	128	130	98.5	120	123	97.6	113	115	98.3												

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

LEA Application 2010

Attachment 1c
High School Profile

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

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

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

Attachment 1c
High School Profile

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	74.8%	74%	78.2%				
Percentage passed EOCT	--	--	--				

English Language Arts: American Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	88%	93.8%	91%				
Percentage passed EOCT	--	--	--				

School Improvement Grant 1003(g)

Target Areas for Improvement

Jordan High School GAPSS Analysis Review – Date: November 5 -7, 2008

Correlated to Georgia School Keys

Curriculum	Instruction	Assessment	Professional Learning
Develop curriculum maps and units to ensure: • inclusion of all GPS and their elements • horizontal and vertical alignment • student engagement that requires dept of understanding and rigor. C-1.3 Use all administrators, the School Improvement Specialist, and the Leadership Team to more actively monitor curriculum, instruction, and assessment through analysis of student work, classroom observations utilizing GAPSS classroom observation forms, and targeted awareness walks with the GPS in hand. Use the results to provide both meaningful and timely feedback as well as coaching to teachers. C- 3.1, C-3.2, L-1.4 Identify model classrooms that are standards based for teachers to observe. I-2.1 Integrate a variety of flexible grouping strategies in order to move away from teacher-centered, whole-class instruction to research-based strategies that promote student engagement and emphasize higher order thinking skills as evidenced by student work			Develop and implement a comprehensive, clearly articulated, focused, long-range plan for professional learning and conduct ongoing evaluation, with feedback, of the impact of professional learning on teacher practices and student achievement; provide feedback and coaching to teachers. Examples include: • classroom observations with follow-up • awareness walks • collaborative meetings to discuss implementation issues • analysis of student work and other achievement indicators PL-1.4; PL-2.2; PL-2.4 Provide focused professional learning with follow-up monitoring, evaluation, and coaching in the following areas:

products. I- 2.1; I- 2.2; I 2.4; I-2.5 Provide standards-based, grade-level instruction for all students (regular education and special education) by implementing differentiated instruction which is defined as supporting students according to their instructional needs, including adjustment of content (not the standard), process, product, and learning environment based on students' readiness levels, learning styles and interests. I-2.3 Develop and implement a school-based plan that focuses on increasing student engagement and teacher use of technology as an effective instructional tool to reinforce higher order thinking skills and increase opportunities for differentiation of instruction. I-2.7 Use assessment data (diagnostic, formative, and summative) to monitor and adjust instruction in order to maximize student achievement, ensure continuous improvement for individual learners, and address achievement gaps. A-1.1, A-2.1, A-3.1 Develop and utilize a more complete and balanced approach to using a variety of assessment tools (peer response groups, constructed response, rubrics, reflective assessments, performance tasks, projects) to identify individual student needs and adjust instruction in all core content areas. A-1.1; A-1.4; A-2.1; A-2.2; A-2.4	• differentiated instruction • flexible grouping for instruction • co-teaching • higher order thinking skills/questioning techniques in all content areas • use of technology to engage students and enhance student learning PL-3.2; PL-3.3 Utilize professional learning communities to provide job-embedded on- going professional learning opportunities that carry PLU credit. PL-1.5, PL-2.4 Train all staff members in analysis of data PL-2.1 Utilize the School Improvement Specialist to assist in monitoring the implementation of the curriculum and the school improvement initiatives as well as coaching for effective teaching practices. PL-2.4, PL-1.6

Planning and Organization	Leadership
Involve all stakeholders in developing a commitment statement for Jordan High. PO-1.1 Develop a data-driven and consensus-oriented process for continuous improvement to effectively guide the work of administrators, faculty, staff, and students. PO-2.1	Lead and support the instructional program by: • monitoring and evaluating the implementation of the curriculum and providing feedback and coaching to teachers, • monitoring the implementation of research-based / high-impact practices with an emphasis on differentiation and higher-order thinking skills, and • monitoring activities, interactions, and classroom environment to ensure rigor and high expectations for achievement of all students. L-1.1; L-1.2; L-1.3; L-1.4 Reexamine the focus of the School Leadership Team to ensure that the team is continuously leading the school toward quality standards-based education. Essential steps include: • collect and analyze data at the student level • prioritize school improvement plan initiatives and regularly monitor progress and adjust as needed L-1.1, L-3.1,L-3.2, L-4.1,2,3 Utilize the High Impact Practice Implementation Rubric: Leadership Team (Implementation Rubric pp 252-253) to clearly define and articulate the roles and responsibilities of the School Leadership Team and to evaluate and refine practices and processes of the Team. L-4.3

	Increase administrative involvement in professional learning to build understanding, support, and monitor implementation of research-based best practices. L-1.2, L-1.3, L-1.4
School Culture	Student Family and Community Support
Use present data as a baseline to address the lack of a sustained focus upon the academic, social, and emotional growth and achievement of all learners (both staff and students). SC-1.1, SC-1.2, SC-1.3 Develop procedures to frequently celebrate and acknowledge the accomplishments of faculty and staff. SC-2.2	Establish a regularly published newsletter to communicate timely information, reinforce the necessity for parent involvement, suggest at home skill building strategies and increase a sense of belonging among parents. SFC-1.1 Utilize more organizational structures to foster greater parental and community involvement and communication. SFC-2.1

School Improvement Grant 1003(g)

Part II
Appendix

Transformation Model

A Transformation Model is one in which an LEA implements each of the following strategies by:

- Developing and increasing teacher and school leader effectiveness.
  Required activities:
  - Replace the principal, unless assigned to school for two years or less.
  - Use rigorous, transparent, and equitable evaluation systems for teachers and principals that:
    - Take into account data on student growth.
    - Include multiple observation-based assessments of performance.
    - Include on-going collections of professional practice.
    - Is designed and developed with teacher and principal involvement.
  - Reward school personnel who have increased student achievement and graduation rates.
  - Remove ineffective personnel.
  - Provide staff with ongoing, high-quality, job-embedded professional development that is:
    - Aligned with school's instructional program.
    - Designed with school staff.
    - Focused on subject-specific pedagogy, differentiation, and a deeper understanding of the community.
  - Implement strategies such as:
    - Financial incentives.
    - Increased opportunities for promotion and career growth.
    - Flexible work conditions, designed to recruit and retain staff.

  Permissible activities:
  - Provide additional compensation to attract and retain staff.
  - Institute a system for measuring impact of professional development.
  - Ensure principal and teacher consent are required to place a teacher in a school.

- Implementing comprehensive instructional reform strategies.
  Required activities:
  - Use data to implement an instructional program that is:
    - Research-based.
    - Vertically aligned (grade to grade and with State Standards).
  - Conduct reviews to ensure curriculum implementation.
  - Promote the use of student data (from formative, interim, and summative assessments) to inform and differentiate instruction

  Permissible activities:
  - Conduct curriculum reviews to:
    - Ensure implementation with fidelity.

        - Ensure intended impact on student achievement.
        - Modify if ineffective.
    - Implement a school-wide "response-to-intervention" model.
    - Provide support to effectively teach students with disabilities in a least restrictive environment
        - Implement inclusion models.
    - Ensure that limited English proficient students acquire language skills needed to master academic content.
    - Integrate technology-based supports and interventions as part of the instructional program.
        - In secondary schools, increase rigor through providing advanced coursework such as:
            - Advanced Placement courses.
            - International Baccalaureate program.
            - Science, engineering, technology, and mathematics courses.
            - Project-based learning.
            - Inquiry-based learning.
            - Design-based learning.
            - Early college high schools.
            - Dual enrollment programs.
            - Thematic learning academies (preparation for college and careers).
            - Industry certification.
        - Conduct summer transition programs for students entering high school.
        - Provide freshman academies.
        - Increase graduation rates through:
            - Credit-recovery programs.
            - Re-engagement strategies.
            - Smaller learning communities.
            - Competency-based instruction.
            - Performance-based assessments.
            - Acceleration of basic reading and mathematics skills.
            - Graduation plans.
            - Career academies.
        - Establish early-warning systems to identify students at risk of failing or not graduating through:
            - Credit-recovery programs.
            - Re-engagement strategies.
            - Smaller learning communities.
            - Competency-based instruction.
            - Performance-based assessments.
            - Acceleration of basic reading and mathematics skills.

- Increasing learning time and creating community-oriented schools.
  Required activities:
    - Provide increased learning time.

- Provide on-going mechanisms for family and community engagement.

- Permissible activities:
  - Create safe school environments that meet student's social, emotional and health needs by:
    - Partnering with parents, faith communities, community-based organizations, health clinics, other State or local agencies.
    - Building relationships between students and staff by adding advisory periods.
    - Improving school climate and discipline by:
      - Implementing a system of positive behavioral supports.
      - Taking steps to eliminate bullying and student harassment.

- Offer full-day kindergarten or pre-kindergarten. Providing operational flexibility and sustained support.
  Required activities:
  - Allow operational flexibility (staffing, calendars, time/ budgeting) to improve student achievement and increase graduation rates.
  - Provide ongoing technical assistance/support from the LEA or external lead partner.

  Permissible activities:
  - Allow the school to operate under a new governance arrangement.
  - Implement a per-pupil school based budget formula based on student needs.

School Improvement Grant Resources

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Audrey Bergeron

From: Ricky Stone [rstone@mcsdga.net]
Sent: Friday, March 12, 2010 5:21 PM
To: 'Amanda Merritt'; 'Annie Clemons'; 'Audrey Bergeron'; 'Beth King'; Cassandra Phillips; 'Danya Albright'; 'Erica Witzke'; Jane Anthony; 'Karen Johnson'; 'Karen Lindsey'; 'Marilyn Brannen'; 'Melba Fugitt'; 'Michelle Roy'; 'Randy Buck'; Ricky Stone; 'Robert Harris'; 'Shelia Baker'; 'Shirley Paulk'; 'Terry Blackshear'; 'Vickie Breland'
Subject: Leadership Team Meeting on Wed 3-17

Several people from Central Office may be with us at the LT meeting on Wednesday 3/17 to discuss a potential grant that we may be involved with. Please make sure you are in attendance for the meeting on Wednesday. If you are scheduled for GHSGT reviews, we may want to discuss what we can do in order for you to attend.

Thanks,

Ricky Stone
Principal
Jordan High School
3200 Howard Ave.
Columbus, GA 31904
Phone: 706-748-2819
Fax: 706-748-2829
rstone@mcsdga.net

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Leadership Team Minutes

Date	March 17, 2010	Time	1:30 – 2:45
Facilitator	Ricky Stone	Scribe	Vickie Breland
Subject	Leadership Team Minutes		
Attendees	J. Anthony, S. Baker, T. Blacksheat, M. Brannen, V. Breland, R. Buck, A. Clemmons, E. King, K. Lindsey, K. Lore, A. Merritt, S. Paulk, C. Phillips, R. Stone, E. Wilzke		

No.	Topic	Highlights
1	Grant	Jordan is a finalist for a Title I grant – 2 million a year will be awarded for 3 years. If we receive it – What are some things we can do to make Jordan a better school? Team will report back on this.
2	Smartboards	P. O. was approved for Smartboards for classrooms. Most if not all classrooms should be outfitted before next school year begins.
3	Closing Data	On the 1st Awareness Walk scores were low for closings. 2nd round improved greatly but we went down on the 3rd round. Those teachers needing extra help will receive one-on-one assistance from the academic coaches.
4	Discipline Report	The highest offense is skipping. Cell phones are a problem but the new district policy is very straight forward. We are taking suggestions for next year's J. Book.
5	Senior Update	45 have F's out of 180 graduates, 37 – in danger, 9 special ed., 22 regular ed. are in danger. Summer School classes will be held at Academic Success and Evening School. Express Program will be held at Jordan the 2nd & 3rd week of June.
6	GHSGT	No Advisory during GHSGT week. Incentives will be given for attendance. No Channel One shown. Encourage students to do their best and be in attendance.
7	Reviews	After school reviews have been poorly attended. A possible suggestion was to feed them. Kids feel it is punishment to come after school or on Saturday. Perry High School uses advisory time to do Reviews. We will look at possibilities of improving reviews. Think of flexible scheduling. We need to identify sophomores at risk for next year. EOCT is an indicator for some classes.
8	Attendance Report	We are about the same as the 2nd month of 1st semester on attendance. 13 students with more than 16 days absent, 112 with 5 -9 days absent.
9	Next Steps	Closings – Coaches Work Session – ideas Ideas for Professional Learning – bring suggestions on how to get this done.

Leadership Team Minutes

Date	**April 21, 2010**	**Time**	**1:30 – 2:30**
Facilitator	Ricky Stone	**Scribe**	Vickie Breland
Subject	Leadership Team Minutes		
Attendees	D. Albright, J. Anthony, S. Baker, A. Bergeron, T. Blackshear, M. Brannen, V. Breland, R. Buck, A. Clemons, E. King, K. Lindsey, K. Lore, A. Merritt, S. Paulk, M. Roy, R. Stone, E. Witzke		

No.	Topic	Highlights
1	Student Survey Proposals	Why are students absent? Ms. Wohler's class will conduct written survey. Takes 20 -25 minutes to complete with short answers. Reminders will be sent.
2	Updated Senior List	In house – 2 students in Credit Recovery. Discussed various students and their progress to help them to graduate. Talk with students that are not graduating and inform them what is available over the summer. They could graduate in July. In four years the Class of 2010 has had 42 dropouts. This 2009-10 school year there have been 11 dropouts.
3	Common/Formative Assessments	Teachers are doing this by creating the same questions. Data collected will be analyzed and a report at a later date.
4	SIP Review-update plan	The SI Grant was discussed. Discussion was held on when the extra instructional time would be inserted and what would be taught within this time. Professional learning possibilities were discussed that will be added if the SI Grant is approved. This will be put on hold until after we know more about the grant.
5	Next Steps	List of dropouts at next meeting Updated Seniors Next Meeting April 28th No Meeting May 5th

Audrey Bergeron

From: Audrey Bergeron [abergeron@mcsdga.net]
Sent: Thursday, April 22, 2010 8:57 AM
To: 'Peggy Connell'; 'kseifert@mcsdga.net'; 'Ricky Stone'
Cc: 'Terrell Blackshear'; 'sbaker'; 'Suzanne Evans'; 'Tanya E Kearse'
Subject: SI Grant update for Jordan - Great Meeting

Yesterday after the leadership team meeting at Jordan, Shelia and I talked with a few department chairs, Mr. Stone, Mrs. Anthony, Mr. Buck, Marilyn Brannen, Shirley Paulk, Michelle Roy, and Terry Blackshear about the SI Grant application. After hearing about some of the grant recommendations for the Transformation Model, we had a very positive response from the group. They had several really good ideas and gave thoughtful input into the discussion. I explained to them that we are waiting on a response from the state and this was not the final version until the state gave their approval. Their response in this meeting made a very difficult week personally so much better! I really believe this transformation model is going to be successful at Jordan.

I am listing their recommendations here:

1. Schedule the extended instructional time in the middle of the day (Monday through Thursday, 30 minutes at a sitting) instead of at the end of the day Tuesday and Thursday. This would encourage all students to be present. Friday's school schedule would be a regular day and would appear as a perk for teachers and students because they would get out of school earlier. I really liked this idea. I think this would give us better instructional time than waiting for the end of the day when everyone is tired. Also, coaches and advisors would know exactly when to schedule practice and/or meetings after school every day.
2. Have all 9th graders take a computer applications course; exempting those who have the skills; this could also include some study skills, etc. and would help students better utilize the computer equipment. The students are not coming in from middle school, as they should be, with computer skills.
3. Requiring attendance in the Summer Bridge Program for all students who fail the 8th grade CRCT tests but are passed on to high school. Lack of attendance in the Bridge Program would require the student to remain in middle school. I really liked this idea.
4. Consider Netbooks instead of Laptops for students; per their technology specialist Jana Reese
5. Consider using an in-system person for the math consultant instead of an outside person. Concerned about the new math and whether a "company" person would know the curriculum and the best way to deliver the curriculum.
6. Eliminate (or suspend) *some* of the athletics at the school in order to concentrate more on academics and better utilize the coaching staff that Jordan has at the present time. *This idea came from the Principal and I personally applaud this.
7. The District should consider making Academic Success a school. It is difficult to monitor students attending Academic Success and unfair to Jordan that these students can make or break the school making AYP. Allow more credit recovery at the school level to eliminate a high percentage of students going to Academic Success.

The leadership team had compiled a list of 18 other ideas for us. Shelia and I were pleased that their ideas are already included for the most part in the SI Grant application. I have this list with the other Jordan documentation.

I asked Terry Blackshear to begin conversations at her level so that we can make sure that what the state requires for state-directed schools meshes with our transformation plan. We do not want to create more work for teachers.

Audrey

Audrey Bergeron, Director
Career, Technical and Agricultural Education
Muscogee County School District

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Vera Pate, Administrative Assistant
Ta'Mara Davis, Administrative Assistant
Office: 706-748-2093/2094
Cell: 706-748-325-0067
Fax: 706-748-2148

The Muscogee County School District is committed to providing education experiences that will enable each student to become a lifelong learner, enter the work force with necessary skills and achieve academic and personal potential.

Muscogee County School District
Career, Technical and Agricultural Education
Advisory and Work-Based Learning Committee
Student/Employer Appreciation Breakfast
Minutes

May 13, 2010
Wynnton United Methodist Church
7:30 a.m. – 9:00 a.m.

Attending:

Audrey Bergeron	Dr. Peggy Connell	Ellen Harris
Deana Beauford	Gene Avery	Cynthia Sanks
Lynn White	Tim Vinson	Randy Buck
Irene Leverett	Ellaween Wright	Sally Sinclair
Keith Seifert	Willie Matthews	Natalie Smith
Jeff Vinson	Sharon Borger	Alicia Carter
Jean Kirby	Gary Williams	Chris Ziggins
Allyson Moyer	Dusty Wilson	Rob Barefield

The meeting was called to order at 7:40 a.m. by Audrey Bergeron. Audrey began the meeting with a thank you to everyone who attended. Audrey welcomed all of the students, teachers, and employers. All special guests were recognized—Representative Carolyn Hugley and Dr. Connell. Ellaween Wright and Tim Vinson were acknowledged for the wonderful jobs that they do with the work-based learning students.

After the introductions, Audrey explained that as of March, the work-based learning students had 28,317 work hours. Some students in the program work and attend dual enrollment courses at Columbus Technical College. Audrey spoke about the importance of the Advisory members. She talked about how the advisory members help the CTAE programs keep up to date with industry and also help students with employment and other needs as necessary.

The Columbus High Quartet was introduced. The Quartet led everyone in the pledge and sang the National Anthem.

During breakfast, Lauren Collins and Trey Brown, Northside and Hardaway students, spoke about what work-based learning has done for them and how it has impacted their lives. Trey stated that he has taken the SAT, ACT, and will be attending Fort Valley, majoring in Marketing. For them, WBL has helped them to connect education, career, and their futures. Lauren will attend the Art Institute in Atlanta to study culinary arts.

Tim and Ellaween introduced each school and its work-based learning facilitators. Each student was presented a certificate and his/her employer recognized. Tim Vinson also presented certificates to the Youth Apprenticeship program completers: Justin Quattlebuam, Cody Wojciechowski, and Jeremy Miles.

Before the meeting adjourned, Audrey Bergeron asked those attending for some discussion and feedback on a possible Title I transformational grant that could be approved for Jordan and Spencer High Schools for FY11. Some of the discussion centered around whether extended instructional time could be helpful for raising the graduation rate at these two schools; what would be the barriers to this extended time being successful. Funding was also discussed. Ideas were discussed on what a school could spend two million dollars in a year toward to help the school be more successful. Some of the ideas were increasing the use of technology, raising the teachers' salary, and redesigning the physical plant of the school. Audrey informed the group that this funding could not be used on teacher salary or on facility improvement.

The meeting adjourned at 9:00 a.m.
Recorded by Ta'Mara Davis, Administrative Clerk, CTAE

Indicate one: Original Budget ___X___
Budget Amendment # _____

Georgia Department of Education
Title I School Improvement Grants - FY 11

Federal Funds - FY 11

System Name: Muscogee County
Jordan Year 1
System Code: 706

FEDERAL FUNDS ONLY

Summary Budget Schedule

$ 2,000,000.00
Amount and Source of Funds

Grant Period Covered:July 1, 2010 - June 30, 2011

OBJECT CLASS

FUNCTION CODE	Descriptions	(100) Personal Services - Salaries	(200) Employee Benefits	(300) Professional Purchased Services	(400) Purchased Property Services	(500) Other Purchased Services	(600) Supplies	(XXX) Other (Attach Detail)	TOTAL
1000	Instruction	$698,403	$53,430	$0	$0	$73,000	$160,000	$0	$984,833
2100	Pupil Services	$0	$0	$0	$0	$0	$2,000	$0	$2,000
2210	Improvement Instructional Services	$220,000	$53,460	$105,000	$0	$40,000	$12,695	$41,000	$472,155
2220	Educational Media Services	$0	$0	$0	$0	$0	$0	$0	$0
2300	General Administration	$50,000	$14,000	$0	$0	$3,000	$0	$0	$67,000
2400	School Administration	$0	$0	$0	$0	$0	$0	$0	$0
2500	Support Services - Business	$0	$0	$0	$0	$0	$0	$0	$0
2600	Maintenance and Operation of Plant Services	$0	$0	$0	$0	$0	$0	$0	$0
2700	Student Transportation	$0	$0	$0	$0	$0	$0	$0	$0
2800	Support Services - Central	$0	$0	$0	$0	$0	$0	$0	$0
2900	Other Support Services	$0	$0	$3,000	$0	$1,700	$3,000	$1,000	$8,700
3000	Operation of Non-Instructional Services	$0	$0	$0	$0	$0	$0	$0	$0
3100	School Nutrition Program	$0	$0	$0	$0	$0	$0	$0	$0
XXXX	Other (Attach Detail)	$175,750	$16,411	$0	$0	$0	$0	$0	$192,161
									$1,726,849
	TOTAL	$1,144,153	$137,301	$108,000	$0	$117,700	$177,695	$42,000	**$1,726,849**

***Budget in Whole Dollars - No Cents**

This proposed budget has been prepared in accordance with all applicable state and/or federal laws and regulations and the procedures of the Georgia Department of Education.
Copies of school level budgets will be available for review at the school and at the school system central office if requested.

Signature of System Superintendent — Date:

APPROVED BY: _____ Ga. Dept. of Ed. Program Office — Date: 3/18/2010

Budget prepared by:

APPROVED BY: _____ Ga. Dept. of Ed. Grants Accounting — Date:

Budget Detail: Function Code - Other
Title I School Improvement Grants - FY 12

System Name Jordan Year 2
System Code 706

Object Class		SI Section	Item Description	Costs	
		A5, p. 56	Performance Rewards for 81 Certified and Non-Certified Staff- for 5% increase on GHSGT	$ 81,000	
		A5, p. 56	Performance Rewards for 25 Full-Time Non-Certified Staff- for 5% increase on GHSGT	$ 12,500	
100	Salaries	A5, p. 56	Performance Rewards for 5 Part-Time Non-Certified Staff- for 5% increase on GHSGT	$ 1,250	
		A5, p. 56	Performance Rewards for 81 Certified Staff- for increase on Graduation Rate	$ 81,000	Object Total
					$ 175,750
		A5, p. 56	FICA for 81 Certified Staff- for increase on GHSGT	$ 6,197	
		A5, p. 56	FICA for 25 Full-Time Non-Certified Staff- for increase on GHSGT	$ 957	
200	Benefits	A5, p. 56	FICA for 5 Part-Time Non-Certified Staff- for increase on GHSGT	$ 3,060	
		A5, p. 56	FICA for 81 Certified Staff for increase on Graduation Rate	$ 6,197	Object Total
					$ 16,411
300	Professional				
	Purchased				
	Services				
					Object Total
					$ -
400	Purchased				
	Property				
	Services				
					Object Total
					$ -
500	Other				
	Purchased				
	Services				
					Object Total
					$ -
600	Supplies				
					Object Total
					$ -
XXX	Other				
					Object Total
					$ -

Function Total $ 192,161

Budget Detail: Function Code - Other **System Name** Jordan Year 3

Title I School Improvement Grants - FY 13 **System Code** 706

Object Class		SI Section	Item Description	Costs	
		A5, p. 56	Performance Rewards for 81 Certified and Non-Certified Staff- for 5% increase on GHSGT	$ 81,000	
		A5, p. 56	Performance Rewards for 25 Full-Time Non-Certified Staff- for 5% increase on GHSGT	$ 12,500	
100	Salaries	A5, p. 56	Performance Rewards for 5 Part-Time Non-Certified Staff- for 5% increase on GHSGT	$ 1,250	
		A5, p. 56	Performance Rewards for 81 Certified Staff for increase on Graduation Rate	$ 81,000	
					Object Total
					$ 175,750
		A5, p. 56	FICA for 81 Certified Staff- for increase on GHSGT	$ 6,197	
		A5, p. 56	FICA for 25 Full-Time Non-Certified Staff- for increase on GHSGT	$ 957	
200	Benefits	A5, p. 56	FICA for 5 Part-Time Non-Certified Staff- for increase on GHSGT	$ 3,060	
		A5, p. 56	FICA for 81 Certified Staff for increase on Graduation Rate	$ 6,197	
					Object Total
					$ 16,411
300	Professional				
	Purchased				
	Services				
					Object Total
					$ -
400	Purchased				
	Property				
	Services				
					Object Total
					$ -
500	Other				
	Purchased				
	Services				
					Object Total
					$ -
600	Supplies				
					Object Total
					$ -
XXX	Other				
					Object Total
					$ -
			Function Total	$ 192,161	