

School Improvement Grant 1003(g)

T. W. Josey Comprehensive High School

Transformation Model

The School Improvement Grant (SIG) Transformation Model will give T. W. Josey High School the impetus to move learning to a level that will expand and open new avenues for the future of our students. The SIG will build on recent efforts to align curriculum, strengthen professional learning, and expand learning opportunities to enhance standards-based instruction in the classrooms. Through the Transformation Model, T. W. Josey will provide additional focused instructional time to meet the needs of every student, increase support and accountability for teachers and staff and provide additional community and family outreach tools and resources. The grant will help the school create high-quality and effective teachers and accelerate academic achievement for all students. One of the school's most innovative changes addresses teacher accountability. The new Georgia Department of Education (GaDOE) Classroom Analysis of State Standards (CLASS) Keys Teacher Evaluation system will be implemented. Teachers will be held accountable for growth in student academic performance and for their professional growth to ensure implementation of standards-based instruction. The staff will be able to earn additional compensation based on school-wide growth for student performance. Flexible scheduling is another innovative change that will provide Josey's students the opportunity to have one-on-one academic and career advisement, social and cultural relationship building needed to be successful in life, and extended opportunities to be a part of a club, enrichment, or team experience. T. W. Josey High School looks forward to the implementation of this transformation model to better the lives of the students we serve.

This plan details the school's proposed set of strategies to restructure professional learning, classroom instruction and student/teacher relationships. The plan is based on the GaDOE Georgia Assessment of Performance on School Standards (GAPSS) Analysis Review, America's Choice review, student achievement data, and the results of the school leadership team's focus walks. The plan emulates attributes of high performing schools which include: (1) extensive professional development and accountability; (2) high expectations for student learning; (3) use of technology to stimulate student learning; (4) positive student/teacher relationships; (5) increased school and community communication. The transformation plan components listed below are designed to address the five afore mentioned attributes:

- Implementation of the GaDOE CLASS Keys Teacher Evaluation system,
- School-wide implementation of the America's Choice Rigor and Readiness Quality Core Curriculum to address specifically areas of literacy, conceptual math understanding and full implementation of standards-based instruction,
- Implementation of the Teachers As an Advisor Program (TAAP) for 9th-12th graders, and
- "Taking It to the Streets Campaign" to build community support.

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

School Improvement Grant 1003(g)

<p>LEA Name: Richmond County School System</p>	<p>LEA Mailing Address: 864 Broad Street Augusta, GA 30901</p>
<p>LEA Contact for the School Improvement Grant</p> <p>Name: Virginia Bradshaw, Ph.D.</p> <p>Position and Office: Executive Director Richmond County School System</p> <p>Contact's Mailing Address: Central Office Building 864 Broad Street (4th Floor) Augusta, GA 30901</p> <p>Telephone: 706.826.1107</p> <p>Fax: 706.826.4628</p> <p>Email Address: bradsvi@boe.richmond.k12.ga.us</p>	
<p>Superintendent (Printed Name): Dana T. Bedden, Ed.D.</p>	<p>Telephone: 706.826.1124</p>
<p>Signature of Superintendent: <i>Dana T. Bedden</i> X _____</p>	<p>Date: July 9, 2010</p>
<p>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.</p>	

Key Revisions made after the first review:

- Section B.1(d) Rationale for intervention model
- Section A2 – Teacher Performance Evaluation

School Improvement Grant 1003(g)

- Section A3-Timeline
- Section A4
- Section A5
- Section A6-Timeline
- Section A7-Timeline
- Section A8
- Section A9-Timeline
- Section C
- Section D
- Budget & Rationales

Additions:

- T.W. Josey High Appendices
- Charts and Graphs in Section B.1 (c) Descriptive Information
- Proposed 2010-2011 School Schedule in Section A8

Key revisions completed on June 2, 2010

School Improvement Grant 1003(g)

LEA Application 2010

LEA Name: Richmond County School System

Section A. SCHOOLS TO BE SERVED: The LEA must include the following information with respect to the schools it will serve with a School Improvement Grant. Using the attached list of eligible schools, identify each Tier I, Tier II, and Tier III school the LEA commits to serve and select one of the four intervention models (turnaround model, restart model, school closure model, transformation model) that the LEA will use in each Tier I and Tier II school.

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of the schools.

School Name	NCES ID#	Tier I	Tier II	Tier III	Intervention Models (Tier I and Tier II Only)			
					Turnaround	Restart	Closure	Transformation
Josey High	1533	X						X

School Improvement Grant 1003(g)

LEA Application 2010

LEA Name: Richmond County School System

School Name: T. W. Josey High School

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

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

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

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

T. W. Josey High School (JHS) strives to develop a learning environment that will maximize student learning. To facilitate this process, an emphasis has been placed on the development and use of diagnostic and formative assessments based on the Georgia Performance Standards (GPS). Assessments such as, End of Course Tests (EOCT), Georgia High School Graduation Tests (GHSGT), Georgia High School Writing Test (GHSWT), Richmond County quarterly benchmark tests, and eighth grade Georgia Criterion Reference Tests (CRCT) are used to evaluate the effectiveness of the curriculum and measure student progress. JHS is aware of the need to address the development of the whole child, both socially and emotionally. To provide an environment that is nurturing, JHS will utilize the services and resources of the community.

The school recognizes assessment of student performance as an integral part of the school improvement process. Therefore, the school’s Instructional Leadership Team (ILT) analyzes data to determine the school’s goals, student progress, the effectiveness of instructional practices, and to determine areas in need of improvement.

The ILT is comprised of one teacher from every content department, two instructional coaches, the principal, all three assistant principals, RCSS personnel (social worker, Title I consultant, school psychologist, and RCSS liaison), and a Georgia Department of Education (GaDOE) state director. Individual ILT members are responsible for reporting relevant data monthly at ILT meetings in order to address student achievement as well as organizational productivity issues that directly impact the identified needs. This data reporting requirement assists in monitoring the implementation of the School Improvement Plan (SIP) as well as the contract with the GaDOE.

School Improvement Grant 1003(g)

The only tests administered in the past three years are the EOCT, GHS GT, and the GHS WT. The data from these assessments along with Adequate Yearly Progress (AYP) have been disaggregated for individual students, content, and grade level. The results of the GHS GT suggest areas of strength in E/LA and writing. The results suggest areas of weakness are math, graduation rate and attendance. The majority of the JHS scores are below the state and district average.

JHS has a certified staff of 75, 4 administrators, 6 support staff, and 65 teachers.

Certificate Level	Administrative	Support Staff	PK -12 Teachers
4 Yr Bachelor's	0	0	22
5 Yr Master's	0	2	31
6 Yr Specialist's	3	3	9
7 Yr Doctoral	1	1	2
Other *	0	0	1

The demographics at JHS presently include a population of 947 students with 433 males and 514 females. Of that population, **918** are African American (420 males, 498 females); **24** are Caucasian (10 males and 14 females); **5** are Hawaiian/Pacific Islander (4 males and 1 female). The majority of the students (84%) is eligible for free and reduced lunch and is African American (96%). Enrollment from 2009 (858) to 2010 (947) showed an increase of 89 students. The current population has grown from 2009 (858) to the present (947).

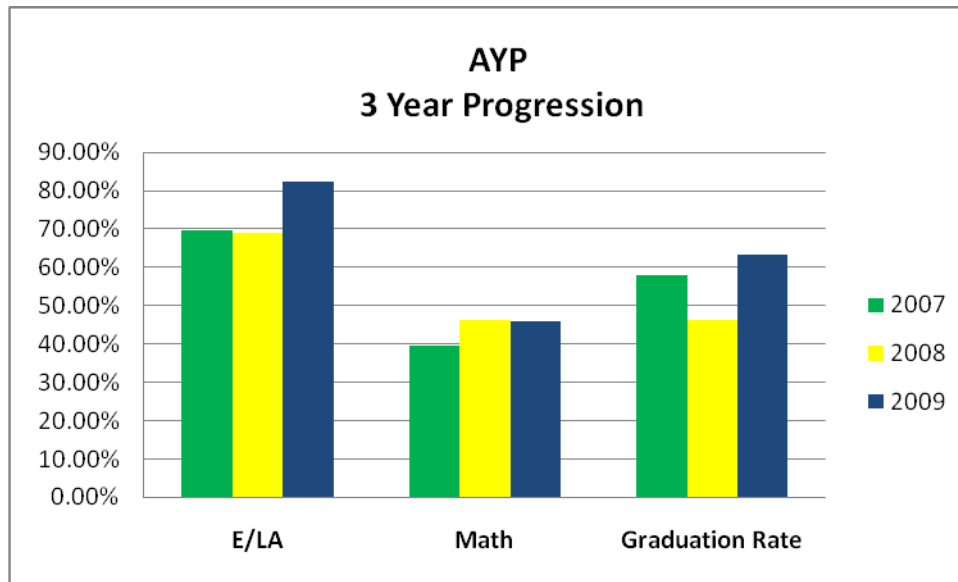
JHS graduation rate over the past 3 years has fluctuated. In 2007, it was (57.8%); in 2008 (46.2%); and in 2009 (63.3%). A significant gain of **17.1%** was made from 2008 to 2009. The dropout rate has consistently declined over the past three years from 2007 (9.7%), 2008 (2.9%), to 2009 (1.7%). Student attendance has improved significantly from 2008 (40.6%) to 2009 (34.2%) missing over 15 days. The retention rate has also decreased in small increments from 2007 (17%), 2008 (16%), to 2009 (14%) with both males and females being about equal.

JHS's Adequate Yearly Progress (AYP) status for 2009-2010 is NI 6. This means that for 6 consecutive years JHS has not met the state's absolute bar or decreased by 10% the number of students that did not meet for the previous year in at least one of the 3 reported areas. NI 6 status requires JHS to offer both Public School Choice and Supplemental Education Services. At NI 6 level, JHS must contract with GaDOE to address the deficit areas for AYP and implement certain initiatives mandated by the GaDOE.

In Math these results indicate that the percentage of 11th grade first time tests takers and 11th grade full academic year (FAY) students scored 45.9% in the meets/exceeds level. This was considerably lower than the state's absolute bar (74.9%). E/LA did not make the state's absolute bar of 87.7%, but did make AYP by Safe Harbor with 82.7% of the first time tests takers scoring in the meets/exceeds level.

In E/LA, the three year historical data reveals that the school has shown steady improvement from 2007 (69.7%) to 2009 (82.3%), while math has shown little progress, 2008 (39.4%) to 2009 (45.9%). SAT scores have increased from 2007 (1162) to 2009 (1210) and ACT scores have increased from 2007 (14.7%) to 2009 (15.4%).

School Improvement Grant 1003(g)

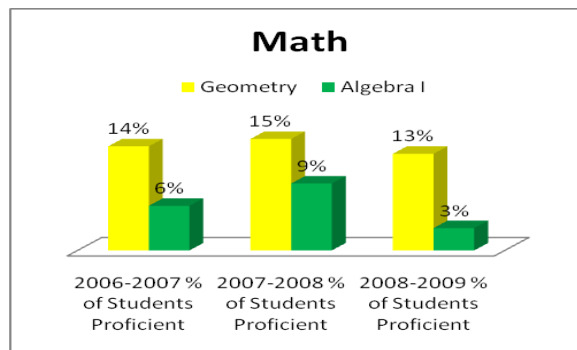


The GHSGT analysis in math shows a larger number of students passing the tests but not enough scoring in the pass plus level (enhanced) to make AYP. The pass and pass plus levels have been rather consistent over the past three years from 2007 (77%), 2008 (76%), to 2009 (87%).

The GHSGT analysis in E/LA went from pass and pass plus in 2007 (88%), 2008 (72%), 2009 (85%) and in fails level from 2008 (28%) to 2009 (16%).

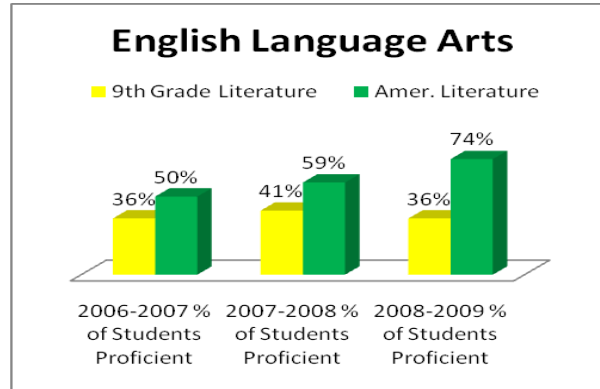
The GHSWT has shown significant progress from 2007 (74%), 2008 (77%), 2009 (81%), to 2010 (86.3%).

The EOCT data analysis in math over the past 3 years reveals no improvement in geometry. In 2007 14% passed/86% failed; in 2008 15% passed/85% failed; and in 2009 13% passed/87% failed. The data analysis in Algebra I reveal the same. In 2007 6% passed/94% failed; in 2008 9% passed/91% failed; and in 2009 3% passed/97% failed. Through a root cause analysis, it is has been determined that not only do the students not have the skills to be successful in math, a majority of the teachers do not have the depth of content knowledge to teach effectively.



School Improvement Grant 1003(g)

The EOCT data analysis in ELA over the past 3 years reveals 9th Grade Literature to be consistent. In 2007 36% passed/64% failed; in 2008 41% passed/58% failed; and in 2009 36% passed/64% failed. The data analysis in American Literature and Composition reveals a steady increase. In 2007 50% passed/50% failed; in 2008 59% passed/41% failed; and in 2009 74% passed/26% failed.



Over the past three years T. W. Josey High School has had low participation in completing Advanced Placement (AP) and dual enrollment classes. The AP participation rate has fluctuated from 12% in 2007; 11% in 2008; to 6% in 2009.

The college enrollment rate is also low with no improvement. In 2007 16.3%; in 2008 too few to count; and in 2009 13.9%. The technical enrollment rate has shown some improvement. In 2007 9.9%; in 2008 12.8%; and in 2009 13.9%. Students eligible for the HOPE Scholarship has increased slightly. In 2007 12.8%; 2008 18.3; and in 2009 16.4%.

The Georgia Assessment of Performance on School Standards (GAPSS) Analysis (Appendix A) conducted in December 2009 noted major target areas in need of improvement in four strands: Curriculum, Assessment, Instruction, and Professional Learning. Consistent themes throughout the review are a) monitor the School Improvement Plan to assess the impact on student learning, b) use of data to inform instruction, c) collaboration in examining student work, d) developing common assessments, and e) performance based instruction that is differentiated and rigorous. Observations by the review team found the following instructional areas very low: differentiated instruction, grouping practices, high expectations for learning, personal efficacy and responsibility, written commentary, rigorous work, higher order thinking skills, textbook driven instruction, and passive learning. The Certified Staff Survey results indicate that most teachers do not consistently use assessments to adjust instruction and monitor progress, have a shared understanding of what students are expected to know, do, and understand, analyze student work collaboratively, provide rigorous work, plan lessons including depth of understanding and rigor, collaboratively work together to disaggregate achievement data and review student work to plan, or maximize instructional time. The review strongly suggests the ILT become an active team focused on the analysis of data to improve student achievement and develop a three year professional learning plan that builds content knowledge and practices in standards based instruction.

The America's Choice (AC) Mid-Year Quality Review (Appendix B) conducted in January 2010 notes the need for the ILT to develop a deeper understanding of the implementation of the AC program. Other areas of note are the need for the administration to monitor and hold teachers accountable for using strategies learned in training and support teachers to ensure that formative assessment data drives

School Improvement Grant 1003(g)

instruction.

After careful analysis of data on student learning, demographics, process and perception as well as instructional recommendations garnered from the GAPSS Analysis and America's Choice review, JHS has identified three major areas that must drive all efforts and initiatives:

1. Create and maintain an effective school professional learning community to support teacher and student learning in a standards-based classroom.
2. Ensure all professional learning activities promote sustainable teacher development addressing the need for deep understanding of content knowledge, use of research-based instructional strategies, and appropriate assessment strategies.
3. Effectively monitor teachers' progress in implementing research-based practices and provide continuous feedback.

JHS knows, through the analysis of this data, the need to implement a reform model that will provide all students with an opportunity to increase individual academic achievement as well as intrapersonal development in order to facilitate continuous growth.

d) Provide rationale for intervention model selected.

Based on a careful and strategic analysis of the T. W. Josey High School data collected, the Transformation Model was selected as one that most closely aligns to guidance required to turnaround the school performance deficiencies. A root cause analysis revealed the need for increased rigor in an instructional model that would bring about systemic change in the school and ultimately increase student achievement. The Transformation Model focuses on professional development that will ensure teachers have the skills needed for effective pedagogy and the capacity to successfully implement the new strategies that the school will adopt. The SIG Transformation Model was also selected because it allows Josey to maintain the existing staff, with a three year progressive approach to the removal of ineffective teachers. To better ensure that the existing teachers are committed to and working toward the goals of the Transformation Model, each teacher will be asked to sign a letter of commitment. Teachers who do not wish to or do not believe in the effort will be allowed to transfer to other schools. In addition, the CLASS Keys will be the teacher evaluation system. The needs assessment process included a review of the December 2009 GAPSS Analysis (Appendix A) which is part of the school contract with the GaDOE for schools in NI 7 status. The GAPSS Analysis provided valuable information for the SIG team to enhance the school improvement initiatives. Some of the issues identified through careful examination of the GAPSS study, student achievement data, Adequate Yearly Progress (AYP), graduation rates, stakeholder input, and demographics informed the decision to use the Transformation Model. Areas of required immediate change for improved student achievement include instruction, rigor, and engagement. A comprehensive evaluation system, CLASS Keys, and Leader Keys, will provide guidance and support for leader, teacher, and staff change. The data analysis revealed the need for changing practices in the school that have not brought about improvement in overall performance and perhaps have contributed to continued declines. The Transformation Model will serve to improve JHS through comprehensive curriculum reform, job-embedded professional learning, extended learning time, and flexible scheduling. This model closely aligns with initiatives for school improvement already in progress, such as recently replacing the administrative staff and guidance counselor at the school and the implementation of America's Choice. Additionally, emphasis has been placed on development of standards-based classroom practices and improved mathematics and English/language arts instruction, including technology

School Improvement Grant 1003(g)

enhancements in the mathematics and English/language arts instructional programs. Work is already in progress to include a data-driven approach to instruction and assessment with formative and summative assessments being incorporated into the instructional program along with common assessments and benchmark assessment practices. The support of the School Improvement Grant will allow opportunity for the school to develop capacity over the three year period so that improvement efforts are sustainable and enduring. Although JHS is “now” located in a high poverty and high crime area of Augusta, Georgia, it has a rich history, with many graduates holding important positions in the community. The requirements for the Transformation Model closely align with the needs of the school and community and the direction for improvement as suggested by the GAPSS analysis and other data examined.

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

The Richmond County School System (RCSS) has sufficient capacity to support T.W. Josey Comprehensive High School to implement the strategies described in this document.

- The Human Resource Department will utilize the state guidelines and Chicago Model, “Competencies for Success” to recruit and hire teachers whose performance data identifies them as highly effective teachers in their certificated area of instruction.
- Implementation of CLASS Keys is a two-year process with STUDY being the first year’s work and IMPLEMENTATION of the process being the second year’s work. The administrators and teachers will participate in a STUDY of CLASS Keys for the 2010-2011 school year.
- The Executive Director of High Schools will implement Leader Keys, a performance based evaluation system for school leaders.
- For the past two years a Central Office instructional leader has served on the school’s leadership team to provide support for the implementation of the school improvement plan. The roles and responsibilities for the central office support person are:
 - Attend assigned school’s Leadership Team (LT) meetings on a regular basis
 - Periodically attend content area meetings and/or other professional learning activities
 - Assist the school based members of the LT to develop their skills and take the responsibility for school improvement
 - Assist the school in monitoring the School Improvement Plan particularly in the areas of mathematics, students with disabilities, and attendance/ suspensions
 - Participate in Focus Walks and classroom observations and share feedback with the principal
 - Assist school in communicating needs to the appropriate Central Office department.
 - Communicate progress, suggestions, and concerns to the school’s Executive Director
- Richmond County Instructional Directors and Coordinators (Curriculum, Special Education, Title I, Professional Learning and School Improvement, Career, Technical and Agricultural Education) provide professional learning specific to each department’s goals. In addition these support personnel assist teachers with implementation of the Georgia Performance Standards with fidelity.
- RCSS provides Special Education and related services to meet the unique needs of children with disabilities in the least restrictive environment to the maximum extent possible. A full time Special Education Liaison is assigned to the school to support Special Education teachers, the scheduling of classes, and ensuring implementation of Individual Educational Plans (IEP).

School Improvement Grant 1003(g)

- Title I funds literacy and mathematics instructional coaches to provide job embedded professional learning, demonstration teaching, data analysis, and teacher support in the school.
- RCSS has partnered with America's Choice, a scientifically based program, to provide a framework for full implementation of standards based instruction.
- RCSS has established a strong partnership with the Georgia Department of Education Division of School Improvement. A five day retreat, Richmond 2010: Building a Better System, provided a Summer Leadership Academy experience for a five-member design team from every school in the system. RCSS will continue to seek the support and technical assistance of this division.

The Richmond Way

- RCSS has established a teacher induction program through its Department of Professional Learning and School Improvement in order to increase teacher retention rates. This program operates in conjunction with a mentor program and regional professional learning communities to provide professional learning for beginning teachers.
- RCSS utilizes a data management program, Data Director, to collect and organize assessment data to inform instruction.
 - All stakeholders will continuously analyze various forms of data to differentiate instruction with a goal of meeting all students' academic needs. Analyzing data will become a principal component of all leadership team meetings, professional learning communities, vertical team meetings, grade level meetings, and student conferences.
- RCSS continues to build capacity by creating professional learning opportunities to assist in training highly effective leaders. School administrators recommend assistant principals to participate in Leadership Academy. Instructional Coaches and teacher leaders will participate in a leadership development program entitled "Rising Stars."
- RCSS has implemented the Positive Behavior Support (PBS) program system-wide which is supported by an Intervening Services Specialist. PBS affords students opportunities to learn and demonstrate appropriate behavior which enhances academic achievement, school culture, and positive social interactions.
- RCSS places a school safety officer in this school to assist in maintaining a safe and conducive learning environment.
- Richmond County Board of Education (RCBOE) is participating in review of policies to meet eBOARD compliance. eBOARD solutions was created as a subsidiary of the Georgia School Board Association for its governance and membership management. eBOARD is linked to our Richmond County homepage. It provides a means of posting all minutes, agendas, policies and affiliated documents from committee and board meetings. This solutions tool is also available for school use to align to system goals.
- RCSS encourages and supports community and business partnerships with the school.
- RCSS Student Services Department provides training and resources for the implementation of an Advisor/Advisee program at the school.
- RCSS ensures that the school consolidates ESEA funds to upgrade its instructional program through such services as (a) America's Choice, (b) Georgia Leadership Institute for School Improvement (GLISI), (c) Advanced Placement (AP), (d) Instructional Coaches, (e) Carnegie Math, (f) tuition reimbursement for Teacher Alternative Preparation Program (TAPP) and Masters of Arts in Teaching (MAT), (g) Georgia Assessment for the Certification of Educators (GACE) test reimbursement for teachers and paraprofessional, and (h) class size reduction and teacher recruitment.
- RCSS supports parental involvement by utilizing the Parent and Family Facilitator to conduct

School Improvement Grant 1003(g)

parent workshops, monitor students' attendance, and help parents connect with appropriate community resources.

- RCSS supports the administration in developing schedules which maximize learning time within the school day as well as extending learning through the Before, After, and Saturday School Academies.

School Improvement Grant 1003(g)

LEA Application 2010

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

The following guiding questions can be used to respond:

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

(This does not apply. We are applying to serve all identified schools.)

School Improvement Grant 1003(g)

LEA Application 2010

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

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

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

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

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

RCSS hosted an informational meeting at noon on March 31, 2010 with relevant stakeholders regarding SIG1003 (g). See RCSS attachment for invitation, agenda, minutes and sign in sheets. The school's Leadership Team discussed plans with stakeholders at a community function on April 22, 2010 (Appendix J) with additional meetings planned. The Richmond County Board of Education held a called Board Meeting April 1, 2010 to hear specific plans for SIG 1003g Grants and with additional plans to be updated at the April 13, 2010 Committee Meeting. The Richmond County Board of Education granted support for RCSS to apply for all three schools. Monthly updates will be provided during RCBOE Committee Meetings and regular Superintendent's Leadership Team Meetings.

School Improvement Grant 1003(g)

LEA Application 2010

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

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

Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000. The funding range for each school is between \$50,000 and \$2,000,000 annually. The actual reward 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.

LEA Application 2010

School Improvement Grant 1003(g)

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.

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1c
High School Profile

District Name: Richmond County

School Name: T. W. Josey High School

Grades: PK, 09, 10, 11, 12

School Enrollment Total: 947

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

SCHOOL DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
AYP status	N	N	N	N	N/A	N/A	N/A
AYP targets the school met		ELA, Math	ELA	*	N/A	N/A	N/A
AYP targets the school missed	ELA, Math, SI	SI	Math, SI	*	N/A	N/A	N/A
School improvement status	NI-3	NI-4	NI-5	NI-6	N/A	N/A	N/A
Number of days within the school year	180	180	180	180	180	180	180
Number of minutes within the school day	375	375	375	375	375	375	375
Number of minutes within the school year	67,500	67,500	67,500	72,900	72,900	72,900	72,900

- Official data is not available at this time

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	N/A	N/A	N/A	N/A	N/A	N/A
Graduation rate (percentage)	57.8	46.2	63.3	69.6	76.6	84.26	92.68
Dropout rate (percentage)	9.7	2.9	1.7	1.5	1.48	1.2	1.1
Student absent over 15 days rate (percentage)	38	40.6	34.2	30.8	27.7	24.9	22.4
Number of students completing advanced coursework (AP)	17	12	11	18	20	22	24
Percentage of students completing advanced coursework (AP)	12%	11%	6%	10%	11%	12%	13%
Number of students completing advanced coursework (IB)	0	0	0	0	0	0	0
Percentage of students completing advanced coursework (IB)	0	0	0	0	0	0	0

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
Number of students completing advanced coursework (early-college high schools)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of students completing advanced coursework (early-college high schools)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Number of students completing advanced coursework (dual enrollment classes)	0	1	2	2	3	4	5
Percentage of students completing advanced coursework (dual enrollment classes)	0%	1%	1%	1%	1%	1%	2%
College enrollment rate		16.3%	N/A	13.9%	N/A	N/A	N/A
Number of discipline incidents coded as 900 as reported to state	2	3	6	3	2	N/A	N/A
Number of truants	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Teacher attendance rate	N/A	N/A	94.9%	90.5%	N/A	N/A	N/A

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		70.5	69.5	75	71	N/A	N/A
Number of teachers evaluated		70.5	69.5	66	71	N/A	N/A
Certified Staff Evaluated at Each Performance Level							
Percentage rated Satisfactory		0%	97%	99%	98.5%	N/A	N/A
Percentage rated Unsatisfactory		0%	3%	.01%	.01%	N/A	N/A
Percentage non-renewed		0%	0%	0%	.01%	N/A	N/A

School Improvement Grant 1003(g)

LEA Application 2010

Attachment 1c
High School Profile

Grade 11 GHS GT English																					
Percent of Students Who Met or Exceeded																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	86	124	69.4	92	131	70.2	121	149	81.2	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Percentage White																					
Percentage Hispanic																					
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	4	19	21.1	5	22	22.7	16	30	53.3	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Percentage Economically Disadvantaged	62	86	72.1	75	110	68.2	104	124	83.9	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

- Official data is not available

School Improvement Grant 1003(g)

LEA Application 2010

Attachment 1c
High School Profile

Grade 11 GHS GT English Percent of Students Who Participated

Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	134	138	97.1	142	153	92.8	161	164	98.2	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Percentage White																					
Percentage Hispanic																					
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	24	27	88.9	24	31	77.4	33	35	94.3	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Percentage Economically Disadvantaged	92	93	98.9	120	127	94.5	132	135	97.8	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

- Official data is not available

School Improvement Grant 1003(g)

LEA Application 2010

Attachment 1c
High School Profile

GHSGT Spring First-time 11th Grade Test-Takers English Language Arts																																
Average Scale Score																																
	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013							
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th				
FAY students with test scores																																
Black																																
White																																
Hispanic																																
Asian																																
American Indian																																
Multiracial																																
Students with Disabilities																																
Economically Disadvantaged																																

School Improvement Grant 1003(g)

LEA Application 2010

Attachment 1c
High School Profile

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

Grade 11 GHS GT Mathematics																					
Percent of Students Who Met or Exceeded																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	47	123	38.2	62	130	47.7	66	150	44	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Percentage White																					
Percentage Hispanic																					
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	1	20	5	5	23	21.7	7	30	23.3	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Percentage Economically Disadvantaged	33	87	37.9	52	111	46.8	57	125	45.6	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

*Official data is not available

School Improvement Grant 1003(g)

LEA Application 2010

Attachment 1c
High School Profile

Grade 11 GHS GT Mathematics																					
Percent of Students Who Participated																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	135	138	97.8	146	154	94.8	165	168	98.2	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Percentage White																					
Percentage Hispanic																					
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	25	26	96.2	27	33	81.8	33	35	94.3	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Percentage Economically Disadvantaged	93	93	100	122	127	96.1	136	138	98.6	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

School Improvement Grant 1003(g)

LEA Application 2010

Attachment 1c
High School Profile

GHSGT Spring First-time 11th Grade Test-Takers Mathematics																																
Average Scale Score																																
	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011***				2011-2012				2012-2013							
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th				
FAY students with test scores																																
Black																																
White																																
Hispanic																																
Asian																																
American Indian																																
Multiracial																																
Students with Disabilities																																
Economically Disadvantaged																																

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

School Improvement Grant 1003(g)

LEA Application 2010

Attachment 1c
High School Profile

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

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

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

School Improvement Grant 1003(g)

LEA Application 2010

Attachment 1c
High School Profile

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	EDFacts	EDFacts	EDFacts	*	N/A	N/A	N/A
Percentage passed EOCT	EDFacts	EDFacts	EDFacts	*	N/A	N/A	N/A

English Language Arts: American Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	EDFacts	EDFacts	EDFacts	*	N/A	N/a	N/A
Percentage passed EOCT	EDFacts	EDFacts	EDFacts	*	N/A	N/A	N/A

-
- Official data not available

School Improvement Grant 1003(g)

LEA Application 2010

Attachment 2d
Transformation Model

LEA Name: Richmond County School System

School Name: T. W. Josey High School

The LEA must:

A1. Replace the principal who led the school prior to commencement of the transformation model.	
<p>Actions: The Richmond County School System replaced the principal at T.W. Josey Comprehensive High School (JHS) at the beginning of the 2008-2009 school year with a leader who is one of the leading change agent principals in Richmond County. His leadership skills motivated faculty and staff to work long arduous hours to change the culture of the school and increase student achievement. Under his leadership Sege Middle School (NI 6) in 2008 met AYP two consecutive years and was removed from the needs improvement list. Within the first year of Dr. Wiggins' tenure at JHS, the percentage of 11th graders passing all portions of the GHSGT increased. Significant gains were made:</p> <ul style="list-style-type: none"> • ELA (2008 72% to 2009 85%) 13% increase • Math (2008 76% to 2009 87%) 11% increase • Graduation Rate (2008 46.2% to 2009 63.3%) 17.1% increase. 	<p>Timeline: Completed</p>

A2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that	
<p>(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and</p> <p>(2) Are designed and developed with teacher and principal involvement.</p>	
<p>Actions: Teacher Performance Evaluation The Classroom Analysis of State Standards (CLASS Keys) Teacher Evaluation System supports teachers' work in standards-based classrooms using the Georgia Performance Standards (GPS) to improve student learning. The CLASS Keys is a performance appraisal process based on teacher standards designed to evaluate teacher performance, promote professional growth, and positively impact student learning. The CLASS Keys guides the instructional practices of teachers in the same manner that the Georgia Performance Standards (GPS) guide student learning, the School Keys serves as a foundation for Georgia's comprehensive</p>	<p>Timeline: Because of JHS's NI-6 status for 2009-2010, the contract with GaDOE mandated that the certified staff study the CLASS Keys with the possibility of implementing the evaluation process in 2010-2011. If JHS receives the grant and/or advances to NI-7 status, the CLASS Keys will be implemented in 2010-2011.</p>

School Improvement Grant 1003(g)

system of school improvement and support, and the Leader Keys defines effective, high impact practices that school and district leaders need to know, understand, and do.

The CLASS Keys is organized into five strands: Curriculum and Planning, Standards-Based Instruction, Assessment of Student Learning, Professionalism, and Student Achievement. These five strands have been further developed and defined into performance standards and elements with rubrics that have accompanying evidence and artifacts. Additionally, the Georgia Teacher Duties and Responsibilities (GTDR) is included in the CLASS Keys and provides ongoing feedback.

The CLASS Keys' purpose is twofold: improvement and accountability. The CLASS Keys serves as both a formative and summative instrument to identify a teacher's level of performance on the elements through the use of evidence-based rubrics with four levels of performance.

The Georgia Department of Education recommends a two-year implementation of CLASS Keys. The first year is designated a study year, which was done during 2009-2010, followed by a second year of implementation of the process, which will be 2010-2011. The process is divided into: Pre-Evaluation Phase, Evidence Collection Phase, and Annual Evaluation Phase. Collaboration and feedback between administrator and teacher take place throughout the process.

Using collaborative teams, the school administrators and teaching staff will continue to study the CLASS Keys Teacher Evaluation System, while simultaneously implementing, during the 2010-2011 school year. The desired outcome of the CLASS Keys is to develop a common language and a common understanding of how proficient implementation of the CLASS Keys elements looks.

Teachers completed the CLASS Keys Self-Assessment and Reflection piece of the Pre-Evaluation Phase of the CLASS Keys process in the spring of 2010 and identified individual strengths and areas of growth. The teachers will complete the self-assessment and reflection piece again in the fall (2010) and complete their Professional Growth Plan (PGP) which will include the Student Achievement Strand. A mandatory portfolio will be developed to include artifacts and evidences of growth throughout the year as a part of their evaluation. Teachers will again self assess in the spring of 2011 which will be used in their evaluation on the CLASS Keys Evaluation for 2010-2011.

Collaborative teams will identify common areas for professional growth. Using this information, along with the student/school needs and initiatives, the most crucial elements of growth will be identified and targeted for study. Implementation plans for identified elements will be monitored by the teams and updated as necessary throughout the year.

Year 1

The faculty of JHS will continue to study the CLASS Keys through the Josey Professional Learning Academy (JPLA). This will be addressed in-depth in A4; but will consist of 8 afterschool professional development sessions, department meetings, teacher collaborative teams, and weekly teacher/administration collaborative meeting. Monitoring of the CLASS Keys implementation will take place through informal focus walks based on specific standards from the JPLA, feedback will be provided after each focus walk, and quarterly conferences with the principal to discuss the teacher's progress on implementing the CLASS Keys and student achievement.

School Improvement Grant 1003(g)

The collaborative teams will identify connections between the elements of the CLASS Keys and other initiatives in progress within the school. Teachers will understand that all efforts have a common focus of effective teaching and improved student learning.

As a part of the CLASS Keys Evaluation process, JHS administrators will be required to complete three formal observations per year for each teacher and weekly random informal observations. Instructional coaches will conduct daily observations and provide feedback to teachers and administrators within five working days. The instructional coaches will keep administrators informed of which components of the instructional framework need improvement within the school and provide recommendation to improve teacher performance.

Teacher Effectiveness Evaluation

Student data from formative assessments (STAR Reading, Gates-McGinley, America's Choice, Math I and II and LEA created pre-assessments in Science and Social Studies) will be used as a baseline for student growth. Teacher made common assessments created on Data Director, from Learning Village and benchmark assessment results will be analyzed and tracked to monitor student growth throughout the year. Results of student achievement will be posted on the private data wall. Supporting evidence and artifacts will be used to evaluate teacher effectiveness. Student assessment data will be systematically collected by the teacher to support the evaluation process.

Examples of student assessment data include:

- Formative and summative classroom assessment data,
- Diagnostic assessment data,
- Informal assessment data such as checklists,
- Student work,
- Student self-assessments,

- Student Learning Data
 - Discipline referrals,
 - Parent and student surveys,
 - Achievement test data.

A three year analysis of EOCT and GHSGT will be used as a baseline for current core teachers to be compared to the EOCT and GHSGT scores at the end of school year 2010-2011. For new teachers, pre-assessments given to students at the beginning of the school year will be compared to end of year scores to assess student growth. All AYP subject teachers will pre-assess at the beginning of the school year and post-assess at the end of year to assess student growth.

In addition, perception data will be correlated with student

Collaborative teams will meet weekly throughout the year to analyze student work to determine the impact of instruction on student achievement and the relationship to the CLASS Keys. Results will be shared with the administration at the Thursday Collaborative team meeting.

Year 2 and 3

The CLASS Keys process will continue in years 2 and 3 as described above. Monitoring will continue in the same manner and will provide both teacher and administrator with longitudinal data to determine student achievement and teachers' progress in implementing the CLASS Keys.

Year 1, 2, and 3

At the beginning of each year teachers will receive baseline data from identified assessments (formative and summative) and types of data such as perception and demographic. In some areas pre-assessments will be given. Goals for student achievement will be set by the teacher with input from the principal.

The CLASS Keys standard on Student Achievement will be monitored by identified assessments (formative and summative) throughout the year to determine teacher effectiveness. Teachers will maintain portfolios of artifacts and

School Improvement Grant 1003(g)

achievement and performance observation data, student, and parent surveys will be compiled to assess teacher performance and effectiveness.

At the end of the school year the transformational leader will meet with each certified faculty member to discuss teacher performance and effectiveness using data compiled throughout the year and set goals for next year. Staff failing to meet established criteria of effectiveness will not be retained.

In order to measure student growth and student learning, demographic data, process data and perception data as outlined below will be examined:

- Benchmark Test Data
 - ELA: 9th Grade Literature & Composition and American Literature
 - Mathematics: Math I and Math II
 - Science: Physical Science and Biology
 - Social Studies: Economics and U.S. History
- Pass Rate of JHS courses
- Advanced Coursework Data
- State 11th Grade Writing Assessment
- GHSGT Data
 - Academic Performance in ELA and Mathematics for ALL, Black and Economically Disadvantaged
 - Second Indicator: Graduation Rate for ALL, Black and Economically Disadvantaged
- EOCT Data
 - ELA: 9th Grade Literature & Composition
 - ELA : 11th Grade American Literature
 - Mathematics: Math I and Math II
 - Science: Physical Science and Biology
 - Social Studies: Economics and U.S. History
- Demographic Data
 - School Profile
 - Ethnicity
 - Free/Reduced Lunch
 - Students with Disabilities
 - Homeless
 - Gifted Education
 - Graduation Rate
 - Retention Rate
 - Mobility Rate of Students
 - Faculty/Staff Demographics

supporting evidence for documentation of student achievement.

Teachers will meet with the principal quarterly to discuss their progress as evidenced in their portfolio.

School Improvement Grant 1003(g)

- Attrition Rate of Teachers/Administrators
- Highly Qualified Teachers
- Attendance
 - Student
 - Daily attendance
 - Class attendance
 - Tardies
 - Early release
 - Teacher Attendance
 - Sick/Personal Leave
 - Professional Leave
- GHSGT Participation Rate in ELA and Mathematics for ALL, Black and Economically Disadvantaged
- Student Discipline
 - Referrals
 - In School Suspensions
 - Out of School Suspensions
 - Expulsions
 - Assigned to Tubman Education Center (Alternative Program)
- Process Data
 - School Improvement Plan
 - Corrective Action Addendum
 - Short Term Action Plans
 - Classroom Observation Data
 - Response to Intervention [RTI] Data
- Perception Data
 - Classroom Visitor Surveys
 - Principal's Student Advisory Committee

All data listed above is utilized or designed by the faculty and staff at JHS or provided by the RCSS or GaDOE in order to analyze for student achievement purposes.

Teacher and Principal Involvement

JHS certified faculty will complete a teacher efficacy survey at the beginning of the school year. The school administration and instructional coaches will meet with each certified faculty member to establish and document personal professional goals for the school year. The instructional coach will work with the teachers to assist them in meeting their professional goals. Midyear the certified faculty member will meet with the administration for a mid-year review. During this time a new goal will be set or new strategies will be implemented to help the teacher meet his/her goal before the end of the school year.

At the end of the school year the school administration will meet with each certified faculty member to discuss teacher performance

School Improvement Grant 1003(g)

and effectiveness using data compiled throughout the year, and set goals for next year or exit plans.

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

Actions:

A written record of the school’s reward distribution plan must be maintained at the local school level. The RCSS is responsible for managing this process and may request that the school submit its reward distribution plan to the local system.

- Recognition will be presented to teachers based on academic gains or the highest percent of students exceeding standards in the previous school year. Rewards will be based on but not limited to a combination of indicators such as teacher attendance, grade distributions, student achievement, transformation competencies, etc.

- Other rewards for teachers will be based upon performance on set criteria and gains made in those designated student achievement categories or gains for students scoring in the exceeding category, but are not limited to the following rewards:

- Certificates
- Flexibility/autonomy
- Recognition banners, flags, and/or signage
- Press releases endorsed by the Superintendent and the Board of Education

(See A. 5. for specific information on incentives and rewards.)

Timeline:

Year 1, 2, and 3

Beginning July 1, 2010 teachers will complete an addendum that specifically states teacher performance and student achievement data upon which rewards will be measured. Based on these measurements and data, the certified staff will receive incentives at the end of each academic year. The entire staff will receive incentives at the end of the each year for increased graduation rate from one year to the next. Faculty members who do not show growth and/or whose students’ achievement does not show progress, even after support has been provided, will be identified and removed based on the CLASS Keys Teacher Performance Evaluation. (See A. 2 for specific information on teacher evaluation.)

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.

School Improvement Grant 1003(g)

Actions:

JHS recognizes that Professional Learning is the means by which teachers and administrators acquire, enhance, and refine the knowledge, skills, and commitment necessary to create and support high levels of learning for all students.

The GAPSS Analysis Target Areas conducted December 2009 (Appendix A) revealed areas of need in professional learning:

- Create and maintain an effective school professional learning community to support teacher and student learning. Ensure that teachers' collaborative work focuses on school improvement goals and student achievement. PL 1.2
- Analyze disaggregated data in all areas to develop and implement a comprehensive, clearly articulated, focused, long-term (three years) plan for professional learning aligned with the school improvement plan and focused on three to four teacher learning outcomes.
- Ensure that all professional learning activities promote the sustained development of teachers' deep understanding of content knowledge, research-based instructional strategies, and assessment strategies.
- Monitor teachers' progress in implementing research-based practices, provide feedback and coaching.

Through the resources, both human and material, of the GaDOE and America's Choice, the teachers at JHS will be provided an in-depth professional learning program that will be of high-quality, job-embedded and aligned to the instructional needs of the school.

Selection of which teachers will be trained each year for any professional development will be developed strategically with careful consideration given to the amount of required training in each of the components in the reform model. (Appendix C)

Timeline:

Year 1

The leadership team will establish a three part plan focused on strategies that will build depth of content knowledge and have the most impact on student achievement. The leadership team will establish a focus walk calendar for the year that will focus on strategies provided in professional learning. The focus walk data will be analyzed to determine if the strategies are being implemented in classroom instruction. Feedback will be provided to each teacher after the focus walk. Feedback will also be shared with the staff to determine overall growth. An overall analysis will be done at the end of the year to determine strategies that have had the most impact on student achievement and have been implemented with consistency and pervasiveness.

Years 2 and 3

The plan for year 2 and 3 will be revised by the leadership team based on the analysis of the focus walk data at the end of the previous year. The plan will continue to focus on strategies that will build depth of content knowledge, pedagogy skills and have the most impact on student achievement. The leadership team will establish a focus walk calendar for the year that will focus on strategies provided in professional learning. The focus walk data will be analyzed to determine if the strategies are being implemented in classroom instruction. Feedback will be provided to each teacher after the focus walk. Feedback will also be

School Improvement Grant 1003(g)

JHS Leadership Team will participate in the GaDOE Summer Leadership Academy to better prepare for implementing a continuous school improvement process that addresses holistic student growth.

JHS and Glenn Hills High School plan to collaboratively address many components of extensive, necessary professional learning during the summer(s) as well as periodically during the academic year(s) outlined below:

JHS Professional Learning Academy (JPLA)
The JPLA will be created to establish a Professional Learning Community designed to assist the teacher in taking responsibility for professional growth in order to support high levels of learning (Georgia CLASS Keys). The GaDOE assigned State Director and

shared with the staff to determine overall growth. An overall analysis will be done at the end of the year to determine strategies that have had the most impact on student achievement and have been implemented with consistency and pervasiveness.

Sustainability

T. W. Josey High School will continue this model of professional learning, monitoring and assessing to ensure that teachers are provided content knowledge, pedagogy skills, and have the most impact on student achievement.

June 2010

The leadership team (4 administrators and 6 teachers) will attend the Summer Leadership Academy June 14-17, 2010.

June 2010-September 2010

The leadership teams from both schools will meet during June, July, and August to coordinate plans and develop a calendar for the coming year.

Year 2 and 3

The leadership teams from both schools will share analysis of the school's data to revise the coordination of plans in collaborating professional learning initiatives.

Sustainability

The two schools will continue this collaboration to provide extensive professional learning.

Year 1, 2 and 3

Each year the ILT, instructional coaches, GaDOE assigned State Director, and America's Choice consultant will establish the

School Improvement Grant 1003(g)

the America's Choice consultant will coordinate with the math and English/language arts instructional coaches and the leadership team to develop a three year professional learning plan that is subject-specific, rigorous, and job-embedded. The goal of JHS's professional learning design is to provide teachers with a collaborative venue to focus on student learning and acquire new content knowledge and pedagogy skills that will impact student achievement. The plan will be aligned with JHS's three major areas of focus:

1. Create and maintain an effective school professional learning community to support teacher and student learning in a standards-based classroom.
2. Ensure all professional learning activities promote sustainable teacher development, addressing the need for deep understanding of content knowledge, use of research-based instructional strategies, and appropriate assessment strategies.
3. Effectively monitor teachers' progress in implementing research-based practices and provide continuous feedback.

JHS plans to implement several professional learning designs that will embed and strengthen the learning of the staff:

- Content area teachers will meet weekly during a common planning time to collaborate on examining student work and developing common assessments followed by analyzing results.
- Course specific teacher teams will meet regularly to develop units/lesson plans and analyze teacher assignments to ensure rigor, depth of knowledge and the implementation of GPS.
- Departments will meet weekly to monitor student achievement.
- Focused peer observations plus debriefing sessions aligned to implemented instructional strategies
- Implementation of the instructional coaching cycle
- Learning teams to study research on identified best practices to be implemented
- Participation in workshops, conferences, and/or approved, aligned training opportunities provided by RCSS, GaDOE, CSRARESA and America's Choice (Appendix C).

The GAPSS Analysis and America's Choice Review indicate that the instructional framework and Standards-Based Instruction are not being implemented with consistency and pervasiveness. Much time has been spent by the district, the GaDOE and America's Choice to implement the instructional framework and differentiated instruction. To ensure quality instruction, the following objectives will be the focus over a three year time span:

- GaDOE CLASS Keys

design for the Academy, develop a focus walk calendar for the year that will focus on strategies provided in professional learning, analyze focus walk data, provide feedback to teachers and staff, and provide support where needed.

Sustainability

Continued and sustained Professional Learning will be provided to new faculty members as well as a continuation of learning for all teachers.

School Improvement Grant 1003(g)

- Standards Based Classrooms
- Differentiated Instruction
- Analysis of Student Work
- Thinking Maps
- Active Literacy
- Assessment (Common, Formative, Summative)
- Data Teams
- Quality Core Training (America's Choice)
- Leadership & School Improvement Process
- Team Building (Faculty & Staff)

With the establishment of a true professional learning community, teachers at JHS will receive more than just “sit and get” information one time. They will also be provided with the acquisition and effective utilization of new information which manifests in going back to the classroom to practice and continually work to move to fully operational levels in all areas of curriculum and instruction.

Ten Day Camp (Pre-School Professional Learning Academy)

The grant will fund JHS staff to return to school ten (10) days before the Richmond County School year begins. The camp will provide teachers with further study on the implementation of Standards Based Instruction (SBI), CLASS Keys, and Differentiated Instruction strategies such as Thinking Maps, Use of Common Assessments and Quality Core. This camp will be held in conjunction with the rising 9th grade summer academy allowing our rising 9th graders to become familiar with each other as well as preview academic and social resources.

Staff Study Groups (America's Choice)

The America's Choice professional learning design has been incorporated into the school work day and requires after school attendance as well. Study groups are formed to facilitate the

Year 1

Teachers will return to school 10 days before the district's pre-planning for the Summer Academy, July 20-August 2, 2010. The monitoring of implementation and the impact on student achievement was addressed in the beginning of A4 in the timeline for the 3 year plan.

Year 2 and 3

If funding is received for years 2 and 3, a 3 day Summer Academy will be put in place to jump-start the year with the same initiatives.

Sustainability

Professional Learning is built into the Academy throughout the year and will be sufficient to sustain the intense training that has taken place over the past 3 years.

Implementation and monitoring will be defined in the School Improvement Plan under professional learning.

Year 1, 2, 3, and Sustainability

The study groups will be embedded into the schedule each year which

School Improvement Grant 1003(g)

professional learning plan. Department meetings will be held during embedded, scheduled collaborative planning time twice a week. Study groups will meet for book studies or various periodical readings. In these meetings there is a focus on Common Assessment. Finally, the fourth Thursday of each month, the entire faculty and staff will come together for an America's Choice faculty meeting. In this meeting, a study group and department will present follow up on the professional learning that has taken place during the month. Books and various curricular materials will be acquired to enhance the America's Choice professional learning design.

Thinking Maps (TM) training (GaDOE)

All T. W. Josey High School staff (70) will attend GaDOE Thinking Maps training for two (2) days. On-site follow up training will be provided throughout the year by TM consultants. Further professional learning will be provided during collaborative planning by coaches, GaDOE State Director and America's Choice consultant.

GaDOE CLassroom Analysis of State Standards (CLASS Keys)
The CLASS Keys is a teacher evaluation system that supports teachers' work in standards-based classrooms using the GPS to improve student learning. The implementation of CLASS Keys is a 2 year process; year 1 is designated a study year, followed by a

will allow for sustainability for the future.

Year 1

Implementation of TM for the entire school. TM consultant will make 3 / 2day on-site visits to provide continued training. Continued professional learning will be provided through the JPLA. The monitoring of implementation for the impact on student achievement was addressed in the beginning of A. 4 in the timeline for the 3 year plan.

Years 2 and 3

Continuation of TM for the entire school and embedded in the JPLA. TM consultant will make 2 / 2day visits to provide feedback on implementation and continued training in all content areas. The monitoring of implementation for the impact on student achievement was addressed in the beginning of A. 4 in the timeline for the 3 year plan.

Sustainability

TM will be continued through the JPLA and facilitated by the instructional coaches and the district professional learning program.

Year 1

Implement all the components of

School Improvement Grant 1003(g)

year of implementation of the process. JHS studied the CLASS Keys in 2009-2010 with 2010-2011 being the official year for implementation. Teachers have received professional learning 2009-2010 and will continue to receive professional learning as an on-going part of their professional development plan.

Quality Core (QC) Training (America's Choice)

QC is a specifically designed instructional improvement program that is designed to help ensure that the outcomes of high school preparatory courses are aligned with essential postsecondary skills and provide rigorous course content and improved outcomes. It provides:

- Resources
- End-of-course assessments
- Formative item pools
- Reports
- A professional development component.

the CLASS Keys (See A. 2) and attend all professional learning sessions provided by the GaDOE, district, and school. The implementation will be monitored through the same process used in the beginning of A. 4 in the timeline for the 3 year plan.

Year 2 and 3

Continued professional learning will be provided each year for a deeper level of understanding and implementation. The implementation will be monitored through the same process used in the beginning of A. 4 in the timeline for the 3 year plan.

Sustainability

TM will be continued through the JPLA , facilitated by the instructional coaches and the district professional learning program.

Year 1

Core content area teacher teachers will receive professional development using the QC process to ensure instructional rigor in teaching the GPS and using the GaDOE frameworks.

Math I Support

Math II Support Math Navigator

English 9

Ramp Up to Advance Literacy

Literacy Navigator

Physical Science

Biology

All Social Studies

Year 2

Core content area teachers will receive professional development using the QC process to ensure instructional rigor in teaching the GPS and using the GaDOE frameworks.

Continued Math II

Math II Math Navigator

School Improvement Grant 1003(g)

<p>Active Literacy (GaDOE) T. W. Josey staff will participate in Active Literacy training. The training will show teachers how to integrate the teaching of literacy skills into their daily curriculum. The training offers teaching strategies to help students in primary through high school</p>	<p>Math III Support Math III Support Math Navigator Continued English 9 English 10 Literacy Navigator Continued Ramp Up to Advance Literacy Continued Physical Science Continued Biology Continued All Social Studies The monitoring of implementation for the impact on student achievement was addressed in the beginning of A. 4 in the timeline for the 3 year plan.</p> <p>Year 3 Core content area teachers will receive professional development using the QC process to ensure instructional rigor in teaching the GPS and using the GaDOE frameworks. English 11 Literacy Navigator Chemistry or Physics US History Continued Math II Math II Support Math Navigator Math III Support Math III Support Math Navigator Continued English 9 English 10 Literacy Navigator Continued Ramp Up to Advance Literacy Continued Physical Science, Biology Continued All Social Studies The monitoring of implementation for the impact on student achievement was addressed in the beginning of A. 4 in the timeline for the 3 year plan.</p> <p>Sustainability QC will be continued through the JPLA, facilitated by the</p>
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School Improvement Grant 1003(g)

do the following:

- Learn, retain, and use vocabulary
- Take better notes in class
- Edit and revise their writing
- Speak and listen more effectively

Read 180

Scholastic READ online reading courses provide teachers the research base for effective reading instruction plus the resources and support they need to change and improve their practice.

READ 180 teachers may earn three graduate credits for each course from READ accredited university partners. Two English Language Arts teachers will take the online reading 180 courses to implement the reading program in the extended day program.

instructional coaches and the district professional learning program.

Year 1

Implementation of Active Literacy will be studied and the professional development will be coordinated and presented through the TM consultant for the entire school. TM consultant will make 3 / 2day on-site visits to provide continued training. Continued professional learning will be provided through the JPLA. The monitoring of implementation for the impact on student achievement was addressed in the beginning of A. 4 in the timeline for the 3 year plan.

Years 2 and 3

Continuation of Active Literacy for the entire school and embedded in the JPLA. TM consultant make 2 / 2 day visits to provide feedback on implementation and continued training in all content areas. The monitoring of implementation for the impact on student achievement was addressed in the beginning of A. 4 in the timeline for the 3 year plan.

Sustainability

Active Literacy will be continued through the JPLA, facilitated by the instructional coaches and the district professional learning program.

Year 1

The Scholastic consultant will provide training on the use of the program in instruction and teachers will participate in the online professional learning follow-up throughout the year. Further follow-up and training will be provided through JPLA collaborative planning.

School Improvement Grant 1003(g)

Technology

The use of technology at JHS will enhance delivery of student instruction and provide students and teachers with the opportunity to engage in deep and complex ideas by exposing them to experiences outside of their classroom and environment.

Technology will also make instruction more student-centered, encourage cooperative learning, stimulate teacher/student interaction, and make learning “inquiry-based”.

Updating Computer labs

Updated computer labs are needed to ensure our instructional program is successful and assessments are conducted and monitored. Students that have failed courses will be scheduled in the lab for PLATO, a self-paced credit recovery program. This program will be offered during class periods, lunch break (student’s choice), after school, and Saturday school. USA Prep is provided to 11th and 12th grade students in preparation for the GHSGT. Universal Screening for Math and Reading is an assessment program that assesses reading comprehensive level and Carnegie Learning Math is a GaDOE program that supports the Georgia Performance Standards (GPS). Students are required to take the STARS Reading Assessment, at least three times a year, to determine students’ reading level and provide documentation for Response to Intervention (RTI). Teachers will use the computers to assess and monitor daily instruction to ensure students are mastering standards. Quarterly benchmarks, test prep assessments, and teacher designed assessment results are also computer generated which provide immediate feedback for teachers to adjust instruction and get explicit direction to students.

Promethean Board~ActivClassroom

Promethean Boards will make learning more interactive and engaging for all students and provide hands on activities, visuals and audio support to address the student’s learning styles. Also, the ActivClassroom technology allows teachers to differentiate based on learning styles and learning levels, customize assessment, and analyze the data. A professional learning partnership with the Educational Technology Center (ETC) staff will be established to facilitate the effective implementation of technology needs with all staff and use of new technology. Funding from the grant will be used to hire an in-house technology specialist and technical assistant to provide immediate assistance and training to ensure technology is used effectively.

Years 2 and 3

Online professional learning follow-up support will continue. Further follow-up and training will be provided through JPLA collaborative planning.

Sustainability

Read 180 will be continued through the JPLA , facilitated by the instructional coaches and the district professional learning program.

Year 1

Through the partnership with ETC the professional learning will be provided for all staff focused on the implementation. The technology specialist and technical assistant will provide immediate assistance and training to individual and groups of teachers to ensure technology is used effectively.

Year 2 and 3

Continue the partnership with ETC. The professional learning will continue to focus on the use of embedded technology during instruction. The technology specialist and technical assistant will continue to provide immediate assistance and training to individual and groups of teachers to ensure technology is used effectively.

Sustainability

Continue the partnership with ETC. The professional learning will continue to focus on the use of embedded technology during instruction. The sustainability of the technology specialist and technical assistant will depend on other funds, but if none are available then a cadre of effective teachers/staff will provide the needed assistance and training to individual and groups of teachers to ensure that effective use is continued.

School Improvement Grant 1003(g)

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

Actions:

Monetary Rewards

In an effort to retain and recruit staff to JHS that will be effective in meeting the needs of our students, RCSS will budget for and distribute financial incentives to all certified staff and classified staff who successfully meet the criteria. The financial incentives outlined below are intended to reward teacher performance, student achievement and other factors influencing student success specified in the contract addendum. Such incentives will only be available for a time period dependent on the number of years the school receives funding through the School Improvement Grant (SIG).

Many staff members at JHS have begun to truly practice “whatever it takes” during the current school year and should be rewarded for their efforts. Secondly, in order to establish a consistent and pervasive climate necessary to meet the extensive needs of JHS students, we must motivate all faculty and staff to practice “whatever it takes”. Rewarding their successes will result in a culture that will grow and strengthen over the next three years. This climate of student success will be sustainable without continued financial incentives.

Rewarding of the incentives is based on the criteria set forth below:

- All certified staff who meet the terms of implementing working in the Transformation Model outlined in the contract addendum (Appendix D) will receive a supplement of \$2000 in year 1 for attending the summer JPLA (10 days), \$1000 in year 2 (5 days), and \$400 in year 3 (2 days). The amount of the supplement will be distributed at the completion of the ten days and processed through our payroll department.
- All classified staff meeting the terms for working in this transformational environment will be required to sign an employment agreement (Appendix E) which outlines their criteria for supplements and effectiveness. A supplement of \$750 in year 1, \$500 in year 2, and \$250 in year 3. This supplement will be split into two equal payments to be disbursed upon completion of their mid year and end of the year (annual) reviews.

Timeline:

Upon the return to school in July, teachers and staff will sign the addendum discussed in A5 which addresses the criteria to receive the awards and incentives. Teachers’ performance will be based on the CLASS Keys Individuals Goals and all staff based on targeted goals established from the GHSGT and Graduation Rate. Each year teachers and staff will repeat this process based on the accomplishments of the previous year.

Years 1, 2, and 3

For the specifics from one year to the next, see the charts to the right under Rewarding of the incentives is based on the criteria set forth below.

Sustainability

If at any time the funds from the grant are not available any award or performance incentive pay will be discontinued immediately.

School Improvement Grant 1003(g)

Certified Staff	Classified
Teachers	Custodians
Media Specialists	Data Clerk
Counselors	Food Services
Instructional Coaches	Intervention Specialist
Technology Support Specialist	Parent Facilitator
Assistant Principals	Paraprofessionals
Principal	Technology Support Assistant
	Secretaries
	School Nurse

- All core content teachers (Math, ELA, Science and Social Studies) will have the opportunity to earn a performance based monetary reward of \$300.00 upon meeting Class Keys/Individual Goals established at the beginning of the school year. The Class Keys progress monitoring system outlined in Section A3 will be utilized to monitor teacher progress toward meeting their goals. This reward will be distributed at the end of the school year.
- All faculty and staff have the opportunity to earn a monetary reward of \$600.00 based upon meeting targeted goals established for the Georgia High School Graduation Test outlined below.

	2010-2011	2011-2012	2012-2013
Georgia High School Graduation Test	5% increase	5% increase	5% increase
English Language Arts	from 2009-2010	from 2010-2011	from 2011-2012
Writing			
Mathematics			
Science			
Social Studies	5% increase	5% increase	5% increase
Graduation Rate	from 2009-2010	from 2010-2011	from 2011-2012

One objective of the principal is for the school's culture to reflect norms, values, standards, and practices that reinforce the academic, social, emotional, and positive relational growth of each student and a commitment to professional growth of all

School Improvement Grant 1003(g)

<p>educators (from GADOE’s School Keys). In an effort to meet the following school-wide performance targets, all faculty and staff members must work together to ensure that the students’ academic experiences are enhanced. JHS will measure many aspects of “student growth” by analyzing formative and other assessments (i.e., benchmark assessments, universal screeners, attendance, grade distributions) by subgroups through an ongoing process and adjusting instruction based on students’ needs.</p> <p>If goals are not accomplished we will use remaining funds to provide intense professional learning on the root cause analysis results to identify the underlining reasons preventing JHS from making established goals.</p> <p>If at any point within the three-year grant, the funds end, the RCSS and JHS will provide recognition for transformation staff through non-monetary means.</p> <p>If at any time the funds from the grant are not available, any reward and/or performance incentive pay will be discontinued immediately.</p> <p>Non-monetary Rewards</p> <p>If at any point within the three-year grant, the funds end, the RCSS and school will provide recognition for transformation staff through non-monetary means.</p> <p>Other teacher recognitions for gains made in student achievement will include, but are not limited to the following rewards:</p> <ul style="list-style-type: none"> • Certificates • Recognition banners, flags • Flexible working hours (See Section D) 	
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<p>A6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.</p>	
<p>Actions: The JHS began the implementation of America’s Choice reform model in 2008-2009. This has been the second year of partnership, but analysis of the GAPSS Analysis and the America’s Choice reviews reveal that several parts of the initial implementation have not been established. Both reviews identified that JHS is not consistently implementing rigorous standards-based instruction in all classrooms. Because the district has provided guidance, professional learning, and identified expectations for research-based instruction for JHS, the school will be expected to continue to follow the direction of the GaDOE, district, and America’s Choice and work toward greater, more consistent implementation</p>	<p>Timeline: Years 1, 2, and 3 The JHS staff will review the expectations for standards-based instruction and will increase monitoring and feedback with a specific scheduled as outlined in A5.</p> <p>Years 1, 2, and 3 Partnership and implementation with fidelity the America’s Choice/Rigor and Readiness/ACT</p>

School Improvement Grant 1003(g)

and monitoring of instruction.

To provide the rigor needed to move all JHS students to higher levels, the school will form a partnership with America's Choice to implement the America's Choice/Rigor and Readiness/ACT design which will provide the academic discipline and goals, social support, and study skills. The design will compliment the support provided by the GaDOE and address the needs identified in the GaDOE GAPSS Analysis review. Quality Core, the frame for Rigor and Readiness, is a research-driven solution to raise the quality and intensity of high school core courses and provide research-based educator resources to shape rigorous course content and improve outcomes.

The design is tiered and mirrors that of the GaDOE Pyramid of Interventions/Response to Intervention and the Georgia School Keys and is specified by the GaDOE as an approved academic reform model. Rigor and Readiness/Quality Core instruction is based on the belief that all students can meet high expectations. The design provides the rigor needed for students and the support for teachers to be successful. It validates course outcomes (aligned with college readiness standards), uses data to ensure the quality, consistency, and rigor of high school courses, provides teachers tools to improve the quality, consistency, and rigor of core preparatory courses.

Student inventories provide teachers with early identification of at-risk students using the Student Readiness Inventory (SRI) for rising ninth graders. The student profile identifies students' relative strengths and weaknesses and serves as the foundation for student advising and developmentally appropriate interventions. The Behavioral Monitoring Scales allows schools to measure and track all students' development. The SRI for high school students helps to prepare them for the transition to postsecondary education.

The design, as stated above, is tiered to focus on both the academic and personal growth of all students.

Tier I: Core instructional program and the behavioral readiness of

design. Hire (as long as grant funds are available) an America's Choice consultant to serve JHS full time (see A. 4) to work with the core content faculty on content and pedagogy and to support standards-based instruction.

Sustainability

With the intensive support of the AC consultant, the JHS instructional coaches will be better prepared to continue providing faculty with specific content and pedagogy. Teachers that have received this intensive support will be models and mentors to others in standards-based instruction.

Years 1, 2 and 3

Teachers will attend professional learning to design instruction that will be rigorous, of high quality, and data driven. Teachers will be monitored by the administration, AC consultant; GaDOE State Director, instructional coaches, and ILT to determine teacher effectiveness and student achievement (see A4 for more specifics).

Sustainability

With the intensive support of the AC consultant, the JHS instructional coaches will be better prepared to continue providing faculty with support.

Years 1, 2, and 3

See selection A9 for specifics.

Year 1, 2, and 3

A protocol will be put in place to provide teachers support when a student deviates from Tier I and

School Improvement Grant 1003(g)

<p>the student to support instruction.</p> <p>Through Quality Core, teachers are provided with a framework to build rigorous instruction aligned to the GPS, use formative and summative assessments to guide instruction, measure student progress, and adjust instruction. Tier I also provides the regular instructional program with academic behavioral readiness supports. Instructional routines and rituals are built into everyday classroom instruction. These are fundamental to the standards-based classroom. Small learning communities and teacher teaming build the needed support for students both academically and socially.</p> <p>Tier 2: Supplementary academic support provided in addition to the core instructional program for students who are struggling to stay on grade level in mathematics, reading comprehension, and science using Navigator programs and additional resources. This program builds students' ability to comprehend informational texts. All the Navigator programs have a pre and post assessment built in. Tier 2 also provides intervention for students who need additional support for their social development and are in danger of dropping out.</p> <p>Tier 3: Intensive academic acceleration for students who have fallen significantly below grade level in ninth grade will consist of support from Ramp-Up programs in Literacy and Mathematics. Each program has two double-periods, standards-aligned, replacement courses for students entering high school.</p> <p>Tier 3 also provides students with interventions that need additional supports for their social development and are in danger of dropping out.</p> <p>The design monitors student performance using state assessments, benchmarks, Explore, Plan, Act, and pre and post-tests for Navigator intervention program and Ramp-Up courses. The Quality Core instruction provides twelve core courses in English, mathematics, science, and social studies that will be phased in over a three (3) year period.</p> <p>Math</p> <p>Math has been a weakness at T. W. Josey High School for several years. The Rigor & Readiness Quality Core design training will be provided to all math teachers of ninth grade students with the</p>	<p>needs additional support from Tiers II and III.</p> <p>Years 1, 2, and 3</p> <p>Specific course in math, E/LA, science, and social studies will be phased in over the next 3 years (see Appendix C for details).</p> <p>Sustainability</p> <p>Instructional coaches and department chairs will establish a cadre of teachers that will provide support and training through the professional learning collaborative to ensure that consistency is sustained.</p> <p>Year One</p> <p>August 2010-May 2011</p> <p>Quality Core Design</p>
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School Improvement Grant 1003(g)

implementation of Math I and Math II and support classes for 2010-2011. The design will be utilized in all math courses to ensure instructional rigor in teaching the GPS and using the GaDOE frameworks. Math III will be added in 2011-2012. With each year of implementation, teacher training will deepen the teachers' knowledge base in content and planning for instruction at a rigorous level. All math teachers will plan collaboratively to maintain consistency from grade to grade, course to course. Other support resources that will be used are Carnegie Learning and Navigator.

English / Language Arts

An area of academic strength for JHS has been E/LA, but there is still much room for growth. The Rigor & Readiness Quality Core design training will be provided to all E/LA teachers of ninth grade with the implementation of English 9 and Ramp-Up in 2010-2011, English 10 and Ramp-Up in 2011-2012, English 11 and Ramp-Up in 2012-2013. The design will be utilized in all English/Language Arts courses to ensure instructional rigor in teaching the GPS and using the GaDOE frameworks. With each year of implementation, teacher training will deepen the teachers' knowledge base in content and planning for instruction at a rigorous level. All E/LA teachers will collaborate to maintain consistency from grade to grade, course to course. Other support resources that will be used are Carnegie Learning and Navigator.

Science

The Rigor & Readiness Quality Core design will provide the science teachers the rigor needed to continue to make the progress science has seen over the past three (3) years. Physical Science and Biology support will be implemented in 2010-2011 and continued in 2011-2012. Chemistry or Physics will be implemented in 2012-2013. The Quality Core design will be utilized in all science courses to ensure instructional rigor in teaching the GPS and using the GaDOE frameworks. With each year of implementation teacher training will deepen the teachers' knowledge base in content and planning for instruction at a rigorous level. All science teachers will collaborate to maintain consistency from grade to grade, course to course.

Social Studies

The Rigor & Readiness Quality Core design will provide the social studies teachers the rigor needed to continue to make the progress social studies has seen over the past three (3) years. All social studies teachers will collaborate to maintain consistency from grade to grade, course to course. The US History Quality Core lessons will not be introduced through America's Choice until 2012-2013 and Economics Quality Core lesson will not be introduced through America's Choice until 2012-2013, but all teachers will implement the Quality Core planning design in 2011-

Math I Support
Math II Support
Math Navigator
Year Two
August 2011-May 2012
Math III Support
Math Navigator
Year Three
August 2012-May 2013
Continued Support

Year One

August 2010-2011
Quality Core Design
English 9
Ramp Up to Advance Literacy
Literacy Navigator
Year Two
August 2011-2012
English 10
Literacy Navigator
Year Three
August 2012-2013
English 11
Literacy Navigator

Year One

August 2010-2011
Quality Core Design
Physical Science
Biology

Year Two

August 2011-2012
Physical Science continued
Biology continued

Year Three

August 2012-2013
Chemistry or Physics

Year One

August 2010-2011
Quality Core Design
All Social Studies

Year Two

August 2011-2012
All Social Studies continued

School Improvement Grant 1003(g)

<p>2012 to ensure instructional rigor in teaching the GPS and using the GaDOE frameworks. With each year of implementation, teacher training will deepen the teachers’ knowledge base in content and planning for instruction at a rigorous level.</p>	<p>Year Three August 2012-2013 US History August 2013-2014 Economics</p>
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A7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

<p>Actions: The GA CLASS Keys, Assessment of Student Learning, will provide the process at JHS in the utilization of student data to inform and differentiate instruction. Each Assessment of Student Learning standard will guide teachers in the use of diagnostic, formative, and summative assessments. This process allows teachers to complete the following tasks:</p> <ul style="list-style-type: none"> • Design formative and summative assessments. • Monitor learning of individual and collective results. • Identify the targets of the instruction and assessment. • Create a plan for appropriate interventions. • Revise assessments and instruction as needed. <p>Instructional Coaches and content departments, along with the state director and America’s Choice consultant, will establish a system for ongoing analysis of a variety of relevant assessment data to measure student progress. Instructional coaches, state director and America’s Choice consultant will provide in depth professional learning on creating common assessments, analyzing data, identifying target areas, examining student work, and revising instruction to meet the needs of the students. Professional learning will be provided during the JHSA, collaborative planning, and department meetings. Instructional coaches and America’s Choice consultant will model the use of these strategies for identified teachers who are having difficulty implementing the use of common assessments. During preplanning each department will meet to build a calendar of common assessment/data team meeting norms.</p> <p>Teachers in all core departments will meet weekly to collaborate and complete the following tasks:</p> <ul style="list-style-type: none"> • Analyze student work and write specific commentary related to the standard(s) • Identify the common standards, elements and items missed by the majority of the students. • Identify individual weaknesses and strengths • Establish purposeful grouping and provide differentiated instruction 	<p>Timeline: August 2010-May 2013 This process will spiral and build from year to year.</p> <p>Year 1 A schedule of assessments will be developed by each content area to monitor student progress and to move students in and out of safety net programs. Teachers will keep the data in their portfolios and use the results to monitor their students’ progress throughout the as an expectation of the CLASS Keys Evaluation process. Teachers’ will be expected to explain how they used the data results to adjust instruction and what interventions were provided.</p> <p>Year 2 and 3 The same process will be followed with the expectation that the utilization of data will become consistent and pervasive in each department and classroom.</p>
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School Improvement Grant 1003(g)

- Revise lesson plans based upon student needs
- Create common assessments
- Create rubrics

Monitoring of student achievement will be done through the use of student work, assigned projects, and formative, common, and summative assessment results. Teachers will use Data Director and rubrics to track student performance and growth. During collaborative planning teachers will analyze student work and assessments to guide and inform curriculum and instruction.

- Diagnostic assessments will be used to determine baseline student performance.
- Formative assessments will be used to monitor student mastery and to determine students' needs for instructional support or enhancement.
 - Assessment, common formative assessments, teacher observation, discussion, questioning, and non-graded class work, occurs continuously in the classroom.
 - Information is used to adjust instructional strategies.
 - Students receive frequent and meaningful feedback on performance.
 - Teacher/student conferences are held to discuss progress, set student goals, and monitor progress frequently.
- Interim assessments will be given each 9 weeks to monitor instruction for student groups based on their progress towards mastery of content and process standards.
- Summative assessments will be used to measure year to year learning growth.
 - GHSGT
 - EOCT
 - AP

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

School Improvement Grant 1003(g)

Actions:

The Richmond County Board of Education has approved JHS's certified staff calendar year to operate on an 8.5 hour day (7:10 AM-3:30PM). Teachers and students will be provided opportunities for increased learning time before and after school, during the school day, and during the summer months. The following schedules and strategies will be utilized.

Summer Programs

- **Freshman Camp:** JHS will implement a 5 day Freshman Camp for rising 9th grade students prior to the beginning of school. The summer camp will help entering freshmen, from the 2 major feeder schools to better understand the expectations of their new school. Activities will promote appropriate social interaction, development of communication skills, team building, participation in diagnostic tests such as the Gates-MacGinity Reading Test, a writing assessment, Math I and II pre-assessment, and the Student Readiness Inventory, and provide opportunities to ask questions. Students will tour the building, visit 9th grade classrooms, preview courses and graduation requirements, and establish positive relationships with peers, principal, guidance counselor, and teachers (Appendix F).
- **GHS GT Prep Review:** A two week intensive remediation program will be provided to students that did not pass one or more areas of the GHS GT. Students will be provided instruction via small group instruction, one-on-one tutoring, individualized instruction, and computer programs. The GHS GT retest will be administered at the end of the two week program.

Intervention and Extended Learning

- **Credit Recovery:** Zero periods are designed to allow students who fail a core course to come to school before school (6:30a.m.) or after school (2:30 p.m.) as well as during the weekly extended day period.
- **Study Skills:** Selected eleventh grade students and designated 12th grade students that did not pass the writing course will be required to take the Writers' Workshop 1st semester to achieve maximum performance on the GHS GT. Eleventh graders who scored far below proficient on the pre-GHS GT in ELA or Math will be required to take GHS GT prep course for ELA and Math at the end of the first semester. Eleventh graders who have not shown adequate progress on first and second ELA and Math benchmark testing will continue in the prep courses

Timeline:

Years 1, 2, and 3

JHS will provide a Freshman Camp the 3 years the grant is received. If money funded through the grant is not sufficient to host a 5 day camp then other avenues will be pursued to provide rising 9th graders needed support.

Sustainability

When funds are not available, JHS will provide rising 9th graders a 2 day camp funded through other school resources.

Years 1, 2, and 3

JHS will provide identified students with GHS GT review to prepare them to retake the tests in the summer.

Sustainability

When funds are not available, JHS will provide students with GHS GT review through other system and school funds.

Years 1, 2, and 3

JHS will provide Credit Recovery and Study Skills before, during, and after school.

Sustainability

JHS will continue to provide these programs as long as staff is available.

School Improvement Grant 1003(g)

2nd semester. Second semester all 11th graders and selected 12th graders will be required to take GHSGT Prep, 12th graders and selected 11th graders will be offered ACT/SAT Prep. Studies Skills will be offered as a regular scheduled class (Appendix G).

- Ninth and 10th graders will be required to take Literacy Ramp-Up, Math Support or both, based on formative assessment results given at the beginning of the year and during Freshman Camp. These classes are each day for two hours.
- In order to extend learning opportunities for on-level and advanced students the following will be provided:
Freshmen Academy for all new 9th graders
Additional AP courses on master schedule
Extended real world experiences/fieldtrips
Increase number of teachers AP certified through AP grant funds
Increase number receiving gifted endorsement through special education funds
- Career, Technical, and Agricultural Education (CTAE)
Extended Day Opportunities:
Apprenticeships and work-based learning opportunities are offered to students in CTAE courses through extended day opportunities. Assignments and hours will vary depending on the business partnership.

Enrichment Day

One day a week has been established as the JHS Enrichment Day. On this designated day, core classes will be cut to 50 minutes and the enrichment period will be held between 3rd and 4th period. Each week during this period students will participate in the following:

- Extended Curricula activities
- Advisee/Advisor time (see Section A9)
- Behavioral/Social learning (see Section A8)
- Extended academics

Proposed 2010-2011 School Schedule		
	Beginning	Ending
Teacher	7:00 AM	3:30 PM
Students	7:10 AM	2:30 PM
1	7:10	8:05
1- Wednesday Only	7:10	7:55
2	8:10	9:05
2 – Wednesday Only	8:00	8:45

Year 1, 2, and 3

Literacy Ramp-Up and Math Support are courses provided through America's Choice. These courses will be implemented for the 3 years of the grant.

Sustainability

The continuation of these courses will depend upon Title I funds.

Years 1, 2, 3, and Sustainability

The CTAE program is self-sufficient and will continue without grant funding.

Year 1

With the support of the RCSS the Enrichment Day schedule will be adhered to in 2010-2011. The schedule will be monitored and analyzed throughout the year to determine the impact on the social, behavioral and academic improvements.

Years 2 and 3

Adjustments from the previous year's analysis will be made each year.

Sustainability

By the end of the grant, the Enrichment Day schedule should be an internalized part of the JHS school day.

School Improvement Grant 1003(g)

January 2009. The center is used for teenage mother parenting and support group meetings sponsored by The Augusta Partnership for Children. Counselors from the University of Georgia Cooperative Extension Expanded Food & Nutrition Education Program meet weekly with teen mothers enrolled in T.W. Josey High School. The center is also open to the community during school hours for job searches, online tutorials and practice for GHSGT or GED. The Family and Career Center will be used for school council, and alumni meetings.

Beginning school year 2010-2011 the Family and Career Center will offer parenting classes and support group meetings for parents of T.W. Josey High School students. The Augusta Partnership for Children and Life Skills for Women will provide the curriculum and facilitators for the classes and meetings.

Safe and Orderly Environment

In order to ensure a safe and orderly school environment the T.W. Josey discipline committee will be redesigned to include relevant faculty, staff, public safety and community members. This committee will be required to review three years of discipline trend data and create proactive plans to address need areas. Specific areas of need identified through surveys, student perceptions and the previous GAPSS will be the initial focal point of the committee. This committee will create weekly data to review with the school leadership team as well as disseminate among all staff regarding discipline statistics and areas needing improvement.

Community Mentoring and Tutoring

T. W. Josey High School is partnered with Community and Schools to enrich the overall enhancement of the student body. This program provided mentors to approximately twenty-five (25) to thirty (30) students on a rotating basis. The mentors meet with the students each Wednesday to monitor academic progress and provide encouragement and support. The Richmond County Recreation Department, Shiloh Community Center, and the Carrie J. Mays Resource Center partner with the school providing after school tutoring programs. The Family Facilitator acts as the liaison with these agencies to ensure communication lines are open and students receive appropriate assistance.

Attendance/Graduation Committee

In order to address the specific needs of student attendance and how it relates to graduation the school intervention specialist will design and lead an attendance/graduation committee that will be charged with designing and continuing previous attendance incentives and recognitions. Second, this committee will identify barriers and outline procedures to increase attendance and support students in meeting graduation requirements. Last, this committee will meet bi-monthly with the school administration to update

The Family and Career Center is a part of the requirements of Title I. This program will continue as long as funding from Title I is available. The partnerships and programs will be monitored throughout the year and at the end of the year to determine their impact on the social, emotional, and academic progress of students.

Years 1, 2, and 3

The Community Mentoring and Tutoring began in August 2010. The partnerships and programs will be evaluated at the end of the year so that adjustments can be made to ensure the program's success and students show progress.

Campaign Kick-Off / August 2010 Years 1, 2, and 3

This plan only requires the staff's commitment and time. A schedule of dates and locations will be developed during each summer with activities beginning after Labor Day. The success of this plan will foster better relationships with parents and community, thus providing more support for students at JHS.

Implementation Date

August 2010

Years 1, 2, and 3

Hire a half-time guidance counselor to oversee the ESP. The position

School Improvement Grant 1003(g)

them on student progress and monitor their plans for effectiveness.

Taking It To The Streets

To begin the school year, T.W. Josey High School will kick off the Taking It To the Streets Campaign. This campaign brings the T.W. Josey High School administration and members of the leadership team to the neighborhoods and conduct town hall meetings with parents of T.W. Josey High School. The meetings are in the government housing centers. During the meetings parents are given information about the Community Outreach Programs and other school events for the year. Parents are encouraged to attend the four community outreach programs held during the school year. Each program will have a theme related to current issues concerning the community. The school council will meet to decide what topics will be addressed for the programs. T.W. Josey High School will provide a guest speaker with expertise related to the topics.

Additional Counselor

A full-time guidance counselor will be added to make three (3) counselors serving JHS. The additional counselor will provide the social – emotional support needed for students, as well as train mentors/teachers as advisors and oversee the Eagles Support Program (Appendix I). The effectiveness of the program will be monitored through the use of student surveys, parental surveys/interviews, increase in the use of post secondary options, student sign in sheets for guidance usage and specific follow-up for selected students based upon at-risk criteria. Through the use of SMART goals this counselor will monitor the effectiveness of student goal setting, planning and implementation. The Eagles Support Program (ESP) will be revised to reflect the components of the Teachers–As-Advisor Program (TAAP) developed by the Georgia Department of Education and America’s Choice Career Planning Program & Behavioral Readiness Program.

TAAP is a systematic method of delivery wherein an entire student population (grades 6-12) is assigned, in small groups, to a trained, caring adult advisor who both advocates for his or her advisees and facilitates sessions focused on:

1. Career Management: Awareness, Exploration, and Planning
2. Academic Achievement, Educational Attainment and Lifelong Learning: Academic Development
3. Life Skills: Personal and Social Development

The framework the Advisor will follow addresses the three components above (Appendix H).

Year one, all 10th and 11th graders will be assigned a homeroom advisor/teacher. Selected teachers will be assigned sophomore and junior homerooms and become advisor to the homeroom students

will be funded as long as JHS receives the grant.

Sustainability

If funds are not available at the end of 3 years, through the grant or other sources, to continue this position the responsibilities to oversee the ESP will fall to the Assistant Principal of Instruction and Department Chairs.

School Improvement Grant 1003(g)

<p>assigned. Professional learning will be provided to support to teachers/advisors in the implementation of the TAAP framework created by GaDOE. The advisors will move up a grade with their homeroom students through 12th grade. This cycle will develop strong advisor/advisee relationships and consistency. By the end of year three the entire student body will be part of the Teacher – As-Advisor Program.</p> <p>The ESP is a mentoring program designed to assist targeted students with social and emotional development. All faculty and selected staff members are assigned 3 to 4 students to monitor/mentor. The mentor will make weekly contact with his/her mentee to ensure he/she is on track for promotion toward graduation.</p> <p>The Career Planning Program provides career assessments and activities that focus on helping students develop the knowledge, skills, and strategies needed to achieve their career goals. The resources are linked to specific goals and outcomes related to increasing self and occupational knowledge, informed career exploration, career and educational planning, taking actions to achieve goals, and making work and academic connections. Study of the Career Program showed its alignment with the GaDOE TAAP.</p> <p>Students’ personal development influences their ability to stay in school and be successful. The social development plan is structured into three broad domains:</p> <ul style="list-style-type: none"> - Motivation (Academic Discipline) - Social engagement (Relationships with School Personnel) - Self-Regulation (Managing Feelings). <p>The Student Readiness Inventory captures the students’ perceptions of themselves, their families’ commitment to education, school-related factors, and important biographical data. The results will help the school identify and intervene with at-risk students, match students’ needs to resources, and identify areas where additional school resources are needed.</p>	
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<p>A10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.</p>	
<p>Actions:</p> <p>Actions: The RCSS will be responsible for ensuring that schools have flexibility with regards to the proposed changes in employee work schedules (See Section A5), incentive and reward pay (See Section A5), teacher and leader evaluation processes using the CLASS Keys (See Section A2) and Leader Keys, and the extension of student learning time within the academic day (See Section A8).</p>	<p>Timeline: Year 1, 2, and 3 Each year as the grant decreases in teachers’ work schedules and incentive pay will change.</p> <p>Sustainability The extension of student learning will continue at no cost. The CLASS Keys Teacher Evaluation</p>

School Improvement Grant 1003(g)

	will continue.
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<p>A11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>	
<p>Actions:</p> <p>The RCSS will employ the following support personnel for each grant school:</p> <ul style="list-style-type: none"> • central office based SIG coordinator • multiple assigned central office liaisons • a positive behavior support (PBS) coordinator • a school based technical support assistant <ul style="list-style-type: none"> • JHS and Glenn Hills Comprehensive High Schools will be provided a full-time America’s Choice consultant to coach and support full implementation of the Rigor and Readiness Model. • Each school will continue to utilize the services of a State Improvement Specialist and State Director (depending on NI status) to assist the school’s leadership in implementation of the grant. • RCSS will continue to provide technology support, subject area curriculum and instruction support, principal mentoring, and intensive job-embedded professional learning. • The GaDOE will provide CLASS Keys and Leader Keys training and will provide GA Performance Standards (GPS) training. • The Central Savannah River Area (CSRA) Regional Education Service Agency (RESA) will provide professional learning in instructional support services. <p>The area Educational Technology Center (ETC) will provide technology related professional learning and support.</p>	<p>Timeline:</p> <p>Years 1, 2, and 3 The referred to personnel that will be hired in 2010 from the grant funding and will continue for 3 years or long as grant funding is received.</p> <p>Sustainability It is the intent that capacity will be built during these 3 years with the ILT, the instructional coaches, and department chairs to ensure that the programs/best practices continue.</p> <p>2010-2013</p> <p>2010-2013</p> <p>2010-2013</p> <p>2010-2013</p> <p>2010-2013</p>

<p>B. Conduct a rigorous review process to recruit, screen, and select an external provider to ensure quality.</p>	
<p>Actions:</p> <p>Do not complete this section. This item does not apply to the transformation model.</p>	<p>Timeline:</p>

School Improvement Grant 1003(g)

C. Align additional resources with the interventions.	
<p>Actions: To effectively implement the Transformation Model the RCSS and JHS will align additional resources based, on JHS data, to the interventions detailed in this grant proposal.</p> <ul style="list-style-type: none"> • The RCSS will provide access to Data Director, a data management system, for all teachers to monitor student progress. • The RCSS will provide curriculum maps/frameworks for math and English language arts teachers. • The RCSS will provide training and technical support for the integration of technology in classroom instruction (promethean systems and mobile labs). • The RCSS will provide site licenses to support Credit Recovery and test prep computer programs. • Title I and the School Improvement funding will support the Transformation Model interventions with needed material resources and supplies, such as test prep resources for EOCT and GHSGT. • The JHS Partners in Education will provide teacher and student incentives for monthly perfect attendance and end of year perfect attendance. • Title I, School Improvement funding and the JHS Alumni will provide guest speakers to motivate students. • Supplemental Educational Services (SES) and faith based agencies will provide afterschool and Saturday tutoring. 	<p>Timeline:</p> <p>Years 1, 2, 3 and Sustainability The areas listed have been the main source of intervention support for the past 2 years. Each year JHS receives School-wide Title I funding and will receive School Improvement (SI) funding based on level of NI status. JHS knows that SI funding will end when the school makes AYP for 2 consecutive years. Other interventions support only the cost of the time and effort of school personnel.</p>

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

School Improvement Grant 1003(g)

Actions:

In order to effectively implement the transformation model the policies and schedules below have been modified:

Staff Work Schedule Modified

RCSS supports JHS in the use of an extended day (8.5) for certified and classified staff. The work day will be from 7:00 A.M. to 3:30 P. M.

Certified staff will leave each Friday at 3:00 P. M. This will provide 2 hours each month when teachers will remain at school for professional learning in the afternoon from 3:30-5:30 P. M.

Proposed 2010-2011 School Schedule		
	Beginning	Ending
Teacher	7:00 AM	3:30 PM
Students	7:10 AM	2:30 PM
1	7:10	8:05
2- Wednesday Only	7:10	7:55
2	8:10	9:05
2 – Wednesday Only	8:00	8:45
3	9:10	10:05
3 – Wednesday Only	8:50	9:25
Enrichment 9 th -12 th graders Wednesday Only	9:30	10:30
4	10:10	11:05
4-Wednesday Only	10:35	11:15
5 – Daily Intervention Period ELA, Math and Science Selected 11 th and 12 th Graders	11:10	12:35
5 – Wednesday Only (Lunch Period)	11:20	12:50
6	12:40	1:35
6 – Wednesday Only	12:55	1:45
7	1:40	2:35
7 – Wednesday Only	1:50	2:35

- RCSS has reviewed the board’s policies and none restrict or limit the implementation of this reform. Policies will be reviewed annually.

RCSS Leadership Team will ensure that system initiatives neither conflict nor interfere with this reform by coordinating schedules and activities.

Timeline:

Years 1, 2, 3 and sustainability

The RCSS will conduct a policy review at the end of each school year.

The 8.5 hour extended day will be monitored throughout the year and at the end of each school year to determine its impact on student achievement. Adjustments will be made as necessary.

School Improvement Grant 1003(g)

E. Sustain the reform after the funding period ends.

Actions:

Reforms for each program will build capacity to continue initiatives by maintaining effective practices such as:

The Superintendent, the Superintendent's Cabinet, and the Superintendent's Leadership Team will play a critical role in sustaining the implementation of the comprehensive school reform. The system strategic plan is developed collaboratively by the system leadership and community stakeholders. This plan will define the focus for central office departmental action strategies and all school improvement plans. The leadership team has the responsibility of coordinating, scheduling, and communicating these goals and plans to the schools.

Over the course of the three years, it is RCSS's responsibility to develop current and future leaders capable of ensuring all teachers and all schools maintain fully operational status in implementing standards based practices.

These leaders include Central Office Instructional Support Persons, Non-Instructional Central Office Support Staff, School Administrators, Instructional Coaches, School Support Staff, and Classroom Teachers.

This requires the coordinated efforts of:

- Curriculum
- Student Services
 - Guidance Counselors
 - Assessment
 - Psychological Services
- Special Education
- Media & Instructional Technology
- Federal Programs
- CTAE
- Professional Learning and School Improvement

Practices and procedures described in the building capacity section of this application will become pervasive and consistent and, therefore, ensure sustainability of "The Richmond Way."

The RCSS Professional Learning and School Improvement Department will provide effective and appropriate professional learning that ensures:

- All school personnel use assessment data to design and adjust instruction to maximize student

Timeline:

July, 2013 - ongoing

School Improvement Grant 1003(g)

achievement.

- School leaders provide leadership that reinforces a commitment to high expectations for student achievement.
- School leadership works towards alignment of instruction with standards and assessments, and the alignment of resources with instructional priorities.
- Commitment to developing a distributed model of leadership.
- School leadership commitment of time to studying students at work.
- School leadership that ensures close coordination among the data derived from monitoring student performance, the instruction provided to students and any arrangements for safety nets.
- School leadership that ensures professional development is focused and continuous.
- The school leadership team ensures that the overall school culture consistently provides support to enhance the academic achievement, social growth and development, and sense of belonging of all learners.

Student Services Department will continue to provide support and resources for the Advisor/Advisee Program to support and enhance the emotional development of all learners.

Title I, Student Services, and Special Education will support the schools in providing parent outreach and parent training programs.

Full and effective implementation of the Georgia School Performance Standards (School Keys), CLASS Keys, and Leader Keys will ensure sustainability of this reform.

School Improvement Grant 1003(g)

LEA Application 2010

Attachment 2d
Transformation Model

LEA Name: Richmond County School System

School Name: T. W. Josey High School

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

Reading/English Language Arts

2010-2011 School Year

Increase the percentage of students who meet and exceed standards by 5% in the all students category as measured by the Enhanced GHS GT from 2010-2011 with a 95% participation rate.

2011-2012 School Year

Increase the percentage of students who meet and exceed standards by 5% or the AMO in the all students category as measured by the Enhanced GHS GT from 2011-2012 with a 95% participation rate.

2012-2013 School Year

Increase the percentage of students who meet and exceed annual measurable objectives in the all students category as measured by the Enhanced GHS GT from 2012-2013 with a 95% participation rate.

Mathematics

2010-2011 School Year

Increase the percentage of students who meet and exceed standards by 5% in the all students category as measured by the Enhanced GHS GT from 2010-2011 with a 95% participation rate.

2011-2012 School Year

Increase the percentage of students who meet and exceed standards by 5% in the all students category as measured by the Enhanced GHS GT from 2011-2012 with a 95% participation rate.

2012-2013 School Year

Increase the percentage of students who meet and exceed standards by 5% in the all students category as measured by the Enhanced GHS GT from 2012-2013 with a 95% participation rate.

Graduation Rate

2010-2011 School Year

Increase the graduation rate by 10% from 70% to 80%.

2011-2012 School Year

Increase the graduation rate by 10% from 80% to 90%.

2012-2013 School Year

Increase the graduation rate by 5% from 90% to 95%.

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 4
Budget Detail

LEA Name: Richmond County School System

School Served: T. W. Josey High School

Intervention Model: Transformation

Tier Level: I

Fiscal Year: July 2010 - June 30, 2011

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

Object Class	Item Description	Costs	
100 Personal	76 Certified Staff Summer PL Academy supplement (10 days)	152,000	
	50 Classified Staff incentive	37,500	
	28 Content Teacher Performance Reward	14,000	
	126 Certified & Classified Performance Reward	75,600	
	Technical Support Specialist (1/3 split with SIG schools)	25,000	
	Guidance Counselor (part-time)	30,000	
	SIG Coordinator (1/3 split with SIG schools)	37,500	
	4 Teachers for Summer GHSGT Prep (10 days) Retest	6,000	
	1 Summer GHSGT Prep Retest Parent Facilitator	1,500	
	1 Summer GHSGT Prep Retest Paraprofessional	600	
	1 Intervention Specialist	1,500	Object Total
			\$381,200
200 Benefits	Benefits for 76 Professional Learning Supplements	11,628	
	Benefits for Technical Support Specialist	7,000	
	Benefits for Guidance Counselor	10,500	
	Benefits for SIG Coordinator	13,500	
	Benefits for 4 teachers Summer GHSGT	2,100	
	Benefits for 1 GHSGT Prep Parent Facilitator	525	
	Benefits for 1 GHSGT Prep Paraprofessional	210	
	Benefits for 1 Summer Intervention Specialist	525	Object Total
			\$45,813
300 Purchased & Technical	America's Choice Technical Assistance	310,000	
	Professional Learning for State Required PL	12,500	
	Imaging set up for ActivClassroom and mobile computer labs	20,000	Object Total
			\$342,500
500 Other	Extended Professional Learning opportunities	12,500	
	Transportation for 10 days of Summer GHSGT Prep Retest	1,400	Object Total
			\$ 13,900
600 Supplies	America's Choice supplies & Community Involvement Supplies	12,600	
	Technology Upgrade for the Media Center	10,000	
	Freshman Camp supplies	5,000	

School Improvement Grant 1003(g)

		Instructional Software	5,000	
		Summer GHSGT Prep supplies	850	Object Total
				\$ 38,450
700	(Capitalized	30 Promethean Activboard systems	190,000	
		4 Network printers	10,004	\$200,004
800	Other Objects			
				Object Total
				\$ 0
900	Other Uses			
				Object Total
				\$ 0
School Total				\$ 1,021,867

T. W. Josey High School's Budget Rationale (Year 1)

July 2010 through June 30, 2011

100 Personnel Services

\$381,200

Supplements

- Deepening instructional content and pedagogy is crucial in building the depth of knowledge JHS teachers need in order to provide students with the level of instruction they need to be successful. The certified staff will receive intensive professional learning for 10 days before their scheduled return for pre-planning as stated in the contract addendum. Each staff member will earn a supplement of \$200 a day for 10 days. The professional learning will be monitored throughout the year to determine its impact on student learning.

Rewards

- All classified staff will sign an employment addendum stating the criteria (that will support the school in its implementation of the transformation model) for which they will earn rewards.
- All content teachers (Math, ELA, Science, and Social Studies) will have the opportunity for earning a performance reward for meeting the goals set in their CLASS Keys Individual Goal.
- All faculty and staff have the opportunity to receive up to \$600 for meeting the stated gains on the GHSGT and Graduation Rate.

Personnel

- JHS lags behind in the use of instructional technology. Currently there are only 4 Promethean Activboard systems in the school. With the grant the school will be able to outfit each classroom with updated, state of the art technology. This instructional equipment will need a technology support specialist to assist teachers with instructional implementation. The technology support specialist will be shared by the 3 high schools receiving the SIG.
- To improve the social, emotional, and academic culture, JHS needs to employ a full-time guidance counselor to fully implement the new JHS Eagle Support Program and the Advisor/Advisee Plan school-wide. The RCSS will pay for half and the SIG grant will pay for the other half.
- A SIG coordinator will be shared by the 3 high schools receiving SIG funds. Each high school will pay a third of the SIG coordinator's salary. The SIG coordinator will help the high schools monitor the implementation of the grant and be the liaison with the GaDOE.
- Four teachers are needed to provide retest instruction to the students that did not pass one or more parts of the GHSGT. A summer parent facilitator will assist in ensuring students attend summer school and assist teachers with classroom management. A summer paraprofessional will assist all 4 teachers with individual instruction and clerical needs.
- A Summer Intervention Specialist is needed to work with the summer GHSGT review and with the administration for scheduling and placement of students in intervention classes.

200 Benefits

\$45,813

Benefits will be provided for the Technical Support Specialist, Technical Support Assistant, Guidance Counselor, SIG Coordinator, Summer GHSGT teachers, Parent Facilitator, and paraprofessional.

300 Purchased & Technical Services

\$342,500

The America's Choice Intensive Design/Rigor & Readiness/ACT design will be implemented at JHS. A full time America's Choice math consultant will be housed at JHS to provide intense math support. Professional learning will be provided to implement all components of the design during JPLA and collaborative planning sessions.

Members of the JHS staff will attend professional learning sessions held by the GaDOE that will deepen the staff's knowledge of the implementation of strategies that support standards-based classrooms such as, Thinking Maps, Formative Assessments, Differentiation Instruction and the implementation of the CLASS Keys Teacher Evaluation system.

To support the use of instructional technology, funds will be used to purchase imaging software with a license to serve 100 computers. Set up new computers.

Other Purchased Services Total \$13,900

As another extension of professional development, teachers will be afforded the opportunity to attend national and state conferences such as America's Choice, Georgia Council of Teachers of Mathematics, Georgia Reading Association, Social Studies and Science.

600 Supplies Total \$38,450

The America's Choice Design requires the purchase of consumable and non-consumable items to implement the program successfully.

To fully implement America's Choice 25 Book Campaign and the GaDOE Literacy standard, the media center needs to upgrade classroom libraries and add to the collection.

The Freshman Summer Camp will require materials for America's Choice testing, notebooks for each student, agendas, etc.

New software for existing curricula gaps and the continuation of site licenses will be provided in all curricular subjects.

The Summer GHSGT Prep will require some materials that the school does not already have. The program is not just an extension of graduation interventions in place.

700 Property (Capitalized Equipment) Total \$200,004

JHS lags way behind in the use of instructional technology. Currently there are only 4 Promethean Activboard systems in the school. With the grant the school will be able to outfit 30 classrooms with updated, state of the art technology. The Promethean ActivBoard systems will give teachers and students learning resources that are current and global.

Four network printers will increase the teachers' ability to run student reports needed to make immediate adjustments in instruction and provide students with immediate feedback on their work and progress.

Total \$1,021,867

LEA Name: Richmond County School System

School Served: T. W. Josey High School

Intervention Model: Transformation

Tier Level: I

Fiscal Year: July 2011 - June 30, 2012

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

Object Class	Item Description	Costs	
100 Personnel (Salaries)	76 Certified Staff Summer PL Academy supplements (5 days)	76,000	
	50 Classified Staff incentive	25,000	
	28 Content Teacher Performance Reward	8,400	
	119 Certified & Classified Performance Reward	71,400	
	Technical Support Specialist (1/3 split with SIG schools)	25,000	
	Guidance Counselor (part-time)	30,000	
	SIG Coordinator (1/3 split with SIG schools)	37,500	
	4 Teachers for Summer GHS GT Prep (10 days) Retest	6,000	
	1 Summer GHS GT Prep Retest Parent Facilitator	1,500	
	1 Summer GHS GT Prep Retest Paraprofessionals	600	
	1 Summer Intervention Specialist	1,500	Object Total
		\$282,900	
200 Benefits	Benefits for 76 Professional Learning Supplements	5,814	
	Benefits for Technical Support Specialist	10,000	
	Benefits for Guidance Counselor	10,000	
	Benefits for SIG Coordinator	13,500	
	Benefits for 4 teachers Summer GHS GT	2,100	
	Benefits for 1 GHS GT Prep Parent Facilitator	525	
	Benefits for 1 GHS GT Prep Paraprofessional	210	
	Benefits for 1 Summer Intervention Specialist	525	Object Total
		\$ 43,174	
300 Purchased	America's Choice	310,000	
	Professional Learning for state required PL	40,000	
			\$350,000
500 Other	Extended Professional Learning opportunities	19,750	
	Transportation for 10 summer GHS GT preparation	1,400	\$21,150
600 Supplies	America's Choice supplies	27,000	
	Freshman Camp supplies	10,000	
	Curricular supplies	20,000	
	Curricular software	15,000	
	Related Technology supplies	15,000	Object Total

			\$ 87,000
700	(Equipment)		\$ 0
800	Other Objects		
			Object Total
			\$ 0
900	Other Uses		
			Object Total
			\$ 0

School Total

\$ 784,224

T. W. Josey School's Budget Rationale (Year 2)

July 2011 through June 30, 2012

100 Personnel Services

\$282,900

Supplements

- Deepening instructional content and pedagogy is crucial in building the depth of knowledge JHS teachers need in order to provide students with the level of instruction they need to be successful. The certified staff will receive intensive professional learning for 5 days before their scheduled return for pre-planning as stated in the contract addendum. Each staff member will earn a supplement of \$200 a day for 5 days. The professional learning will be monitored throughout the year to determine its impact on student learning.

Rewards

- All classified staff will sign an employment addendum stating the criteria (that will support the school in its implementation of the transformation model) for which they will earn rewards.
- All content teachers (Math, ELA, Science, and Social Studies) will have the opportunity for earning a performance reward for meeting the goals set in their CLASS Keys Individual Goal.
- All faculty and staff have the opportunity to receive up to \$600 for meeting the stated gains on the GHSGT and Graduation Rate.

Personnel

- JHS lags behind in the use of instructional technology. Currently there are only 4 Promethean Activboard systems in the school. With the grant the school will be able to outfit each classroom with update, state of the art technology. This instructional equipment will need a technology support specialist to assist teachers with instructional implementation. The technology support specialist will be shared by the 3 high schools receiving the SIG.
- To improve the social, emotion, and academic culture, JHS needs to employ a full-time guidance counselor to fully implement the new JHS Eagle Support Program and the Advisor/Advisee Plan school-wide (Appendix I). The RCSS will pay for half and the SIG grant will pay for the other half.
- A SIG coordinator will be shared by the 3 high schools receiving SIG funds. Each high school will pay a third of the SIG coordinator's salary. The SIG coordinator will help the high schools monitor the implementation of the grant and be the liaison with the GaDOE.
- Four teachers are needed to provide retest instruction to the students who did not pass one or more parts of the GHSGT. A summer parent facilitator will assist in ensuring students' attend summer school and assist teachers with classroom management. A summer paraprofessional will assist all 4 teachers with individual instruction and clerical needs.
- An Intervention Specialist is needed to work with the summer GHSGT review and with the administration for scheduling and placement of students in intervention classes.

200 Benefits

\$43,174

Benefits will be provided for the Technical Support Specialist, Technical Support Assistant, Guidance Counselor, SIG Coordinator, Summer GHSGT teachers, Parent Facilitator, and paraprofessional.

300 Purchased & Technical Services

\$350,000

The America's Choice Intensive Design/Rigor & Readiness/ACT design will be implemented at JHS. A full time America's Choice math consultant will be housed at JHS to provide intense math support.

Professional learning will be provided to implement all components of the design during JPLA and collaborative planning sessions.

Members of the JHS staff will attend professional learning sessions held by the GaDOE that will deepen the staff's knowledge of the implementation of strategies that support standards-based classrooms such as, Thinking Maps, Formative Assessments, Differentiation Instruction and the implementation of the CLASS Keys Teacher Evaluation system.

500 Other Purchased Services Total \$ 21,150

As another extension of professional development, teachers will be afforded the opportunity to attend National and state conferences such as America's Choice, Georgia Council of Teachers of Mathematics, Georgia Reading Association, Social Studies and Science.

JHS will provide transportation for ten(10) days of onsite summer GHSGT preparation

600 Supplies Total \$ 87,000

The America's Choice Design requires the purchase of consumable and non-consumable items to implement the program successfully.

To fully implement America's Choice 25 Book Campaign and the GaDOE Literacy standard, the media center needs to upgrade classroom libraries and add to the collection.

JHS needs instructional supplies that will assist in successful implementation of standards-based classrooms. By using the grant funds to obtain these supplies over the next 3 years, sustainability of resources should be sufficient.

The Freshman Summer Camp will require materials for America's Choice testing, notebooks for each student, agenda books, etc.

New software for existing curricula gaps and the continuation of site licenses will be provided in all curricular subjects.

The Summer GHSGT Prep will require some materials that the school does not already have. The program is not just an extension of graduation interventions in place.

700 Property (Capitalized Equipment) Total \$0

Total \$784,224

LEA Name: Richmond County School System

School Served: T. W. Josey High School

Intervention Model: Transformation

Tier Level: I

Fiscal Year: July 2012 - June 30, 2013

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

Object Class	Item Description	Costs	
100 Personal Services (Salaries)	76 Certified Staff Summer PL Academy supplements (2 days)	30,400	
	50 Classified Staff incentive	12,500	
	28 Content Teacher Performance Reward	8,400	
	126 Certified & Classified Performance Reward	75,600	
	Technical Support Specialist (1/3 split with SIG schools)	25,000	
	Guidance Counselor (part-time)	30,000	
	SIG Coordinator (1/3 split with SIG schools)	37,500	
	4 Teachers for Summer GHSGT Prep (10 days) Retest	6,000	
	1 Summer GHSGT Prep Retest Parent Facilitator	1,500	
	1 Summer GHSGT Prep Retest Paraprofessionals	600	
	1 Summer Intervention Specialist	1,400	
			Object Total
			\$ 229,000
200 Benefits	Benefits for 76 PL Academy Supplements	2,325	
	Benefits for Technical Support Specialist	10,000	
	Benefits for Guidance Counselor	10,500	
	Benefits for SIG Coordinator	13,500	
	Benefits for 4 teachers Summer GHSGT	2100	
	Benefits for 1 GHSGT Prep Parent Facilitator	525	
	Benefits for 1 GHSGT Prep Paraprofessional	100	
	Benefits for 1 Summer Intervention Specialist	525	
			Object Total
			\$ 39,575
	America's Choice	301,770	
			\$ 301,770
500 Other Purchased Services			Object Total
			\$ 0
600 Supplies			Object Total
			\$ 0
700 Equipment			Object Total
			\$
			Object Total
			\$ 0
School Total			\$ 570,345

T. W. Josey High School's Budget Rationale (Year 3)

July 2012 through June 30, 2013

100 Personnel Services

\$224,000

Supplements

- Deepening instructional content and pedagogy is crucial in building the depth of knowledge JHS teachers need in order to provide students with the level of instruction they need to be successful. The certified staff will receive intensive professional learning for 2 days before their scheduled return for pre-planning as stated in the contract addendum. Each staff member will earn a supplement of \$200 a day for 2 days. The professional learning will be monitored throughout the year to determine its impact on student learning.

Rewards

- All classified staff will sign an employment addendum stating the criteria (that will support the school in its implementation of the transformation model) for which they will earn rewards.
- All content teachers (Math, ELA, Science, and Social Studies) will have the opportunity for earning a performance reward for meeting the goals set in their CLASS Keys Individual Goal.
- All faculty and staff have the opportunity to receive up to \$600 for meeting the stated gains on the GHSGT and Graduation Rate.

Personnel

- JHS lags behind in the use of instructional technology. Currently there are only 4 Promethean Activboard systems in the school. With the grant the school will be able to outfit each classroom with update, state of the art technology. This instructional equipment will need a technology support specialist to assist teachers with instructional implementation. The technology support specialist will be shared by the 3 high schools receiving the SIG.
- To improve the social, emotion, and academic culture, JHS needs to employ a full-time guidance counselor to fully implement the new JHS Eagle Support Program and the Advisor/Advisee Plan school-wide. The RCSS will pay for half and the SIG grant will pay for the other half.
- A SIG coordinator will be shared by the 3 high schools receiving SIG funds. Each high school will pay a third of the SIG coordinator's salary. The SIG coordinator will help the high schools monitor the implementation of the grant and be the liaison with the GaDOE.
- Four teachers are needed to provide retest instruction to the student's that did not pass one or more parts of the GHSGT. A summer parent facilitator will assist in ensuring students' attend summer school and assist teachers with classroom management. A summer paraprofessional will assist all 4 teachers with individual instruction and clerical needs.
- An Intervention Specialist is needed to work with summer GHSGT review and with the administration for scheduling and placement of students in intervention classes.

200 Benefits

\$ 39,575

Benefits will be provided for the Technical Support Specialist, Technical Support Assistant, Guidance Counselor, SIG Coordinator, Summer GHSGT teachers, Parent Facilitator, and paraprofessional.

300 Purchased & Technical Services

\$301,770

The America's Choice Intensive Design/Rigor & Readiness/ACT design will be implemented at JHS. A full time America's Choice math consultant will be housed at JHS to provide intense math support. Professional learning will be provided to implement all components of the design during JPLA and collaborative planning sessions.

Total \$ 570,345

T. W. Josey High Comprehensive School

Appendices

GAPSS Analysis Review	Appendix A
America’s Choice Mid-Year Quality Review Results	Appendix B
Professional Learning 3 Year Calendar	Appendix C
Certified Contract Addendum	Appendix D
Classified Employee Agreement	Appendix E
Freshman Camp Schedule	Appendix F
Proposed 2010-2011 Master Schedule	Appendix G
(with Math & E/LA Intervention Classes)	
Advisor / Advisee Schedule.....	Appendix H
Guidance Counselor Job Description.....	Appendix I
T.W. Josey Spring Fling.....	Appendix J
Stakeholders Attending March 31, 2010 Meeting.....	Appendix K

Appendix A

Target Areas for Improvement
 Josey High School GAPSS Analysis Review – December 1, 2, & 3, 2009
 Correlated to Georgia School Keys and Implementation Resource Guide

Curriculum	Assessment	Instruction	Professional Learning
<p>Develop and implement a consistent school-wide process for teachers to collaboratively align curriculum, design units of study that require depth of understanding and rigor (explanation, interpretation, application, and analysis), develop common assessments, and analyze student work. C-1.3; C-2.1; C-2.2</p> <p>Use all administrators, instructional coaches, and the Instructional Leadership Team to more actively monitor curriculum, assessment, and instruction through classroom observations, targeted awareness walks, and the analysis of student work. Provide teachers with meaningful and timely feedback and coaching as a result of the monitoring. C-3.1; C-3.2; L-1.4</p> <p>Engage teachers in systematically examining student work on a consistent basis during team and content meetings to revise curriculum implementation and guide instruction in order to increase student achievement. A-1.1; C-3.2</p> <p>Use assessment data (diagnostic, formative, and summative) to monitor and adjust instruction and to provide feedback to students in order to maximize student achievement and ensure continuous improvement for individual learners. A-1.2; A-1.4; A-2.1; A-2.2; A-2.3; A-3.1</p> <p>Use a variety of assessment tools consistently to monitor and adjust instruction in all core content areas (e.g., peer response groups, constructed responses, rubrics, reflective assessments, performance tasks, journals, projects). A-2.4</p> <p>Ensure high expectations for all students, including students with disabilities, by teaching all elements of the GPS at a high level of rigor. Integrate a variety of flexible grouping strategies with specific instructional purposes 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 that require independent application of standards. Assure that all teachers use the language of the standard throughout the sequencing of the lesson and emphasize relevance to students. I-2.1; I-2.2; I-2.4; I-2.5; I-3.1</p> <p>Increase the use of 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</p> <p>Increase teacher and student use of modern electronic technology as an effective instructional tool to support conceptual understanding and independent application of core content, to reinforce higher order thinking skills, to increase opportunities for differentiation of instruction, and to increase comfort and proficiency with technology. Ensure that all students with disabilities have access to appropriate assistive technology. I-2.7</p>			<p>Create and maintain an effective school professional learning community to support teacher and student learning. Ensure that teachers' collaborative work focuses on school improvement goals and student achievement. PL-1.2</p> <p>Analyze disaggregated student learning, demographic, and perception data to develop and implement a comprehensive, clearly articulated, focused, long-term (two to three years) plan for professional learning aligned with the school improvement plan and focused on three to four expected teacher learning outcomes. Clearly communicate the intended results and expectations for implementation and describe expected changes in classroom practices so that teachers are able to use the new strategies routinely. Conduct ongoing monitoring and evaluation (both formative and summative over a three- to five-year period) of the impact of professional learning on teacher practices and student learning; provide feedback and coaching to teachers. PL-2.1; PL-2.2; PL-2.4; PL-2.5</p> <p>Ensure that all professional learning activities promote the sustained development of teachers' deep understanding of content knowledge, research-based instructional strategies, and assessment strategies. Consider specifically including the following areas:</p> <ul style="list-style-type: none"> • Differentiated instruction incorporating flexible grouping • Deep knowledge of subject-area content, especially for mathematics and special education teachers • Collaborative analysis of student work by teacher teams to include appropriate teacher commentary incorporating the language of the standards • Effective co-teaching models with appropriate accommodations for students with disabilities. • Use of technology/assistive technology to engage students and enhance their learning.

	Monitor teachers' progress in implementing these research-based practices and provide feedback and coaching. PL-3.1; PL-3.2; PL-3.3
Planning and Organization	Student, Family and Community Support
<p>Ensure that the school improvement plan:</p> <ul style="list-style-type: none"> • is developed by the Instructional Leadership Team with input from all stake-holders, • includes a manageable number of research-based strategies to address short-term and long-term goals, • guides the day-to-day operations of the school, and • is closely monitored and evaluated by school administrators and instructional coaches, and the Instructional Leadership Team on a regular basis. <p>Ensure that teachers are provided feedback related to the implementation of the school improvement plan on a regular basis. PO-2.1; PO-2.2; PO-2.3</p> <p>Ensure effective selection and use of all resources: human, material, and technological (i.e. define responsibilities of special education teachers working in a co-teaching model and of support personnel working in regular education classrooms, develop protocols for teacher collaboration, and increase teacher and student use of instructional technology). PO-3.2; L-2.2</p> <p>Articulate, communicate, and implement rules, policies, and procedures consistently and effectively in all facets of school operations. Ensure staff buy-in and student understanding of their roles and responsibilities through continuous communication. Areas of need include:</p> <ul style="list-style-type: none"> • maximizing instructional time throughout the school day by improving student transitions to classes, • ensuring that lunch schedules do not diminish instructional time, • supervising students during non-instructional time (e.g., lunch), • ensuring that students remain in assigned rooms during instructional periods, and • working to eliminate disruption of learning activities caused by discipline and classroom management issues. PO-4.1; PO-4.2; L-2.1 	No Recommendations
Leadership	School Culture
Clearly define and articulate the roles and responsibilities of the Instructional Leadership Team to focus on instruction and on using assessment data (including student work) to monitor progress of the School Improvement Plan. Use the High Impact Practice Implementation Rubric: Leadership Team (Implementation Resource pp 252-253) to evaluate and refine practices and processes. L-4.2; L-4.3	Ensure that the climate, culture, and practices of the school continually reinforce and support the professional growth of all adults and include effective job-embedded professional development opportunities. SC-1.5

America's Choice, Inc.
 Josey High School Mid-Year Quality Review
 January 6, 2010

Thank you the time and focus that you gave to the Quality Review process. It was most helpful that many of your Leadership Team members had responded to the Diagnostic Assessment Tool (DAT) beforehand. This helped to provide a clearer picture of the Leadership Team understanding of the work to move the school forward in Stage 2 of the Design.

Please remember that the mid-year DAT is intended to identify areas in which the school either has or has not begun work, and in that regard identify areas that for continued improvement, as well as, areas where the school needs to begin to focus. When we review again at the end of the year, the school will be expected to have made progress in the areas where you are already focusing. You will be expected to have begun work in all areas other than those that were not applicable to your school situation.

Celebrations for Stage 2:

- Teachers in Ramp-Up to Advanced classes are following the curriculum and students are making progress.
- It is evident that you have thought carefully about the continued support that last year's 9th grade RUAL students needed for 10th grade and provided appropriate support.
- You have identified students in core classes who need Literacy Navigator support.
- All Science teachers have participated in the Science Institute.
- You have included all Social Studies teachers have received Content Literacy training.
- Ninth and tenth grade teachers have taught the Genre Studies.
- Ms. Thornton, in the English Department, can serve as a model classroom teacher as the Literacy Coach continues to support her growth and development.

Recommendations: Key Areas for Next Steps

It was evident from their responses on the DAT that your Leadership Team has varying levels of understanding of the implementation. Work needs to be done with Tom Whitten, as your Leadership Consultant, to develop a common understanding among the LT of the implementation in Stage 2.

You should identify members of the Leadership Team who will work to develop their classrooms into model classrooms where other teachers can come to observe, learn and share. In order to lead the work, teachers on the Leadership Team need to work toward developing Demonstration Classrooms where others can observe, learn and share, e.g., Social Studies teachers on the Leadership Team should be incorporating Content Literacy strategies into their instruction.

Administration needs to monitor and hold teachers accountable for using strategies learned in training.

One administrator needs to attend training with teachers (where there is no coach to attend training) in order to learn the content of the training and know what to monitor and support. Support teachers to insure that ongoing formative assessment data drive instruction, and that teachers are attempting to differentiate instruction based on data.

T.W. Josey High School
Professional Learning Calendar
3 Year Plan

	Summer Camp	Active Literacy	America's Choice	Read 180	Inclusion / Co-Teaching	Leadership Academy	CLASS Keys	Thinking Maps	Transformation Kick Off	Technology
Summer 2010	All Faculty	All faculty	Math I teachers Selected Core Content teachers			Selected Faculty & Staff	All Faculty	All faculty		All Faculty
2010-2011		All faculty and paraprofessionals	Part 1: Selected Faculty & Staff	Selected Faculty	Part 1: SPED teachers, paraprofessionals, and General Education teachers that teach in the inclusion model		All Faculty	All faculty and paraprofessionals	All Faculty and Staff	All Faculty
Summer 2011	All Faculty		Selected Faculty & Staff			Selected Faculty & Staff	All Faculty			
2011-2012		All faculty and paraprofessionals	Part 2: Selected Faculty & Staff	Selected Faculty	Part 2: SPED teachers, paraprofessionals, and General Education teachers that teach in the inclusion model		All Faculty	All faculty and paraprofessionals	All Faculty and Staff	All Faculty
Summer 2012	All Faculty		Selected Faculty & Staff			Selected Faculty & Staff				
2012-2013		All faculty and paraprofessionals	Part 3 Selected Faculty & Staff	Selected Faculty	Part 3: SPED teachers, paraprofessionals, and General Education teachers that teach in the inclusion model		All Faculty	All faculty and paraprofessionals	All Faculty and Staff	All Faculty

T.W. Josey High School Addendum to Contract for Certified Staff:

T.W. Josey's Contract School Addendum to Contract:

In addition to screening all staff through interview, artifacts, and performance:

The principal will require all faculty and staff to sign contract addendums specific to T.W. Josey High School outlining additional duties and responsibilities over and above employment requirements for RCSS. These duties and responsibilities include:

1. Conduct regular Advisor/Advisee sessions utilizing the curriculum developed and training conducted by guidance.
2. Monitor advisees' academic, behavioral and attendance status on a weekly basis. Maintain advisee's academic tracking portfolio and conduct advisee/advisor conferences monthly. Conduct conference with parents or guardians of advisees at least once each semester. Conduct phone conference with a parents or guardians of advisees once every nine weeks or as often as needed.
3. Advisees' participate in the "Taking It to the Streets Campaign" outlined in Community Involvement.
4. Participate in weekly professional learning blocks as well as daily collaborative sessions. Complete all assignments related to professional learning.
5. Conduct weekly after school tutoring sessions once a week.
6. Collaboratively develop and implement a detailed grade recovery plan with department members.
7. Provide weekly updates of course information on I-Parent.
8. Participate in T.W. Josey High Summer Academy and 9th Grade Camp.
9. Sponsor of at least one extra-curricular activity or athletic coach [minimum of four sessions] for students [clubs, hobbies, fine arts ...] during school year.
10. Conduct and documented phone conferences with parents/guardians of all students at the beginning of every course as well as to address identified academic, social and/or emotional needs including:
 - a. Periodic acknowledgements of academic and behavioral successes.
 - b. Grade averages below 80.
 - c. Over 3 absences or tardies to class

I, _____ understand this contract addendum as written and do accept the terms and conditions for monetary incentives.

Employee Signature: _____ Date: _____

Book keeper Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Classified Employment Agreement

2010-2011 School Year

This classified employment agreement is designed to officially document and serve as a good faith effort between T.W. Josey Comprehensive High School and the Richmond County School System. The purpose of this agreement is to outline criteria by which classified employees may receive incentive/school-wide rewards based upon their individual and the overall performance of the school. For the purposes of this agreement classified employees have been identified within the text of the SIG grant for which we have applied.

Below is a list of criteria each employee must satisfy to receive their individual award as well as school wide incentives. In order to receive an individual award an employee must:

- Must attend a minimum of one professional learning within their line of duties
- Must redeliver information garnered from their professional learning
- Must maintain a 95% attendance rate for each reward period (2 disbursements ; December and June)
- Must receive a satisfactory within the reward period (1st semester =mid year evaluation and 2nd semester = end of the year evaluation).

Proposed individual supplement/award amounts

2010-11	\$750 divided by 2 = \$375 per semester
2010-12	\$500 divided by 2 = \$250 per semester
2010-13	\$250 divided by 2 = \$125 per semester

School-wide opportunity is based upon the school meeting all of the overall goals for the year. Thereby making each certified and classified staff member for a onetime payment of \$600 at the end of the school year and all data has been officially accepted.

I, _____ understand this employee agreement as written and do accept the terms and conditions for monetary incentives.

Employee Signature: _____ Date: _____

Book keeper Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Freshman Camp

The purpose of the Freshman Camp is to provide a preview of ninth grade ELA and mathematics Georgia Performance Standards and to conduct diagnostic assessments to identify students who will need early interventions.

Freshman Camp Schedule June 26, 2010 – June 30, 2010 (9:00 AM- 1:00 PM)					
<u>Monday – Thursday</u>	<u>Time</u>	<u>Activity</u>	<u>Friday</u>	<u>Time</u>	<u>Activity</u>
ALL Students	8:45-9:00	Breakfast	ALL Students	8:45-9:00	Breakfast
All Students	9:00-10:00	Homeroom Orientation (Monday Only) Advisor/Advisee Meeting	All Students	9:00 – 1:00	Field Trip to a State University
Group 1 Group 2 Group 3	10:00-11:00	Reading/Writing Math Critical Thinking & Study Skills			
Group 2 Group 3 Group 1	11:00-12:00	Reading/Writing Math Critical Thinking & Study Skills			
Group 3 Group 1 Group 2	12:00-12:30	Reading/Writing Math Critical Thinking & Study Skills			
All students	12:30 - 1:00	Lunch			

* Diagnostic testing in Reading and Math will be given during Reading and Math Class on Tuesday and Wednesday.

English/Language Arts
Proposed 2010-2011
Master Schedule

	HRM	1 st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period	7th Period
L. Merriweather		23.06100821/1	23.0520082/1	35.063003/1	23.0650084/1	35.0630030/2		23.0520082/2
		9th Lit/Comp	12th Lit/Comp	SAT/Study Skills	12th Lit/Comp(AP)	Study Skills	Planning	12th Lit/Comp
J. Harris		23.0810082/2	23.0610082/3	23.0520082/3	23.0520082/4	23.0520082/5		52.0210080/1
		9th Lit/Comp	9th lit/Comp	12th Lit/Comp	12th Lit/Comp	12th Lit/Comp	Planning	Drama
Kitchens		23.0520082/6	23.0610082/4	23.0520082/7	23.0610082/5	23.0620082/1		23.0620082/2
		12th Lit/Comp	9th Lit/Comp	12th Lit/Comp	9th Lit/Comp	10th Lit/Comp	Planning	10th Lit/Comp
T. Moody		23.0620082/3	23.0510082/1	23.0510082/2	23.0510082/3	23.0510082/4		23.0510082/5
		10th Lit/Comp	11th Am Lit/Comp	11th Am Lit/Comp	11th Am Lit/Comp	11th Am Lit/Comp	Planning	11th Am Lit/Comp
vacant		23.0510082/6	23.0620082/4	23.0610082/7	23.0610082/8	23.0610082/9		23.0620082/5
		9th Lit/Comp	10th Lit/Comp	9th Lit/Comp	9th Lit/Comp	9th Lit/Comp	Planning	10th Lit/Comp
P. Thornton		23.0610082/6	23.0610082/7	23.0610082/8	23.0510082/1	23.0610082/9		23.0610082/1
		11th Am Lit/Comp	11th Am Lit/Comp	11th Am Lit/Comp	11th Am Lit/Comp(AP)	11th Am Lit/Comp	Planning	Hist & Lit of the Old Test
S. Gay-Nesbitt		23.0620082/6	23.1610082-1	25.0620080-1	23.0620082/7	23.0620082-1		23.0510082/8
		10th Lit/Comp	9th lit/Comp AC	9th Lit/Supp AC	10th Lit/Comp	10th Lit/Comp AC	Planning	10th Lit/Comp
Levi		23.0620082/9	23.0620082/10	23.0620082/11	23.1610082/2	25.0620080-2		23.0610082/10
		10th Lit/Comp	10th Lit/Comp	10th Lit/Comp	9th Lit/Comp/AC	9th Lit/Supp AC	Planning	9th Lit/Comp
		Course #	Course #	Course #	Course #	Course #	Course #	Course #
		Subj:	Subj:	Subj:	Subj:	Subj:	Subj:	Subj:
		Course #	Course #	Course #	Course #	Course #	Course #	Course #
		Subj:	Subj:	Subj:	Subj:	Subj:	Subj:	Subj:

		Math Proposed 2010-2011 Master Schedule						
TEACHER	HRM	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period	7th Period
Young		27.0810082/1	27.0720084/1	Course #	27.0810082/2	35.063004/1	27.0910083/1	27.0810082/3
		Subj: Math I	Ap Cal	Subj: Planning	Math I	Study Skills	Subj: ACCMath I	Subj: Math I
New teacher		27.0820082/1	27.0820082/2	Course #	27.1440080/4	27.10810082/4	27.0820082/3	27.0820082/4
		Math II	Math II	Subj: Planning	Math Support I	Math I	Math II	Math II
Phillips		27.0920083/1	27.0661082/4	Course #	27.0661082/5	27.0661082/6	27.1440080/1	27.10810083/5
		Accel Math II	Alg III	Subj: Planning	Alg III	Alg III	Math I support	Math I
Jackson		27.1450080/1	27.0820082/5	Course #	27.1450080/2	27.0820082/6	27.0640082/1	27.0830082/1
		Math Support II	Math II	Subj: Planning	Math Support II	Math II	Alg II	Math III
Lovette		27.1440080/2	27.10810083/6	Course #	27.0530082/1	27.0530082/2	27.10810082/7	27.0810082/8
		Math Support I	Math I	Subj: Planning	Money Mgt	Money Mgt	Math I	Math I
Utley		27.1440080/4	27.10810082/9	Course #	27.1460080/1	27.0830082/1	27.1440080/5	27.10810082/10
		Math Support I	Math I	Subj: Planning	Math Support III	Math III	Math Support I	Math I
Milton		27.0830082/2	27.07400840/1	Course #	27.0930083/1	27.0830082/3	27.07400840/2	27.0830082/4
		Math III	AP Stat	Subj: Planning	Accel Math III	Math III	AP Stat	Math III
New Teacher		27.0820082/7	27.0830082/5	Course #	27.1450080/3	27.0820082/8	27.0830082/6	27.0820082/9
		Math II	Math III	Subj: Planning	Math Support II	Math II	Math III	Math II

Advisor/Advisee Program for T.W. Josey High School

<u>Timeline</u>	<u>Goal</u>	<u>Activities</u>
August 2010 - May 2011	<u>Academic counseling:</u> Students will learn how to monitor their academic progress towards graduation, accruing Carnegie units, reduction in discipline referrals and unexcused attendance to improve student achievement	<ul style="list-style-type: none"> • Monitoring student records, academic progress, attendance, social and emotional challenges, discipline referrals, and assessments • Conduct home visits, telephone conferences, and parent-teacher (face to face) conferences • Establish strong teacher and staff-student relationship. • Establish positive student-student relationships
August and November (2010) February and May (2011)	<u>Goal setting:</u> Students will set goals to improve social and academic achievement	<ul style="list-style-type: none"> • Students will set SMART goals • Advisors will assist students in developing a set of accomplishable and articulated goals that relate to academic achievement, work ethics, and personal gratification. • Advisors will facilitate and monitor students creating and maintaining their portfolios that will exhibit a snapshot of the student's academic and social and emotional needs • The SMART goals will be evaluated every quarter based on each student's strengths and weaknesses • Advisors will develop a monitoring plan to ensure students are progressing towards their goals.
August 2010- May 2011	<u>Social/emotional skills:</u> Students will receive direct instruction on a variety of social and emotional skills to improve student achievement	<ul style="list-style-type: none"> • Anger and stress management • Protocols for reporting and preventing bullying • Conflict resolution • Positive school climate/culture • Social integration • The social and emotional skills component will be evaluated by attendance, discipline referrals, and student's academic achievement
September- October 2010	<u>Study skill strategies:</u> Students will learn study skills strategies to improve academic achievement	<ul style="list-style-type: none"> • Study skills inventory • Prepared with materials daily • Time management • Note-taking Skills • Cornell • Studying & test taking strategies • Notes will be paraphrased and summarized in students' own words • Create note cards, outlines, and summaries • Evaluation of the study skill advisor/advisee program will be evaluated by the results on assessments.

November 2010	<u>Responsibility:</u> Students will define, identify and evaluate various aspects of responsibility improve academic achievement	<ul style="list-style-type: none"> • Read short stories and watch video clips on being responsible and making responsible choices • Students will create and reenact scenarios on being responsible or irresponsible.
December 2010	<u>Dual enrollment/independent study:</u> Students will be encouraged to enroll in dual enrollment and independent studies for the following school year to improve academic achievement	<ul style="list-style-type: none"> • Teachers and students will be introduced and discuss the qualifications for dual enrollment and independent study classes.
April 2011	<u>Career Planning:</u> Students will become knowledgeable about areas of career planning	<ul style="list-style-type: none"> • What is the 21st century American job market demand? • Research practical steps to take to prepare students to be successful in the job market? • Analyze and determine skills and educational experiences that are the most important for a job candidate? • How can I be successful in the job market? • What will my work day look like in my interested career? • Have a career day • What are the duties and responsibilities of my interested career? • What educational level and job experience do I need for my career choice? • What is the salary range for the interested career?
May 2011	<u>Summer program or school:</u> Students will register and attend a summer program or school	<ul style="list-style-type: none"> • Students will be enrolled in a summer or school programs that caters to each student's academic, social, and emotional needs • Students will register for a summer program or school to remediate or accelerate their academic skills

RICHMOND COUNTY SCHOOL SYSTEM (RCSS)
JOB DESCRIPTION

OFFICIAL TITLE: High School Counselor
 SUPERVISOR: Principal
 SALARY RANGE: In accordance with RCBOE Salary Schedules
 TERMS OF EMPLOYMENT: Work Year – 200 days

SUMMARY DESCRIPTION:

To serve the students in all areas of guidance and counseling. To serve as a resource for other staff members in the above areas. Under direction, provides a comprehensive developmental program of guidance and counseling to assist students in the area of academic achievement, career/educational decision making, and personal and social development. Acts as consultant, in this regard, to school staff, parents, and community members.

PERFORMANCE RESPONSIBILITIES: (Asterisk for essential job duties.)

1. Implements/assists in implementing the school-based guidance plan (*)
2. Promotes the school guidance and counseling program to students, school staff, parents, and community
3. Conducts individual counseling with students in areas of need
4. Conducts group counseling with students in areas of educational career and personal need
5. Coordinates with school staff to provide supportive instructional classroom activities that relate to student educational, career and personal needs (*)
6. Interprets results of group and individual tests for students, staff and parents
7. Serves as a member of the Student Support Team
8. Coordinates the group testing program
9. Ensures that students receive appropriate career development assistance (*)
10. Consults with school staff and parents on student problems and concerns as needed or requested
11. Promotes utilization of community resources/services/agencies
12. Participates in professional development activities
13. The employee shall carry out such other and further duties, whether specifically listed above or not, as are assigned or required by such employee's supervisor, other appropriate school personnel, law board policy administrative regulation, department handbook, as are reasonably necessary to the efficient operation of the school system and its mission.

KNOWLEDGE, ABILITIES, AND SKILLS:

Thorough knowledge of the RCSS Policies and Procedures, Comprehensive Guidance and Counseling Program, and Program of Studies. Knowledge of growth and development stages of children. Ability to read, take notes, and interpret written material. Ability to work effectively as part of a team or independently with staff, students, and parents. Ability to use a computer and other technological equipment. Excellent oral and written communication skills with the ability to speak effectively to large and small groups. Excellent human relations skills with the ability to establish good relationships with many different types of individuals and groups.

EDUCATION, TRAINING, AND EXPERIENCE:

Holder of Masters Degree in Education, Guidance and Counseling. Three years of successful teaching experience is preferred. Must have organizational skills.

CERTIFICATE AND LICENSE REQUIREMENTS:

Meets Georgia state certification requirements for school guidance and counseling.

PHYSICAL DEMANDS:

Requires good physical and mental stamina, physical mobility, and some moving of materials and equipment for instructional use.

SPECIAL REQUIREMENTS:

None

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the School Board policy on evaluation of personnel.

Date Established: Date(s) Revised: 2/09

This description may be changed at any time. This job description in no way states or implies that these are the only duties to be performed by the employee. The employee will be required to follow any other instructions and to perform any other related duties as assigned by the Board. Richmond County Schools reserves the right to update, revise or change this job description and related duties at any time.

* Essential job duties - the basic job duties that an employee must be able to perform, with or without reasonable accommodation.

T.W. Joszy Spring Fling

2009-2010

Presiding.....Rev. Williams

Presentation of Colors.....JROTC

Welcome.....Sarah Ayera

T.W. Joszy Sonic Boom of the South Drum Line

25 Books Campaign.....Mrs. DeGatis

1003G School Improvement Grant.....Dr. R.J. Wiggins

Drill Team Exhibition

Presentation of Speaker..... Ms. Bogans

T.W. Joszy Choral Presentation

Speaker.....Mr. Keenan Walker

Remarks.....Ms. T. Jones

Blessings.....Rev. Harris

Dinner will be served



Invited stakeholders' to the T.W. Josey Spring Fling

School Council Members

Mr. Franklin Bowman Bowman's Photography
Mr. Stanley Hawes Parent
Mrs. Phyllis Jones Parent
Mr. Toni McKinnie Parent & Family Facilitator
Ms. Latrice Miles Teacher
Mr. Jack Anderson Intervention Specialist

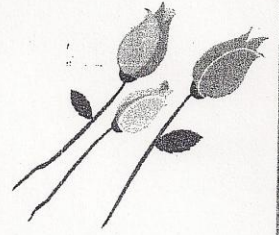
Additional

T.W. Josey Faculty and Staff
Students
Parents of Josey Students
RCSS Cadre

T.W. Josey Spring Fling

April 22, 2010

Parent Sign-In Sheet



Dorley McClattie

Cheraine Boggs

Miriam Jones

Linda Attebery

Albina Dulkan

Caprice Harper

Kentley Dabae Bass

EUGENE BROWN.

Tiffany Brown

Tahessa Markham

Elba Gunn

Valerie Jollen

Dechelle Tankley

Doris Jennings

Jeaneth A. York Sr.

Jaquetta Horolue



Stakeholder Attendees at the March, 31, 2010 Meeting

Stakeholder's Name	Agency
Ms. Tameka Allen	Director, Augusta- Richmond Information Technology
Ms. Christine Miller-Betts	Executive Director of Lucy Laney Museum of Black History
Judge Benjamin Allen	Judge for Augusta- Richmond County Court System
Yvette Terrell	Richmond County Department of Juvenile Justice
Millicent McRae	Department of Family and Children Services
Eugene Hunt	Chairman of Title I Parent Advisory Committee
Steven Kendrick	Tax Commissioner and Co-chairman Title I Parent Advisory Committee
Sue Parr	CEO, Augusta Metro Chamber of Commerce
Ms. Aiesha Leverett	Leverett & Associates that counsels at-risk student
Jimmy Atkins, Marion Barnes, Venus Cain, Eloise Curtis, Frank Dolan, Alex Howard, Helen Minchew, Jeff Padgett, Barbara Pulliman, and Pasty Scott	Richmond County Board Education Board Members
Terry Elam	President of Augusta Technical College
Dr. George C. Bradley	President of Paine College
Dr. William A. Bloodsworth, Jr.	President of Augusta State University
Dr. Gordon Eisenman	Dean of Education for Augusta Sate University
Dr. Steven L. Thomas	Department Chair for the Education Department at Paine College
Stan Shephard	AT&T
Jack Dugan	Georgia Power Company
Eleanor Hopson	Director for Communities In Schools
Dr. Roberta McKenzie	Executive Director, Augusta Partnership for Children, Inc.
Ken Kyzer	Director for Boys and Girls Club
Colonel Janet Zinnerman	Fort Gordon, Youth Challenge Academy
Elizabeth Chamberlin	CSRA ECP/Augusta Technical College
Debbie Daniels	Augusta Technical College/High School Coordinator
Dr. Audrey J. Wood	Curriculum Director for Richmond County Board of Education
Dr. Elaine Shinn	Director of Professional Learning and School Improvement, Richmond County Board of Education
Dr. Carol Rountree	Executive Director of Student Services,

	Richmond County Board of Education
Tonethia Beasley Frails	Principal for Lucy Laney High School, Richmond County Board of Education
Dr. Jene Kinnitt	ELA Coordinator, Richmond County Board of Education
Dr. Ron Wiggins	Principal of T.W. Josey High School, Richmond County Board of Education
Dr. Wayne Frazier	Principal of Glenn Hills High School, Richmond County Board of Education
Dr. Frances Sampson	Title I Coordinator for Richmond County Board of Education
Ms. Audrey Spry	Title I Coordinator for Richmond County Board of Education
Shelly Allen	Math Coordinator for Richmond County Board of Education
Lynn Warr	Executive Director of High Schools, Richmond County Board of Education
Melissa Frank-Alston	Augusta Technical College, Vice President of Student Affairs
Mr. Al Chandler	Richmond /Burke Job Training Authority Inc.
Gwen Phillips	Coca Cola
Dr. Tina Marshall- Bradley	Special Assistant to the Provost/America's Promise Alliance