

# School Improvement Grant 1003(g)

Part II: LEA Application 2010

## Craft Laney Comprehensive High School Executive Summary Turnaround Model

The **School Improvement Grant 1003(g) Turnaround Model** is the ideal intervention to improve student achievement, school culture, and instructional practices at Lucy Craft Laney Comprehensive High School. The required elements of the **Turnaround Model** are as follows:

- Grant the principal operational flexibility
- Screen all existing staff, rehire no more than 50%, select new staff using locally adopted competencies
- Implement financial incentives
- Provide ongoing, high-quality job-embedded professional development
- Adopt a new governance structure to include reporting to a turnaround office
- Use data to identify and implement an instructional program that is research-based
- Promote the continuous use of student data to inform and differentiate instruction
- Establish schedules and implement strategies that provide increased learning time; and
- Provide appropriate social-emotional and community-oriented services and supports for students

Lucy Craft Laney Comprehensive High School's school improvement plan incorporates **all the required elements** of the **Turnaround Model**. The principal has been granted **operational flexibility** in the **staffing** of the school, in creating a **schedule** and summer academy **calendar** conducive to increased learning time for students, faculty, and staff, and in budgeting funds to purchase resources and professional learning to meet the needs of the students and teachers.

The principal has been granted the flexibility to **screen all existing staff and to rehire no more than 50% of the existing staff**. The turnaround leader (principal) and the Human Resources Department staff developed a letter of intent for all Laney faculty and staff to indicate whether or not they wanted to be interviewed by a panel to work at Lucy Craft Laney Comprehensive High School or transferred to another school in the system for the 2010-2011 school year. The panel may consist of the principal, Human Resources representatives, the executive director for high schools, and the content area coordinator/director.

If the faculty and staff selected an interview, the staff had to identify the top three choices in the event they were not granted a position based on their interview rating. If the faculty and staff selected a transfer, the staff had to identify the top three choices for schools in which they want to work. The principal created a schedule for interviews between June and July 2010 for all current staff at Lucy Craft Laney Comprehensive High School. All staff members who meet the criteria in the turnaround competencies will be rehired. All other staff will be transferred to other schools in the district.

In an effort to attract and recruit turnaround staff to Lucy Craft Laney Comprehensive High School, the principal budgeted for professional learning and Saturday Academy stipends for all certified staff and classified staff. The stipends will be provided to staff for completion of

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summer professional learning and Saturday Academy attendance for two hundred dollars per day. All faculty and staff have the opportunity to earn **performance awards** based on the performance targets established for Adequate Yearly Progress (AYP) indicators or indicators impacting AYP such as student attendance, graduation rate, and the Georgia High School Graduation Test results in both Mathematics and English Language Arts. Improvement in these areas will increase the school's chances of making Adequate Yearly Progress each school year of the grant and thereafter. Such **stipends and awards** will only be applicable for a designated time relative to the date of the actual grant award and the number of years the school receives the funding through the School Improvement Grant (SIG).

The School Improvement Grant 1003(g) Turnaround Model will provide funding to support job-embedded professional learning for all faculty and staff. All teachers will participate in **job-embedded professional learning** that will take place through collaborative planning blocks, peer observations, instructional coaching, workshops, conferences, online courses, study groups and vertical team meetings. In addition, all teachers **will participate in** daily collaborative planning **learning teams** throughout the year **to plan for instruction** (e.g., develop lesson plans, examine student work, and monitor student progress). All job-embedded professional learning will be scheduled based on data and the needs of the students.

The LEA will hire a School Improvement Grant (SIG) Coordinator to work in the turnaround office. Lucy Craft Laney Comprehensive High School will report to the SIG Coordinator throughout the three years of the grant. The SIG Coordinator will ensure that the plan is implemented effectively and within the guidelines of the grant.

The principal will ensure that all programs, professional learning, and resources are aligned with the school's needs based on **student achievement data**. The principal will also ensure that the **instructional programs are research-based** and implemented with fidelity. The principal will **promote the continuous use of student data** in leadership team meetings, collaborative planning meetings, faculty meetings, and individual classrooms. All instructional decisions will be informed by student and teacher data.

The principal has created a schedule that provides increased learning time for students and teachers. The daily schedule at Lucy Craft Laney Comprehensive High School has been developed to accommodate students in taking at **least eight courses in an eight-period day schedule (zero period to seventh period)**. The **eight-period daily schedule** will benefit both teachers and students. Teachers will have **daily collaborative planning** time in which they can meet with their departments. CTAE, Fine Arts, PE/Health, and JROTC teachers will meet with specified content area teachers daily. Teachers will also have a period to develop their plans using the data or strategies learned during collaborative planning. All students will have a double block of mathematics instruction daily with the exception of accelerated, Advanced Placement, or selected senior courses, and will still have an opportunity to choose an elective course. Students who qualify for reading intervention will have a double block of reading if the schedule permits. Students will have the opportunity to earn an additional credit in the eight-period daily schedule. The school's daily schedule provided increased learning time to meet the needs of the teachers and the students.

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Finally, the school's plan is a Turnaround Model plan because it incorporates actions to provide appropriate social-emotional and community-oriented services and supports for students. The school's schedule will include advisee/ advisor periods for increased student interactions with guidance counselors, administrators, teachers-as-advisors, and the intervention specialist.

The **key revisions** to Lucy Craft Laney Comprehensive High School's school improvement plan are as follows:

- **Section B. DESCRIPTIVE INFORMATION 1c)** Provide a narrative describing the outcomes of analyzing the data (school needs). *Revised the narrative to reflect changes in the school's annual goals, changes in the financial incentives, changes in the description to lessen the focus on the magnet program within the school, and changes in job-embedded professional learning.*
- **Section B. DESCRIPTIVE INFORMATION 3)** The appropriate portion of Attachment 2 (2a: Turnaround Model) is complete and provides specific examples of actions that the LEA has taken or will take to implement the selected model for each Tier I and Tier II school applying for this grant.
  - Clarified how The Academy for Advanced Placement Studies is **only a magnet program within the school** and that the School Improvement Grant will focus on **all students and students who need instructional support**.
  - Defined how the School Improvement Grant will support the needs of the students in mathematics.
  - Refined the list of instructional programs for gradual implementation.
  - Revised the plan to incorporate sustainability **where applicable**.
  - Revised the plan to incorporate monitoring of the intervention model.
  - Revised the plan to show how personnel (**Dropout Prevention Specialist**) will have a **direct impact on student achievement**.

### Section A4

- Prioritized professional learning to emphasize the **targeted audience** for each session and gradual implementation of professional learning plan.
- Created a specific timeline for professional learning and described specific actions for monitoring and evaluation of teacher instructional practices.

### Section A5

- Revised incentives to ensure they are directly tied to student achievement.

### Section C

- Aligned the budget to the areas of need identified in the data and modified the budget to reflect prioritized professional learning.
- Reassessed current status of existing technology and **showed how new technology is needed to implement instructional resources**.
- Prioritized technology purchases each year of the grant.
- **Annual Goals**
  - Revised Annual Goals to reflect at least a 5-10% gain each year.

Additional information has been provided to support Lucy Craft Laney Comprehensive High School's school improvement plan:

Proposed 2010-2011 Master Schedule for ELA and Mathematics.....Appendix 1  
(including Math & ELA Intervention Classes)

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Schedules for Learning Academies and Daily Schedule .....	Appendix 2
Certified Contract Addendum .....	Appendix 3
Professional Learning Three-Year Calendar .....	Appendix 4
Budget Alignment Grant.....	Appendix 5
Professional Learning Supplements Chart.....	Appendix 6
Faculty and Staff Performance Awards .....	Appendix 7
Certified Staff Survey Responses .....	Appendix 8
Communication of the Grant to Stakeholders .....	Appendix 9

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 the terms and conditions in Race to the Top.



## 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
Lucy C. Laney	1573	X			X			

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**LEA Application 2010**

LEA Name: Richmond County School System

School Name: Lucy Craft Laney Comprehensive 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).

**BACKGROUND INFORMATION**

Lucy Craft Laney Comprehensive High School is located in Augusta, Georgia in the Richmond County School District. The school is a historic school site and was recognized by the Georgia Historical Society on September 4, 2009. Its founder is Miss Lucy Craft Laney, a noted Georgia educator. For the 2009-2010 school year, the school houses grades 8-12 to accommodate students from a feeder school that was closed. Although the school has earned numerous awards for competitive sports and CTAE programs, including its JROTC Wildcat Battalion, academic recognition has been more elusive. According to the definition of **greatest need** in the School Improvement Grant (SIG 1003g), Lucy Craft Laney Comprehensive High School is one of the "persistently lowest achieving schools" in the state of Georgia, thus the school has the greatest need for the funds provided through the School Improvement Grant (SIG) under section 1003(g).

There are ten high schools in the district. The two high schools that are in closest geographic proximity to Lucy Craft Laney Comprehensive High School are both magnet schools. These two magnet schools, A.R. Johnson Health, Science, and Engineering Magnet School and Davidson Fine Arts Magnet School, consistently rank at the national level. With both schools being located in Laney's attendance zone, it is possible that students who are identified as academically advanced and live in the magnet schools' attendance zone, choose to attend one of these two magnet schools.

Beginning in the 2010-2011 school year, Lucy Craft Laney Comprehensive High School will have The Academy for Advanced Placement Studies magnet program **within the school** in an effort to promote greater academic success and rigor in the school's instructional program.

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### **SUMMARY OF DATA ANALYSIS**

#### **School Profile Data**

Members of Lucy Craft Laney Comprehensive High School's instructional leadership team collected and analyzed the school's profile data and additional school data. The principal, GaDOE support person, district (central office) school liaison, instructional coach, assistant principal, and guidance counselor worked collaboratively to gather and collect the school's data. Members of the school's instructional leadership team analyzed the following data: school profile, enrollment and attendance, Adequate Yearly Progress (AYP) data (test participation, academic performance, graduation rate, SWD), advanced coursework, early college or dual enrollment course data, End-of-Course-Test data, post-secondary data, and the certified staff survey from the Georgia Assessment of Performance on School Standards, 21st Century Grant, and Mathematics and Science Partnership data.

#### **Enrollment and Attendance**

The current enrollment at Lucy Craft Laney Comprehensive High School is 754. The school is 98% African American. The Students With Disabilities (SWD) subgroup comprises over 13% of the student body. The student body has approximately 90% of students who qualify for free or reduced-priced meals. This indicates a high level of poverty for the school and the community in which it is located.

One factor that impacts student achievement in the school is the students' attendance rate. The percentage of students who missed over fifteen days of school during the last three years has increased significantly. In 2007, the attendance rate was 26.3%. In 2008, it was 28.1%. In 2009, it was 44%. The impact of such high absenteeism has been low academic performance.

#### **Test Participation**

For the last five years, the school has not met the target goals as outlined by the state of Georgia for achieving Annual Yearly Progress (AYP) in at least one of the measures. These AYP measures include test participation, academics (mathematics and English Language Arts), and the graduation rate. During the 2007 school year, test participation was 94%. In 2008, the test participation rate was 97%. In 2009, the test participation rate was 98.5%. For the past three years, participation has increased by four and a half percentage points to three and a half percentage points above the minimum rate set by the Georgia Department of Education. Although the test participation increased, it has not translated into increased academic performance as measured by the Georgia High School Graduation Test.

#### **Academic Performance**

In 2007, the school made AYP in Mathematics through Safe Harbor. Forty-three of eighty-four FAY students (51.2%) scored at the enhanced level. However, an additional 27 students had scores between 500 and 516. If these 27 students had made the enhanced score, the AYP pass

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rate would have been at 83%. This indicates that the teachers' level of instruction may have lacked the rigor, as defined by Depth of Knowledge levels and Bloom's Taxonomy, needed for a higher level of student achievement.

In 2008, the school did not make AYP in mathematics. Sixty-four of 127 FAY students (50%) scored at the enhanced level. However, an additional forty-five students had scores between 500 and 516. If these forty-five students had made the enhanced score, the AYP pass rate would have been at 86%. Again, rigor in mathematics instruction continues to be a need. For the year 2009, the trend continued for having a large number of students making a passing score on the GHSGT and scoring below the AYP target of 516; however, only 44% scored at the enhanced level.

### **Students With Disabilities**

Although Students With Disabilities (SWD) have not been a subgroup at Lucy Craft Laney Comprehensive High School for adequate yearly progress, the students with that identification were included in the other subgroups of Black and Economically Disadvantaged. In 2007, if the ten SWD had passed the mathematics GHSGT, the school would have made AYP in that area. The performance of SWD increased in 2008, but still had a negative impact on overall AYP. Students With Disabilities must be provided intensive instruction and interventions as they affect AYP even if the SWD subgroup does not have forty in the subgroup.

### **Dropout and Graduation Rates**

Lucy Craft Laney Comprehensive High School's dropout rate decreased from 14.9% in 2006-2007 to 7.3% in 2007-2008. Then in 2008-2009, the dropout rate increased to 8.2%. Although the dropout rate decreased from 2006 to 2009, the graduation rate, which is the second indicator for high schools to achieve AYP, did not increase considerably. For the last three years, the school has not achieved the state's graduation rate target. In 2006-2007, The graduation rate at Lucy Craft Laney Comprehensive High School was 45.7%. In 2007-2008, the rate decreased to 30.9%. In 2008-2009, the rate increased to 56.6%. This data is significantly below the 2009 Annual Measurable Objective (AMO) target of 75%. This indicates that instruction needs to be enhanced significantly in order for student achievement and student learning to be significantly impacted.

### **End-of-Course-Test (EOCT) Data**

The performance on the End-of-Course-Test (EOCT) at Lucy Craft Laney High School has been consistently below the district and state average. In 2007, the pass rate on the Algebra EOCT was 16%. In 2008, it was 13%. In 2009, it was down to 6%. In 2009, the pass rate was 40% for the state and 14% for the district. On the Geometry EOCT, the students' performance was 20% in 2007, 25% in 2008, and 14% in 2009. In 2009, the pass rate on the Geometry EOCT was 49% for the state and 38% for the district. On the 2007 Ninth Grade Literature and Composition EOCT, the pass rate was 31% for the school. In 2008, the pass rate was 39%. In 2009, the pass rate was 54%. In 2009, the pass rate was 76% for the state and 65% for the district, which are both significantly higher than the school's pass rate. The EOCT data for the school shows that

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students are not mastering the Georgia Performance Standards. The school needs to implement the Standards-Based Instructional Framework with fidelity in order for mastery of the standards to be pervasive throughout the school.

### Advanced Coursework and Post-Secondary Data

According to the Office of Student Achievement (OSA) Report Card, no students completed advanced coursework over the three years of data analysis. In 2006 and 2007, only one student completed dual enrollment classes. However, in 2008, no students completed dual enrollment classes. A strong advisor-advisee component needs to be implemented as a regular part of the instructional program. This advisor-advisee component would ensure that students and parents are aware of these academic opportunities for dual enrollment and that more students actually complete dual enrollment classes.

The analysis of the percentage of students eligible for the HOPE Scholarship shows that over the last three years, the percentage of students at Lucy Craft Laney Comprehensive High School earning HOPE Scholarships ranged from 7.4% of the students in 2007 to 14.7% of the students in 2008. In 2009, there was an increase to 15.9% of the students earning HOPE scholarships. Although the percentage has gradually increased, the comparison to the state and district shows that the school's performance is below both the state and the district's benchmarks. In 2009, the percentage of HOPE graduates in the state was 38% and in the district, it was 27.8%. The percent of students that graduated from the school with at least a "B" average in core content areas was only 15.9%, which represents only 17 out of 107 graduates receiving the HOPE Scholarship.

An analysis of post secondary data shows that of the school's total number of 2008 graduates, only twelve (13.8%) entered a Georgia public college. This percent was down from the previous year in which the number of students entering a Georgia public college was fifteen (14.3%). In comparison, in 2008, 32% of students from the district entered Georgia public four-year colleges and 42% of the state's graduates entered Georgia public four-year colleges. Increased student interactions with guidance counselors, administrators, teachers-as-advisors, and the intervention specialist will ensure that the school's students are on track for enrollment in postsecondary schools. Increased interactions with students and parents will also improve awareness of the various schools in Georgia and other states, as well as scholarship opportunities for attending these schools.

### Lucy Craft Laney Comprehensive High School's Certified Staff Survey Data

Lucy Craft Laney Comprehensive High School did not have a Georgia Assessment of Performance on School Standards (GAPSS) review during the 2009-2010 school year, which is the **current principal's first year at the school**. However, a certified staff survey was conducted **by the GaDOE state support person** for the school **within the current principal's first four months in the position**. The survey is a component of the GAPSS process and asks certified staff to respond to eighty-four questions. These questions are grouped into the eight strands that make up the Georgia School Keys. Sixty-five percent of the certified staff completed the survey.

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Choices for responses on the certified staff survey are as follows: No Basis to Judge, Never, Infrequently, Often, and Consistently. Even though there was large number of respondents who chose “often” as their answer, the percentages below were determined by the number of respondents who chose “consistently” as their answer choice as the goal of the principal and the school is for 100% of the staff to be at the “consistently” level. A need for a change in culture, climate, staff, and professional growth are based on the following summary of the results from the survey (Zoomerang, 2009):

### Curriculum, Instruction and Assessment

- Almost two-thirds of respondents do not have a consistent understanding of what students are expected to know, do and understand.
- Less than 20% of respondents fully implement analysis of student work as a team in order to build consensus for a common understanding of proficiency and rigor.
- Two-thirds of respondents do not consistently differentiate instruction nor adjust content to support students according to their instructional needs.
- Less than 25% of respondents use flexible grouping most of time when it is appropriate.
- Eighteen percent of respondents indicate that technology is used effectively to maximize student learning.
- Three-quarters of respondents do not engage students in evaluation of their work using tools such as benchmark work, rubrics and checklists.

### Planning and Organization, Student, Family and Community

- Twenty percent of respondents indicate that human, technological, and material resources are effectively selected and used to ensure academic success for all learners.
- Seventy-nine percent of respondents believe that instructional time is not maximized because of interruptions.
- Seventy percent of respondents indicate that the school improvement plan was not created with staff input.
- Eighty-eight percent of respondents believe that there are not sufficient opportunities for parents to participate in training and informational sessions to enhance student performance.

### Professional Learning

- Fourteen percent of respondents believe that school leaders plan professional learning by utilizing data to determine adult learning priorities.
- Eighty-two percent of respondents do not believe that resources are consistently allocated to support job-embedded professional learning that is aligned with high priority school improvement goals.
- Sixteen percent of respondents believe that the staff participates in long-term, in-depth professional learning.

### Leadership

- Eighty-nine percent of respondents believe that the principal and other school administrators do not maximize the availability and distribution of instructional resources focused on the school's learning goals.
- Seventy-nine percent of respondents do not believe that the principal and other

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school administrators implement policies, practices, and procedures that ensure a safe and orderly learning environment.

- Eighty percent of respondents do not believe that the principal and other school administrators are visible and accessible to staff, students, and parents.

### School Culture

- Twenty percent of respondents believe that school culture reflects an atmosphere of trust and openness among stakeholders.

- Thirty-two percent of respondents believe there is no level of trust and openness. (pp. 1-17)

The certified staff survey data indicates that there are multiple factors negatively impacting student growth at Lucy Craft Laney Comprehensive High School. In order for the school to begin to see the growth desired by the state, the LEA, and the community, the school will have to implement a drastic intervention model in which the actions, strategies, and interventions impact all of the eight strands that make up the Georgia School Keys, thus improving student learning in the school.

### OUTCOMES BASED ON DATA ANALYSIS

#### **Opportunities for Improvement/Areas of Need:**

As a result of an in-depth analysis of the school's student performance data, Lucy Craft Laney Comprehensive High School's instructional leadership team identified the following school needs:

- increase the graduation rate
- increase the percent of students meeting and exceeding the Mathematics, Social Studies, Science, English Language Arts, and Writing Georgia High School Graduation Tests
- increase the percent of students meeting and exceeding on all End-of-Course-Tests (EOCT)
- decrease the percent of students absent 15+ days
- decrease the dropout rate
- increase the number of students taking advanced coursework
- increase the percent of students scoring a three or higher on advanced placement exams
- increase the number of students completing dual enrollment classes
- increase the percent of Students With Disabilities (SWD) meeting and exceeding on high stakes assessments
- prepare students for postsecondary schools, armed services, or skilled workplace

Lucy Craft Laney Comprehensive High School's school-wide performance needs are as follows:

- increase the number of teachers using the instructional frameworks and the Georgia Performance Standards
- increase the rigor in instruction to incorporate higher Depth of Knowledge levels and Bloom's Taxonomies
- increase the percent of teachers using formative assessment data to inform and adjust

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instruction

- increase the implementation of differentiated instruction based on data
- increase the number of teachers holding critical area endorsements (i.e., Reading, Gifted)
- increase the number of teachers trained in Advanced Placement institutes and workshops
- increase the interactions of students, counselors, and teachers as advisors
- increase staff participation in the decision-making process (i.e., surveys, leadership team, committees, etc.)
- ensure that the school's culture reflects norms, values, standards, and practices that reinforce the academic, social, emotional, and relational growth of each student and a commitment to professional growth of all educators (Georgia School Keys)
- produce a manageable, useful School Improvement Plan that targets needed interventions, using the GaDOE's School Improvement Plan Development/Revision process

### Turnaround Model

Lucy Craft Laney Comprehensive High School is a persistently low-achieving school because the school's graduation rate has been less than sixty percent over a number of years. Lucy Craft Laney Comprehensive High School is a **Tier I** school in the **Richmond County School System (RCSS)** that is eligible for the School Improvement Grant (SIG). The school has not made adequate yearly progress for more than three years. The highest graduation rate the school has attained in the last three years is 56.6%. After a thorough analysis of the school's profile data and other student and teacher data, the school has concluded that the best intervention model to help the school become fully operational in all the standards of the Georgia School Keys thus improving instruction and student learning is the **Turnaround Model**.

The **Turnaround Model** is an ideal intervention for Lucy Craft Laney Comprehensive High School because based on the school's Adequate Yearly Progress (AYP) and graduation rate data, failure has become a way of life for the staff and students. The **Turnaround Model** will allow the LEA to hire a staff with stronger and more consistent habits in critical areas such as mathematics, literacy across all content areas, inquiry-based learning and critical thinking to transform the school's failure into student-learning and success.

### *Additional Staff*

The current principal at Lucy Craft Laney Comprehensive High School is in the first year of administration at this school. This principal will serve as the turnaround leader at Lucy Craft Laney Comprehensive High School. After a careful analysis of the school's data, the following additional staff will be needed: a dropout prevention specialist and a technology specialist who will be shared among the three Tier 1 schools in the district.

### *Locally Adopted Competencies*

The **Turnaround Model** requires the LEA to use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of

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students. The LEA must screen all existing staff in the Tier I school and **rehire no more than fifty percent of the current staff**. The turnaround school’s principal and an interview panel consisting of the executive director for high school, representatives from the Human Resources Department, and content coordinators/director will screen, select, and hire new staff and recruit turnaround staff from other schools outside (where possible) and within the district.

The LEA will use the toolkit from Public Impact for The Chicago Public Education Fund's (2008) School Turnaround Teachers: Competencies for Success to screen for the new staff at Lucy Craft Laney Comprehensive High School. The principal and assistant principals at the **Turnaround School**, Lucy Craft Laney Comprehensive High School, should possess the following competencies to at least a *threshold* or *superior* (operational or fully operational) degree:

<i>Competencies</i>	<i>Indicators</i>
<i>1. Initial Analysis and Problem Solving</i>	<p>Collect &amp; Analyze Data: Initially, turnaround leaders personally analyze data about the organization’s performance to identify high-priority problems that can be fixed quickly.</p> <p>Make Action Plan Based on Data: Turnaround leaders make an action plan so that everyone involved knows specifically what they need to do differently. This allows people to focus on changing what they do, rather than worrying about impending change.</p>
<i>2. Driving for Results</i>	<p>Concentrate on Big, Fast Payoffs in Year 1: Turnaround leaders concentrate on a few changes to achieve early, visible wins. They do this to achieve success in an important area, motivate others for further change, and reduce resistance by those who oppose change.</p> <p>Implement Practices Even if they Require Deviation: Turnaround leaders deviate from organization norms or rules when needed to achieve early wins. In a failing organization, existing practices often contribute to failure. This shows that changes can lead to success.</p> <p>Require All Staff to Change: When turnaround leaders implement an action plan, change is mandatory, not optional.</p> <p>Make Necessary Staff Replacements: Successful turnaround leaders typically do not replace all or most staff but often replace some senior [staff]. After initial turnaround success, staff members who do not make needed changes either leave or are removed by the leader.</p> <p>Focus on Successful Tactics; Halt Others: Successful turnaround leaders quickly discard tactics that do not work and spend more money and time on tactics that work. This pruning and growing process focuses limited resources where they will best improve results.</p> <p>Do Not Tout Progress as Ultimate Success: Turnaround leaders are not satisfied with partial success. They report progress, but keep the organization focused on high goals. When a goal is met, they are likely to raise the bar. Merely better is not good enough.</p>
<i>3. Influencing Inside and Outside the Organization</i>	<p>Communicate a Positive Vision: Turnaround leaders motivate others to contribute their discretionary effort by communicating a clear picture of success and its benefits.</p> <p>Help Staff Personally Feel Problems: Turnaround leaders use various tactics to help staff empathize with – or “put themselves in the shoes of” – those whom they serve. This helps staff feel the problems that the status quo is causing and feel motivated to change.</p> <p>Gain Support of Key Influencers: Turnaround leaders gain support of trusted influencers among staff and community and then work through these people to influence others.</p>

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	Silence Critics with Speedy Success: Early, visible wins are used not just for success in their own right, but to make it harder for others to oppose further change. This reduces leader time spent addressing “politics” and increases time spent managing for results.
4. <i>Measuring, Reporting (and Improving)</i>	<p>Measure and Report Progress Frequently: Turnaround leaders set up systems to measure and report interim results often. This enables the rapid discard of failed tactics and increase of successful tactics essential for fast results.</p> <p>Require Decision Makers to Share Data and Problem Solve: Turnaround leaders share key staff results visibly, to highlight those who do not change and reward those who do and succeed. This shifts meetings from blaming and excuses to problem solving.</p>

The LEA's Human Resources Department will work with the turnaround school to modify, if applicable, the above turnaround leader competencies to ensure that they meet the needs of the LEA and the turnaround school.

The teachers and other instructional staff at the Turnaround School, Lucy Craft Laney Comprehensive High School, should possess the following competencies to at least a *threshold* or *superior* (operational or fully operational) degree:

<b>Clusters</b>	<b>13 Competencies</b>
<p>1. <i>Driving for Results Cluster</i> – These enable a relentless focus on learning results.</p>	<p>Achievement: The drive and actions to set challenging goals and reach a high standard of performance despite barriers.</p> <p>Initiative and Persistence: The drive and actions to do more than is expected or required in order to accomplish a challenging task.</p> <p>Monitoring and Directiveness: The ability to set clear expectations and to hold others accountable for performance.</p> <p>Planning Ahead: A bias towards planning in order to derive future benefits or to avoid problems.</p>
<p>2. <i>Influencing for Results Cluster</i> – These enable working through and with others.</p>	<p>Impact and Influence: Acting with the purpose of affecting the perceptions, thinking and actions of others.</p> <p>Interpersonal Understanding: Understanding and interpreting others’ concerns, motives, feelings and behaviors</p> <p>Teamwork: The ability and actions needed to work with others to achieve shared goals.</p>
<p>3. <i>Problem Solving Cluster</i> – These enable solving and simplifying complex problems.</p>	<p>Analytical Thinking: The ability to break things down in a logical way and to recognize cause and effect.</p> <p>Conceptual Thinking: The ability to see patterns and links among seemingly unrelated things.</p>
<p>4. <i>Personal Effectiveness Cluster</i> – These enable</p>	<p>Belief in Learning Potential: A belief that all students, regardless of circumstances, can learn at levels higher than their current achievement indicates.</p> <p>Self-Control: Acting to keep one’s emotions under control, especially when provoked.</p>

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<p>success in a highly challenging situation.</p>	<p>Self-Confidence: A personal belief in one’s ability to accomplish tasks and the actions that reflect that belief.</p> <p>Flexibility: The ability to adapt one’s approach to the requirements of a situation and to change tactics.</p>
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The LEA's Human Resources Department will work with the turnaround leader to screen staff in order to ensure that they meet the needs of the turnaround school.

### Financial Incentives

In an effort to attract and recruit turnaround staff to Lucy Craft Laney Comprehensive High School, the LEA will need to budget for and distribute performance awards to all certified and classified staff. Such awards will only be applicable for a designated time relative to the date of the actual grant award and the number of years the school receives the funding through the School Improvement Grant (SIG). One school system that has offered incentive pay is Prince George’s County, Maryland (Washington Post, 2008). Prince George’s County offered supervisors and teachers as much as \$10,000 above base salary. Principals and assistant principals were able to make up to \$12,500 and \$11,000, respectively. The performance award plan for the Richmond County School System’s School Improvement Grant (SIG 1003g) ensures that all staff has the opportunity to be rewarded, which will improve the overall culture in each Tier 1 school in the system.

The performance targets set forth in the grant are based on the principal’s vision of the school becoming a 90/90/90 school. A 90/90/90 school is a school in which more than ninety percent of the students are eligible for free and reduced lunch, more than ninety percent of the students are from ethnic minorities, and more than ninety percent of the students met or achieved high academic standards. Ultimately, the principal’s vision is to achieve 100% of the students meeting and exceeding on high stakes assessments.

### *Supplements for Professional Learning and Performance Awards*

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 relational growth of each student and a commitment to professional growth of all educators (from GaDOE’s School Keys).

Each **staff member** who meets the Turnaround Competencies and agrees to the terms for working in a turnaround school will receive **professional learning supplements** upon completing **professional learning workshops** and **Saturday Academy** at **\$200 per day**.

All content-area teachers **will earn performance awards** of \$500.00 based on the performance targets established for the **End-of-Course-Test and the Advanced Placement (AP) Exams**. On the following End-of-Course Tests, **at least 60% of the students must pass in year one**, at least **75% must pass in year two**, and at least **90% must pass in year three** in order for EOCT teachers to receive the \$500.00 performance award:

- 9th Grade Literature and Composition End-of-Course-Test

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- American Literature End-of-Course-Test
- Biology End-of-Course-Test
- Physical Science End-of-Course-Test
- U.S. History End-of-Course-Test
- Economics End-of-Course-Test
- Math I End-of-Course-Test
- Math II End-of-Course-Test

On all **Advanced Placement Examinations**, Advanced Placement teachers must have at least 50% of the students to score a “3” or higher in **year one**, at least 70% must score a “3” or higher in **year two**, and at least 90% must score a “3” or higher in **year three**.

All content area teachers, **as the schedule permits**, will teach at least one End-of-Course-Test course or an Advanced Placement course to ensure accountability for all content area teachers.

If a content area teacher **meets** the performance target on the End-of-Course-Test or Advanced Placement Exam, the content area teacher will receive a \$500.00 performance awards for each course at the end of the year or after all final results have been received in the system.

If the teacher has **less than 50%** of his/her students to pass the end-of-course test or advanced placement exam, the teacher will receive instructional and professional learning support. Additional and more frequent instructional support for targeted teachers includes, but is not limited to the following:

- Members of the school’s leadership team **will continuously monitor instruction** throughout the grant through focus-walk observations, collaborative planning meetings, analysis of lesson plans, analysis of peer observation data, etc. with feedback.
- Summer professional learning** will be provided.
- Saturday Academy professional learning** will be provided.
- Job-embedded professional learning** (i.e., modeling, Standards-Based Instruction, reading strategies, mathematics content, etc.) will be provided.
- Continuous and strategic feedback** will be provided throughout the year through focus-walk results, formal observations, peer observations, student data, etc.
- Lessons will be modeled by peers and instructional coaches** throughout the year.

Teachers who receive an unsatisfactory evaluation will not receive a contract to work at Lucy Craft Laney Comprehensive High School in year 2 or year 3 of the grant.

All **faculty and staff members** have the opportunity to earn performance awards based on the performance targets established for student attendance, graduation rate, and the dropout rate. For these performance targets, certified staff will receive \$800.00, classified instructional staff will receive \$400.00, and classified non instructional staff will receive \$200.00.

Faculty and staff members also have the opportunity to earn performance awards based on performance targets established for the Georgia High School Graduation Test in both mathematics and English Language Arts (AYP indicators or indicators impacting AYP).

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Designated certified staff members will receive an \$800.00 performance award for each performance target met. All other certified staff will receive a \$400.00 performance award for each performance target met. All classified instructional staff members will receive a \$200.00 performance award for each performance target met. Each classified non-instructional staff member will receive a \$100.00 performance award for each performance target met.

The school will ensure that “student growth” occurs by analyzing formative and other assessment data (i.e., benchmark assessments, universal screeners, tardies, attendance, grade distributions) by subgroups through an ongoing data analysis process and then adjust instruction based on students’ needs.

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

Recognition banners will be presented to teachers based on academic gains or the highest percent of students exceeding standards in the previous school year. Awards will be based on a combination of indicators such as grade distributions, student achievement, turnaround competencies, etc.

Other awards for teachers identified by the turnaround leader for performance on either gains made in student achievement or for excellence in student achievement may include, but are not limited to the following awards:

- Certificates
- Flexibility/autonomy
- Recognition banners, flags, and/or signage

If at any point within the three-year grant, the funds end, the LEA and school will provide recognition for turnaround staff through non-monetary means.

### Increased Learning Time

Increased learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading, or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.

### Lucy Craft Laney Comprehensive High School's Proposed Daily Schedule

The **daily schedule** at Lucy Craft Laney Comprehensive High School was developed to accommodate students in taking at least eight courses in an eight-period day schedule (zero

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period to seventh period).

Period	Scheduled Time
Zero Period	7:25-8:15
First Period	8:20-9:10
Second Period	9:15-10:05
Third Period	10:10-11:00
Fourth Period	11:05-12:30 11:00-11:30 ( <i>1st Lunch</i> ) 11:30-12:00 ( <i>2nd Lunch</i> ) 12:00-12:30 ( <i>3rd Lunch</i> )
Fifth Period	12:35-1:25
Sixth Period	1:30-2:20
Seventh Period	2:25-3:15

The eight-period daily schedule will benefit both teachers and students. Teachers will have daily collaborative planning time in which they will meet with their departments. CTAE, Fine Arts, PE/Health, and JROTC teachers will meet with specified content area teachers daily. All students will have a double block of mathematics instruction daily with the exception of accelerated, Advanced Placement, or selected senior courses, and will still have an opportunity to choose an elective course. Students who qualify for reading intervention will have a double block of reading if the schedule permits. Students will have the opportunity to earn an additional credit in the eight-period daily schedule. The schedule will also accommodate the advisor/advisee block of instruction.

### Additional Time for Instruction in Core Academic Subjects

All students at Lucy Craft Laney Comprehensive High School will have several opportunities for **additional instruction** through academies. The following academies will be offered to students based on students' needs:

- Before School Academy
- After School Academy
- Saturday School Academy
- Summer School Academy for Advanced Placement Preparation

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- Summer School Academy for Entering 9th grade students
- Summer School Academy for Mathematics Acceleration (Grades 10-12)
- Extended Eight Period-Day (0 period to 7 period)
- Summer School Academy for Credit Recovery/PLATO/Retake Courses

### Additional Time for Instruction in Other Subjects and Enrichment Activities

All students in The Academy for Advanced Placement Studies at Lucy Craft Laney Comprehensive High School will have a daily opportunity for enrichment during their scheduled "seminar." The seminar courses will be used to provide students with study groups, experiences at colleges and/or universities, experiences on the job, lectures from college/university professors, field trips, test preparation, and other creative enrichment opportunities.

**All students at Lucy Craft Laney Comprehensive High School** will participate in an advisor/advisee block of instruction using the CollegeEd College Board curriculum. The College Board Standards for College Success define, across multiple disciplines, the knowledge and skills students need to develop and master. These standards outline a clear and coherent pathway to succeeding in courses and college readiness, with the goal of increasing the number and diversity of students who are prepared not only to enroll in college, but to succeed in **college and 21st-century careers**.

These rigorous College Board Standards for College Success are as follows:

- Provide a model set of comprehensive standards for middle school and high school courses that lead to **college and workplace readiness**.
- Reflect 21st-century skills such as **problem solving, critical and creative thinking, collaboration, and media and technological literacy**.
- Articulate clear standards and objectives with supporting, **in-depth performance expectations to guide instruction and curriculum development**.
- Provide teachers, districts and states with tools for **increasing the rigor and alignment** of courses across grades 6-12 through college and workplace readiness.
- Assist teachers in designing lessons and classroom assessments.

Lucy Craft Laney Comprehensive High School has partnered with the College Board to ensure that the school builds capacity for **all students' enrollment in college and all students' success in their students' 21<sup>st</sup> century career choices**.

### Additional Time For Teacher Collaboration, Planning, And Professional Learning

Professional learning will take place through collaborative planning blocks which are scheduled **daily** in the school's daily schedule. Professional learning will also take place on at least five Saturday sessions in the Saturday Academy for teachers.

### Promote the Continuous Use of Data to Inform and Differentiate Instruction

In order to ensure that **all students** are progressing toward and exceeding the standard, Lucy

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Craft Laney Comprehensive High School will have a comprehensive and systematic assessment and progress-monitoring plan in place. The GaDOE defines the Assessment School Key, Standard 2, and element 1, Diagnostic Assessment, as a systematic, regular component of the school's overall assessment system, with regular diagnosis of students' acquisition of requisite background knowledge and skills and related instructional interventions. The school's systematic process for the analysis and use of a variety of assessment data will ensure student growth academically and socially.

### Assessment: Universal Screeners

All students in grades 6-11 in the Richmond County School System were administered a universal screener in reading (STAR Reading Diagnostic) at the end of the 2009-2010 school year. Lucy Craft Laney Comprehensive High School will use this data to determine the needs of current and incoming students and to design the students' schedule for the Reading intervention block if the schedule permits. The STAR universal screener provides a scaled score, which is equivalent to a Lexile, a Zone of Proximal Development (ZPD) score, an estimated reading age, and a national curriculum level (English). This data will be crucial in the placement of students in a Tier 2 Reading Intervention.

In mathematics, the universal screener will be AIMS web. All students not in accelerated mathematics courses will be provided Tier 2 mathematics instruction through an additional block of mathematics.

### Assessment: Use of Assessment Data

Teachers will meet collaboratively as a grade level and as a department to analyze all types of assessment data. The Assessment Standard of the Georgia School Keys defines A 2.4 Balanced Assessment as follows (Georgia School Keys, 2008):

The use of a comprehensive and balanced approach to diagnostic, formative, and summative assessments. They align desired results with appropriate assessment types. Assessment tasks [e.g., constructed-response test items, reflective assessments, academic prompts, and culminating performance tasks and projects] complement and enhance student achievement and reinforce students' ability to self-monitor and self-evaluate). In collaborative meetings, teachers will analyze universal screener data (administered three times each year), common assessments aligned with the Georgia Performance Standards, district benchmark data, writing samples, grade distribution reports, and culminating performance tasks. (p. 15)

Teachers will also be responsible for maintaining student portfolios with samples of student work. A long-term portfolio represents a purposeful collection containing artifacts of student learning. The student arranges and comments on the artifacts and presents them in an attractive and organized way. The portfolio is a means for students to revisit past work samples and

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document and reflect upon their growth. A portfolio is a collection of work over the entire year or even more than one year. As the year progresses, students maintain their portfolios and they periodically review, revise, and reflect on its contents. With the ability to increase the use of technology, students may be able to maintain electronic portfolios.

Leadership Teams, content area departments, and teachers (including REP, Study Skills, and SPED teachers) will meet to conduct an item analysis for various assessments. Teachers will design lessons and grouping sheets based on students' data. Students will be grouped flexibly based on the data analyzed each day and each week. Teachers will create data walls (charts, graphs, etc.) of student data. Teachers will create teacher commentary on student work to provide effective feedback to the students.

### **Instructional Program**

At the direction of the LEA, Lucy Craft Laney Comprehensive High School had begun to implement components of America's Choice, a comprehensive research-based school reform model. However, as the leadership team conducted several focus walks and analyzed the school focus-walk data for the 2008-2009 and 2009-2010 school years, the school remained at "Not Addressed" or "Emergent" on several components of Standards-Based Instruction. Upon approval for implementing the Turnaround Intervention Model using the funds provided through the School Improvement Grant (SIG), the school will have the capability to systematically implement components of America's Choice with more implementation support and monitoring.

#### America's Choice Standards-Based Instructional Framework

The America's Choice **School Design** features school wide-initiatives that support student performance. Lucy Craft Laney Comprehensive High School will be better served with a full implementation of the College Board's curricula, professional learning, and support; however, in the implementation of the turnaround intervention model, the LEA will incorporate select components from the America's Choice School Design menu to ensure that the staff is fully operational in standards-based instruction.

#### Reading and Mathematics Interventions

Scholastic Read 180 is the Tier 2 Reading Intervention for Laney Craft Laney Comprehensive High School's students in grades 9-12 who meet the criteria for placement. The program uses a teaching system that gives students a clear instructional path and resources for assessing students and differentiating instruction. The Read 180 90-minute instructional model provides a simple way to organize instruction and classroom activities. The session begins and ends with whole-group teacher-directed instruction. During the 60 minutes between the whole-group meetings, students break into three small groups that rotate among three stations.

The Tier 2 Mathematics Intervention is the Cognitive Tutor program. This research-based program includes progress assessments and reporting features so that student data can be monitored and instruction can be adjusted to meet the needs of students.

Cognitive Tutor Software delivers self-paced, individualized instruction. Key characteristics of

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Cognitive Tutor ensure student success and make it an ideal choice in the School Improvement Turnaround Model:

- Innovative Research-Based Pedagogy
- Multiple Representations
- Interactive Examples
- Automated Assessment
- Just-in-time Feedback

### Content Area Programs

#### English Language Arts

All teachers at Lucy Craft Laney Comprehensive High School will teach the Georgia Performance Standards. In addition, in English Language Arts grades 9-12, teachers will be trained in and use the College Board's SpringBoard curriculum along with the formative assessments aligned with the Georgia Performance Standards. The SpringBoard curriculum integrates the following four essential characteristics: 1) rigor (emphasizes higher-order thinking skills; students own responsibility for their learning), 2) relevance (explores real-world contextual settings and situations), 3) relationships (enhances the connections among students, their teachers, and academic content), and 4) results (extends from both student performance and increased AP enrollment and diversity).

The **Springboard curriculum** will provide ELA teachers with a road map for GPS instruction. It has an instructional framework that develops both content and process standards. The program equips teachers with the resources to deliver effective instruction and provides students with the knowledge, skills, and strategies to achieve high levels of learning needed to compete in the 21st century.

All of Lucy Craft Laney Comprehensive High School English students will have access to another learning resource to promote rigor and relevance, which is *Mirrors and Windows*, a newly adopted resource as a result of the GaDOE 2009-2010 Learning Resources Selection (Textbook Adoption). *Mirrors and Windows* is a seven-level program built on a collection of rich, diverse, and timeless writings by renowned, award-winning authors.

The *Mirrors and Windows* textbook challenges students to reach their maximum potential while differentiating instruction for individual learners. Using a gradual release approach to reading, students will achieve a deep comprehension of the material and a greater appreciation of the literary genres. They will learn to recognize and make connections between the selections, the world, and themselves.

All English students in grades 9 and 10 will participate in the SpringBoard curriculum. In grades 11 and 12, students who are not in Advanced Placement courses will participate in the

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SpringBoard curriculum. Students in Advanced Placement courses will be taught using the College Board curriculum, outlined in the course syllabus. Teaching students using the SpringBoard curriculum will build capacity for more students to take advanced courses. By the end of grade 10 after participating in SpringBoard for two years, more students will be prepared for the rigor and depth of knowledge required in advanced courses offered in grades 11 and 12.

### Mathematics

In the area of mathematics, the mathematics teachers will teach the Georgia Performance Standards using the Georgia Department of Education's frameworks. Additional resources that will be used are Carnegie Learning resources and SpringBoard. Students will be provided mathematics instruction in a collaborative learning environment. This approach helps students spend more time being active learners during class periods.

The performance tasks and learning activities in the Carnegie Mathematics resources address both mathematical content and process standards. Students develop skills to work cooperatively to solve problems. Additionally, they improve their reasoning and communication skills.

The learning resources provide an opportunity for extended investigations, analysis and alternate solution paths. Each student is given a text that they can write in whether it is taking notes, highlighting key data in a problem, solving a problem, or writing complete sentences to describe problem-solving strategies. Students will use real-world situations in their mathematics problems. The mathematics problems are designed to emphasize connections between verbal, numeric, graphic and algebraic representations.

### Science

The school needs to provide students with more tactile activities in science as a large number of students "did not meet" the standards on the Science GHS GT over a three-year period. All teachers in the area of science will teach the Georgia Performance Standards. All students will participate in at least nine hands-on science experiences per nine-week grading period. Students will take a Habits of Mind Benchmark at the end of each nine-week period. All students are required to participate in the science fair as a team project or individual project. Laboratory activities and science fair projects are all required performance tasks. These tasks are rigorous and are also interdisciplinary in nature as they require students to research, write, and use mathematical skills and concepts.

### Social Studies

In 2009, 52% of Lucy Craft Laney Comprehensive High School's students passed the Social Studies portion of the Georgia High School Graduation Test. This percentage represents a decline of 11% since 2004. Brain research shows that the act of learning is a process of construction by the learner as new concepts or information is connected to previously learned information. All teachers in the area of social studies will engage students in inquiry-based

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learning. Teachers will ensure that instruction is integrated and cross-curricular to assist students in the process of making connections between content areas (i.e., Economics/Mathematics, History/Literature, Geography/Art). Technology will also be integrated throughout the curriculum as students actively construct knowledge by completing research projects, examining primary sources, and presenting information to their peers using technology. Social Studies lessons will incorporate multiple configurations including whole group, small group, partner, and individual instruction. Because the brain is innately collaborative and social, student learning will be enhanced when students are encouraged to respond to each other's ideas and work collaboratively in the social studies classroom.

### School-Wide Interventions

Students will have an opportunity to participate in other school-wide interventions for remediation and acceleration. The following academies will be offered to students based on students' needs:

- Before School Academy
- After School Academy
- Saturday School Academy
- Summer School Academy for Advanced Placement Preparation
- Summer School Academy for Entering 9th grade students
- Summer School Academy for Mathematics Acceleration (Grades 10-12)
- Extended Eight Period-Day (0 period to 7 period)
- Advanced Placement Academy (Seminar)
- Double Block of Mathematics
- Summer School Academy for Credit Recovery/PLATO/Retake Courses

### Lucy Craft Laney Comprehensive High School Rigorous and Relevant Instruction

The Academy for Advanced Placement Studies with a concentration in Humanities is a **magnet program within the school** designed to attract district students who are interested in and have a strong aptitude for the Humanities, which include modern languages, literature, history, technology, and the social sciences. The magnet program offers an accelerated and advanced curriculum through Advanced Placement courses in all disciplines with opportunities for seminars with community and collegiate partners related to the students' area of interest.

**Students not in The Academy for Advanced Placement Studies must still be provided rigorous and relevant instruction that is vertically aligned from one grade to the next, as well as aligned with state academic standards. All teachers will be trained in and implement the America's Choice instructional framework for Standards-Based Instruction (SBI) and they will teach the Georgia Performance Standards.**

### College Board Programs

Lucy Craft Laney Comprehensive High School has established a partnership with College Board

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and will implement several College Board programs and curricula **to support all students at Lucy Craft Comprehensive High School** and to support the implementation of the school's Advanced Placement Magnet Program **within the school**.

### CollegeEd Intervention for Instructional Program Support

CollegeEd is the College Board's college planning and career exploration program for middle and high school students. The program is designed to help students in grades 7-12 develop their capacity to succeed in college and in life. The recently revised CollegeEd program is a rigorous, flexible and standards-aligned curriculum, consisting of three levels, each with its own student workbooks and corresponding educator guide. The new program includes a unique blend of instructional materials and online resources that connect students to free tools and information on college planning and career exploration. CollegeEd will be the program that Lucy Craft Laney Comprehensive High School implements in years one, two, and three of the grant to address the social-emotional and community-oriented services and supports for students.

### Pre-Advanced Placement Strategies **Professional Learning in all Content Areas Grades 9-12**

The EOCT data for the school shows that students are not mastering the Georgia Performance Standards. **If all high school content area teachers are vertically aligning the strategies and tools needed to engage all students in the rigor and depth of knowledge required in the Georgia Performance Standards, student achievement will increase.** The following sessions will be held in year three of the grant to incorporate Pre-Advanced Placement Strategies **in all content areas in high school**:

Pre-AP Workshop Sequences for English

Pre-AP Workshop Sequences for Mathematics

Pre-AP Workshop Sequence for Social Studies

Pre-AP Workshop Sequence for Science

Pre-AP Workshop Sequence for Spanish (World Languages)

Instructional Leadership Workshops

Cost of training for the middle school will be funded by the LEA.

### PSAT/NMSQT and SAT Prep

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a program cosponsored by the College Board and National Merit Scholarship Corporation (NMSC). It is a standardized test that provides firsthand practice for the SAT. It also gives the school a chance to enter NMSC scholarship programs and gain access to college and career planning tools.

Activities related to preparation for these assessments take place during sessions for students:

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- Knowledge of the PSAT/NMSQT Critical Reading and Writing sections with debriefing and answer explanations
- Understanding the format of the PSAT/NMSQT and SAT, such as test content, question types, timing, guessing, scoring and approaching questions
- Visiting the SAT Preparation Center at <http://sat.collegeboard.com/practice> and registering for the SAT Question of Day

As a follow up to this preparation, all students participating in the sessions will take the PSAT/NMSQT that will be administered on Wednesday, October 14, 2010 during the first year of the grant. Based on individual feedback, schools will use AP Potential to identify and encourage students to take AP courses and exams. The results of the PSAT/NMSQT will provide the school with data for identifying the strengths and weaknesses of students. The data will also be significant in placement of students in advanced courses and in test preparation activities.

### Evaluation of Program Implementation and Refinement

College Board will work with Lucy Laney Comprehensive High School's Leadership Team to collect and analyze data on the program including direct feedback from students, parents, and teachers. Among the factors that will be measured and evaluated are the following:

- The impact of programs on student readiness for college as measured by performance on the PSAT/NMSQT and SAT assessments.
- Student course enrollment and achievement patterns, including enrollment and success in AP courses.
- Impact of programs and interventions on students' achievement on state and district assessments.

### Enhanced Technology Curriculum-Intervention to Support Instructional Programs

Enhancing the technology at Lucy Craft Laney Comprehensive High School will provide students with the opportunity to engage in deep and complex thinking on a wide variety of topics and subject areas. The students at the school will become more technologically literate and begin to solve problems in creative ways using technology. From computers and the Internet to video and sound editing software to new research tools and graphing calculators, enhancing the technology at the school will provide students with rigorous instructional opportunities. Teachers will use technology daily to enhance district curriculum, reinforce mathematics content, assess students' understanding and provide immediate feedback about their learning. Effective technology integration is achieved when the use of technology is routine and transparent and when technology supports curricular goals.

Because technology has increased the intensity and complexity of literate environments, the twenty-first century demands that a literate person possess a wide range of abilities and competencies. Twenty-first century readers and writers need to do the following:

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- Develop proficiency with the tools of technology.
- Build relationships with others to pose and solve problems collaboratively and cross-culturally.
- Design and share information for global communities to meet a variety of purposes.
- Manage, analyze and synthesize multiple streams of simultaneous information.
- Create, critique, analyze, and evaluate multi-media texts.
- Attend to the ethical responsibilities required by these complex environments.

The performance tasks in the Georgia Performance Standards curriculum require students to integrate technology. The Math and Science Partnership, through Augusta State University and the local Educational Technology Center, requires teachers to integrate technology and rigor in the mathematics and science classrooms. The technology will be used in the following four learning modes for students: student acquisition of information, student retrieval of information, student construction of information, and student presenter of information. However, it is also imperative that teachers use the technology as a method of delivering instruction. Today's students need to cope with a complex mix of visual, oral, and interactive media as well as traditional text. Technology is necessary to implement the research-based interventions and instructional programs to support the turnaround intervention model.

### **Ongoing, High-Quality, Job-Embedded Professional Learning**

**Professional Learning** is the means by which teachers, administrators and other school and system employees acquire, enhance and refine the knowledge, skills, and commitment necessary to create and support high levels of learning for all students (GaDOE School Keys).

All teachers will participate in learning teams throughout the year and meet regularly to plan for instruction (e.g., develop lesson plans, examine student work, and monitor student progress). The collaborative work will be aligned with the school improvement goals and formative student assessment data.

Specific professional learning sessions over the three-year period and beyond will include the following topics:

- Team-Building Professional Learning Retreat
- Daily Collaborative Planning Blocks
- Standards-Based Instruction (SBI): America's Choice Research-Based Practices
- Georgia Performance Standards and the Common Core Standards
- College Board Professional Learning
- Using Formative Assessments to Adjust Instruction
- Scholastic Read 180
- Carnegie Mathematics Cognitive Tutor

In order to build capacity and sustain the professional learning initiatives in the school beyond the three years, the LEA will fund the instructional coaches and/or teacher leaders to become certified in the America's Choice Coaching Institutes, SpringBoard Trainers, Gifted

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Endorsement, Reading and Mathematics Endorsement, and other certifications.

### **Social Emotional and Community-Oriented Services and Supports**

Lucy Craft Laney Comprehensive High School's mascot is a wildcat. In an effort to improve the school's culture and pride, members of the leadership team chose Wildcats Will Win (W<sup>3</sup>) as the name for the social emotional and community-oriented services and support initiative. Wildcats Will Win (W<sup>3</sup>) support group will mirror the concepts of the Teachers-As-Advisor Program (TAAP) developed by the Georgia Department of Education. 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 in the building (CAB) who both advocates for his or her advisees and facilitates sessions focused on the following:

- Career Management: Awareness, Exploration, and Planning
- Academic Achievement, Educational Attainment
- Lifelong Learning: Academic Development
- Life Skills: Personal and Social Development

At Lucy Craft Laney Comprehensive High School, however, the curriculum focus for W<sup>3</sup> will be College Board's CollegeEd curriculum. The materials were created by teachers and counselors. The program's instructional units introduce college and career planning concepts while developing essential skills that help students consider, apply to and succeed in college. The revised CollegeEd includes self- and interest-based exploration lessons and online video content developed by RoadtripNation.org, an educational organization dedicated to empowering students to define their own road in life.

The curriculum for each grade focuses on the following topics:

Grade 9 Setting Goals and Making Plans (It's Up To Me!)

Grade 10 Preparing and Challenging Yourself (I'm On My Way)

Grade 11 Taking Ownership (It's My Choice)

Grade 12 Staying Focused and Finishing Strong (My Next Steps)

All students in grades 9-12 will be assigned a homeroom advisor/teacher. Selected teachers will be assigned students and become advisor to the homeroom students that they are assigned ideally until they graduate. This cycle will develop strong advisor/advisee relationships and consistency. The entire student body will be part of the Teacher-As-Advisor Program. Homeroom advisors will meet with their students on advisor/advisee day to provide all students with the CollegeEd curriculum that will enhance students' social and emotional development. Each assistant principal in the school will be assigned a grade level to monitor. The principal and assistant principals will meet with the assigned grade level teachers on a consistent basis for an update on student progress and data such as tardies, attendance, assessment, behavior, etc.

Selected faculty and staff members will be assigned students to monitor/mentor. Community

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members may also serve as a monitor/mentor. A big brother/sister will be a part of the mentoring program. The big brother/sister is a student who will serve as a peer mentor along with the adult mentor. Scheduled group sessions will be held. The mentor(s) will also make informal contact with his/her mentee regarding attendance, tardies, behavior or any concerns the mentee may need assistance. The mentor will also monitor academics to ensure his/her mentee is on track for promotion and making progress toward graduation. This concept will also aid in the social and emotional development of the student. The guidance counselors, intervention specialist, parent facilitator, social worker, dropout prevention specialist, assistant principals and principal will meet regularly to identify targeted students and create a plan for these students.

The intervention specialist, counselor, dropout prevention specialist, advisor, the students' mentor(s), assistant principals and principal will meet with targeted students and their parent(s)/guardian(s) to implement the plan for getting students on track through counseling, mentoring and providing resources necessary to meet their needs. The dropout prevention specialist, intervention specialist and parent facilitator will continue to be the liaison between school and community. They will meet with parent(s)/guardian(s) either in the community or at school to assist them in finding resources to meet their needs in order to provide a healthy and conducive environment at home and at school.

Students will also participate in Career Fairs. The Career Fair promotes interaction with local citizens in various careers who will prepare presentations for students about the pathways they chose and what is involved in each pathway. Professionals in a variety of careers will visit the school site for this showcase on designated days. Preparation and debriefing activities for the career fair include personal inventory, résumé writing, job applications and web exploration for various career interests. Students will create display boards that showcase the various careers of interest and these boards will be on display in the school throughout the school year.

Students will make visits to college campuses to experience college life. In cooperation with the admissions' office in each college or university, students will tour various campuses, including classrooms, dormitories, admissions' offices, financial aid offices, registrar's offices, and dining areas on the campuses. Visits may include the following colleges and universities: Paine College, Augusta State University, University of South Carolina, and others. This initiative will increase student awareness and enrollment in Georgia Public Colleges and Universities as well as other states' colleges and universities.

Funds will be used to purchase the CollegeEd curriculum and hire the dropout prevention specialist to support social – emotional development for students.

### **ANNUAL STUDENT ACHIEVEMENT (LEARNING) GOALS**

#### **System Goals**

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The goals of the **Richmond County School System** are to 1) **Guarantee high academic achievement for all**, 2) **Ensure communication and collaboration within the community**, and 3) **Provide a safe, orderly, and healthy learning environment**. As a part of the school improvement process, a written school vision and mission for the school must be reflective of the system's vision and mission. The vision and mission of the school must synthesize the focus of the entire school and reflect consensus and understanding among all administrators, faculty, staff, parents, community, and students. The vision and mission consistently guide and inform the continuous improvement process (Georgia School Keys).

A data-driven and consensus-oriented process for continuous improvement guides and informs the development and implementation of a current, well-articulated school improvement plan. This process and its related plan effectively guide the work of administrators, faculty, staff, and students to achieve designated short and long-range performance goals and to work collaboratively to address all identified performance gaps (Georgia School Keys). In order to develop the **annual goals** for the **School Improvement Grant** and monitoring the implementation of the **Turnaround Intervention Model**, the instructional leadership team used the system's goals and multiple sources of the school's data.

### SMART Goals

The attainment of Lucy Craft Laney Comprehensive High School's goals is dependent upon how useful and SMART the goals are for staff. **SMART Goals** are **strategic and specific, measurable, attainable, results based**, and **time-bound**. The instructional leadership and leadership teams will analyze specific **indicators** throughout each of the three years of the grant. The indicators are the **standards or benchmarks** that students have performed most poorly in over a number of years. The instructional leadership and leadership teams will also analyze **measures** to gauge progress on the indicators (i.e., common assessments, benchmarks, EOCT). Finally, **improvement targets** for each measure allow the school to track improvement. **Targets** have been established as incremental steps toward the longer-range SMART goal. **Content area teachers** at Lucy Craft Laney Comprehensive High School will receive a **financial performance awards** for meeting the targets at the end of the year which will greatly impact the overall goals. **All staff** will receive performance awards if school-wide performance targets are met for graduation rate and other performances.

### Annual Goals for Implementation of Turnaround Intervention Model

As a result of being fully funded for all three years of the grant to implement the Turnaround Model, Lucy Craft Laney Comprehensive High School will meet the goals identified below:

#### *Reading/English Language Arts*

- 2010-2011 School Year: By the end of the **2010-2011** school year, the percent of 1<sup>st</sup> time test takers who meet and exceed the standard will increase by *at least 5%* above the school's performance on the 2009-2010 Georgia High School Graduation Test in Reading/English Language Arts **OR** the Annual Measurable Objectives (AMO).
- 2011-2012 School Year: By the end of the **2011-2012** school year, the percent of 1<sup>st</sup> time test takers who meet and exceed the standard will increase by *at least 5%* above the

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school's performance on the 2010-2011 Georgia High School Graduation Test in Reading/English Language Arts **OR** the Annual Measurable Objectives (AMO).

- 2012-2013 School Year: By the end of the **2012-2013** school year, the percent of 1<sup>st</sup> time test takers who meet and exceed the standard will increase by *at least 10%* above the school's performance on the 2011-2012 Georgia High School Graduation Test in Reading/English Language Arts **OR** the Annual Measurable Objectives (AMO).

### *Mathematics*

- 2010-2011 School Year: By the end of the **2010-2011** school year, the percent of 1<sup>st</sup> time test takers who meet and exceed the standard will increase by *at least 5%* above the school's performance on the 2009-2010 Georgia High School Graduation Test in Mathematics **OR** the Annual Measurable Objectives (AMO).
- 2011-2012 School Year: By the end of the **2011-2012** school year, the percent of 1<sup>st</sup> time test takers who meet and exceed the standard will increase by *at least 5%* above the school's performance on the 2010-2011 Georgia High School Graduation Test in Mathematics **OR** the Annual Measurable Objectives (AMO).
- 2012-2013 School Year: By the end of the **2012-2013** school year, the percent of 1<sup>st</sup> time test takers who meet and exceed the standard will increase by *at least 10%* above the school's performance on the 2011-2012 Georgia High School Graduation Test in Mathematics **OR** the Annual Measurable Objectives (AMO).

### *Graduation Rate*

- 2010-2011 School Year: By the end of the **2010-2011** school year, the percent of students who graduate will increase by *at least 5%* above the school's 2009-2010 graduation rate **OR** the Annual Measurable Objectives (AMO).
- 2011-2012 School Year: By the end of the **2011-2012** school year, the percent of students who graduate will increase by *at least 5%* above the school's 2010-2011 graduation rate **OR** the Annual Measurable Objectives (AMO).
- 2012-2013 School Year: By the end of the **2012-2013** school year, the percent of students who graduate will increase by *at least 10%* above the school's 2011-2012 graduation rate **OR** the Annual Measurable Objectives (AMO).

### *Student Attendance*

- 2010-2011 School Year: The number of students absent 15+ days should be no more than 25% of the total enrollment.
- 2011-2012 School Year: The number of students absent 15+ days should be 15% of the total enrollment.
- 2012-2013 School Year: The number of students absent 15+ days should be less than 15% of the total enrollment.

Throughout the implementation of the Turnaround Intervention Model and beyond the grant, the faculty, staff, and administrators of Lucy Craft Laney Comprehensive High School should be able to summarize the school improvement process and articulate the school's goals. They should be able to demonstrate and provide documentation that shows that these goals directly impact

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student relational, emotional, and academic needs (Georgia School Keys).

### Program Evaluation

The school will implement a review every forty-five days to monitor school improvement. In addition, the school will conduct a GAPSS Analysis Review. Most schools engage in some process of analyzing their success in each of these eight strands: Curriculum, Instruction, Assessment, Planning and Organization, Student, Family, and Community Support, Professional Learning, Leadership, and School Culture. The school will evaluate its programs through data-driven, research-based practices. The Georgia Assessment of Performance on School Standards (GAPSS) Analysis is intended to provide a process of data collection and verification of a school's status and offer specific direction for school improvement. The school will use this data to make adjustments to improve student achievement.

- d) Provide rationale for the intervention model selected.

### **BACKGROUND INFORMATION**

"Building Student Capacity for College and 21st-Century Careers through College Board's Programs of Rigor and Relevance" is the umbrella theme for Lucy Craft Laney Comprehensive High School. School **culture**, according to the **Georgia School Keys**, is defined as the norms, values, standards, and practices associated with the school as a learning community committed to ensuring student achievement and organizational productivity. In order to become **fully operational** in the standards of the culture strand of the Georgia School Keys, the school must have a **turnaround intervention** that allows the LEA to incorporate non-traditional methods for attracting caring adults who serve as mentors and who promote an overall climate of nurturing students and other staff to change the culture in the school. The overall **school culture** should provide students with support (e.g., counseling, academic advisements, transitional experiences) to enhance the academic achievement of all learners in a diverse student population, ensuring that their individual needs and strengths are addressed to prepare them for success with the Georgia Performance Standards, post-secondary education, and the world of work. The school's culture should support and enhance the emotional and academic growth of all learners.

In order to have a **school culture** that is fully operational, the school needs the **flexibility** to operate by the following descriptors from the Georgia School Keys (2008):

- Self-governance - Individuals develop and express a capacity for self-monitoring, self-control, and self-management in response to various contexts, settings, and cultural milieus.
- Policies and practices - School policies, practices, and experiences demand individual respect and foster understanding of the benefits of diversity.
- Interactions - The school provides opportunities for positive interactions among individuals and groups.
- Celebrations - Rituals, ceremonies, and programs exist within the positive learning community to acknowledge individual, small group, and organizational achievements and accomplishments.
- School rules - School rules explicitly address tolerance and inclusion and provide

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guidelines for behavior, action, and appropriate consequences.

- Decision-making - School decisions involve stakeholders and promote change and risk-taking through trust and openness.
- Curriculum design for diversity - Curricular objectives and materials reflect the ideals and practices of diversity.

The only model that will give the school the immediate **operational flexibility** required in a school that, in the past three years, has not had 60% of the students to graduate is the **turnaround model**. The school needs to implement a comprehensive approach in order to increase the school's graduation rate.

**A turnaround staff** has an unyielding focus on learning results. However, almost two-thirds of the school's current staff, although highly qualified according to the results of the certified staff survey (component of the GAPSS Analysis), do not have a consistent understanding of what students are expected to know, do and understand. **Turnaround staff** has the intrinsic motivation needed to set challenging goals and teach to a level of rigor that will ensure that students meet those goals. **Turnaround staff** has the drive and actions to go beyond the required "instructional framework" of opening, work session and closing but will incorporate, within the framework, the rigor and relevance that students need to exceed on state assessments and to excel in college and/or the workforce.

Although the LEA and school may establish clear expectations for **turnaround staff**, this staff also develops a set of expectations and not only holds themselves accountable, but other staff members as well. Currently, less than 20% of teachers fully implement analysis of student work as a team in order to build consensus for a common understanding of proficiency and rigor. Two-thirds of teachers do not consistently differentiate instruction nor adjust content to support students according to their instructional needs. However, **turnaround staff** thrives in planning ahead using data to drive their plans.

During collaborative planning, **turnaround staff** works through and with others on lesson plans, data analysis, and common assessments. If members of the department or grade level team are not at a desired level of implementation, the turnaround staff will influence them and understand the concerns, motives, feelings, and behaviors of the team.

The **turnaround model** allows the school to do the following:

- Grant the principal operational flexibility;
- Screen all existing staff, rehire no more than 50%, select new staff using locally adopted competencies;
- Implement financial incentives;
- Provide ongoing, high-quality job-embedded professional development;
- Adopt a new governance structure to include reporting to a turnaround office;
- Use data to identify and implement an instructional program that is research-based;
- Promote the continuous use of student data to inform and differentiate instruction;
- Establish schedules and implement strategies that provide increased learning time; and
- Provide appropriate social-emotional and community-oriented services and supports for

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students.

Lucy Craft Laney Comprehensive High School has incorporated components of the turnaround model throughout the past three years, **excluding** the screening and rehiring of new staff, and the school has not seen the **gains in academic achievement** and student learning that it should have. The school currently has the highest percentage of staff that is not highly qualified and the lowest graduation rate in the district. The funds from the **School Improvement Grant (SIG)** to implement the **turnaround model** would ensure that the school can not only increase the level of school reform but also sustain the success the school will experience at the end of the three year period through a highly-qualified and turnaround staff.

### **RATIONALE**

After careful data analysis and consultation with district and state personnel, Lucy Craft Laney Comprehensive High School has elected to implement the **“Turnaround Model”** from the four intervention options: Turnaround, Transformation, Restart, and School Closure.

The reasons the **“Turnaround Model”** is the most appropriate intervention for Lucy Craft Laney Comprehensive High School are as follows:

- The school's graduation rate of 56.6%;
- The 2009 AYP measures met is only 60%;
- The addition of 8<sup>th</sup> grade in 2009-2010 increases the risk of the school not making AYP, which would result in the school having a "state directed" status;
- This model returns the school to AYP status; and
- This school has the highest percent of "not highly qualified" teachers among the three Tier I schools.

### **Other Factors**

The school's declining level of expectations for students has already become ingrained in the staff's perception thus negatively impacting the school's culture. The level of staff's expectations of student learning is reflected in the school's data. The certified staff survey indicates that the staff is resistant to changes in instructional, assessment, and curricular practices. **Academic performance data** indicate that over the most recent three to five years, student learning is stagnant and in some cases declining:

- A **six percent pass rate** on the most recent **Algebra End-of-Course-Test**.
- A **graduation rate** in which almost fifty percent of the entire class did not receive a diploma. The school has had a graduation rate that was nearly the lowest in the state and has not met the state's target.
- For the last three years, the **number of students** who has not achieved the **Enhanced Mathematics score** on the **Georgia High School Graduation Test** has increased.
- There is a steady decrease in the number and percentage of students that **graduate with a “B”**

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average.

- An increasing apathy on the part of students is reflected in student tardiness and the school's **student attendance rate because of the lack of caring adults in the building (CAB)**
- According to focus-walk observation results, the level of **student engagement** is continuing to decline **which can be attributed to a lack of rigor in instruction.**

Attempts to correct the known and perceived concerns have included incremental staff changes, extensive professional learning, a change in the school's principal, and external support from the state and contracted providers. These piecemeal interventions have failed to yield sustainable positive change for the students.

### Data Analyzed to Determine Intervention Model

Members of Lucy Craft Laney Comprehensive High School's instructional leadership team collected and analyzed the school's profile data and additional school data. The principal, state support person, district (central office) school liaison, instructional coach, assistant principal, and guidance counselor worked collaboratively to gather and collect the school's data. Members of the school's instructional leadership team analyzed the following data: school profile, enrollment and attendance, Adequate Yearly Progress (AYP) data (test participation, academic performance, graduation rate, SWD), advanced coursework, early college or dual enrollment course data, End-of-Course-Test data, post-secondary data, current staff, certified staff survey (from the Georgia Assessment of Performance on School Standards), 21st Century Grant, and Mathematics and Science Partnership data.

•**Student Attendance Rate** - Percentage of students who missed over fifteen days of school in 2007 was 26.3%. In 2008, it was 28.1%. In 2009, it was 44%.

•**Academic Performance**- In 2007, the school made AYP in mathematics through Safe Harbor. In 2008, the school did not make AYP in mathematics. For the year 2009, the trend continued for having a large number of students (44%) making a passing score on the GHSGT and scoring below the AYP target of 516.

•**Students With Disabilities** - In 2007, if the ten SWD had passed the mathematics GHSGT, the school would have made AYP in that area. The performance of SWD increased in 2008, but still had a negative impact on overall AYP.

•**Dropout Rate** - During this same period, the dropout rate decreased from 14.9% in 2006-2007 to 7.3 in 2007-2008. Then in 2008-2009, the dropout rate increased to 8.2. Although the dropout rate decreased from 2006 to 2009, the graduation rate did not increase considerably.

•**Graduation Rate** - For the last three years, the school has not achieved the state's graduation rate target. In 2006-2007, The graduation rate at Lucy Craft Laney Comprehensive High School was 45.7%. In 2007-2008, the rate decreased to 30.9. In 2008-2009, the rate increased to 56.6. This is significantly below the 2009 Annual Measurable Objective (AMO) target of 75%.

•**End-of-Course-Test (EOCT) Data** - In 2007, the pass rate on the Algebra EOCT was 16%. In 2008, it was 13%. In 2009, it was down to 6%. In 2009, the pass rate was 40% for the state and 14% for the district. On the Geometry EOCT, the students' performance was 20% in 2007, 25% in 2008, and 14% in 2009. In 2009, the pass rate was 49% for the state and 38% for the district. On the 2007 9<sup>th</sup> grade Literature and Composition EOCT, the pass rate was 31%. In 2008, the

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pass rate was 39%. In 2009, the pass rate was 54%. In 2009, the pass rate was 76% for the state and 65% for the district, which are both significantly higher than the school's pass rate.

•**Advanced Coursework and Post-Secondary Data** - No students completed advanced coursework over the three years of data analysis. In 2006, one student completed dual enrollment classes. In 2007, only one student completed dual enrollment classes. However, in 2008, no students completed dual enrollment classes.

•**HOPE Scholarship Eligibility** - The analysis of the percentage of students eligible for the HOPE Scholarship shows that over the last three years, the percentage of students at Lucy Craft Laney Comprehensive High School earning HOPE Scholarships ranged from 7.4% of the students in 2007 to 14.7% of the students in 2008. In 2009, there was an increase to 15.9% of the students earning HOPE scholarships. Although the percentage has gradually increased, the comparison to the state and district shows that the school's performance is below both the state and the district's benchmarks. In 2009, the percentage of HOPE graduates in the state was 38% and in the district, it was 27.8%. The percent of students that graduated from the school with at least a "B" average in core content areas was only 15.9%, which represents only 17 out of 107 graduates received the HOPE Scholarship.

•**Students Entering Georgia Public College** - Of the school's total number of 2008 graduates, only twelve (13.8%) entered a Georgia public college. This percent was down from the previous year in which the number of students entering a Georgia public college was fifteen (14.3%). In comparison, in 2008, 32% of students from the district entered Georgia public four-year colleges and 42% of the state's graduates entered Georgia public four-year colleges.

•**Lucy Craft Laney Comprehensive High School's Certified Staff Survey Data Results** (Curriculum, Instruction and Assessment Strand of the Survey) - Almost **two-thirds** of teachers do not have a consistent understanding of what students are expected to know, do and understand. **Less than 20%** of teachers fully implement analysis of student work as a team in order to build consensus for a common understanding of proficiency and rigor. **Two-thirds of teachers do not consistently differentiate instruction** nor adjust content to support students according to their instructional needs. **Less than a 25%** of teachers **use flexible grouping** most of time when it would be appropriate. **Only 18%** indicated that **technology is used effectively** to maximize student learning. **Three-quarters** of teachers **do not engage students in evaluation** of their work using tools such as benchmark work, rubrics and checklists.

### Research

Rigor has been cited as the most important indicator of whether a student will graduate from high school and earn a college degree. "In fact, a study by the U.S. Department of Education found that the rigor of high school course work is more important than parent education level, family income, or race/ethnicity in predicting whether a student will earn a postsecondary credential" (College Board, 1999).

Research also shows that personalization of the learning environment—enabling students to know well and be known well by at least one adult in their school—leads to improved student outcomes in school (Lee, et al., 1995; Newmann, et al., 1992; Stigler and Hiebert, 1999). Advisory groups with specific actions for seamless and successful transitions are very effective in achieving personalized learning that builds supportive relationships between students and teachers.

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### Conclusion

As a result of the state awarding Lucy Craft Laney Comprehensive High School the maximum funding available through the School Improvement Grant, the school can ensure student success through the following areas of the intervention: an improved school culture and learning environment, a systematic plan for job-embedded professional learning, scientifically research-based curricula, use of Tier 2 and 3 interventions, a systematic program in which students are assigned caring adults such as mentors, teachers as advisors, and others. Graduation does count at Lucy Craft Laney Comprehensive High School.

### **HIGH SCHOOL GRADUATION COUNTS: LUCY CRAFT LANEY COMPREHENSIVE HIGH SCHOOL**

<b>GRADUATION COUNTS</b>	<p><b>Graduating ALL students and having ALL students post-secondary and/or workforce ready are the eminent and collective responsibilities of the district and school.</b></p> <ul style="list-style-type: none"> <li>•All students will graduate from Lucy Craft Laney Comprehensive High School, having had exposure to advanced coursework and curricula through College Board's programs of rigor and readiness.</li> <li>•All students will participate in career pathways through the CTAE Department.</li> <li>•All leadership team members, including mentors, intervention specialist, administrative support personnel, school council members, etc., will analyze formative assessment data to ensure that all students are progressing toward graduation.</li> </ul>
<b>ADULT CULTURE</b>	<p><b>Artifacts and evidences exist to demonstrate school professionals' willingness to embrace the change process, the cycle of continuous improvement and a culture of high expectations.</b></p> <ul style="list-style-type: none"> <li>•All teachers will participate in daily collaborative planning by departments and scheduled grade level planning to ensure that students' success is celebrated.</li> <li>•All teachers will celebrate students' success in attendance, punctuality, class participation, and grades.</li> <li>•All teachers will be responsible for developing a celebration area (grade level and department) in which student work, attendance, class participation, and grades are celebrated weekly.</li> <li>•All teachers, during collaborative planning, will ensure that their lesson plans are created to high standards (Depth of Knowledge 3-4, Higher Levels of Bloom's) and that all learning activities are aligned with the Georgia Performance Standards.</li> <li>•All teachers, during collaborative planning, will develop a departmental plan for communicating the standards and expectations weekly with parents, other departments on their grade level, students, and members of the leadership team (i.e., departmental newsletter, website, i-Parent, etc.).</li> <li>•All teachers, during collaborative planning, will develop a NO EXCUSE policy for teachers, parents, and students to ensure that teachers, students, parents (nor administrators) offer excuses for student failure.</li> <li>•All administration, principal and three assistant principals, will establish celebrations for teacher-success (i.e., grade distributions, student formative assessment data, teacher attendance, teacher's observations' data, teachers "caught raising the standards, etc.) and student success.</li> </ul>

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<b>DATA UTILIZATION</b>	<p><b>Staff members at Lucy Craft Laney Comprehensive High School and its feeder middle school, W.S. Hornsby K-8, are proactive in utilizing their collective data in order to pose probing questions and plan strategic actions that will raise student achievement and graduation rates- while eliminating performance gaps in both.</b></p> <ul style="list-style-type: none"> <li>•Leadership teams from Lucy Craft Laney Comprehensive High School and the feeder school (W.S. Hornsby K-8), will meet quarterly to review collective data (AYP subgroups, student learning, demographic data, perceptions data, school processes data), develop goals, and develop an action plan (student support, professional learning, etc.) to increase rigor at both school levels.</li> <li>•Teachers, by department at both schools, collectively and singularly, will begin to participate in vertical team professional learning, vertically align their curricula, and analyze student achievement data by domain (e.g. Reading for Information-CRCT, Reading and Literature-EOCT).</li> <li>•Teachers, by department at both schools, collectively and singularly, will develop rubrics together, common assessments, tests/quizzes aligned with the standards. Teachers will analyze formative assessment data (i.e., performance tasks, writing samples, research projects, presentation rubrics). Teachers will identify weak strands, standards, and elements for groups of students. Teachers will group students according to weaknesses. Teachers will develop lessons together to address weaknesses. Teachers will teach lessons and assess students again.</li> </ul>
<b>RIGOR AND RELEVANCE</b>	<p><b>The school-wide expectation is that ALL students will master a rigorous and relevant program of study in a general education classroom, supported by standards-based teaching and learning structures, practices, and interventions. Struggling students are guaranteed increasing intensity of intervention in order to master standards.</b></p> <ul style="list-style-type: none"> <li>•All teachers, during collaborative planning, will continue to study and analyze the Georgia Performance Standards (GPS) for rigor. Teachers will identify Depth of Knowledge levels in the GPS and in the tasks they develop for students to implement.</li> <li>•All students will be taught the Georgia Performance Standards using a rigorous and relevant supplemental curriculum, College Board Spring Board in English and Mathematics. The curricula incorporate relevant activities designed to engage students in problem solving, academic discourse and critical analysis. The curriculum will build capacity for more students to participate in The Academy for Advanced Placement at Laney Comprehensive High School, which will prepare them for the rigor in post-secondary options, including the workforce.</li> <li>•All students will use technology so they will have a complex mix of visual, oral, and interactive media as well as traditional text.</li> <li>•All students will also implement additional instructional resources in English Language Arts (Mirrors and Windows Literature) and in Mathematics (Carnegie Learning, Inc.).</li> <li>•All students who are not in the Advanced Placement (AP) Academy will be provided a double block of Mathematics to include the core course and an intervention block.</li> <li>•All students in the Advanced Placement Academy will have a Seminar block in which they will be provided enrichment and/or intervention activities.</li> <li>•All students who score within a designated range on their universal screener will be provided Tier 1 and Tier 2 intervention in Reading (Scholastic Read 180) and in Mathematics (Carnegie Cognitive Tutor).</li> <li>•All teachers will be required to get the Gifted Endorsement.</li> <li>•All teachers will participate in pre-Advanced Placement strategies.</li> <li>•All teachers and counselors will participate in professional learning in which the focus is the analysis of PSAT scores, use of AP Potential, and the use of SAT Online.</li> <li>•The school's Leadership Team will establish SMART Goals that emphasize and relate to increased enrollment of Lucy Craft Laney Comprehensive High School's students in AP.</li> </ul>

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<b>RELATIONSHIPS</b>	<p><b>Students in grades 6-12 have a trained Caring Adult in the Building (CAB) who serves to provide both academic and career advisement to students and their families.</b></p> <ul style="list-style-type: none"> <li>•The Wildcats Will Win (W3) support group will mirror the concepts of the Teachers–As-Advisor Program (TAAP) developed by the Georgia Department of Education using the CollegeEd College Board Curriculum. The curriculum for each grade focuses on the following: Grade 9 Setting Goals and Making Plans (It's Up To Me!) Grade 10 Preparing and Challenging Yourself (I'm On My Way) Grade 11 Taking Ownership (It's My Choice) Grade 12 Staying Focused and Finishing Strong (My Next Steps)</li> <li>•All students in grades 9-12 will be assigned a homeroom advisor/teacher. Selected teachers will be assigned students and become advisor to the homeroom students that they are assigned ideally until they graduate.</li> <li>•Selected faculty and staff members will be assigned students to monitor/mentor students. Community members may also serve as a monitor/mentor to students. A big brother/sister will be a part of this mentoring group. The big brother/sister is a student who will serve as a peer mentor along with the adult mentor. Scheduled group sessions for all mentors and students will be held.</li> <li>•Leadership teams from Lucy Craft Laney Comprehensive High School and the feeder school (W.S. Hornsby K-8), will coordinate individualized instructional student plans, parental communication, and parent conferences for students exiting grade 8.</li> <li>•Grade level teams will create a comprehensive transitional plan for the grade level and students to ensure students are ready for the next level.</li> <li>•The guidance counselors, intervention specialist, administrative personnel, the students' advisor, and the students' mentor will meet with targeted students and their parents to implement the plan for getting students on track through counseling, mentoring and providing resources necessary to meet their needs.</li> </ul>
<b>PYRAMIDS OF INTERVENTIONS</b>	<p><b>Staff is diligent in collaborating to develop, implement, and monitor formalized processes of intervention, so that no student falls “through the cracks.”</b></p> <ul style="list-style-type: none"> <li>•Students who need Tier 2 Reading Intervention will participate in a double block of Reading and Scholastic Read 180.</li> <li>•Students who need Tier 2 Mathematics Intervention will participate in a double block of Math and the Cognitive Tutor program.</li> <li>•Students will have an opportunity to participate in other school-wide interventions for remediation and acceleration. The following academies will be offered to students based on students’ needs: Before School Academy, After School Academy, Saturday School Academy, Summer School Academy for Advanced Placement Preparation, Summer School Academy for Entering 9th grade students, Summer School Academy for Mathematics Acceleration (Grades 10-12), Extended Eight Period-Day (0 period to 7 period), Advanced Placement Academy (Seminar), All Other Students (Double Block of Mathematics), Summer School Academy for Credit Recovery.</li> </ul>
<b>Adapted from the Georgia Department of Education's Graduation Counts! (2007)</b>	

- 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 Lucy Craft Laney 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

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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).
  - 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

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

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 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.
- The 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 recruitment.
- RCSS supports parental involvement by utilizing the Parent and Family Facilitator to conduct 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.

The 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 March 29, 2010 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 award for each school may vary. The LEA should submit a comprehensive, three-year budget that provides an explanation of expenditures for each year. Budget renewal for years 2 and 3 will be based upon annual approval.

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

The LEA must assure that it will:

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

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

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

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

X  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.

X  "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

LEA Name: \_\_\_\_\_ Richmond County School System \_\_\_\_\_

School Name: \_\_\_\_\_ Lucy Craft Laney Comprehensive High School \_\_\_\_\_

Grades: \_\_\_\_\_ 8 - 12 \_\_\_\_\_

School Enrollment Total: \_\_\_\_\_ 754 \_\_\_\_\_

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

<b>SCHOOL DATA</b>							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
AYP status	N	N	N				
AYP targets the school met			ELA				
AYP targets the school missed	ELA, Math, SI	ELA, Math, SI	Math, SI				
School improvement status	NI-2	NI-3	NI-4				
Number of days within the school year	180	180	180	180			
Number of minutes within the school day	350	350	350	350			
Number of minutes within the school year	63,000	63,000	63,000	63,000			

Math – Mathematics; ELA – English Language Arts; SI – Second Indicator; NI – Needs Improvement; NI\_AYP – Needs Improvement Made AYP; ADEQ – Adequate; ADEQ\_DNM – Adequate Did Not meet

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

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

<b>STUDENT OUTCOME/ACADEMIC PROGRESS DATA</b>							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage of limited English proficient students who attain English language proficiency	0	0	0				
Graduation rate (percentage)	45.7	30.9	56.6				
Dropout rate (percentage)	14.9	7.3	8.2				
Student absent over 15 days rate (percentage)	26.3	28.1	44				
Number of students completing advanced coursework (AP)	21	17	45	110			
Percentage of students completing advanced coursework (AP)	100	100	100	100			
Number of students completing advanced coursework (IB)	0	0	0	0			
Percentage of students completing advanced coursework (IB)	0	0	0	0			

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

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

<b>STUDENT OUTCOME/ACADEMIC PROGRESS DATA</b>							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of students completing advanced coursework (early-college high schools)	0	0	0	0			
Percentage of students completing advanced coursework (early-college high schools)	0	0	0	0			
Number of students completing advanced coursework (dual enrollment classes)	1	1	0	1			
Percentage of students completing advanced coursework (dual enrollment classes)	100	100	0	100			
College enrollment rate	40.8	43.2	36.5				
Number of discipline incidents coded as 900 as reported to state	7	4	8	0			
Number of truants	406	431	569				
Teacher attendance rate	92	90	91	92			

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

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

<b>Distribution of Certified Staff by Performance Level as Designated on the LEA's Certified Staff Evaluation System</b>							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of certified staff	64	64	64	62			
Number of teachers evaluated	64	64	64	62			
<b>Certified Staff Evaluated at Each Performance Level</b>							
Percentage rated Satisfactory	100	92.2	98.5	94			
Percentage rated Unsatisfactory	0	7.8	1.5	6			
Percentage non-renewed	1.5	4.6	0	1.6			

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

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

<b>Grade 11 GHS GT English</b>																					
<b>Percent of Students Who Met or Exceeded</b>																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	58	82	70.7	80	120	66.7	85	116	73.3												
Percentage White																					
Percentage Hispanic																					
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	2	11	18.2	3	12	25	3	12	25												
Percentage Economically Disadvantaged	45	67	67.2	62	93	66.7	70	98	71.4												

**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	90	96	93.8	125	128	97.7	132	134	98.5												
Percentage White																					
Percentage Hispanic																					
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	13	13	100	13	13	100	14	14	100												
Percentage Economically Disadvantaged	75	78	96.2	97	99	98	110	112	98.2												

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

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

<b>Grade 11 GHS GT Mathematics</b>																					
<b>Percent of Students Who Met or Exceeded</b>																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	42	83	50.6	59	121	48.8	52	116	44.8												
Percentage White																					
Percentage Hispanic																					
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	1	11	9.1	3	12	25	1	12	8.3												
Percentage Economically Disadvantaged	30	67	44.8	43	94	45.7	46	98	46.9												

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

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

<b>Grade 11 GHS GT Mathematics</b>																					
<b>Percent of Students Who Participated</b>																					
Subgroups	2006-2007			2007-2008			2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%	N	D	%
Percentage Black	93	99	93.9	128	132	97	129	131	98.5												
Percentage White																					
Percentage Hispanic																					
Percentage Asian																					
Percentage American Indian																					
Percentage Multiracial																					
Percentage Students with Disabilities	13	13	100	13	13	100	14	14	100												
Percentage Economically Disadvantaged	77	81	95.1	99	101	98	109	111	98.2												

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

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

<b>Mathematics I: Algebra/Geometry/Statistics</b>							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	NA	NA	51	49			
Percentage passed EOCT	NA	NA	NA				

<b>Mathematics II: Geometry/Algebra II/Statistics</b>							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	NA	NA	NA	70			
Percentage passed EOCT	NA	NA	NA				

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

**School Improvement Grant 1003(g)**

LEA Application 2010

**Attachment 1c  
High School Profile**

<b>English Language Arts: Ninth Grade Literature and Composition</b>							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	71	52	81	75			
Percentage passed EOCT	30	39	55				

<b>English Language Arts: American Literature and Composition</b>							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	80	88	88	77			
Percentage passed EOCT	53	53	60				

## School Improvement Grant 1003(g)

### LEA Application 2010

**Attachment 2a  
Turnaround Model**

LEA Name: Richmond County School System

School Name: Lucy Craft Laney Comprehensive High School

The LEA must:

<p>A1. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.</p>			
<p><b>REPLACE THE PRINCIPAL</b> The Richmond County School System <b>replaced the principal</b> at Lucy Craft Laney Comprehensive High School at the beginning of the 2009-2010 school year with a leader who excels in turning schools around.</p>	<p><b>TIMELINE</b> July 2009</p>		
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	\$0	\$0	\$0
<p><b>OPERATIONAL FLEXIBILITY</b> <b>Staffing</b> The turnaround leader (principal) and the Human Resources Department staff <b>developed a letter of intent</b> for all Laney faculty and staff to indicate whether or not they wanted to be interviewed or transferred for the 2010-2011 school year. If the faculty and staff selected an interview, the staff had to identify the top three choices in the event they were not granted a position based on their interview rating. If the faculty and staff selected a transfer, the staff had to identify the top three choices for schools in which they want to work.</p>	<p><b>TIMELINE</b> May 2010</p>		
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	\$0	\$0	\$0
<p><b>OPERATIONAL FLEXIBILITY</b> <b>Staffing</b> The turnaround leader (principal) of Lucy Craft Laney Comprehensive High School and a panel consisting of central office staff (executive director for high schools, Human Resources representatives, content coordinator/director) <b>will screen</b> all existing staff and new staff using the Turnaround Competencies outlined in School Turnaround Teachers: Competencies for Success (Public Impact, 2008). The panel <b>will rate</b> all existing staff and all new staff and <b>submit the ratings/rankings</b> to the principal of the school. The principal <b>will then select staff</b> based upon the regulations of the Turnaround Model in the School Improvement Grant (SIG). The principal <b>will then notify</b> the new turnaround faculty and staff. The Human Resources Department <b>will then provide a transfer</b> to staff members who were not selected to return to</p>	<p><b>TIMELINE</b> May 2010-June 2010</p>		
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	\$0	\$0	\$0

the school.	\$0	\$0	\$0
<p><b>OPERATIONAL FLEXIBILITY</b></p> <p><b>Staffing</b></p> <p>Members of the school’s leadership team <b>will continuously monitor instruction</b> throughout the grant and beyond through focus-walk observations, collaborative planning meetings, analysis of lesson plans, analysis of peer observation data, etc. The school <b>administration will provide all teachers with professional learning</b> (i.e., modeling Standards-Based Instruction and lessons, literacy across the curriculum strategies, Mathematics content, etc.) and <b>continuous and strategic feedback</b> throughout the year. Teachers who receive an unsatisfactory evaluation will not receive a contract to work at Lucy Craft Laney Comprehensive High School in year 2 or year 3 of the grant.</p>	<p><b>TIMELINE</b></p> <p><b>Years 1-3</b></p> <p><b>SUSTAINABILITY:</b></p> <p>Continue to observe each teacher, provide feedback, provide a schedule for collaborative planning, monitor formative assessment data and then analyze high stakes assessment data at the end of each school year. Hire qualified staff to replace non-returning staff members who do not receive a satisfactory evaluation.</p>		
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	\$0	\$0	\$0

**OPERATIONAL FLEXIBILITY**

**Staffing**

**NEED:** A review of the school’s student achievement data indicates that the graduation rate, student attendance rate, and student engagement are areas of immediate need for change in instruction, culture, and student support.

The turnaround leader **will have all faculty and staff sign an addendum** (Appendix 3) **to their contract** specific to their support of the vision and mission of the turnaround school and adhering to the additional duties and responsibilities outlined below that may include, but are not limited to the following:

- Conduct regular advisor/advisee sessions using the College Board CollegeEd curriculum.
- Monitor advisee block of instruction and students’ academic, behavioral and attendance status on a weekly basis.
- Maintain the advisee’s academic tracking portfolio.
- Make home visits or facilitate conferences with advisees’ families as needed and as determined by the principal. The advisor will collaborate with the guidance counselors, the dropout intervention specialist, the intervention specialist, and administrators to determine the needs of students based on data (i.e., grades, school attendance, attendance in intervention programs, benchmark data, discipline data, etc.).
- Conduct quarterly conferences with parents/guardians of advisees as needed based on nine-week grades, other assessment data, behavior, etc.
  - a. Academic and behavioral successes.
  - b. Grade averages below 75.
  - c. Three or more absences and/or tardies to class
- Participate in summer professional learning, daily professional learning blocks (collaborative planning) and
- Saturday Academy for teachers
- Maintain departmental and teacher website
- Provide weekly updates of course information on i-Parent
- Provide before/after school and Saturday school tutoring sessions for students as needed
- Attend a designated number of games and other school-related activities in support of students and school
- Sponsor at least one extra-curricular activity or athletic coach and serve on at least one school committee
- Maintain data walls in your classroom and other components of standards-based instruction
- Participate in Lucy Craft Laney Comprehensive High

**TIMELINE**

**Years 1-3**

Review expectations outlined in the contract and its addendum. Increase monitoring of all staff’s duties (i.e., agendas, attendance logs, parent conference logs, application of professional learning strategies, etc.); provide feedback (i.e., grade distribution, analysis of parent conference logs, etc.), and analyze student data to determine the needs of students.

**SUSTAINABILITY:**

Continue to have faculty and staff to sign an addendum to their contract specific to their support of the vision and mission of the turnaround school and adhere to the additional duties and responsibilities outlined in the contract.

<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
---------------	---------------	---------------

School's retreat(s) for all faculty and staff.	\$0	\$0	\$0
<p><b>OPERATIONAL FLEXIBILITY</b></p> <p><b>Staffing</b></p> <p>Lucy Craft Laney Comprehensive High School <b>will hire</b> the following additional staff members to fully and effectively implement the Turnaround Intervention Model: a dropout prevention specialist and a technology support person (to be shared among the three Tier 1 schools).</p> <p><b>NEED:</b> The school's graduation rate in 2009 was 56.6%. The dropout rate decreased from 14.9% in 2006-2007 to 7.3 in 2007-2008. Then in 2008-2009, the dropout rate increased to 8.2. The percentage of students who missed over fifteen days of school in 2007 was 26.3%. In 2008, it was 28.1%. In 2009, it was 44%. A <b>dropout prevention specialist is needed</b> to provide support for students in an effort to increase the graduation rate, decrease the dropout rate, and decrease the number of students absent 15+ days.</p> <p><b>NEED:</b> Lucy Craft Laney Comprehensive High School's Certified Staff Survey (Curriculum, Instruction and Assessment Strand of the Survey) results show that <b>only 18%</b> of the staff indicated that <b>technology is used effectively</b> to maximize student learning. A <b>technology support specialist, who will be shared among the three Tier 1 schools, is needed</b> to support the <b>integration of technology</b> and to ensure that the technology is operable and can be used effectively and efficiently. The Tier 1 schools will each fund 1/3 of the technology support specialist's salary.</p>	<p><b>TIMELINE</b></p> <p>May 2010-July 2010</p>		

<p>The <b>Drop Out Prevention Specialist</b> will provide appropriate social-emotional and community-oriented services and supports for students to include all of, but not limited to, the following:</p> <ul style="list-style-type: none"> <li>•Monitor student attendance and tardies daily and to communicate with parents of targeted students about absences, tardies, discipline, and students’ progress (or lack thereof) in the classroom.</li> <li>•Work with guidance counselors, intervention specialist, instructional coaches, school psychologist, social worker, and the principal to identify and provide services, programs and workshops for targeted parents/guardians.</li> <li>•Provide support to assist students and their families with behavioral and social challenges such as anger management, decision-making skills, and effective communication strategies.</li> <li>•Provide updates by grade level (at least bi-monthly) to assistant principals, principal, and the leadership team regarding the status of targeted students.</li> <li>•Create and provide appropriate social-emotional and community-oriented services, supports, and activities for students and parents.</li> <li>•Assist with In-School Suspension (ISS).</li> </ul>	<p><b>TIMELINE</b>  <b>Years 1-3:</b>  Monitor bimonthly reports of student attendance, tardies, disciplinary referrals, parent visits/conferences, meeting agendas with counselors, etc., bimonthly update reports by grade level; sign-in sheets for social emotional developmental activities, calendar of events for social-emotional activities for students and parents; reports on students who were assigned in-school suspension (ISS) (frequency of assigning of ISS, behavior in ISS, etc.).</p> <p><b>SUSTAINABILITY:</b>  Depending upon teacher allocation, the position may be able to be funded or the teacher may fill a teaching position in the area in which the teacher is highly qualified.</p> <table border="1" data-bbox="998 1129 1445 1255"> <thead> <tr> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> </tr> </thead> <tbody> <tr> <td>\$75,000</td> <td>\$75,000</td> <td>\$75,000</td> </tr> </tbody> </table>	Year 1	Year 2	Year 3	\$75,000	\$75,000	\$75,000
Year 1	Year 2	Year 3					
\$75,000	\$75,000	\$75,000					
<p>The <b>Technology Support Specialist</b>, who will be shared among the three Tier 1 schools in the Richmond County School System, will do the following:</p> <ul style="list-style-type: none"> <li>•Manage the implementation of technology.</li> <li>•Facilitate the upgrade of technology.</li> <li>•Manage the inventory of technology.</li> <li>•Provide professional learning for teachers in the use of technology.</li> <li>•Facilitate trouble shooting, etc.</li> </ul> <p>The technology implementation specialist will meet with the administrative team to establish goals and develop an implementation plan to include the use of technology, technology upgrades, inventory, and professional learning in</p>	<p><b>TIMELINE</b>  <b>Years 1-3:</b>  Monitor fulfillment of work orders and the timeliness in completing work orders; monitor professional learning calendar as new technology is purchased for school; check inventory reports regularly, etc.; monitor meeting agendas, teacher lesson plans, and student work products to ensure effective use of technology. Observe professional learning sessions with teachers. Monitor the technology implementation specialist’s school support</p>						

<p>technology. The technology implementation specialist will meet with each content area collaborative team at the beginning of implementation of a unit/nine-week period to plan a unit incorporating technology. He/she will review the standards for the unit/ nine-week period and determine what the final product/task will look like for this unit. He/she will help teachers to establish an authentic purpose (career, profession) for the goals in the unit. They will identify one task that would be appropriate for motivating students. Then, the collaborative team will identify content from other disciplines that may be integrated in the task to make learning more efficient. Then, they will identify 21<sup>st</sup> century skills (information literacy, visual communications, effective use of real-world tools, prioritizing, managing, and planning for results, critical viewing of media, etc.). Finally determine the technology tools of the 21<sup>st</sup> century (wiki, blogs, websites, media, Promethean Boards/projectors, graphing calculators, computers, email, faxes, virtual learning, chat rooms, MOOs, digital storytelling, etc.) that might contribute to the final product. The technology implementation specialist will model the use of 21<sup>st</sup> century tools for teachers and students. Teachers will have a lesson in every unit that reflects the integration of technology in their standards-based classrooms.</p>	<p>schedule.</p> <p><b>SUSTAINABILITY:</b> The Technology Support Person may become part of the central office technology staff and will be contacted for support as needed.</p>		
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	\$37,744	\$37,744	\$37,744

## OPERATIONAL FLEXIBILITY

### Calendars/Time

The turnaround principal **will create a school calendar** that reflects the needs of the students based on the school's profile data. The Richmond County Board of Education approved Lucy Craft Laney Comprehensive High School's 2010-2011 school **calendar**, which allows the school to operate with a flexible daily schedule from 7:00am-4:15pm. Opportunities for **increased learning time** will include an additional period to meet the needs of students who need additional instructional support based on data (i.e., STAR Universal Screener, AIMSweb, etc.). Additional learning time will provide instructional opportunities for students before school, after school, and Saturday school. In addition to taking the courses required to meet the criteria for graduation, the additional class period will be used for intervention and/or enrichment.

Based on the school's AYP data, the students' Georgia High School Graduation Test (Mathematics) Enhanced score data, students' End-of-Course-Test data, and the students' 8<sup>th</sup> grade Criterion-Referenced Competency Test data, students need additional instruction and support in the area of mathematics. As a result, all students in grades 9-11, with the exception of accelerated students will take a double block (two periods) of Mathematics. **Carnegie Cognitive Tutor will serve as the Mathematics intervention program.**

Based on the school's AYP data, the students' Georgia High School Graduation Test (English Language Arts) data, students' End-of-Course Test data, students' 8<sup>th</sup> grade Criterion-Referenced Competency Test data, and the STAR Universal Screener results, students qualify for intervention in the area of reading. If students scored in the category of "On Watch," "Intervention," or "Urgent," on the STAR, they will take a double block of reading **as the schedule permits. Scholastic Read 180 will serve as the reading intervention program.**

The following are examples of how the calendar/schedule (Appendix 2) will be flexible in an effort to meet the needs of the students:

- Students will be provided an additional period daily (8 periods in a 0-7 period day).
- The principal will create a schedule that provides an

## TIMELINE

April 2010  
April 2011  
April 2012  
April 2013

### SUSTAINABILITY:

The school will continue to operate with a flexible daily schedule beyond the grant. The schedule does not require any additional funds as it does not exceed an eight-hour work day.

<p>intervention block for students who need intervention in mathematics and/or reading.</p> <ul style="list-style-type: none"> <li>•Turnaround staff will participate in daily collaborative planning.</li> <li>•During daily collaborative planning meetings, teachers will create common lesson plans and assessments and examine and analyze assessment data (i.e., performance tasks, writing samples, rubrics, common tests/quizzes, progress report/report card grades, grade distributions, district benchmarks, unit assessments, other assessment data).</li> <li>•Teachers will participate in parent conferences.</li> <li>•Teachers will participate in professional learning (i.e., advisor/advisee training and preparation, rigor and relevance, instructional strategies, standards-based instruction, SpringBoard, etc.), use of formative assessments, etc.</li> <li>•Teachers will participate in vertical planning, interdisciplinary planning, grade level planning, and other activities based on student data.</li> </ul>	
<p><b>OPERATIONAL FLEXIBILITY</b></p> <p><b>Budgeting</b></p> <p>The principal <b>will exercise operational flexibility in budgeting</b> for professional learning, stipends, intervention programs and instructional programs, performance awards, technology, support personnel, and other resources to ensure that students meet and exceed the standard at Lucy Craft Laney Comprehensive High School. The <b>budget will be aligned</b> (Appendix 5) with the action plan in order to effectively implement the Turnaround Intervention Model.</p>	<p><b>TIMELINE</b></p> <p><b>Years 1-3:</b></p> <p>Throughout and at the end of each school year, the principal and the leadership team will monitor and analyze data to determine the needs of the students and the school, then revise the budget as needed to reflect the needs of the school.</p> <p><b>SUSTAINABILITY:</b></p> <p>The school will continue to budget and manage funds based on school profile data and student needs. Each school improvement plan goal will be aligned with strategies, actions, resources, funds, and funding sources to ensure the best use of resources.</p>

<p>A2. Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,</p> <p>(A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff.</p>	
<p>The turnaround leader at Lucy Craft Laney Comprehensive High School and a panel of central office staff (executive director for high schools, Human Resources representatives, content coordinator/director) <b>will screen all existing staff and new staff using the Turnaround Competencies</b> outlined in School Turnaround Teachers: Competencies for Success (Public Impact, 2008).</p> <p>The Turnaround Competencies (2008) are grouped into the following four clusters: <b>1) Driving for Results Cluster</b> (Achievement; Initiative and Persistence; Monitoring and Directiveness; and Planning Ahead); <b>2) Influencing for Results</b> (Impact and Influence; Interpersonal Understanding; and Teamwork); <b>3) Problem-Solving</b> (Analytical Thinking and Conceptual Thinking); and, <b>4) Personal Effectiveness</b> (Belief in Learning Potential, Self-Control; Self-Confidence; and, Flexibility).</p>	<p><b>TIMELINE</b> April 2010-June 2010</p>
<p>The principal will complete the following tasks in order to begin the screening process for the turnaround school:</p> <ul style="list-style-type: none"> <li>•<b>Conduct a “state of the school” presentation</b> including the turnaround leader’s vision and goals for the school based on data.</li> <li>•The presentation will include an overview of the school's three-year data (school profile) and the leader’s goals based on the data.</li> <li>•The presentation will include an overview of the turnaround competencies and will outline additional responsibilities of the faculty and staff if they choose to remain at the school.</li> </ul> <p><b>Post the DRAFT of the School Improvement Grant (SIG)</b> on the Board's website and tell the current staff that the grant is available for review.</p>	<p><b>TIMELINE</b> April 2010</p> <p><b>SUSTAINABILITY</b> Continue to provide informational presentations to faculty and staff to update them on the “state of the school.”</p>
<p>The Human Resources Department <b>will synthesize the information into a useful screening tool</b> for the turnaround leader and panel to use to screen all existing staff at Lucy Craft Laney Comprehensive High School and any new staff. The Human Resources Department will publish the application process, screening criteria, and examples of artifacts and evidence that teachers must provide in the interview.</p>	<p><b>TIMELINE</b> May 2010</p>

<p>The <b>panel will rate the entire Lucy Craft Laney Comprehensive High School staff interviewee using</b> the following categories (Public Impact, 2008):</p> <p><b>Red flag zone</b> which indicates that the interviewee exhibits behaviors that are a severe mismatch for this role.</p> <p><b>Neutral Zone</b> which indicates behaviors in levels that do not reflect a match if they are the highest levels of behavior shown throughout the screening process.</p> <p><b>Potential Hire Zone</b> which are behaviors that enable some level of success in this role. Within this zone, <b>TH</b> is threshold behavior which is needed for moderate success. <b>S</b> is superior behavior in which the interviewee empowers a team or resolves a conflict.</p> <p>The <b>interview panel will submit the interview scores</b> to the principal.</p>	<p><b>TIMELINE</b> May 2010-July 2010</p>
<p>The <b>Human Resources Department</b> will notify staff members who will and will not return to Lucy Craft Laney Comprehensive High School and post job openings on the system's website.</p>	<p><b>TIMELINE</b> June 2010-July 2010</p>
<p>The <b>Human Resources Department</b> and the principal will receive and review applications for job openings for vacant positions at Lucy Craft Laney Comprehensive High School. Applicants will be notified to participate in a screening for open positions in which they are highly qualified. Applicants will be screened <b>using the Turnaround Competencies</b> outlined in School Turnaround Teachers: Competencies for Success (Public Impact, 2008). The <b>Human Resources Department</b> will notify applicants as to whether or not they were hired to work at Lucy Craft Laney Comprehensive High School.</p>	<p><b>TIMELINE</b> June 2010-July 2010</p>
<p>The principal will <b>select a new staff</b> for Lucy Craft Laney Comprehensive High School. The Human Resources Department will notify the new staff and provide them with a summer professional learning calendar.</p>	<p><b>TIMELINE</b> June 2010-July 2010</p>

A3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.

Lucy Craft Laney Comprehensive High School is a **Tier I** school in the **Richmond County School System (RCSS)** that is eligible for the School Improvement Grant (SIG). After a thorough analysis of the school's profile data and other student and teacher data, Lucy Craft Laney Comprehensive High School selected the **Turnaround Model** as the school's intervention model because of the following reasons:

- The school's graduation rate is 56.6%.
- The 2009 AYP measures met is only 60%.
- The addition of 8<sup>th</sup> grade in 2009-2010 increases the risk of the school not making AYP, which would result in the school having a "state directed" status.
- This model returns the school to AYP status.
- This school has the highest percent of "not highly qualified" teachers among the three Tier I schools.

The **Turnaround Model** will complement the school's new academic (school) model. The Academy for Advanced Placement Studies that will be implemented for the first time during the 2010-2011 school year **will be a magnet program within the school.**

The **Turnaround Model** is the ideal intervention for Lucy Craft Laney Comprehensive High School. Based on the school's Adequate Yearly Progress (AYP) and graduation rate data, failure has become a way of life for the staff and students. The **Turnaround Model** will allow the principal to hire staff with stronger and more consistent habits in critical areas such as Mathematics, literacy across all content areas, inquiry-based learning and critical thinking to transform the school's failure into student-learning and success.

### **TIMELINE**

Years 1-3

### **SUSTAINABILITY**

The school will continue to consider some aspects of the turnaround model in the hiring and instructional practices of the school (i.e., continue to consider the Turnaround Competencies, continue job-embedded professional learning, continue to use data to identify and implement an instructional program that is research-based; promote the continuous use of student data to inform and differentiate instruction; establish schedules and implement strategies that provide increased learning time; and provide appropriate social-emotional and community-oriented services and supports for students).

One school system that has offered incentive pay is Prince George’s County (Washington Post, 2008). Prince George’s County offered supervisors and teachers as much as \$10,000 above base salary. Principals and assistant principals were offered \$12,500 and \$11,000, respectively. In an effort to attract and recruit turnaround staff to Lucy Craft Laney Comprehensive High School, **the LEA will need to budget for professional learning and Saturday Academy supplements for all certified staff and classified staff** (Appendix 7). The supplements will be provided to staff for completion of summer professional learning and Saturday Academy attendance for two hundred dollars per day. Such supplements and awards will only be applicable for a designated time relative to the date of the actual grant award and the number of years the school receives the funding through the School Improvement Grant (SIG).

**TIMELINE**  
 March 2010-May 2010

**SUSTAINABILITY**  
 After the School Improvement Grant (SIG) funds end, the school will budget other funds, pending funding availability, to have summer and/or Saturday professional learning.

<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
\$210,000	\$193,800	\$231,800

The principal envisions the school becoming a 90/90/90 school by the end of the third year of the grant. A 90/90/90 school has more than ninety percent of students eligible for free and reduced lunch, more than ninety percent of students from ethnic minorities, and more than ninety percent of students meeting or achieving high academic standards. Ultimately, the principal's vision is to achieve 100% of the students meeting and exceeding on high stakes assessments.

All content-area teachers **will earn performance awards** of \$500.00 based on the performance targets established for the **End-of-Course-Test and the Advanced Placement (AP) Exams**. On the following End of Course Tests, **at least 60% of the students must pass in year one**, at least **75% must pass in year two**, and at least **90% must pass in year three**:

- 9th Literature and Composition End-of-Course-Test
- American Literature End-of-Course-Test
- Biology End-of-Course-Test
- Physical Science End-of-Course-Test
- U.S. History End-of-Course-Test
- Economics End-of-Course-Test
- Math I End-of-Course-Test
- Math II End-of-Course-Test

On all **Advanced Placement examinations**, Advanced Placement teachers must have at least 50% of the students to score a "3" or higher in **year one**, at least 70% must score a "3" or higher in **year two**, and at least 90% must score a "3" or higher in **year three**.

All content area teachers, **as the schedule permits**, will teach at least one End-of-Course-Test course or an Advanced Placement course to ensure accountability for all content area teachers.

If a content area teacher **meets** the performance target on the end-of-course-test or advanced placement exam, the content area teacher will receive a \$500.00 performance awards for each course at the end of the year or after all final results have been received in the system.

If the teacher has **less than 50%** of his/her students to pass the end-of-course test or advanced placement exam, the teacher will receive instructional and professional learning

## **TIMELINE**

Years 1-3

## **SUSTAINABILITY**

After the funds end, the school will continue to provide recognition for turnaround staff through non-monetary means.

support. Additional and more frequent instructional support for targeted teachers includes, but is not limited to, the following:

- Members of the school’s leadership team **will continuously monitor instruction** throughout the grant through focus-walk observations, collaborative planning meetings, analysis of lesson plans, analysis of peer observation data, etc. with feedback.
- Summer professional learning** will be provided.
- Saturday Academy professional learning** will be provided.
- Job-embedded professional learning** (i.e., modeling, Standards-Based Instruction, reading strategies, mathematics content, etc.) will be provided.
- Continuous and strategic feedback** will be provided throughout the year through focus-walk results, formal observations, peer observations, student data, etc.
- Lessons will be modeled by peers and instructional coaches** throughout the year.

Teachers who receive an unsatisfactory evaluation will not receive a contract to work at Lucy Craft Laney Comprehensive High School in year two or year three of the grant.

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 relational growth of each student and a commitment to professional growth of all 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. The turnaround staff will begin by attending a **team-building professional learning retreat** this summer to commit to changing the school culture, norms, values, standards, and practices that reinforce the academic, social, emotional, and relational growth of each student and to commit to the professional growth necessary for success.

All faculty and staff have the opportunity to earn a **performance award** based on the performance targets established for Adequate Yearly Progress (AYP) indicators or indicators impacting AYP such as student attendance, graduation rate, and the Georgia High School Graduation Test results in both Mathematics and English Language Arts (Appendix 7). Improvement in these areas will increase the school's chances of making Adequate Yearly Progress each school year of the grant and thereafter.

All **faculty and staff members** have the opportunity to earn performance awards based on the performance targets established for student attendance, graduation rate, dropout rate and the Georgia High School Graduation Test in both Mathematics and English Language Arts (AYP Indicators or indicators impacting AYP). Designated **certified staff members** will receive an **\$800.00 performance award** for each performance target met. All other certified staff will receive a **\$400.00 performance award** for each performance target met. All **classified instructional staff members** will receive a **\$200.00 performance award** for each performance target met. Each **classified non-instructional staff member** will receive a **\$100.00 performance award** for each performance target met.

## **TIMELINE**

Years 1-3

## **SUSTAINABILITY**

After the funds end, the LEA and school will provide recognition for turnaround staff through non-monetary means.

The school is striving to meet each of the following **performance targets in each year of the grant:**

- The **number of students absent 15+ days in year one** should be no more than 25% of total enrollment; in **year two** 15% of total enrollment; and in **year three less than 15 %** of total enrollment
- The **graduation rate** should increase by at least **5% in year one, 5% in year two, and 10% in year three.**
- The Mathematics Georgia High School Graduation Test scores in **year one** should **increase by 5% from 2009-2010;** in **year two** at least **5% from 2010-2011;** and in **year three, absolute bar or at least a 10% increase from 2011-2012.**
- The English Language Arts Georgia High School Graduation Test scores in **year one** should **increase by 5% from 2009-2010;** in **year two** at least **5% from 2010-2011;** and in **year three, absolute bar or at least a 10% increase from 2011-2012.**
- The school's dropout rate should be no more than **5% in year one, 5% in year two, and 10% in year three.**

If the **faculty and staff meet either** of the performance targets for the number of students absent 15+ days, the graduation rate, GHSGT Mathematics and ELA, or the dropout rate, each faculty and staff member will receive a performance award for each target goal at the end of the year or after all final results have been received in the system.

The school will ensure that “student growth” occurs by analyzing formative and other assessment (i.e., benchmark assessments, universal screeners, tardies, attendance, grade distributions) by subgroups through an ongoing process and then adjust instruction based on students’ needs.

If at any time the funds from the grant are cut, the turnaround staff will not receive performance awards. Each staff member hired at Lucy Craft Laney Comprehensive High School will sign an addendum to his/her local contract agreeing to these terms.

A written record of the school’s award distribution plan will be maintained at the local school level. The LEA will be responsible for managing this process and may request that the school submits its award distribution plan to the local system.

Recognition banners will be presented to teachers in the fall of the 2nd school year (and the fall of years three and four) of the grant based on academic gains or the highest percent of students exceeding standards in the previous school year. Awards will be based on a combination of indicators such as grade distributions, student achievement, turnaround competencies, etc.

Other awards for teachers identified by the turnaround leader for performance on either gains made in student achievement or for excellence in student achievement may include, but are not limited to the following awards:

- Certificates
- Flexibility/autonomy
- Recognition banners, flags, and/or signage

**TIMELINE**

Years 1-3

**SUSTAINABILITY**

After the funds end, the LEA and school will provide recognition for turnaround staff through non-monetary means.

<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
\$255,800	\$255,800	\$255,800

<p>A4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p>	
<p>According to the GaDOE School Keys, Professional Learning is the means by which teachers, administrators and other school and system employees acquire, enhance and refine the knowledge, skills, and commitment necessary to create and support high levels of learning for all students.</p> <p>The School Improvement Grant (SIG) funds will be used to provide stipends for implementing a <b>Saturday Professional Learning Academy</b> for all teachers at Lucy Craft Laney Comprehensive High School. All teachers <b>will participate in the Saturday Professional Learning Academy</b>, which will provide teachers with the opportunity for professional growth in order to support high levels of learning for all students (Class Keys).</p>	<p><b>TIMELINE</b>  July 2010-June 2011  July 2011-June 2012  July 2012-June 2013</p> <p><b>SUSTAINABILITY:</b>  If funding is available for stipends, teachers may continue to participate in the Saturday Academy professional learning.</p>
<p>All teachers will participate in <b>job-embedded professional learning</b> that will take place through collaborative planning blocks, peer observations, instructional coaching, workshops, conferences, online courses, study groups and vertical team meetings. In addition, all teachers <b>will participate in</b> daily collaborative planning <b>learning teams</b> throughout the year to <b>plan for instruction</b> (e.g., develop lesson plans, examine student work, and monitor student progress). The collaborative work will be aligned with the school improvement goals and formative and summative student assessment data.</p>	<p><b>TIMELINE</b>  July 2010-June 2011  July 2011-June 2012  July 2012-June 2013</p> <p><b>SUSTAINABILITY:</b>  The principal will continue to create a schedule for a common collaborative planning block for all core departments to plan together.</p>

<p><b>NEED: All teachers will participate in a professional learning study of the Classroom Analysis of State Standards (CLASS Keys) to improve instruction in the school,</b> which will help the school to reach its ultimate goal—an improvement in student achievement. The certified staff survey indicates a need for the improvement in instruction and in the school's evaluation and feedback for teachers.</p> <p>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. In the same manner that the Georgia Performance Standards (GPS) guide student learning, the CLASS Keys guides the instructional practices of teachers.</p> <p>The CLASS Keys is organized into five strands: <b>Curriculum and Planning, Standards-Based Instruction, Assessment of Student Learning, Professionalism, and Student Achievement.</b> 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) are included in the CLASS Keys and provide ongoing feedback.</p> <p>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.</p> <p>The Georgia Department of Education recommends a two-year implementation of CLASS Keys. The first year is designated a study year, which will be done during the 2010-2011 school year, followed by a second year of implementation of the process, which will be done in the 2011-2012 school year. The process is divided into the following phases: Pre-Evaluation Phase, Evidence Collection Phase, and Annual Evaluation Phase. Collaboration and feedback between administrator and teacher take place</p>	<p><b>TIMELINE</b> Years 1-3</p> <p>The faculty will begin to study the CLASS Keys through the daily collaborative planning blocks and the Saturday Academy using the GaDOE CLASS Keys Professional Learning modules.</p> <p>Monitoring of the CLASS Keys study (Years 1 &amp; 2) and full implementation (Year 3) will take place through agendas and minutes from collaborative planning meetings, pre- and post- self-assessments, focus walk observations, peer observations, and quarterly conferences with the instructional coaches, assistant principals, and the principal to discuss the teacher's progress on the study and implementation of the CLASS Keys.</p> <p>In Years 2 and 3, 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 leadership team.</p> <p><b>SUSTAINABILITY:</b> The school will continue to fully implement the CLASS Keys evaluation instrument and continue to study the strands as needed based on teacher evaluation data.</p>
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throughout the process.

Using the collaborative planning blocks and the Saturday Academy, the school administrators and teaching staff will continue to study the CLASS Keys Teacher Evaluation System during the 2010-2011 school year. The desired outcome of the CLASS Keys is to develop a common language and a common understanding of the proficiency in the implementation of the CLASS Keys elements.

Teachers will complete the CLASS Keys Self-Assessment and Reflection piece of the Pre-Evaluation Phase of the CLASS Keys process in the fall of 2010 and identify their individual strengths and areas of growth. The teachers will complete the self-assessment and reflection piece again in the spring of 2011 and complete their Professional Growth Plan (PGP) which will include the Student Achievement Strand.

A mandatory portfolio will be developed beginning in the 2012-2013 school year to include artifacts and evidence of growth throughout the year as a part of their evaluation. Teachers will again self-assess in the fall of 2012 and the spring of 2013 which will be used in their evaluation on the CLASS Keys Evaluation for 2012-2013.

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.

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. Teachers will participate in peer observations to provide feedback to other teachers to help improve instructional practices. Leadership team members will facilitate focus walks.

<p>As a part of the CLASS Keys Evaluation process during the 2012-2013 school year, the school's administrators will be required to complete three formal observations per year for each teacher and weekly informal observations. Instructional coaches will conduct daily observations and provide feedback to teachers and administrators. The feedback will highlight components of the instructional framework that need improvement within the school.</p>	
<p><b>NEED:</b> All teachers <b>will participate in a Team-Building Professional Learning Retreat</b> to improve the culture of the school, which will help the school to reach its ultimate goal—an improvement in student achievement. The school's declining level of expectations for students has already become ingrained in the staff's perception, thus negatively impacting the school's culture. The level of staff's expectations of student learning is reflected in the school's data. <b>Academic performance data</b> indicates that over the most recent three to five years, student learning is stagnant and in some cases declining:</p> <ul style="list-style-type: none"> <li>•A six percent pass rate on the most recent <b>Algebra End-of-Course-Test</b>.</li> <li>•A <b>graduation rate</b> in which almost fifty percent of the entire class did not receive a diploma. The school has had a graduation rate that was nearly the lowest in the state and has not met the state's target.</li> <li>•For the last three years the <b>number of students</b> who have not achieved the <b>Enhanced Mathematics score</b> on the <b>Georgia High School Graduation Test</b> has increased.</li> <li>•There is a steady decrease in the number and percentage of students that <b>graduate with a “B” average</b>.</li> <li>•An increasing apathy on the part of students is reflected in student tardiness and the school's <b>student attendance rate</b>.</li> <li>•According to focus-walk observation results, the level of <b>student engagement</b> is continuing to decline.</li> </ul> <p>The purpose of the <b>team-building professional learning retreat</b> each summer is to commit to changing the school culture, norms, values, standards, and practices that reinforce the academic, social, emotional, and relational growth of each student and to commit to the professional growth necessary for success. The principal will share the school's goals, and the entire staff will commit to the goals, after reflecting on successes from the previous school year. The entire staff will participate in a book study. The book will be purchased and</p>	<p><b>TIMELINE</b>  July 2010  July 2011  July 2012</p> <p><b>SUSTAINABILITY:</b>  The school will continue to have the professional learning team-building retreat locally and/or through the use of other funding sources.</p>

<p>provided to each staff member during the summer. The staff will participate in team-building activities (i.e., motivational speaker, etc.) based on the book study to promote the school culture needed to significantly increase student learning.</p>			
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	\$35,000	\$8,035	\$0
<p><b>NEED:</b> Using the Georgia Department of Education's <b>High Impact Practice Implementation Rubric: Leadership Teams</b> from the Implementation Resource Guide (2008), the leadership team evaluated itself and the results indicate that the leadership team <b>is not fully-operational</b> in each of the indicators on the rubric. The leadership team needs professional learning in order to continue to progress toward becoming fully-operational.</p> <p>All leadership team members <b>will participate in the Georgia Department of Education's Summer 2010 Leadership Academy (Calloway Gardens) Professional Learning</b>. The purpose of the academy is to engage school leadership teams in the school improvement planning process. All sessions are designed based on school performance data and feedback from principals and leadership teams regarding specific needs. Additionally, all training sessions will provide Lucy Craft Laney Comprehensive High School's leadership team with the opportunity to use school-specific data and plans to apply the learning.</p>	<p><b>TIMELINE:</b> June 2009 July 20-23, 2010</p> <p><b>SUSTAINABILITY:</b> The school's leadership team will continue to meet to implement the strategies taught during the course of each school year. The school will also partner with America's Choice, Carnegie Mathematics, College Board, and Scholastic Read 180 to focus on data and program evaluation to ensure that each program is meeting the needs of all students.</p>		
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	\$32,900	\$0	\$0
<p>All leadership team members <b>will participate in America's Choice Standards-Based Instructional Leadership Academies and Principals' Networks</b> professional learning during the summer and throughout each school year of the grant. The focus of the professional learning is to orient the team to the characteristics of standards-based instruction and how they may be manifested in different content areas; analyze instructional practices; use student work exemplars and anchors as references for examining student work; establish protocols for examining student work in a safe and collaborative environment; discuss instructional practices from a standards-based perspective; build and implement plans for instructional improvement, align interventions for</p>	<p><b>TIMELINE</b> <b>Years 1-3:</b> Focus on strategic planning for improvement; research on the role of leadership and its relationship to higher-order change; distributing responsibilities among a leadership team; developing a system that allows the principal to effectively focus on instructional leadership (assigning roles to assistant principals and coaches, counselors, etc.)</p>		

<p>students who need additional support; and engage the parent and community in supporting all students to meet standards.</p>	<p><b>SUSTAINABILITY:</b> The school’s leadership team will continue to implement best practices in leadership team meetings. Continue to participate in leadership team professional learning provided by the district.</p>		
	<p><b>Year 1</b></p>	<p><b>Year 2</b></p>	<p><b>Year 3</b></p>
	<p>\$42,000</p>	<p>\$42,000</p>	<p>\$0</p>
<p><b>NEED:</b> In 2007, the school made AYP in Mathematics through Safe Harbor. Forty-three of eighty-four FAY students (51.2%) scored at the enhanced level. However, an additional 27 students had scores between 500 and 516. If these 27 students had made the enhanced score, the AYP pass rate would have been at 83%.</p> <p>In 2008, the school did not make AYP in Mathematics. Sixty-four of 127 FAY students (50%) scored at the enhanced level. However, an additional forty-five students had scores between 500 and 516. If these forty-five students had made the enhanced score, the AYP pass rate would have been 86%. Again, rigor in Mathematics instruction continues to be a need. For the year 2009, the trend continued for having a large number of students making a passing score on the GHSGT and scoring below the AYP target of 516; however, only 44% scored at the enhanced level.</p> <p><b>All Mathematics teachers and school leaders will participate in Carnegie Mathematics Professional Learning.</b> The professional learning focuses on enhancing teaching skills and introducing new teaching strategies. Carnegie Mathematics consultants will facilitate leadership professional learning, in-classroom support (coaching and modeling lessons with pre and post conferences); custom professional learning based on the teacher-capacity assessment, and status meetings in which they analyze data with the school’s leadership team.</p> <p>Carnegie Mathematics Professional Learning <b>will focus on implementing a standards-based mathematics class:</b></p> <ul style="list-style-type: none"> <li>•Effectively incorporate Carnegie Learning lessons within the three-part Standards-Based Instructional Framework.</li> <li>•Apply student-centered classroom collaborative learning</li> </ul>	<p><b>TIMELINE</b> <b>Years 1-3</b></p> <p><b>SUSTAINABILITY:</b> The school’s leadership team will continue to meet to analyze Mathematics formative assessment data, to ensure the maximum use of all Carnegie’s resources (computer software, assessments, intervention), to ensure the use of technology to enhance Mathematics instruction (i.e., graphing calculators, Promethean Board, computers, etc.), to ensure the use of professional learning strategies in Mathematics instruction. The Instructional Math Coach (and consultants if funds are available) will continue to provide professional learning (i.e., Coaching and Modeling, content, etc.). Teachers will continue to meet to plan for instruction (i.e., before a unit, develop plans, assessments, instruction for teaching the unit as a team).</p>		

<p>strategies.</p> <ul style="list-style-type: none"> <li>•Develop effective scaffolding and extension questioning strategies.</li> <li>•Analyze data to drive instructional decision-making.</li> <li>•Apply the big ideas of curriculum materials to plan lessons.</li> </ul> <p>The professional learning to improve Mathematics <b>will also focus on a change in instruction and assessment practices:</b></p> <ul style="list-style-type: none"> <li>•Provide leadership professional learning for administrators, instructional coaches, and the school psychologist.</li> <li>•Facilitate modeling, co-teaching, and collaborative planning with teachers to improve classroom instruction.</li> <li>•Engage teachers in the instructional coaching cycle, including pre- and –post conference reflections, to debrief with teachers regarding instructional practices.</li> <li>•Provide instructional expertise in pedagogy, data analysis, and technology integration, including calculators and interactive white boards.</li> </ul> <p>Carnegie will also facilitate <b>four parent-night sessions to provide parents and the community</b> with information about Mathematics, student assessment summary data, and online opportunities for parents and students.</p>			
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	\$50,000	\$50,000	\$50,000
<p>Based on the school’s AYP data, the students’ Georgia High School Graduation Test (Mathematics) Enhanced score data, students’ End-of-Course Test data, and the students’ 8<sup>th</sup> grade Criterion-Referenced Competency Test data, students need additional instruction and support in the area of Mathematics. As a result, all students in grades 9-11, with the exception of accelerated students will take a double block (two periods) of Mathematics (Appendix 1). <b>Carnegie Cognitive Tutor will serve as the Mathematics intervention program.</b></p> <p>The professional learning for the Cognitive Tutor implementation <b>will also focus on using increased learning time (Mathematics support) as an intervention for students needing support in Tier 2 and Tier 3 of the Georgia Pyramid of Intervention:</b></p> <ul style="list-style-type: none"> <li>•Identify students that need additional support.</li> <li>•Assign students curriculum in Cognitive Tutor that matches identified deficiencies.</li> </ul>	<p><b>TIMELINE</b> Years 1-3</p> <p><b>SUSTAINABILITY:</b> The district will continue to provide Cognitive Tutor as an intervention for all high schools. The leadership team will continue to meet to analyze formative Mathematics assessment data, to ensure the maximum use of all Carnegie’s resources (computer software, assessments, intervention), to ensure the use of technology to enhance Mathematics instruction (i.e., graphing calculators, Promethean Board, computers, etc.), to ensure the use of</p>		

<p>•Analyzing teacher toolkit data to support flexible grouping and the students’ ownership of learning.</p> <p>The expectation is for all Reading and Mathematics Intervention teachers to establish computer stations in their classrooms. Students are to rotate through the stations at least 20 minutes daily to work on Reading and Mathematics intervention, software, research, and intensive individualized skills practice.</p>	<p>professional learning strategies in Mathematics instruction. The Instructional Math Coach (and consultants if funds are available) will continue to provide professional learning (i.e., Coaching and Modeling, content, etc.). Teachers will continue to meet to plan for instruction (i.e., before a unit, develop plans, assessments, instruction for teaching the unit as a team).</p>		
	<p><b>Year 1</b></p>	<p><b>Year 2</b></p>	<p><b>Year 3</b></p>
	<p>\$0</p>	<p>\$0</p>	<p>\$0</p>
<p><b>NEED:</b> Based on the school’s AYP data, the students’ Georgia High School Graduation Test (Mathematics) Enhanced score data, students’ End-of-Course Test data, and the students’ 8<sup>th</sup> grade Criterion-Referenced Competency Test data, students need additional instruction and support in the area of Mathematics.</p> <p><b>All Mathematics teachers and school leaders will participate in Math Forward Texas Instruments Professional Learning.</b> The professional learning focuses on enhancing teaching using the Texas Instrument-Navigator technology and TI-Nspire graphing calculators' system's integrated approach which is based on the following:</p> <ul style="list-style-type: none"> <li>•Instruction that becomes more dynamic, intimate and intuitive in a more connected and collaborative classroom</li> <li>•Assessment of student comprehension that can be performed at any point to monitor progress and instantly adjust instruction</li> <li>•Content that is standards-based, fast and easy to deliver, and designed to promote an engaging, interactive classroom</li> </ul> <p>This program component provides teachers with professional learning to enhance their mathematical understanding and content knowledge for lessons tied to the Georgia Performance Standards.</p> <p>Teachers will be provided professional learning in the use of a variety of assessments to determine what students are doing</p>	<p><b>TIMELINE</b> Year 2</p> <p><b>SUSTAINABILITY:</b> The district will continue to provide professional learning in the use of technology in Mathematics instruction and classrooms.</p>		

<p>and learning, as well as how to guide and facilitate student learning.</p> <p>This program component offers data-driven instruction with instant feedback and formative and summative assessments to gauge student mastery of the Georgia Performance Standards.</p>	<p><b>Year 1</b></p>	<p><b>Year 2</b></p>	<p><b>Year 3</b></p>
<p>Based on the school’s AYP data, the students’ Georgia High School Graduation Test (English Language Arts) data, students’ End-of-Course Test data, students’ 8<sup>th</sup> grade Criterion-Referenced Competency Test data, and the STAR Universal Screener results, students at Lucy Craft Laney Comprehensive High School do qualify for Tier 2 intervention in the area of reading. If students scored in the category of “On Watch,” “Intervention,” or “Urgent,” on the STAR, they will take a double block of Reading as the schedule permits (Appendix 1). <b>Scholastic Read 180 will serve as the Tier 2 reading intervention program.</b></p> <p><b>All Reading Support Teachers ONLY will be provided Scholastic Read 180 reading intervention professional learning.</b> Scholastic Read 180 professional learning will include the following:</p> <p>Principal/Administrative Leadership Training</p> <ul style="list-style-type: none"> <li>•Understand the Read 180 Research Base and Instructional Model.</li> <li>•Review the Read 180 Logic Model to provide a conceptual overview of how Read 180 is intended to work, the resources required to make it effective, and the outcomes that are expected for students to achieve.</li> <li>•Explore the Role of the Principal and Literacy Leader in Read 180 schools.</li> <li>•Know what to look for in a Read 180 classroom.</li> <li>•Align Read 180 to the Georgia Performance Standards and Standardized Tests.</li> <li>•Review the diagnostic reports for continuous assessment, placement, and monitoring.</li> </ul> <p>Technology Support and Certified Technical Professional</p>	<p>\$0</p>	<p>\$45,000</p>	<p>\$0</p>
<p><b>TIMELINE</b> <b>Years 1-3</b></p> <p><b>SUSTAINABILITY:</b> The school will use other funds to purchase the Scholastic Read 180 intervention after the grant pending availability of funds. The leadership team will continue to meet to analyze STAR Reading universal screener results and other formative assessment data to target students for reading intervention or a study skills course for reading support. The Instructional ELA Coach (and other consultants if funds are available) will continue to provide professional learning (i.e., Reading Endorsement, etc.) for reading support course teachers and for literacy across the curriculum with all content area teachers.</p>			

Learning Topics:

- Understanding the Read 180 Program and the technology component of the instructional model
- Understanding Network Environments for Read 180
- Overview of the Scholastic Management Suite and Scholastic Achievement Manager
- Using the Read 180 Software
- Understanding the File Architecture
- Troubleshooting

Implementation Training Objectives

- Understand the Read 180 Instructional Model
- Deliver Whole-Group Instruction to Build Skills and Meet Standards
- Practice Strategies for Small-Group Differentiated Instruction
- Setup and Maintain an Independent and Modeled Reading Program
- Create the Physical and Effective Classroom Community of Learners
- Maximize the Read 180 Software

The expectation is for all Reading and Mathematics Intervention teachers to establish computer stations in their classrooms. Students are to rotate through the stations at least 20 minutes daily to work on Reading and Mathematics intervention, software, research, and intensive individualized skills practice.

**All teachers will be provided Scholastic Read 180 professional learning on the following topics:**

- In session 1 (year 1), all teachers will participate in Saturday Academy Professional Learning on Strategic Comprehension and Vocabulary Instruction in Read 180 (customized to be used across all content areas).
- In sessions 2 and 3 (year 1), all teachers will participate in a Saturday Academy Professional Learning session on Using Read 180 Data to Differentiate Instruction in other content areas.
- In session 4 (year 1), all teachers will participate in a

<p>Saturday Academy Professional Learning session on Motivating the Read 180 Student.</p>			
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	\$52,783	\$24,590	\$0
<p><b>NEED:</b> The students’ performance on the End-of-Course-Test (EOCT) at Lucy Craft Laney Comprehensive High School has been consistently below the district and state average. In 2007, the pass rate on the <b>Algebra EOCT</b> was 16%. In 2008, it was 13%. In 2009, it was down to 6%. In 2009, the pass rate was 40% for the state and 14% for the district. On the Geometry EOCT, the students’ performance was 20% in 2007, 25% in 2008, and 14% in 2009. In 2009, the pass rate on the Geometry EOCT was 49% for the state and 38% for the district. On the 2007 9th grade Literature and Composition EOCT, the pass rate was 31%. In 2008, the pass rate was 39%. In 2009, the pass rate was 54%. In 2009, the pass rate was 76% for the state and 65% for the district, which are both significantly higher than the school’s pass rate. <b>The EOCT data for the school shows that students are not mastering the Georgia Performance Standards.</b></p> <p><b>All English Language Arts and Mathematics teachers will participate in SpringBoard and Higher-Order Thinking Strategies Summer Professional Learning</b> to increase the rigor in grade-level content instruction of the Georgia Performance Standards. <b>The students at Lucy Craft Laney Comprehensive High School need to be challenged to demonstrate a depth of understanding of the English Language Arts and Mathematics Georgia Performance Standards Curriculum.</b> Students need to use higher-order thinking processes such as explanation, interpretation</p>	<p><b>TIMELINE</b>  Summer Professional Learning (All ELA and Mathematics teachers)  July 2010  July 2011  July 2012</p> <p><b>SUSTAINABILITY:</b>  The school’s instructional coaches in ELA and Mathematics and teacher leaders, using SpringBoard as a model, will continue to provide professional learning in further developing the units and state frameworks to ensure that there is grade-level rigor in grade level English and Mathematics content instruction. Continue to participate in Mathematics and English content professional learning provided by the district.</p>		

application, analysis of perspectives, empathy, and self-knowledge (Georgia Department of Education’s Graduation Counts! Readiness to Results in Grades 6-12: Foundations and Strategic Actions for Improving Graduation Rates and Academic Successes for All Students, 2007). The school’s data shows that teachers need to increase the rigor that is required in the Georgia Performance Standards content instruction to help students to meet and exceed on the Georgia High School Graduation Tests in ELA and Mathematics.

SpringBoard Professional Learning engages teachers to model classroom instruction using learning strategies and assessments that are embedded in relevant content aligned with the Georgia Performance Standards, and also engages administrators to provide ongoing support, monitoring, and evaluation activities that are essential for student achievement in ELA and Mathematics.

SpringBoard professional learning provides support for the following audiences:

- Initial teacher institute for all **ELA and Mathematics teachers** (Year 1, Year 2, Year 3)
- Side by Side Coaching for **Instructional Coaches and Administrators** (Year 1, Year 2, Year 3)
- Administrators' Workshop for **Instructional Coaches and Administrators** (Year 1, Year 2)
- Advanced Administrators' Workshop for **Instructional Coaches and Administrators** (Year 2)
- Customized Workshops for **Instructional Coaches and Administrators** (Year 2)
- Cognitive Coaching for **Instructional Coaches and Administrators**
- Quarterly Reviews for **Leadership Team** (Year 2, Year 3)
- Bi-annual Reviews for **Leadership Team** (Year 2)
- Local Endorsement for **Instructional Coaches** (Year 3)

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	\$13,600	\$2,500	\$0

**NEED:** For the last three years, the school has not achieved the state's graduation rate target. In 2006-2007, the graduation rate at Lucy Craft Laney Comprehensive High School was 45.7%. In 2007-2008, the rate decreased to 30.9%. In 2008-2009, the rate increased to 56.6%. The 2008-2009 graduation rate is significantly below the 2009 Annual Measurable Objective (AMO) target of 75%. This data indicates that not only must instruction improve, but also the social-emotional and community-oriented services and support to promote academic achievement.

An analysis of post secondary data shows that of the school's total number of 2008 graduates, only twelve (13.8%) entered a Georgia public college. This percent was down from the previous year in which the number of students entering a Georgia public college was fifteen (14.3%). In comparison, in 2008, 32% of students from the district entered Georgia public four-year colleges and 42% of the state's graduates entered Georgia public four-year colleges.

**All faculty and staff will participate in CollegeEd professional learning. CollegeEd is an intervention to support all instructional programs.** The program's instructional units introduce college and career planning concepts while developing essential skills that help students consider, apply to and succeed in college. All students in grades 9-12 will be assigned a homeroom advisor/teacher. Selected teachers will be assigned students and become advisor to the homeroom students that they are assigned ideally until they graduate. This cycle will develop strong advisor/advisee relationships and consistency. The entire student body will be part of the Teacher-As-Advisor Program. Homeroom advisors will meet with their students (on advisor/advisee day) to provide all students with the CollegeEd curriculum that will enhance students' social and emotional development.

**TIMELINE**

Saturday Academy Year 1  
Saturday Academy Year 2  
Saturday Academy Year 3

**SUSTAINABILITY:**

The school's schedule will continue to include advisee/ advisor periods for increased student interactions with guidance counselors, administrators, teachers-as-advisors, and the intervention specialist.

<p>Each assistant principal in the school will be assigned a grade level to monitor. The principal and assistant principal will meet with the assigned grade level teachers on a consistent basis for an update on student progress and data such as tardies, attendance, assessment, behavior, etc. This strategy and intervention will promote social and emotional development for students. The guidance counselors, intervention specialist, parent facilitator, social worker, dropout prevention specialist, assistant principals and principal will meet regularly to identify targeted students and create a plan for these students.</p> <p>Increased student interactions with guidance counselors, administrators, teachers-as-advisors, and the intervention specialist will ensure that students are on track for enrollment in post-secondary schools. Increased interactions with students and parents will also improve awareness of the various schools in Georgia and other states, as well as scholarship opportunities for attending these schools.</p>									
<p>All <b>teachers will participate in</b> Formative Assessments to Adjust Instruction Professional Learning by Dr. Kay Burke. The professional learning sessions will take place on Saturdays. All teachers will learn to use formative assessment data to monitor, grade, and make inferences about a student's ability to meet the Georgia Performance Standards.</p>	<table border="1"> <thead> <tr> <th data-bbox="992 737 1143 779">Year 1</th> <th data-bbox="1143 737 1294 779">Year 2</th> <th data-bbox="1294 737 1445 779">Year 3</th> </tr> </thead> <tbody> <tr> <td data-bbox="992 779 1143 961">\$4,800</td> <td data-bbox="1143 779 1294 961">\$0</td> <td data-bbox="1294 779 1445 961">\$0</td> </tr> </tbody> </table> <p><b>TIMELINE</b> July 2010 and August 2010 (Saturday Academy)</p> <p><b>SUSTAINABILITY:</b> The school's instructional coaches and leadership team will establish a protocol to ensure the use of formal and informal assessment processes and tasks throughout a unit or course of study to monitor student progress, elicit evidence of learning gaps and strengths, and provide feedback to students so that they can adjust their learning process (GaDOE School Keys). The team will also establish a protocol for use of the data during daily collaborative planning meetings.</p>			Year 1	Year 2	Year 3	\$4,800	\$0	\$0
Year 1	Year 2	Year 3							
\$4,800	\$0	\$0							
	<table border="1"> <thead> <tr> <th data-bbox="992 1734 1143 1791">Year 1</th> <th data-bbox="1143 1734 1294 1791">Year 2</th> <th data-bbox="1294 1734 1445 1791">Year 3</th> </tr> </thead> <tbody> <tr> <td data-bbox="992 1791 1143 1791"></td> <td data-bbox="1143 1791 1294 1791"></td> <td data-bbox="1294 1791 1445 1791"></td> </tr> </tbody> </table>	Year 1	Year 2	Year 3					
Year 1	Year 2	Year 3							

	Other funding source		
<p>Lucy Craft Laney Comprehensive High School did not have a Georgia Assessment of Performance on School Standards (GAPSS) review during the 2009-2010 school year, which is the <b>current principal's first year at the school</b>. However, a certified staff survey was conducted <b>by the GaDOE state support person</b> for the school <b>within the current principal's first four months in the position</b>. The survey is a component of the GAPSS process and asks certified staff to respond to eighty-four questions. According to the survey data, only eighteen percent of respondents indicated that technology is used effectively to maximize student learning.</p> <p>In order to <b>effectively integrate technology to become 21st century classrooms</b> and to meet the needs of the students and teachers at Lucy Craft Laney Comprehensive High School, the school will partner with the Richmond County School System's Media and Technology Department to provide professional learning for the school. Funding from the grant will be used to purchase state-of-the-art technology in all classrooms to provide job-embedded professional learning (i.e., ActivBoard Professional Learning, Carnegie and the use of technology, flip cameras and Moviemaker Software, Math and Science Partnership Grant). Classroom computer stations will be established in all Reading and Mathematics Intervention teachers classrooms to establish student computer stations. Students are to rotate through the computer stations at least 20 minutes daily to work on Reading and Mathematics intervention, software, research, and intensive individualized skills practice.</p> <p><b>The school's technology implementation specialist will also provide support in integrating technology in standards-based classrooms.</b> The technology implementation specialist will meet with the administrative team to establish goals and develop an implementation plan for the following: the implementation of technology, technology upgrades, technology inventory, and professional learning in the use of technology. The technology</p>	<p><b>TIMELINE</b> <b>Years 1-3</b></p> <p><b>SUSTAINABILITY:</b> The school will continue to participate in any technology professional learning provided by the district. Pending availability of funds to pay the salary of the technology support person, the district will continue to use the technology support personnel.</p>		

<p>implementation specialist will meet with each content area collaborative team at the beginning of implementation of a unit/nine- week period to plan a unit incorporating technology. He/she will review the standards for the unit/ nine-week period and determine what the final product/task will look like for this unit. He/she will help teachers to establish an authentic purpose (career, profession) for the goals in the unit. They will identify one task that would be appropriate for motivating students. Then, the collaborative team will identify content from other disciplines that may be integrated in the task to make learning more efficient. Then, they will identify 21<sup>st</sup> century skills (information literacy, visual communications, effective use of real-world tools, prioritizing, managing, and planning for results, critical viewing of media, etc.). Finally determine the technology tools of the 21<sup>st</sup> century (wiki, blogs, websites, media, Promethean Boards/projectors, graphing calculators, computers, email, faxes, virtual learning, chat rooms, MOOs, digital storytelling, etc.) that might contribute to the final product. The technology implementation specialist will model the use of 21<sup>st</sup> century tools for teachers and students. Teachers will have a lesson in every unit that reflects the integration of technology in their standards-based classroom.</p>			
<p><b>NEED:</b> The students’ performance on the Georgia High School Graduation Test in Science and Social Studies indicate a need for content professional learning in these two areas. All Science and Social Studies teachers will participate in professional learning with Carolyn Chapman and Anna Treohan to improve teachers' instruction in these two areas of need.</p>	<p><b>TIMELINE</b>  <b>Year 1</b></p> <p><b>SUSTAINABILITY:</b>  The school will continue to participate in any Science and Social Studies content professional learning provided by the district. Pending availability of funds, the school will continue to partner with consultants to provide professional learning for the staff.</p>		
	<p><b>Year 1</b></p>	<p><b>Year 2</b></p>	<p><b>Year 3</b></p>
	<p>\$0</p>	<p>0\$</p>	<p>0\$</p>
	<p>\$30,400</p>	<p>\$0</p>	<p>\$0</p>

**NEED:** The students' performance on the End-of-Course-Test (EOCT) at Lucy Craft Laney Comprehensive High School has been consistently below the district and state average. In 2007, the pass rate on the **Algebra EOCT** was 16%. In 2008, it was 13%. In 2009, it was down to 6%. In 2009, the pass rate was 40% for the state and 14% for the district. On the Geometry EOCT, the students' performance was 20% in 2007, 25% in 2008, and 14% in 2009. In 2009, the pass rate on the Geometry EOCT was 49% for the state and 38% for the district. On the 2007 9th grade Literature and Composition EOCT, the pass rate was 31%. In 2008, the pass rate was 39%. In 2009, the pass rate was 54%. In 2009, the pass rate was 76% for the state and 65% for the district, which are both significantly higher than the school's pass rate. The EOCT data for the school shows that students are not mastering the Georgia Performance Standards. **If all high school content area teachers are vertically aligning the strategies and tools needed to engage all students in the rigor and depth of knowledge required in the Georgia Performance Standards, student achievement will increase.**

**All high school content-area teachers will participate in Pre-AP Vertical Team Strategies** professional learning during the summer of year three of the implementation of the grant. The high school content area teachers will have coaching and modeling support through College Board on four follow-up sessions throughout the year. The coaching and modeling sessions are to ensure that each high school content area teacher is utilizing the strategies learned in the Pre-AP Vertical Team professional learning. According to the Georgia Department of Education's (2007) Graduation Counts! Readiness to Results in Grades 6-12: Foundations and Strategic Actions for Improving Graduation Rates and Academic Successes for All Students (2007), vertical teaming strategies improve student achievement:

The purpose of vertical teaming training is to equip...teachers with the strategies and tools they need to engage their students in rigorous and relevant learning experiences...Vertical

## **TIMELINE**

July 2012

### **Summer Professional Learning (all faculty)**

#### **SUSTAINABILITY:**

The school's common collaborative planning schedule accommodates continuous vertical planning within each department. The instructional coaches, teacher leaders, and administration will support teachers in establishing collaborative planning agendas that focus on student learning and the Georgia Performance Standards. The leadership team will monitor student progress and achievement on formative and summative assessment data (i.e., district benchmarks, grade level common assessments, progress report and nine-week grades, etc.).

<p>teams measure their success by increased student achievement, as seen by increased test scores, analysis of student work, and classroom observation. Additionally, vertical teams may measure their success by the extent to which teachers are able to describe why consensus strategies are strategically employed at each grade level. (p. 33)</p> <p>According to the Georgia Department of Education (2007), vertical teams can measure their success by increased student achievement (i.e., increase in percent of students passing the Georgia High School Graduation Test in ELA, Mathematics, Science, and Social Studies; increase in percent of students passing the End-of-Course-Tests; increase in students' academic performance). The School Improvement Grant funds will provide professional learning for the faculty and staff at Lucy Craft Laney Comprehensive High School only. If there is a need, the LEA will fund the cost of professional learning for the feeder middle school.</p>			
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	\$0	\$0	\$30,689

**LEA Application 2010**

**Attachment 2a**

**Turnaround Model**

<p>A5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.</p>	
<p><b>Actions:</b></p> <p>Retain current principal hired May, 2009 to successfully build a high performance team to implement the school improvement plan and achieve the district’s established outcomes, including the attainment of Adequate Yearly Progress.</p> <p>Reorganize the Superintendent’s Cabinet to create four Executive Director positions responsible for the supervision of a cluster of schools: Two Executive Directors for Elementary Schools, One Executive Director for all Middle Schools and one Executive Director for all High Schools. Lucy Craft Laney’s principal is directly supervised by the Executive Director for High Schools who supervises all aspects of the school program including personnel, student discipline, School Improvement Plans, annual</p>	<p><b>Timeline:</b></p> <p>May, 2009</p> <p>2008-2009</p>

<p>evaluation of the principal, etc.</p> <p>Establish the office of a School Improvement Grant Coordinator whose primary responsibility is to support and monitor the implementation of the School Improvement Grant in three Richmond County Schools. The SIG Coordinator will report directly to the Executive Director of High Schools and will present quarterly written reports to the Superintendent’s Cabinet.</p> <p>Assign the Executive Director for High Schools, the Executive Director for Student Services and the Title I Program Provider assigned to Laney to serve on the school’s Leadership Team and provide needed support and guidance.</p> <p>Grant the principal operational flexibility to implement the reform model in order to substantially improve student learning and improve graduation rates.</p> <p>Screen all current staff who re-apply to teach at Lucy Craft Laney High School using the Turnaround Competencies outlined in School Turnaround Teachers: Competencies for Success (Public Impact, 2008). The screening panel will rate each person according to the rubric provided and retain no more than fifty percent of the instructional staff.</p> <p>Screen all new applicants utilizing the Turnaround Competencies and fill positions based on the results of the ratings.</p> <p>Provide professional learning stipends as well as performance-based incentives for all staff based on the attainment of established criteria for student learning.</p> <p>Provide Professional Learning for the certified staff during the 2010-2011 school year to study the CLASS Keys. Full implementation will occur in 2011-2012.</p> <p>Participation by the principal and other school administrators in Professional Learning during the 2010-2011 school year to study Leader Keys. Full implementation will occur in 2011-2012.</p>	<p>June 2010 – September 2010</p> <p>July, 2010 - June 2013</p> <p>June 2010</p> <p>July 2010</p> <p>September 2010 – June 2013</p> <p>August 2010-May 2011</p> <p>August 2010-May 2011</p>
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A6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.

Students **not in the magnet program must still be provided rigorous and relevant instruction that is vertically aligned from one grade to the next as well as aligned with state academic standards.** All students, not in the school's magnet program, will be taught English Language Arts and Mathematics using the SpringBoard instructional program developed by the College Board.

SpringBoard is an instructional program that incorporates what **research indicates is needed for strategic learning to occur.** The program builds upon **research in the cognitive learning theory** and encompasses **strategic approaches to a rigorous program in English Language Arts and Mathematics** that is **aligned with the Georgia Performance Standards.** According to Kalyuga, Ayers, Chandler, and Sweller (2003); and van Gog, Ericsson, Rikers, and Paas (2005) an instructional program must allow teachers to differentiate instruction while engaging all students with varying levels of knowledge and skills and a variety of preferred learning styles:

The instructional plan must provide for

**TIMELINE**

Years 1-3

**Based on program effectiveness**

**SUSTAINABILITY:**

The school's instructional coaches in ELA and Mathematics and teacher leaders, using SpringBoard as a model, will continue to provide professional learning in further developing the units and state frameworks to ensure that there is grade level rigor in grade level English and Mathematics content instruction. Continue to participate in Mathematics and English content professional learning provided by the district.

flexibility and differentiation in order to address the needs of all students. Most strategies work equally well for all students. However, flexibility is necessary in determining—for each student or groups of students—those approaches that have been mastered already and are under the control of the students’ metacognitive processes and those that are still in need of practice and elaboration. In the optimal instructional situation, teachers can choose the best approach for students who learn in different ways as well as decide to increase or reduce the amount of guidance and the level of scaffolding to apply to specific instructional tasks. The strategic

approach for a group of expert learners may be characterized by a higher level of student control and minimal guidance, while the classroom of younger, struggling, or novice learners may involve more direct instruction, explanation, and modeling of strategic activities by the teacher (p. 4)

The College Board’s recently developed SpringBoard program incorporates the research in cognitive science to support the design of an instructional program in mathematics and English Language Arts that successfully engages all students in challenging learning experiences.

In English Language Arts grades 9-12, the teachers will be provided professional learning in and implement the College Board's SpringBoard instructional program along with the program's formative assessments aligned with the Georgia Performance Standards. The SpringBoard curriculum integrates the following four essential characteristics: 1) **rigor** (emphasizes higher-order thinking skills; students own responsibility for their learning), 2) **relevance** (explores real-world contextual settings and situations), 3) **relationships** (enhances the connections among students, their teachers, and academic content), and 4) **results** (extends from student performance).

The SpringBoard curriculum will provide ELA teachers with a road map for Georgia Performance Standards instruction. The units in SpringBoard have an instructional framework that develops both content and process standards. The program equips teachers with the resources to deliver effective instruction and provides students with the knowledge, skills, and strategies to achieve high levels of learning needed to compete in the 21st century.

All Lucy Craft Laney Comprehensive High School English students in grades 9 and 10 will participate in the SpringBoard curriculum. In grades 11 and 12, **students who are not in Advanced Placement courses will participate in the SpringBoard curriculum.** Students in Advanced Placement courses will be taught using the College Board course content, outlined in the course syllabus. Teaching

students using the SpringBoard curriculum will build capacity for more students to take advanced courses. By the end of grade 10, after participating in SpringBoard for two years, more students will be prepared for the rigor and depth of knowledge required in upper level Georgia Performance Standards and/or Common Core Standards and advanced courses offered in grades 11 and 12.

The school will provide all students identified as targeted students with the support they need in the area of reading through support classes. In addition, however, according to the Georgia Department of Education’s Graduation Counts! Readiness to Results in Grades 6-12: Foundations and Strategic Actions for Improving Graduation Rates and Academic Successes for All Students (2007), “the challenge is to employ structures, strategies, and instructional tools and methods that enable students to master grade-level reading and mathematics standards while providing them with even more advanced reading comprehension and mathematical reasoning strategies they need for the rigors of high school. All students should struggle as they stretch toward adding more rigor and relevance to their program of study. By changing the paradigm of extra help from 'remediation' to 'acquisition of skill to accelerate personal learning,' [schools] will provide students lifelong tools for their continued success.”

In the area of **Mathematics**, the **Mathematics teachers will**

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Year 1	Year 2	Year 3
\$16,110	\$16,110	\$14,320

**TIMELINE**

<p><b>teach the Georgia Performance Standards using the Georgia Department of Education’s frameworks.</b> Additional resources that will be used are <b>Carnegie Learning resources</b> and <b>SpringBoard</b>. Students will be provided Mathematics instruction in a collaborative learning environment. This approach helps students spend more time being active learners during class periods.</p> <p>The performance tasks and learning activities in the <b>Carnegie Learning Mathematics</b> resources address both mathematical content and process standards. Students develop skills to work cooperatively to solve problems. Additionally, they improve their reasoning and communication skills. <b>Carnegie Learning guarantees improvement</b> in Mathematics at Lucy Craft Laney Comprehensive High School because the Carnegie Learning</p> <p>Resources are, as is SpringBoard, research-based. The program's research is based on the premise that students' learning builds on prior knowledge. The program integrates strategies that improve reasoning and sense-making skills. The program includes a set of vertically aligned Mathematics courses—from Algebra Readiness through Algebra II—with content transparently in sync with the Georgia Performance Standards and NCTM’s standards. The program also has a formative assessment and reporting system that tracks progress and fosters continuous improvement.</p> <p>The learning resources provide an opportunity for extended investigations, analysis and alternate solution paths. Each student is given a text that they can write in whether it is taking notes, highlighting key data in a problem, solving a problem, or writing complete sentences to describe problem solving strategies. Students will use real-world situations in their math problems. The math problems are designed to emphasize connections between verbal, numeric, graphic and algebraic representations.</p>	<p>Years 1-3</p> <p><b>SUSTAINABILITY:</b> The district will continue to provide Carnegie's learning resources. The school’s leadership team will continue to meet to analyze Mathematics formative assessment data, to ensure the maximum use of all Carnegie’s resources (computer software, assessments, intervention), to ensure the use of technology to enhance Mathematics instruction (i.e., graphing calculators, Promethean Board, computers etc.), to ensure the use of professional learning strategies in Mathematics instruction. The Instructional Math Coach (and consultants if funds are available) will continue to provide professional learning (i.e., Coaching and Modeling, content, etc.). Teachers will continue to meet to plan for instruction (i.e., before a unit, develop plans, assessments, instruction for teaching the unit as a team).</p>						
<p>Based on the school’s AYP data, the students’ Georgia High School Graduation Test (English Language Arts) data, students’ End-of-Course Test data, students’ 8<sup>th</sup> grade Criterion-Referenced Competency Test data, and the STAR Universal Screener results, students qualify for intervention</p>	<table border="1"> <thead> <tr> <th data-bbox="995 1581 1133 1612">Year 1</th> <th data-bbox="1133 1581 1287 1612">Year 2</th> <th data-bbox="1287 1581 1435 1612">Year 3</th> </tr> </thead> <tbody> <tr> <td data-bbox="995 1612 1133 1644">\$0</td> <td data-bbox="1133 1612 1287 1644">\$0</td> <td data-bbox="1287 1612 1435 1644">\$0</td> </tr> </tbody> </table> <p><b>TIMELINE</b> Years 1-3 <b>Based on program effectiveness</b></p> <p><b>SUSTAINABILITY:</b></p>	Year 1	Year 2	Year 3	\$0	\$0	\$0
Year 1	Year 2	Year 3					
\$0	\$0	\$0					

in the area of reading. If students scored in the category of “On Watch,” “Intervention,” or “Urgent,” on the STAR, they will take a double block of Reading as the schedule permits. **Scholastic Read 180 will serve as the reading intervention program.**

Thirty-seven studies have proven that Read 180 has a positive impact on student achievement across multiple grade levels and multiple types of student populations. The Institute for Educational Science (IES) What Works Clearinghouse has the highest bar for educational research in the country. “Read 180 is one of only two programs that has a sufficient body of evidence to be included in the What Works Clearinghouse, which has recognized the program for potentially positive effects in comprehension and general literacy achievement.” The program aligns with all fifteen structural and instructional recommendations outlined in the report Reading Next: A Vision for Action and Research in Middle and High School Literacy.

The Tier 2 Reading Intervention, **Scholastic Read 180**, uses a teaching system that gives students a clear instructional path and resources for assessing students and differentiating instruction. The Read 180 90-minute instructional model provides a simple way to organize instruction and classroom activities. The session begins and ends with whole-group teacher-directed instruction. During the 60 minutes between the whole-group meetings, students break into three small groups that rotate among three stations. During whole group, using the Read 180 instructional materials, the teacher begins the class by providing systematic instruction in reading, writing, and vocabulary to the whole class. During Small-Group Direct Instruction, using the eBook and Resources for Differentiated Instruction, the teacher works closely with students so that individual needs can be met. During computer-stations group, students use the software independently, providing them with intensive, individualized skills practice. Students build reading comprehension skills through modeled and independent reading of the Read 180 Paperbacks and Audiobooks. The session ends with 10 more minutes of Whole-Group Instruction.

The School will use other funds to purchase the Scholastic Read 180 after the grant pending availability of funds. The leadership team will continue to meet to analyze STAR Reading universal screener results and other formative assessment data, to target students for reading intervention or a study skills course for reading support. The Instructional ELA Coach (and other consultants if funds are available) will continue to provide professional learning (i.e., Reading Endorsement, etc.) for reading support course teachers and for literacy across the curriculum with all content area teachers.

Year 1	Year 2	Year 3
\$119,712	\$0	\$0

Based on the school’s AYP data, the students’ Georgia High School Graduation Test (Mathematics) Enhanced score data, **TIMELINE**  
Years 1-3

students' End-of-Course Test data, and the students' 8<sup>th</sup> grade Criterion-Referenced Competency Test data, students need additional instruction and support in the area of Mathematics. As a result, all students in grades 9-11, with the exception of accelerated students will take a double block (two periods) of Mathematics. **Carnegie Cognitive Tutor will serve as the Mathematics intervention program.**

The Tier 2 Mathematics Intervention is the **Cognitive Tutor** computer software program. Students participate in this research-based program during computer station time. The program includes progress assessments and reporting features so that student data can be monitored and instruction can be adjusted to meet the needs of students. The program incorporates the following: innovative research-based pedagogy, multiple representations, interactive examples,

automated assessment, and immediate feedback.

#### Innovative Research-Based Pedagogy

- Engages students directly in problem solving.
- Uses concrete, real-world scenarios.
- Makes use of informal student knowledge.
- Prompts a student to think abstractly, by converting situations into quantities and units.

#### Multiple Representations

- Requires students to work with multiple representations of a problem.
- Presents scenarios that appeal to students of all abilities and learning styles.
- Encourages students to express the problem numerically with the Solver.
- Displays the problem graphically—the Grapher—in a coordinate plane.
- With the Worksheet, prompts students to convert word problems to mathematical expressions.

#### Interactive Examples

- Delivers on-screen, step-by-step instruction for each software unit.
- Lets students see and engage in examples that promote a conceptual understanding of the problems being solved.

#### **SUSTAINABILITY:**

The district will continue to provide Cognitive Tutor as an intervention for all high schools. The leadership team will continue to meet to analyze Mathematics formative assessment data, to ensure the maximum use of all Carnegie's resources (computer software, assessments, intervention), to ensure the use of technology to enhance Mathematics instruction (i.e., graphing calculators, Promethean Board, computers, etc.), to ensure the use of professional learning strategies in Mathematics instruction. The Instructional Math Coach (and consultants if funds are available) will continue to provide professional learning (i.e., Coaching and Modeling, content, etc.). Teachers will continue to meet to plan for instruction (i.e., before a unit, develop plans, assessments, instruction for teaching the unit as a team).

<p><u>Automated Assessment</u></p> <ul style="list-style-type: none"> <li>• Delivers pre- and post-tests that automatically tie to custom-sequenced curricula.</li> <li>• Can choose to configure assessment to be diagnostic, in which case results are used to set pacing for students in the instructional software.</li> </ul> <p><u>Just-in-time Feedback</u></p> <ul style="list-style-type: none"> <li>• Creates contextual hints that are oriented toward helping the student solve key steps in the problem.</li> <li>• Gives students immediate feedback so they can self-correct, leading to more effective learning and application of the mathematics.</li> <li>• Recognizes the most common student errors and responds appropriately.</li> </ul>			
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	\$0	\$0	\$0
<p><b>NEED:</b> For the last three years, the school has not achieved the state’s graduation rate target. In 2006-2007, the graduation rate at Lucy Craft Laney Comprehensive High School was 45.7%. In 2007-2008, the rate decreased to 30.9%. In 2008-2009, the rate increased to 56.6%. This is significantly below the 2009 Annual Measurable Objective (AMO) target of 75%. This data indicates that not only must instruction improve, but also the social-emotional and community-oriented services and support to promote academic achievement.</p> <p>An analysis of post-secondary data shows that of the school’s total number of 2008 graduates, only twelve (13.8%) entered a Georgia public college. This percent was down from the previous year in which the number of students entering a Georgia public college was fifteen (14.3%). In comparison, in 2008, 32% of students from the district entered Georgia public four-year colleges and 42% of the state’s graduates entered Georgia public four-year colleges.</p> <p>All teachers will implement the CollegeEd research-based program. CollegeEd will serve as an intervention to support the school’s instructional program. The program’s instructional units introduce college and career planning concepts while developing essential skills that help students consider, apply to and succeed in college. All</p>	<p><b>TIMELINE</b>  August 2010-June 2011  August 2011-June 2012  August 2012-June 2013  <b>Based on program effectiveness</b></p> <p><b>SUSTAINABILITY:</b>  The school’s schedule will continue to include advisee/ advisor periods for increased student interactions with guidance counselors, administrators, teachers-as-advisors, and the intervention specialist. A team may develop units similar to those in CollegeEd to continue to implement a systematic and strategic program for all students.</p>		

<p>students in grades 9-12 will be assigned a homeroom advisor/teacher. Selected teachers will be assigned students and become advisor to the homeroom students that they are assigned ideally until they graduate. This cycle will develop strong advisor/advisee relationships and consistency. The entire student body will be part of the Teacher-As-Advisor Program. Homeroom advisors will meet with their students (on advisor/advisee day) to provide all students with the CollegeEd curriculum that will enhance students' social and emotional development.</p>			
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	\$9,900	\$9,900	\$9,900
<p><b>NEED:</b> Lucy Craft Laney Comprehensive High School did not have a Georgia Assessment of Performance on School Standards (GAPSS) review during the 2009-2010 school year, which is the <b>current principal's first year at the school</b>. However, a certified staff survey (Appendix 8) was conducted <b>by the GaDOE state support person</b> for the school <b>within the current principal's first four months in the position</b>. The survey is a component of the GAPSS process and asks certified staff to respond to eighty-four questions. According to the survey data, eighteen percent of respondents indicated that technology is used effectively to maximize student learning.</p> <p>Enhancing the technology at Lucy Craft Laney Comprehensive High School will provide students with the opportunity to engage in deep and complex thinking on a wide variety of topics and subject areas. The students at the school will become more technologically literate and begin to solve problems in creative ways using technology. From computers and the Internet, to video and sound editing software, to new research tools and graphing calculators, enhancing the technology at the school will provide students with rigorous instructional opportunities. Teachers will use technology daily to enhance the curriculum, reinforce Mathematics content, assess students' understanding and provide immediate feedback about their learning. Effective technology integration is achieved when the use of technology is routine and transparent and when technology supports curricular goals.</p> <p>Because technology has increased the intensity and complexity of literate environments, the twenty-first century demands that a literate person possess a wide range of</p>	<p><b>TIMELINE</b> <b>Years 1-3</b></p> <p><b>SUSTAINABILITY:</b> The school will continue to purchase and upgrade technology pending availability of funds. The school will continue to partner with ETTC to provide professional learning for the staff. Pending availability of funds to pay the salary of the technology support person, the district will continue to use the technology support personnel.</p>		

abilities and competencies, many literacies. Twenty-first century readers and writers need to do the following:

- Develop proficiency with the tools of technology
- Build relationships with others to pose and solve problems collaboratively and cross-culturally
- Design and share information for global communities to meet a variety of purposes
- Manage, analyze and synthesize multiple streams of simultaneous information
- Create, critique, analyze, and evaluate multi-media texts
- Attend to the ethical responsibilities required by these complex environments

The performance tasks in the Georgia Performance Standards curriculum require students to integrate technology. The technology will be used in the following four learning modes for students: student acquisition of information, student retrieval of information, student construction of information, and student presenter of information. However, it is also imperative that teachers use the technology as a method of delivering instruction. Today's students need to cope with a complex mix of visual, oral, and interactive media as well as traditional text.

In an effort to enhance technology at Lucy Craft Laney Comprehensive High School, the following needs have been identified:

- Improve student academic performance through the integration of technology into the curriculum
- Provide continuous professional learning to teachers and media specialists for incorporating technology in lessons
- Use technology as a medium to create an interactive partnership between the school, the students, parents, and the community
- Establish a Mathematics Instructional Computer Lab and an English (for Universal Screening Assessment, Research and Writing) Instructional Computer Lab in the school
- Update all computers that are not modern computers (as defined by the Georgia Department of Education)
- Provide Mathematics and Reading teachers with a small lab of 5-7 computer stations in each classroom and a modern teaching station computer
- Provide each department with a cart of Dell netbooks for

student use in the classroom

- Provide software needed for classroom instruction, intervention, and test preparation
- Provide content area teachers with a Promethean Board and document cameras
- Provide a TI-84-Plus graphing calculator for Mathematics classrooms

The **technology implementation specialist** will meet with the administrative team to establish goals and develop an implementation plan for the following: the implementation of technology, technology upgrades, technology inventory, and professional learning in the use of technology. The technology implementation specialist will meet with each content area collaborative team at the beginning of implementation of a unit/nine- week period to plan a unit incorporating technology. He/she will review the standards for the unit/ nine-week period and determine what the final product/task will look like for this unit. He/she will help teachers to establish an authentic purpose (career, profession) for the goals in the unit. They will identify one task that would be appropriate for motivating students. Then, the collaborative team will identify content from other disciplines that may be integrated in the task to make learning more efficient. Then, they will identify 21<sup>st</sup> century skills (information literacy, visual communications, effective use of real-world tools, prioritizing, managing, and planning for results, critical viewing of media, etc.). Finally determine the technology tools of the 21<sup>st</sup> century (wiki, blogs, websites, media, Promethean Boards/projectors, graphing calculators, computers, email, faxes, virtual learning, chat rooms, MOOs, digital storytelling, etc.) that might contribute to the final product. The technology implementation specialist will model the use of 21<sup>st</sup> century tools for teachers and students. Teachers will have a lesson in every unit that reflects the integration of technology in their standards-based classroom.

	<b>Year 1</b>	<b>Year 2</b>
	\$115,578	\$0

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.

In order to ensure that all students are progressing toward and exceeding the standard, Lucy Craft Laney Comprehensive High School will have a comprehensive and systematic assessment and progress monitoring plan in place (**School Key A 2.1 Diagnostic Assessment** - Diagnostic assessment is a systematic, regular component of the school's overall assessment system, with regular diagnosis of students' acquisition of requisite background knowledge and skills and related instructional interventions).

**All teachers at Lucy Craft Laney Comprehensive High School will attend professional learning by Dr. Kay Burke on formative assessments.** The professional learning will include how to integrate formative and summative assessments seamlessly into instruction. Also, the teachers will learn the rationale, research and strategies to develop their own repertoire of formative and summative assessments to monitor, grade, and make inferences about a student's ability to meet standards and curriculum goals. **This will be funded using another source other than the School**

**TIMELINE**  
**Years 1-3**

At the beginning of each year, teachers will receive baseline data from identified assessments (diagnostic, formative, and summative) and types of data such as perception and demographic. Goals for student achievement will be set by the departments and Instructional Coaches with input from the principal.

The CLASS Keys standard on Student Achievement will be monitored by identified assessments (formative and summative) throughout the year

**Improvement Grant.**

**The instructional staff, once trained, will use diagnostic, formative, interim and summative assessments to monitor student progress.**

• **Diagnostic assessments** will be used to baseline student performance data.

STAR Reading Diagnostic  
Aimswab Mathematics Diagnostic  
Carnegie Mathematics Diagnostic  
Scholastic Read 180 Reading Inventory

• **Formative assessments** will be used to monitor student mastery of standards and to determine teachers' needs to incorporate other instructional strategies and incorporate flexible grouping practices.

Benchmark Assessments  
Progress Reports and Nine-Week Grades  
Advanced Placement Coursework  
Common Assessments  
Performance Tasks  
Student Portfolios  
Carnegie Formative Assessments  
SpringBoard Formative Assessments  
Scholastic Read 180 Formative Assessments

• **Summative assessments** will be used to measure year to year learning growth:

GHS GT  
EOCT  
AP Exams  
SAT/ACT

• **Demographic Data** will be reported to the entire staff at the beginning of each school year to gain an understanding of the student population.

School Profile  
Ethnicity  
Free/Reduced Lunch  
Students with Disabilities  
Homeless

to determine teacher effectiveness. Teachers will maintain portfolios of artifacts and supporting evidence for documentation of student achievement.

Leadership team members will make quarterly presentations to report student progress as evidenced in their portfolios.

**MONITORING**

In order to progress toward the summative assessment goals on the EOCT and the GHS GT, benchmark goals have been established for each formative assessment:

**Formative Assessment Benchmark 1** (Benchmarks, AP Benchmarks, Carnegie Benchmarks, SpringBoard Benchmarks, and Scholastic Benchmarks)

**Formative Assessment Benchmark 2** (Benchmarks, AP Benchmarks, Carnegie Benchmarks, SpringBoard Benchmarks, and Scholastic Benchmarks)

**Formative Assessment Benchmark 3** (Benchmarks, AP Benchmarks, Carnegie Benchmarks, SpringBoard Benchmarks, and Scholastic Benchmarks)

**MONITORING**

In order to progress toward the summative assessment goals on

<p>           Gifted Education            Graduation Rate            Retention Rate            Mobility Rate of Students            Faculty/Staff Demographics            Attrition Rate of Teachers/Administrators            Highly Qualified Teachers         </p> <p> <b>Attendance</b>            Student            Daily attendance            Class attendance            Tardiest            Early release  <b>Teacher Attendance</b>            Sick/Personal Leave            Professional Leave         </p> <p>           GHSGT Participation Rate in ELA and Mathematics for ALL, Black and Economically Disadvantaged  <b>Student Discipline</b>            Referrals            In School Suspensions            Out of School Suspensions            Expulsions                Referred to Tubman Education Center (Alternative Program)         </p> <p> <b>Process Data</b>            School Improvement Plan            Corrective Action Addendum            Short Term Action Plans            Classroom Observation Data            Response to Intervention [RTI] Data         </p>	<p>           the attendance and dropout rate, benchmark checks have been established for each performance target:         </p> <p> <b>Attendance</b> (Daily, Weekly, Biweekly, End of Nine-Week Period)         </p> <p> <b>Grades</b> (Daily, Weekly, Biweekly, End of Nine-Week Period); notification of parents if any averages drop below 75         </p>
<p>           Lucy Craft Laney Comprehensive High School administered a universal screener in Reading (<b>STAR Reading Diagnostic</b>) in May of the 2009-2010 school year. The STAR universal screener provided a scaled score, which is equivalent to a Lexile, a Zone of Proximal Development (ZPD) score, an estimated reading age, and a national curriculum level (English). Lucy Craft Laney Comprehensive High School will use this data as a diagnostic assessment to determine the needs of current and incoming students and to design the students' schedule for         </p>	<p> <b>TIMELINE</b>            May 2010-August 2011            May 2011-August 2012            May 2012-August 20113         </p> <p>           Years 1-3: At the beginning of each school year (a total of three times a year), students will be administered the STAR Reading Diagnostic. Students will be         </p>

<p>the intervention block. This data is crucial in the placement of students in Tier 2 Reading Intervention.</p> <p>Lucy Craft Laney Comprehensive High School <b>will administer the universal screener AIMSweb for Mathematics</b>. Students that qualify for Tier 2 Mathematics instruction through data analysis of the results from the Mathematics universal screener will receive additional Mathematics instruction. The additional Mathematics instruction will use Carnegie Learning tiered intervention materials as Carnegie provides professional learning, In-Classroom support and Instructional Coaching, and data analysis for the teachers. For the students it promotes higher order thinking skills, rigor and relevance in the classroom using the instructional framework leading to increased student achievement.</p>	<p>administered the AIMSweb screener once each year. Students will be monitored in their intervention courses to ensure growth from the first benchmark and the end-of-year diagnostic. Students' instruction will be adjusted as data indicates a need.</p> <p><b>SUSTAINABILITY:</b> The district will continue to fund the universal screener for all middle and high schools pending budget approval. The school will continue to use the data and other assessment data to identify students for Tier 2, Tier 3, and Tier 4 intervention.</p>
<p>Teachers <b>will meet collaboratively as a department to analyze all types of assessment data (A 2.4 Balanced Assessment</b> All teachers use a comprehensive and balanced approach to diagnostic, formative, and summative assessment. They align desired results with appropriate assessment types. Assessment tasks [e.g., constructed-response test items, reflective assessments, academic prompts, and culminating performance tasks and projects] complement and enhance student achievement and reinforce students' ability to self-monitor and self-evaluate). In collaborative meetings, teachers will bring in universal screener data (administered three times each year), common assessments aligned with the Georgia Performance Standards, district benchmark data, writing samples, grade distribution reports, student work with teacher commentary and culminating performance tasks to examine and analyze.</p>	<p><b>TIMELINE</b> July 2010-June 2011 July 2011- June 2012 July 2012- June 2013</p> <p><b>SUSTAINABILITY:</b> The school will continue to create a schedule to accommodate collaborative planning blocks for all core departments to plan together.</p>
<p>Teachers <b>will also be responsible for maintaining student portfolios with samples of student work</b>. A long-term portfolio represents a purposeful collection containing artifacts of student learning. The student arranges and comments on the artifacts and presents them in an attractive and organized way. The portfolio is a means for students to revisit past works and document and reflect upon their growth. A portfolio is a collection of work over the entire year or even more than one year. As the year progresses,</p>	<p><b>TIMELINE</b> July 2012- June 2012</p>

<p>students maintain their portfolios and they periodically review, revise, and reflect on its contents. With the ability to increase the use of technology, students may be able to maintain <b>electronic portfolios</b>.</p>	
<p>The leadership team and teachers (including REP Study Skills, and SPED teachers) will meet to conduct an item analysis</p> <p>.</p> <ul style="list-style-type: none"> <li>•Count the number of students who missed the same question.</li> <li>•Review the item (question) and the topic covered by the item as well as explore why the incorrect answers confused the students.</li> <li>•Look at the incorrect answer that the majority of the students selected and discuss why students selected this answer.</li> </ul> <ul style="list-style-type: none"> <li>•Group students based on weak domains. <ul style="list-style-type: none"> <li>•For example, if eight students in the class are weak in comprehension, the regular classroom teacher, the REP teacher, and/or the SPED inclusion teacher can develop lessons using the Content Descriptions and the Georgia Performance Standards to target student weakness in small groups (two groups of four).</li> <li>•Group students based on mastery. <ul style="list-style-type: none"> <li>•For students who have exceeded the level of proficiency, accelerate them with additional instruction (not busy work) and enrichment activities.</li> <li>•Develop formative assessments on students' areas of weakness in the system's data warehouse program or the state's Online Assessment System to determine if students are making progress after they have been provided small group and/or individualized instruction.</li> </ul> </li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>•Have conferences with students to do the following: <ul style="list-style-type: none"> <li>•Set goals at the beginning of each nine-week period, each week's lessons, and each day's lesson (standards/elements, essential questions posted daily).</li> <li>•Inform students that they will be assessed</li> </ul> </li> </ul>	<p><b>TIMELINE</b> July 2012- June 2012</p> <p><b>SUSTAINABILITY:</b> The school will continue to create a schedule to accommodate collaborative planning blocks for all core departments to plan together.</p>

<p>throughout the unit (formative) and at the end of each nine-week period (summative).</p> <ul style="list-style-type: none"> <li>•Work with teachers to develop rubrics for each learning goal.</li> <li>•Have students to identify their own learning goals.</li> </ul> <p>•Preview the next nine-week map to determine points of re-teaching and accelerating students at least one week prior to the subsequent nine-week period.</p> <p>Teachers will design lessons and grouping sheets based on students' data. Students will be grouped flexibly based on the data analyzed each day and each week. Teachers will create data walls (charts, graphs, etc.) of student data. Teachers will provide commentary on student work. Hence, the commentary will provide effective feedback which will allow the students to revise their work and reflect on the standard that was not mastered. This will also allow the student an understanding of how to meet the standard.</p>	
<p>A8. Establish schedules and implement strategies that provide increased learning time (as defined in this notice).</p>	
<p><b>Increased learning time</b> means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading, or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.</p> <p>The turnaround principal <b>will create a school calendar</b> that reflects the needs of the students based on the school's profile data and provides <b>increased learning time for all students</b>. The Richmond County Board of Education approved Lucy Craft Laney Comprehensive High School's 2010-2011 school <b>calendar</b>, which allows the school to operate with a flexible daily schedule (Appendix 2) from <b>7:00am-4:15pm</b>.</p> <p>The following are examples of how the calendar/schedule will be <b>flexible to provide increased learning time</b> in an</p>	<p><b>TIMELINE</b> Years 1-3</p> <p><b>SUSTAINABILITY:</b> The school will continue to operate with a flexible daily schedule beyond the grant. The schedule does not require any additional funds as it does not exceed an eight-hour work day.</p>

<p>effort to meet the needs of the students:</p> <ul style="list-style-type: none"> <li>•Students will be provided an additional period daily (8 periods in a 0-7 period day)</li> <li>•Create a schedule that provides an intervention block for students who need intervention in math and/or reading.</li> <li>•Turnaround staff will participate in daily collaborative planning.</li> <li>•During daily collaborative planning meetings, teachers will create common lesson plans and assessments and examine and analyze assessment data (i.e., performance tasks, writing samples, rubrics, common tests/quizzes, progress report/report card grades, grade distributions, district benchmarks, unit assessments, other assessment data).</li> <li>•Teachers will participate in parent conferences.</li> </ul> <ul style="list-style-type: none"> <li>•Teachers will participate in professional learning (i.e., advisor/advisee training and preparation, rigor and relevance, instructional strategies, standards-based instruction, SpringBoard, etc.), use of formative assessments, etc.</li> <li>•Teachers will participate in vertical planning, interdisciplinary planning, grade level planning, and other activities based on student data.</li> </ul>	
<p>Opportunities for <b>increased learning time</b> will include an additional period to meet the needs of students who need additional instructional support based on data (i.e., STAR Universal Screener, AIMSweb, etc.). Based on the school’s AYP data, the students’ Georgia High School Graduation Test (Mathematics) Enhanced score data, students’ End-of-Course Test data, and the students’ 8<sup>th</sup> grade Criterion-Referenced Competency Test data, students need additional instruction and support in the area of Mathematics. As a result, all students in grades 9-11, with the exception of Advanced Placement students will take a double block (two periods) of Mathematics. <b>Carnegie Cognitive Tutor will serve as the Mathematics intervention program.</b></p> <p>Based on the school’s AYP data, the students’ Georgia High School Graduation Test (English Language Arts) data,</p>	<p><b>TIMELINE</b> Years 1-3</p> <p><b>SUSTAINABILITY:</b> The school will continue to operate with a flexible daily schedule beyond the grant. The schedule does not require any additional funds as it does not exceed an eight-hour work day.</p>

<p>students' End-of-Course Test data, students' 8<sup>th</sup> grade Criterion-Referenced Competency Test data, and the STAR Universal Screener results, students qualify for intervention in the area of reading. If students scored in the category of "On Watch," "Intervention," or "Urgent," on the STAR, they will take a double block of Reading as the schedule permits. <b>Scholastic Read 180 will serve as the reading intervention program.</b></p>	
<p>The daily schedule at Lucy Craft Laney Comprehensive High School has been developed to accommodate students in taking at least eight courses in an eight-period day schedule (zero period to seventh period).</p> <ul style="list-style-type: none"> <li>•Zero Period - 7:25-8:15</li> <li>•First Period - 8:20-9:10</li> <li>•Second Period - 9:15-10:05</li> <li>•Third Period - 10:10-11:00</li> <li>•Fourth Period - 11:05-12:30 <ul style="list-style-type: none"> <li>11:00-11:30 (1st Lunch)</li> <li>11:30-12:00 (2nd Lunch)</li> <li>12:00-12:30 (3rd Lunch)</li> </ul> </li> <li>•Fifth Period - 12:35-1:25</li> <li>•Sixth Period - 1:30-2:20</li> <li>•Seventh Period - 2:25-3:15</li> </ul> <p>The <b>eight-period daily schedule</b> will benefit both teachers and students. Teachers will have <b>daily collaborative planning</b> time in which they can meet with their departments. CTAE, Fine Arts, PE/Health, and JROTC teachers will meet with specified content area teachers daily. Teachers will also have a period to develop their plans using the data or strategies learned during collaborative planning.</p> <p>All students in grades 9-11, with the exception of Advanced Placement students, will have a double block (two periods) of Mathematics instruction daily. The schedule, where possible, will accommodate Read 180 Reading Intervention. Students will have an opportunity to earn an additional credit with the eight-period day schedule. Students will also have an additional period to take Study Skills courses for the Georgia High School Graduation Tests as needed.</p>	<p><b>TIMELINE</b> Years 1-3</p> <p><b>SUSTAINABILITY:</b> The school will continue to operate with a flexible daily schedule beyond the grant. The schedule does not require any additional funds as it does not exceed an eight-hour work day.</p>
<p>All students at Lucy Craft Laney Comprehensive High School will have several opportunities for increased learning time through learning academies. Increased learning time for learning academies will provide instructional opportunities for students before school, after school, and Saturday school.</p>	<p><b>TIMELINE</b> Years 1-3</p> <p><b>SUSTAINABILITY:</b> The school will continue to</p>

In addition to taking the courses required to meet the criteria for graduation, the additional class period will be used for intervention and/or enrichment. The following academies will be offered to students based on students' needs:

•**Before School Academy** - students are able to report to an organized study group before school begins. Teachers will be scheduled to assist students with homework or any subject area or concept identified as a weakness based on students' progress report, report card, or other assessment data.

•**After School Academy** - students are able to report to an organized study group after school ends. Teachers will be scheduled to assist students with homework or any subject area or concept identified as a weakness based on the progress report, report card, or other assessment data. Students may also be assigned to a specific assessment study group (i.e., Georgia High School Graduation Test Preparation, ACT preparation, or SAT preparation).

•**Saturday School Academy** - students are able to report to an organized study group on Saturdays. Teachers will be scheduled to assist students with homework or any subject area or concept identified as a weakness based on the progress report, report card, or other assessment data. Students may also be assigned to a specific assessment study group (i.e., Georgia High School Graduation Test Preparation, ACT preparation, or SAT preparation).

•**Summer School Academy for Advanced Placement Preparation** - students in the Advanced Placement Academy will be required to attend at least two weeks of intensive preparation for beginning the APA at Laney. A professor from the University of North Carolina will serve as a volunteer who will facilitate rigorous instruction and lessons for students in the academy.

•**Summer School Academy for Entering 9th grade students** - students in the 9th grade summer school program will be accelerated in Reading and Mathematics. Students will be provided interventions to close any gaps in the two subject areas identified by CRCT and provided a preview of the Georgia Performance Standards (SpringBoard) in 9th grade Literature and Composition and Math I.

•**Summer School Academy for Mathematics Acceleration (Grades 10-12)** - students in the 10th-12th grade summer school program will be accelerated in Mathematics and provided intervention strategies and performance tasks to

operate with a flexible daily schedule beyond the grant. The schedule does not require any additional funds as it does not exceed an eight-hour work day.

Transportation will be provided by another funding source.

close any gaps. Students will be grouped by grade level and provided lessons in prerequisite skills as well as acceleration in the next course.

- **Extended Eight Period-Day (0 period to 7 period)** - students will have the opportunity for eight classes every day through the extended day schedule.

- **Advanced Placement Academy** - students will take a **Seminar** course in which they will be provided interventions, acceleration, enrichment, career related, guest speakers, or concentration related activities daily

- **All Students - students who are not in Advanced Placement courses** will have a double block of Mathematics and an additional elective

- **Summer School Academy for Credit Recovery/PLATO/Makeup Courses** - students will have the opportunity to attend summer school at the Laney High School site to make up course work through Credit Recovery/PLATO and traditional seatwork.

(Appendix 2)

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Year 1	Year 2	Year 3
\$0	\$16,920	\$16,920

All students will have an advisor/advisee block of instruction through the CollegeEd College Board curriculum. The College Board Standards for College Success define, across multiple disciplines, the knowledge and skills students need to develop and master. These standards outline a clear and coherent pathway to succeeding in coursework and college readiness, with the goal of increasing the number and diversity of students who are prepared not only to enroll in college, but to succeed in college and 21st-century careers. These rigorous standards:

- Provide a model set of comprehensive standards for middle school and high school courses that lead to **college and workplace readiness**.

- Reflect 21st-century skills such as **problem solving, critical and creative thinking, collaboration, and media and technological literacy**.

- Articulate clear standards and objectives with supporting, **in-depth performance expectations to guide instruction and curriculum development**.

- Provide teachers, districts and states with tools for **increasing the rigor and alignment** of courses across grades six-12 through college and workplace readiness.

- Assist teachers in designing lessons and classroom

**TIMELINE**

Years 1-3

**SUSTAINABILITY:**

The school will continue to operate with a flexible daily schedule beyond the grant. The schedule does not require any additional funds as it does not exceed an eight-hour work day. However, CollegeEd materials may be purchased pending availability of funds.

assessments.	
<p>Professional learning will take place through collaborative planning blocks which are scheduled <b>daily</b> in the school's daily schedule. Professional learning will also take place on Saturdays in the Saturday Professional Learning Academy for teachers. The Professional Learning Academy will begin during the summer prior to the 2010-2011 school year. Teachers will also have an opportunity for <b>increased learning time</b> to ensure professional learning is provided for Georgia Department of Education initiatives: School Keys and CLASS Keys, the School Improvement Process, common core standards, and summer leadership academy. In addition to the <b>Saturday Academy for teachers</b>, teachers will also have <b>job-embedded professional learning</b> in which they will plan and develop lessons together. Each week, the instructional leadership team, GaDOE representatives, and external consultants will meet to develop collaborative planning agendas for the week based on students' data and focus walk observations. Specific days</p> <p>will be established for America's Choice SBI professional learning. Other days, Scholastic Read 180 or SpringBoard will work with vertical teams by departments and CollegeEd professional learning for all advisors.</p>	<p><b>TIMELINE</b> Years 1-3</p> <p><b>SUSTAINABILITY:</b> The school will continue to operate with a flexible daily schedule beyond the grant. The schedule does not require any additional funds as it does not exceed an eight-hour work day. However, CollegeEd, Scholastic, SpringBoard, or other materials may be purchased pending availability of funds.</p>
A9. Provide appropriate social-emotional and community-oriented services and supports for students.	
<p>Lucy Craft Laney Comprehensive High School's mascot is the wildcat. In an effort to improve the school's culture and pride, members of the leadership team chose Wildcats Will Win (W<sup>3</sup>) as the name for the social emotional and community-oriented services and support initiative. The Wildcats Will Win (W<sup>3</sup>) support group <b>will mirror the concepts of the Teachers-As-Advisor Program (TAAP) developed by the Georgia Department of Education.</b> 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: Career Management: Awareness, Exploration, and Planning; Academic Achievement, Educational Attainment and Lifelong Learning: Academic Development; and, Life Skills: Personal and Social Development.</p>	<p><b>TIMELINE</b> August 2010-June 2011 August 2011-June 2012 August 2012-June 2013 <b>Based on program effectiveness</b></p> <p><b>SUSTAINABILITY:</b> The school's schedule will continue to include advisee/ advisor periods for increased student interactions with guidance counselors, administrators, teachers-as-advisors, and the intervention specialist. A team may develop units similar to those in CollegeEd to continue to</p>

**At Lucy Craft Laney Comprehensive High School, all teachers will implement the curriculum focus for W<sup>3</sup> will be College Board's, which is CollegeEd curriculum.** The materials were created by teachers and counselors. The program's instructional units introduce college and career planning concepts while developing essential skills that help students consider, apply to and succeed in college. The revised CollegeEd includes self- and interest-based exploration lessons and online video content developed by RoadtripNation.org, an educational organization dedicated to empowering students to define their own road in life.

The curriculum for each grade focuses on the following:

Grade 9 Setting Goals and Making Plans (It's Up To Me!)  
Grade 10 Preparing and Challenging Yourself (I'm On My Way)

Grade 11 Taking Ownership (It's My Choice)  
Grade 12 Staying Focused and Finishing Strong (My Next Steps)

The program will be evaluated for effectiveness using the following criteria:

- The **number of students absent 15+ days in year one** should be no more than 25% of total enrollment; in **year two**, 15% of total enrollment; and in **year three** less than 15% of total enrollment
- The **graduation rate** should increase by at least **5% in year one, 5% in year two, and 10% in year three.**
- The Mathematics Georgia High School Graduation Test scores in **year one** should **increase by 5%** increase from 2009-2010; in **year two** at least **5% from 2010-2011**; and in **year three, absolute bar or at least a 10% increase from 2011-2012.**
- The English Language Arts Georgia High School Graduation Test scores in **year one** should **increase by 5%** increase from 2009-2010; in **year two** at least **5% from 2010-2011**; and in **year three, absolute bar or at least a 10% increase from 2011-2012.**
- The school's dropout rate should be no more than **5% in**

implement a systematic and strategic program for all students.

<p><b>year one, 5% in year two, and 10% in year three.</b></p>	
<p>All students in grades 9-12 will be assigned a homeroom advisor/teacher. Selected teachers will be assigned students and become advisor to the homeroom students that they are assigned ideally until they graduate. This cycle will develop strong advisor/advisee relationships and consistency. The entire student body will be part of the Teacher –As-Advisor Program. Homeroom advisors will meet with their students (on advisor/advisee day) to provide all students with the CollegeEd curriculum that will enhance students' social and emotional development. Each assistant principal in the school will be assigned a grade level to monitor. The principal and assistant principal will meet with the assigned grade level teachers on a consistent basis for an update on student progress and data such as tardies, attendance, discipline, assessment, behavior, etc.</p>	<p><b>TIMELINE</b>  August 2010-June 2011  August 2011-June 2012  August 2012-June 2013</p> <p><b>SUSTAINABILITY:</b>  The school’s schedule will continue to include advisee/ advisor periods for increased student interactions with guidance counselors, administrators, teachers-as-advisors, and the intervention specialist. A team may develop units similar to those in CollegeEd to continue to implement a systematic and strategic program for all students.</p>
<p>Selected faculty and staff members will be assigned students to monitor/mentor. Community members may also serve as a monitor/mentor. A big brother/sister will be a part of this group. The big brother/sister is a student who will serve as a peer mentor along with the adult mentor. Scheduled group sessions will be held. The mentor(s) will also make informal contact with his/her mentee regarding attendance, tardies, behavior or any concerns the mentee may need assistance. The mentor will also monitor academics to ensure his/her mentee is on track for promotion and making progress toward graduation. This concept will also aid in the social and emotional development of the student. The guidance counselors, intervention specialist, parent facilitator, social worker, assistant principals and the principal will meet regularly to identify targeted students and create a plan for these students.</p>	<p><b>TIMELINE</b>  August 2010-June 2011  August 2011-June 2012  August 2012-June 2013</p> <p><b>SUSTAINABILITY:</b>  The school’s schedule will continue to include advisee/ advisor periods for increased student interactions with guidance counselors, administrators, teachers-as-advisors, and the intervention specialist.</p>
<p>The intervention specialist, counselor, dropout prevention specialist, advisor, the students' mentor(s), assistant principals and principal will meet with targeted students and</p>	<p><b>TIMELINE</b>  August 2010-June 2011  August 2011-June 2012</p>

<p>their parent(s)/guardian(s) to implement the plan for getting students on track through counseling, mentoring and providing resources necessary to meet their needs (Response to Intervention). The dropout prevention specialist, intervention specialist and parent facilitator will continue to be a liaison between the school and the community. They will meet with parent(s)/guardian(s) either in the community or at school to assist them in finding resources to meet their needs in order to provide a healthy and conducive environment at home and at school.</p>	<p>August 2012-June 2013</p> <p><b>SUSTAINABILITY:</b> The school's schedule will continue to include advisee/ advisor periods for increased student interactions with guidance counselors, administrators, teachers-as-advisors, and the intervention specialist.</p>
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**School Improvement Grant 1003(g)  
LEA Application 2010**

**Attachment 2a  
Turnaround Model**

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

## School Improvement Grant 1003(g)

**Turnaround Model**

C. Align additional resources with the interventions.	
<p>The following interventions for Lucy Craft Laney Comprehensive High School will be provided through additional resources:</p> <ul style="list-style-type: none"> <li>• Summer School Academy for Advanced Placement Preparation</li> <li>• Formative Assessment Professional Learning (Dr. Kay Burke)</li> <li>• Summer School Academy for Credit Recovery/PLATO/ Makeup Courses</li> <li>• Supplies and materials for Summer School Academy for Credit Recovery/PLATO/ Makeup Courses</li> <li>• Carnegie Mathematics and Cognitive Tutor Tier 2 Intervention</li> <li>• STAR Reading Diagnostic and AimsWeb Mathematics Diagnostic</li> <li>• Students' transportation for the before school, academy, after school academy, and summer school program</li> </ul>	<p><b>TIMELINE</b></p> <p>August 2010</p> <p>July 2010 and August 2010 (Saturday Professional Learning Academy)</p> <p>June-July 2010</p> <p>June-July 2010 June-July 2011 June-July 2012 June-July 2013</p> <p>August 2010-May 2011 August 2011-May 2012 August 2012-May 2013</p> <p>August 2010-May 2011 August 2011-May 2012 August 2012-May 2013</p> <p>June-July 2010 June-July 2011 June-July 2012 June-July 2013</p>

### School Improvement Grant 1003(g)

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

The Superintendent and Board have made a commitment to provide any necessary policy and procedural changes to support implementation of the School Improvement Grant (SIG) goals.

Not Applicable

## School Improvement Grant 1003(g)

E. Sustain the reform after the funding period ends.

The LEA will build capacity to continue effective and successful reform initiatives after the School Improvement Grant funding ends. 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's strategic plan is developed collaboratively by the system's leadership team and community stakeholders. The plan will define the focus for central office's 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 the following departments:

- Curriculum
- Student Services
  - Guidance Counselors
  - Assessment
  - Psychological Services
- Special Education
- Educational Media & 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."

### **TIMELINE**

Years 1-3

### **SUSTAINABILITY**

Reforms for each program will build capacity to continue initiatives by maintaining effective practices.

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

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

- All school personnel use assessments data to design and adjust instruction to maximize student achievement
- School leadership 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 provide support to enhance the academic achievement, social growth and development, and sense of belonging of all learners

The 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 2a  
Turnaround Model**

LEA Name: Richmond County School System

School Name: Lucy Craft Laney Comprehensive 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: By the end of the **2010-2011** school year, the percent of 1<sup>st</sup> time test takers who meet and exceed the standard will increase by *at least 5%* above the school's performance on the 2009-2010 Georgia High School Graduation Test in Reading/English Language Arts **OR** the Annual Measurable Objectives (AMO).

2011-2012 School Year: By the end of the **2011-2012** school year, the percent of 1<sup>st</sup> time test takers who meet and exceed the standard will increase by *at least 5%* above the school's performance on the 2010-2011 Georgia High School Graduation Test in Reading/English Language Arts **OR** the Annual Measurable Objectives (AMO).

2012-2013 School Year: By the end of the **2012-2013** school year, the percent of 1<sup>st</sup> time test takers who meet and exceed the standard will increase by *at least 10%* above the school's performance on the 2011-2012 Georgia High School Graduation Test in Reading/English Language Arts **OR** the Annual Measurable Objectives (AMO).

**Mathematics**

2010-2011 School Year: By the end of the **2010-2011** school year, the percent of 1<sup>st</sup> time test takers who meet and exceed the standard will increase by *at least 5%* above the school's performance on the 2009-2010 Georgia High School Graduation Test in Mathematics **OR** the Annual Measurable Objectives (AMO).

2011-2012 School Year: By the end of the **2011-2012** school year, the percent of 1<sup>st</sup> time test takers who meet and exceed the standard will increase by *at least 5%* above the school's performance on the 2010-2011 Georgia High School Graduation Test in Mathematics **OR** the Annual Measurable Objectives (AMO).

2012-2013 School Year: By the end of the **2012-2013** school year, the percent of 1<sup>st</sup> time test takers who meet and exceed the standard will increase by *at least 10%* above the school's performance on the 2011-2012 Georgia High School Graduation Test in Mathematics **OR** the Annual Measurable Objectives (AMO).

## School Improvement Grant 1003(g)

<b>Graduation Rate</b>
2010-2011 School Year: By the end of the <b>2010-2011</b> school year, the percent of students who graduate will increase by <i>at least 5%</i> above the school's 2009-2010 graduation rate <b>OR</b> the Annual Measurable Objectives (AMO).
2011-2012 School Year: By the end of the <b>2011-2012</b> school year, the percent of students who graduate will increase by <i>at least 5%</i> above the school's 2010-2011 graduation rate <b>OR</b> the Annual Measurable Objectives (AMO).
2012-2013 School Year: By the end of the <b>2012-2013</b> school year, the percent of students who graduate will increase by <i>at least 10%</i> above the school's 2011-2012 graduation rate <b>OR</b> the Annual Measurable Objectives (AMO).

## School Improvement Grant 1003(g)

**LEA Application 2010**

**Attachment 4**

**Budget Detail**

**LEA Name: Richmond County School System**

**School Served: Lucy Craft Laney Comprehensive High School**

**Intervention Model: Turnaround**

**Tier Level: 1**

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

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

Object Class	Item Description	Costs	
<b>100 Personnel Services</b>	Professional Learning Supplements	\$210,000.00	
	Performance Awards	\$255,800.00	
	School Improvement Grant Coordinator (salary split between 3 schools)	\$37,500.00	
	Technology Support Specialist (salary split between 3 schools)	\$27,000.00	
	Drop-Out Prevention Specialist	\$60,000.00	
		<b>Object Total</b>	
<b>200 Benefits</b>	School Improvement Grant Coordinator (benefits split between 3 schools)	\$13,500.00	
	Technology Support Specialist (benefits split between 3 schools)	\$10,744.00	<b>Object Total</b>
	Drop-Out Prevention Specialist	\$15,000.00	<b>\$ 39,244.00</b>
<b>Professional &amp; Technical</b>	Georgia DOE Leadership Academy	\$24,500.00	
	Scholastic Reading 180 Professional Learning	\$52,783.00	
	Carnegie Mathematics Professional Learning	\$50,000.00	
	Carolyn Chapman –Professional Learning ( Social Studies)	\$15,200.00	
	Anna Treohan-Professional Learning (Science)	\$15,200.00	
	America's Choice Training-6 days PL SBI Environment & Leadership 4-change 3 days w/12	\$42,000.00	
	SAT Workshop (College Board)	\$8,400.00	
	College ED Professional Learning (College Board)	\$4,800.00	
	Initial teacher institute (College Board- Spring Board)	\$11,100.00	
	Side by Side Coaching (College Board- Spring Board)	\$2,500.00	<b>Object Total</b>
	Administrator Workshop (College Board- Spring Board)	\$0.00	<b>\$ 226,483.00</b>

## School Improvement Grant 1003(g)

<b>500 Other</b>	Faculty Retreat -books, lodging, transportation, food	\$35,000.00	<b>Object Total</b>
			<b>\$ 35,000.00</b>
	TI-nspire calculators w/ teacher kit (10 calculators and teacher pack @ \$1,375.79; 9 sets)	\$12,383.00	
	Desktop-computers (7 @ 880) classroom labs	\$6,160.00	
	Netbooks w/cart (5 sets @ \$19,407)	\$97,035.00	
	Reading Intervention (Scholastic Read 180)	\$119,712.00	
	College Ed High School I (Set 25:1 ) 21 @ \$330 plus shipping/handling \$1,218.48	\$5,940.00	
	College Ed High School II (Set 25:1 ) 12 @ \$330	\$3,960.00	
	Student Bundle (two subjects -Math & English 800@ 27.90 w/ 10% shipping)	\$16,110.00	<b>Object Total</b>
Elmo-Document cameras (13 @ \$484)	\$6,292.00	<b>\$ 267,592.00</b>	
<b>700 Property (Capitalized Equipment)</b>			
			<b>Object Total</b>
			<b>\$ 0.00</b>
<b>800 Other Objects</b>			
			<b>Object Total</b>
			<b>\$ 0.00</b>
<b>900 Other Uses</b>			
			<b>Object Total</b>
			<b>\$ 0.00</b>
<b>School Total</b>			<b><u>\$1,158,619.00</u></b>

## School Improvement Grant 1003(g)

### LEA Application 2010

### BUDGET RATIONALE

LEA Name: Richmond County School System

School Served: Lucy Craft Laney Comprehensive High School

Intervention Model: Turnaround

Tier Level: 1

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

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

#### 100 Personnel Services (Salaries)

**Total \$590,300.00**

#### Stipends and Performance Awards

All **staff** who meets the Turnaround Competencies and agrees to the terms for working in a turnaround school will receive Professional Learning Stipends upon completing summer professional learning workshops and Saturday Academy at \$200 per day.

All **content-area teachers** have the opportunity to earn performance awards of \$500.00 for each course based on the performance targets established for the End-of-Course-Tests and the AP Exams.

All **faculty and staff members** have the opportunity to earn performance awards based on the performance targets established for student attendance, graduation rate, and dropout rate. Each **certified staff member** will receive an **\$800.00** performance award for each target goal met. Each **classified instructional staff member** will receive a **\$400.00** performance award for each target goal met. Each **classified non-instructional staff member** will receive a **\$200.00** performance award for each target goal met.

All **faculty and staff members** have the opportunity to earn performance awards based on the performance targets established for the Georgia High School Graduation Test in both Mathematics and English Language Arts (AYP Indicators or indicators impacting AYP). Each **certified Mathematics and Science teacher, Mathematics instructional coach and assigned administrator** will receive an **\$800.00** performance award for each target goal met in GHSMT Mathematics. Each **certified ELA and Social Studies teacher, ELA instructional coach and assigned administrator** will receive an **\$800.00** performance award for each target goal met on GHSMT ELA. All other **certified staff members** will receive **\$400.00** for each target goal met in each of the two areas. Each **classified instructional staff member** will receive a **\$200.00** performance award for each target goal met in each of the two areas. Each **classified non-instructional staff member** will receive a **\$100.00** performance award for each target goal met in the two areas.

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

### Personnel

Hire a Dropout Prevention Specialist, School Improvement Grant Coordinator, and a Technology Support Person. The Technology Support Person and School Improvement Grant Coordinator will be shared among the three Tier 1 schools.

### **200 Benefits**

**Total \$ 39,244.00**

Benefits will be provided for the Dropout Prevention Specialist, School Improvement Grant Coordinator, and a Technology Support Person. The Technology Support Person and School Improvement Grant Coordinator will be shared among the three Tier 1 schools.

### **300 Purchased Professional Technical Services**

**Total \$226,483.00**

Funding from the grant will be used to provide professional learning such as America's Choice, College Board (SpringBoard), College Board (CollegeEd), Scholastic Read 180 (Reading Intervention), Cognitive Tutor (Mathematics Intervention), Carnegie Mathematics instructional support, Georgia DOE Summer Leadership Academy, and a faculty retreat facilitator.

### **500 Other Purchased Services**

**Total \$35,000.00**

The school will have a faculty retreat to enhance the school's culture and for team-building. The allocated amount includes travel and materials for the faculty and staff.

### **600 Supplies**

**Total \$267,592.00**

Funding from the grant will be used to purchase College Board materials and resources to support the turnaround model for Lucy Craft Laney Comprehensive High School. Funding from the grant will be used to purchase technology, such as promethean boards, and software, to support workstations, whole group and small group instruction in every standard based classroom. Materials and supplies for students include novels and DVDs, struggling reader's nooks, and other resources.

## School Improvement Grant 1003(g)

**LEA Application 2010**

**Attachment 4**

**Budget Detail**

**LEA Name: Richmond County School System**

**School Served: Lucy Craft Laney Comprehensive High School**

**Intervention Model: Turnaround**

**Tier Level: 1**

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

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

Object Class	Item Description	Costs		
<b>100 Personnel Services</b>	Professional Learning Stipends	\$193,800.00		
	Performance Awards	\$255,800.00		
	School Improvement Grant Coordinator (salary split between three schools)	\$37,500.00		
	Technology Support Specialist (salary split between 3 schools)	\$27,000.00		
	Drop-Out Prevention Specialist	\$60,000.00		
	Summer Academy Teachers	\$16,920.00	<b>Object Total</b>	<b>\$ 591,020.00</b>
<b>200 Benefits</b>	School Improvement Grant Coordinator (benefits split between three schools)	\$13,500.00		
	Technology Support Specialist (benefits split between 3 schools)	\$10,744.00		
	Drop-Out Prevention Specialist	\$15,000.00	<b>Object Total</b>	<b>\$ 39,244.00</b>
<b>Professional &amp; Technical</b>	Scholastic Read 180 Professional Learning	\$24,590.00		
	TI Math Forward Training 9 @ \$5000 (Math Intervention)	\$45,000.00		
	Carnegie Mathematics Professional Learning	\$50,000.00		
	Side by Side Coaching (College Board- Spring Board)	\$2,500.00	<b>Object Total</b>	
	America's Choice Training 4 days PL SBI Environment & Leadership 4-change 3 days w/12	\$42,000.00	<b>Object Total</b>	<b>\$ 164,090.00</b>
<b>500 Other Purchased Services</b>	Faculty Retreat- books, lodging, transportation, food	\$8,035.00		
			<b>Object Total</b>	
			<b>Object Total</b>	<b>\$ 8,035.00</b>
<b>600 Supplies</b>	College Ed High School I (Set 25:1 ) 21 @ \$330 plus shipping/handling \$1218.48	\$5,940.00		
	College Ed High School II (Set 25:1 ) 18 @ \$330	\$3,960.00	<b>Object Total</b>	
	Student Bundle (two subjects -Math & English 800@ 27.90 w/ 10% shipping)	\$16,110.00	<b>Object Total</b>	<b>\$ 26,010.00</b>
<b>700 Property (Capitalized Equipment)</b>				
			<b>Object Total</b>	
			<b>Object Total</b>	<b>\$ 0.00</b>

## School Improvement Grant 1003(g)

<b>800</b>	<b>Other Objects</b>			
				<b>Object Total</b>
			<b>\$</b>	<b>0.00</b>
<b>900</b>	<b>Other Uses</b>			
				<b>Object Total</b>
			<b>\$</b>	<b>0.00</b>
<b>School Total</b>				<b><u>\$ 828,399.00</u></b>

# School Improvement Grant 1003(g)

## LEA Application 2010

## BUDGET RATIONALE

LEA Name: Richmond County School System

School Served: Lucy Craft Laney Comprehensive High School

Intervention Model: Turnaround

Tier Level: 1

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

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

### 100 Personnel Services (Salaries)

**Total \$591,020.00**

#### Stipends and Performance Awards

All **staff** who meets the Turnaround Competencies and agrees to the terms for working in a turnaround school will receive a Professional Learning supplement upon completing **summer professional learning workshops** and **Saturday Professional Learning Academy at \$200 per day**. In year one, the leadership team will attend leadership training provided by the state, for which they will receive a supplement. In year 2, leadership training is not budgeted for. In year 3, the entire staff will be provided College Board Pre-AP Strategies professional learning in the summer, which will increase the budget for supplements in year 3.

All **content-area teachers** have the opportunity to earn performance awards of \$500.00 for each course based on the performance targets established for the End-of-Course-Tests and the AP Exams.

All **faculty and staff members** have the opportunity to earn performance awards based on the performance targets established for student attendance, graduation rate, and dropout rate. Each **certified staff member** will receive an **\$800.00** performance award for each target goal met. Each **classified instructional staff member** will receive a **\$400.00** performance award for each target goal met. Each **classified non-instructional staff member** will receive a **\$200.00** performance award for each target goal met.

All **faculty and staff members** have the opportunity to earn performance awards based on the performance targets established for the Georgia High School Graduation Test in both Mathematics and English Language Arts (AYP Indicators or indicators impacting AYP). Each **certified Mathematics and Science teacher, Mathematics instructional coach and assigned administrator** will receive an **\$800.00** performance award for each target goal met in GHSGT Mathematics. Each **certified ELA and Social Studies teacher, ELA instructional coach and assigned administrator** will receive an **\$800.00** performance award for each target goal met on GHSGT ELA. All other **certified staff members** will receive **\$400.00** for each target goal met in each of the two areas. Each **classified instructional staff member** will receive a **\$200.00** performance award for each target goal met in each of the two areas. Each **classified non-**

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

**instructional staff member** will receive a **\$100.00** performance award for each target goal met in the two areas.

### Personnel

Hire a Dropout Prevention Specialist, School Improvement Grant Coordinator, and a Technology Support Specialist. The Technology Support Specialist and School Improvement Grant Coordinator will be shared among the three Tier 1 schools.

### **200 Benefits**

**Total \$ 39,244.00**

Benefits will be provided for the Dropout Prevention Specialist, School Improvement Grant Coordinator, and a Technology Support Specialist. The Technology Support Specialist and School Improvement Grant Coordinator will be shared among the three Tier 1 schools. Benefits will be provided for the professional learning supplements in year one only. Each subsequent year, the benefits will be included in the professional learning supplements.

### **300 Purchased Professional Technical Services**

**Total \$164,090.00**

Funding from the grant will be used to provide professional learning such as America's Choice, College Board (SpringBoard), College Board (CollegeEd), Scholastic Read 180 (Reading Intervention), Cognitive Tutor (Mathematics Intervention), Carnegie Mathematics instructional support, faculty retreat facilitator.

### **500 Other Purchased Services**

**Total \$8,035.00**

The school will have a faculty retreat to enhance the school's culture and for team-building. The allocated amount includes travel and materials for the faculty.

### **600 Supplies**

**Total \$26,010.00**

Funding from the grant will be used to purchase College Board materials and resources to support Lucy Craft Laney Comprehensive High School. Funding from the grant will be used to purchase technology, such as desktop computers and software, to support workstations, whole group and small group instruction in every standard based class room. Materials and supplies will be purchased for students such as novels and DVDs, struggling reader's nooks, and other resources.

## School Improvement Grant 1003(g)

**LEA Application 2010**

**Attachment 4**

**Budget Detail**

**LEA Name: Richmond County School System**

**School Served: Lucy Craft Laney Comprehensive High School**

**Intervention Model: Turnaround**

**Tier Level: 1**

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

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

Object Class		Item Description	Costs	
100	Personnel Services	Professional Learning Stipends	\$231,800.00	
		Performance Awards	\$255,800.00	
	(Salaries)	School Improvement Grant Coordinator (salary split between 3 schools)	\$37,500.00	
		Technology Support Specialist (salary split between 3 schools)	\$27,000.00	
		Drop-Out Prevention Specialist	\$60,000.00	
		Summer Academy Teachers	\$16,920.00	
			<b>Object Total</b>	<b>\$ 629,020.00</b>
200	Benefits	Technology Support Specialist (benefits split between 3 schools)	\$10,744.00	
		School Improvement Grant Coordinator (benefits split between 3 schools)	\$13,500.00	
		Drop-Out Prevention Specialist	\$15,000.00	<b>\$ 39,244.00</b>
300	Purchased Professional & Technical Services	Carnegie Mathematics Professional Learning	\$50,000.00	
		Pre-AP Vertical Training Professional Learning (College Board)	\$30,689.00	
600	Supplies	College Ed High School I (Set 25:1 ) 21 @ \$330 plus shipping/handling \$1218.48	\$5,940.00	
		College Ed High School II (Set 25:1 ) 18 @ \$330	\$3,960.00	
		Student Bundle (two subjects -Math & English 800@ 27.90 w/ 10% shipping)	\$14,320.00	<b>\$ 24,220.00</b>



## School Improvement Grant 1003(g)

### LEA Application 2010

### BUDGET RATIONALE

LEA Name: Richmond County School System

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School Served: Lucy Craft Laney Comprehensive High School

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Intervention Model: Turnaround

Tier Level: 1

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

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**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.

#### 100 Personnel Services (Salaries)

**Total \$629,020.00**

#### Stipends and Performance Awards

All **staff** who meets the Turnaround Competencies and agrees to the terms for working in a turnaround school will receive Professional Learning Stipends upon completing **summer professional learning workshops** and **Saturday Academy at \$200 per day**.

All **content-area teachers** have the opportunity to earn **performance awards of \$500.00** for each course based on the performance targets established for the **End-of-Course-Tests and the Advanced Placement Exams**.

All **faculty and staff members** have the opportunity to earn performance awards based on the performance targets established for student attendance, graduation rate, and dropout rate. Each **certified staff member** will receive an **\$800.00** performance award for each target goal met. Each **classified instructional staff member** will receive a **\$400.00** performance award for each target goal met. Each **classified non-instructional staff member** will receive a **\$200.00** performance award for each target goal met.

All **faculty and staff members** have the opportunity to earn performance awards based on the performance targets established for the Georgia High School Graduation Test in both Mathematics and English Language Arts (AYP Indicators or indicators impacting AYP). Each **certified Mathematics and Science teacher, Mathematics instructional coach and assigned administrator** will receive an **\$800.00** performance award for each target goal met in GHS GT Mathematics. Each **certified ELA and Social Studies teacher, ELA instructional coach and assigned administrator** will receive an **\$800.00** performance award for each target goal met on GHS GT ELA. All other **certified staff members** will receive **\$400.00** for each target goal met in each of the two areas. Each **classified instructional staff member** will receive a **\$200.00** performance award for each target goal met in each of the two areas. Each **classified non-**

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

**instructional staff member** will receive a **\$100.00** performance award for each target goal met in the two areas.

### Personnel

Hire a Dropout Prevention Specialist, School Improvement Grant Coordinator, and a Technology Support Person. The Technology Support Person and School Improvement Grant Coordinator will be shared among the three Tier 1 schools.

### **200 Benefits**

**Total \$ 39,244.00**

Benefits will be provided for the Dropout Prevention Specialist, School Improvement Grant Coordinator, and a Technology Support Person. The Technology Support Person and School Improvement Grant Coordinator will be shared among the three Tier 1 schools.

### **300 Purchased Professional Technical Services**

**Total \$80,689.00**

Funding from the grant will be used to provide professional learning such as America's Choice, College Board (SpringBoard), College Board (CollegeEd), Scholastic Read 180 (Reading Intervention), Cognitive Tutor Mathematics Intervention, Carnegie Mathematics instructional support, Georgia DOE Leadership Academy and a faculty retreat facilitator.

### **600 Supplies**

**Total \$24,220.00**

Funding from the grant will be used to purchase College Board materials and resources to support the turnaround at Lucy Craft Laney Comprehensive High School. Funding from the grant will be used to purchase technology, such as desktop computers and software, to support workstations, whole group and small group instruction in every standard based classroom. Materials and supplies for students, novels and DVDs, struggling reader's nooks, and other resources will be purchased through the grant to support the turnaround.

**School Improvement Grant 1003(g)**  
**Lucy Craft Laney Comprehensive School**  
**Appendices**

Proposed 2010-2011 Master Schedule for ELA and Mathematics.....Appendix 1  
(with Math & ELA Intervention Classes)

Schedules for Learning Academies and Daily Schedule .....Appendix 2

Certified Contract Addendum .....Appendix 3

Professional Learning 3-Year Calendar .....Appendix 4

Budget Alignment Grant..... Appendix 5

Professional Learning Stipends Chart..... Appendix 6

Faculty and Staff Performance Awards .....Appendix 7

Certified Staff Survey Responses .....Appendix 8

Communication of the Grant to Stakeholders .....Appendix 9

# School Improvement Grant 1003(g)

## Mathematics Proposed 2010-2011 Master Schedule

### Appendix 1

Teacher	0 Period	1 <sup>st</sup> Period	2nd Period	3rd Period	4th Period	5th Period	6th Period	7th Period
1	Accelerated Math I	Accelerated Math I	Plan	Math I with Support		Plan	Accelerated Math I	Accelerated Math I
2	Math I with Support		Plan	Math III with Support		Plan	Math I with Support	
3	Plan	Math I with Support		Math I with Support		Plan	Math I with Support	
4	Accelerated Math III	Seminar 11 <sup>th</sup>	Accelerated Math III	Seminar 11 <sup>th</sup>	AP Calculus	Plan	Plan	Tech III
5	Plan	Math III with Support		Math II with Support		Plan	Math III with Support	
6	Math III with Support		Advanced Placement Statistics	Plan	Advanced Placement Statistics	Plan	Math III with Support	
7	Advanced Math Design	Plan	Math II with Math Support		Analysis	Plan	Math II with Support	
8	Plan	Math II with Support		Math II with Support		Plan	Math II with Support	
9	Plan	Study Skills (Math)	Seminar	Algebra III	Accelerated Math II	Plan	Algebra III	Algebra III

## School Improvement Grant 1003(g)

### English/Language Arts Proposed 2010-2011 Master Schedule

Teachers	0 Period	1 <sup>st</sup> Period	2nd Period	3rd Period	4th Period	5th Period	6th Period	7th Period
1	11th Am Lit/Comp	11th Am Lit/Comp	11th Am Lit/Comp	11th Am Lit/Comp	AP English Language	AP English Language	AP Plan	Plan
2	10th Lit/Comp	Study Skills ELA	10th Lit/Comp	Seminar 9 <sup>th</sup>	10th Lit/Comp	Seminar 9 <sup>th</sup>	10th Lit/Comp	Plan
3	Plan	10th Lit/Comp	11th Am Lit/Comp Honors	10th Lit/Comp	11th Am Lit/Comp	10th Lit/Comp	11th Am Lit/Comp	Plan
4	12th Lit/Comp	Plan	12th Lit/Comp	9th Lit/Comp	9th Lit/Comp	9th Lit/Comp	9th Lit/Comp	Plan
5	9th Lit/Comp	9th Lit/Comp	9th Lit/Comp	Plan	12th Lit/Comp	12th Lit/Comp	12th Lit/Comp	Plan
6	Latin	AP English Literature	Plan	Seminar 12 <sup>th</sup>	Latin	AP English Literature	Latin	Plan
7	Plan	Read 180 Reading Intervention		Read 180 Reading Intervention		Plan	Read 180 Reading Intervention	
8	Plan	Read 180 Reading Intervention		Read 180 Reading Intervention		Read 180 Reading Intervention		Plan
9	Plan	Read 180 Reading Intervention		Plan	Read 180 Reading Intervention		Read 180 Reading Intervention	

## School Improvement Grant 1003(g)

### Appendix 2

#### Lucy Craft Laney Comprehensive High School Extended Learning Programs Proposed Schedule

<u>Academy</u>	<u>Day(s)</u>	<u>Time</u>	<u>Instructional Opportunities</u>
Before School	Monday – Friday	6:55 a.m.-7:25 a.m.	PLATO/Credit Recovery
After School	Monday-Thursday	3:15p.m.-5:15 p.m.	Tutoring High Stakes Assessment
Review			PLATO/Credit Recovery
Saturday School	Selected Saturdays	8:00a.m.-12:00p.m.	GHSGTs Review Math Intervention ELA Intervention PLATO/Credit Recovery SAT Prep ACT Prep Grade/Attendance Recovery
Summer School	Monday-Thursday	7:25a.m. - 3:15p.m.	Math Intervention ELA Intervention Incoming 9 <sup>th</sup> Grade Academy
Extended School Day			

<b>Period</b>	<b>Scheduled Time</b>
Zero Period	7:25-8:15
First Period	8:20-9:10
Second Period	9:15-10:05
Third Period	10:10-11:00
Fourth Period	11:05-12:30 11:00-11:30 ( <i>1st Lunch</i> ) 11:30-12:00 ( <i>2nd Lunch</i> ) 12:00-12:30 ( <i>3rd Lunch</i> )
Fifth Period	12:35-1:25
Sixth Period	1:30-2:20
Seventh Period	2:25-3:15

# School Improvement Grant 1003(g)

## Appendix 3

### Lucy Craft Laney Comprehensive High School Addendum to State of Georgia County Board of Education of Richmond County Georgia Contract of Employment for Certified Staff

***In addition to the scope of work outlined in the State of Georgia County Board of Education of Richmond County Georgia Contract of Employment, the principal will require all faculty to sign a contract addendum, specific to Lucy Craft Laney Comprehensive High School, outlining additional duties and responsibilities above and beyond the scope of work in the contract of employment with the Richmond County Board of Education. These duties and responsibilities include but are not limited to the following:***

1. Conduct regular advisor/advisee sessions using the College Board CollegeEd curriculum.
2. Monitor advisee block of instruction and students' academic, behavioral and attendance status on a weekly basis.
3. Maintain the advisee's academic tracking portfolio.
4. Make home visits or facilitate conferences with advisees' families as needed and as determined by the principal. The advisor will collaborate with the guidance counselors, the dropout intervention specialist, the intervention specialist, and administrators to determine the needs of students based on data (i.e., grades, school attendance, attendance in intervention programs, benchmark data, discipline data, etc.).
5. Conduct quarterly conferences with parents/guardians of advisees as needed based on nine-week grades, other assessment data, behavior, etc.
  - a. Academic and behavioral successes.
  - b. Grade averages below 75.
  - c. Three or more absences and/or tardies to class.
6. Participate in summer professional learning, daily professional learning blocks (collaborative planning) and Saturday Academy for teachers.
7. Maintain departmental and teacher website.
8. Provide weekly updates of course information on i-Parent.
9. Provide before/after school and Saturday school tutoring sessions for students as needed.
10. Attend a designated number of games and other school-related activities in support of students and school.
11. Sponsor at least one extra-curricular activity or athletic coach and serve on at least one school committee.
12. Maintain data walls in your classroom and other components of Standards-Based Instruction.
13. Participate in Lucy Craft Laney Comprehensive High School's retreat(s) for all faculty and staff.

I, \_\_\_\_\_ understand this contract addendum as written and do accept the terms and conditions of the contract.

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Book keeper Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## School Improvement Grant 1003(g)

### Appendix 4

### Lucy Craft Laney 3-Year Professional Learning Plan

	<b>Faculty Retreat</b>	<b>College Board Spring Board</b>	<b>College Board College Ed</b>	<b>Calloway Gardens</b>	<b>Scholastic Read 180 Reading Intervention</b>	<b>America's Choice</b>	<b>Carnegie Mathematics</b>	<b>CLASS Keys</b>	<b>Saturday Academy</b>	<b>Technology</b>
<b>Summer 2010</b>	All Faculty	English Language Arts Teachers, Mathematics Teachers, Coaches, Asst Principals, Principal	All Faculty	Leadership Team	English Language Arts Teachers, Reading, Coaches, SPED	Leadership Team	Mathematics Teachers, Coaches, Asst Principals, Principal	All Faculty	All Faculty and Staff	
<b>2010-2011 School Year</b>			All Faculty		English Language Arts Teachers, Reading, Coaches, SPED	Leadership Team	Mathematics Teachers, Coaches, Asst Principals, Principal	All Faculty	All Faculty and Staff (August) All Faculty (Sept., Oct., Jan., Feb., April)	Selected Faculty
<b>Summer 2011</b>	All Faculty	English Language Arts Teachers, Mathematics Teachers, Coaches, Asst Principals, Principal			English Language Arts Teachers, Reading, Coaches, SPED	Leadership Team	Mathematics Teachers, Coaches, Asst Principals, Principal	All Faculty	All Faculty and Staff	
<b>2011-2012 School Year</b>					English Language Arts Teachers, Reading, Coaches, SPED	Leadership Team	Mathematics Teachers, Coaches, Asst Principals, Principal	All Faculty	All Faculty and Staff (August) All Faculty (Sept., Oct., Jan., Feb., April)	
<b>Summer 2012</b>	All Faculty	English Language Arts Teachers, Mathematics Teachers, Coaches, Asst Principals, Principal			English Language Arts Teachers, Reading, Coaches, SPED	Leadership Team	Mathematics Teachers, Coaches, Asst Principals, Principal	All Faculty	All Faculty and Staff	
<b>2012-2013 School Year</b>					English Language Arts Teachers, Reading, Coaches, SPED	Leadership Team	Mathematics Teachers, Coaches, Asst Principals, Principal	All Faculty	All Faculty and Staff (August) All Faculty (Sept., Oct., Jan., Feb., April)	

## School Improvement Grant 1003(g)

### Lucy Craft Laney Comprehensive High School Budget Alignment with Actions, Strategies, and Interventions

### Appendix 5

Object Code	Section of Grant	Description	Year One	Year Two	Year Three
100	A1	Additional Personnel to support Turnaround Model	\$ 124,500.00	\$ 124,500.00	\$ 124,500.00
200	A1	Benefits	\$ 39,244.00	\$ 39,244.00	\$ 39,244.00
100	A3	Professional Learning Supplements	\$ 210,000.00	\$ 193,800.00	\$ 231,800.00
100	A3	Performance Awards	\$ 255,800.00	\$ 255,800.00	\$ 255,800.00
500	A4	Faculty Retreat Activity to support Turnaround model to improve school culture (food, lodging, transportation)	\$ 35,000.00	\$ 8,035.00	\$ 0.00
300	A4	Georgia Department of Education's Summer 2010 Leadership Academy (Calloway Gardens) Professional Learning	\$ 24,500.00	\$ 0.00	\$ 0.00
300	A4	America's Choice Professional Learning for the Leadership Team to support Standards Based Instruction	\$ 42,000.00	\$ 42,000.00	\$ 0.00
300	A4	Carnegie Mathematics Professional Learning to support Mathematics instruction (enhancing teaching skills and introducing new teaching strategies)	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00
300	A4	Math Forward Texas Instruments (Texas Instrument-Navigator technology and TI-Nspire graphing calculators) Professional Learning to support Mathematics instruction, assessment, and curriculum for all Mathematics teachers, Instructional Coaches, School Psychologist, and Administration	\$ 0.00	\$ 45,000.00	\$ 0.00
300	A4	Scholastic Read 180 Reading Intervention Professional Learning for all Reading teachers, Instructional Coaches, and Administration with classroom support in all three years	\$ 52,783.00	\$ 24,590.00	\$ 0.00
300	A4	SpringBoard College Board ELA and Mathematics Professional Learning to increase the rigor in grade level content instruction of the Georgia Performance Standards in ELA and Mathematics; Side by Side Coaching for Instructional Coaches and Administrators; Administrators' Workshop for Instructional Coaches and Administrators (free); Cognitive Coaching for Instructional Coaches and Administrators; Advanced Administrators' Workshop for Instructional Coaches and Administrators; Customized Workshops for Instructional Coaches and Administrators; Quarterly Reviews; Bi-annual Reviews; Local Endorsement	\$ 13,600.00	\$ 2,500.00	\$ 0.00

### School Improvement Grant 1003(g)

<b>Object Code</b>	<b>Section of Grant</b>	<b>Description</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>
300	A4	CollegeEd Curriculum professional learning to support social and emotional development for students	\$ 4,800.00	\$ 0.00	\$ 0.00
300	A3	Social Studies and Science Content Professional Learning with Carolyn Chapman and Anna Treohan to support instruction, rigor, and Georgia Performance Standards	\$ 30,400.00	\$ 0.00	\$ 0.00
300	A4	College Board Pre-Advanced Placement Strategies for all content area teachers, SPED teachers, and CTAE teachers (entire faculty, paraprofessionals, ROTC) to increase the rigor in instruction and Depth of Knowledge that is necessary to teach the Georgia Performance Standards	\$ 0.00	\$ 0.00	\$ 30,689.00
600	A6	Materials and supplies to support student engagement and problem solving in mathematics classroom (i.e., graphing calculators, etc.)	\$ 12,383.00	\$ 0.00	\$ 0.00
600	A6	Read 180 Student and Teacher Materials	\$ 119,712.00	\$ 0.00	\$ 0.00
600	A6	Desktop Computers to support classroom labs for interventions in Mathematics and Reading	\$ 6,160.00	\$ 0.00	\$ 0.00
600	A6	Materials to support student engagement in classrooms (i.e., document cameras)	\$ 6,292.00	\$ 0.00	\$ 0.00
600	A6	Netbooks w/cart to support instruction (e.g., research, writing, etc.) in Mathematics and English Language Arts classes	\$ 97,035.00	\$ 0.00	\$ 0.00
600	A9	College Board SpringBoard teacher and student materials to Georgia Performance Standards instruction in ELA and Mathematics	\$ 16,110.00	\$ 16,110.00	\$ 14,320.00
600	A9	College Ed materials to support social-emotional and community-oriented services and support for students	\$ 9,900.00	\$ 9,900.00	\$ 9,900.00
600	A8	Summer Academy Teachers	\$ 0.00	\$ 16,920.00	\$ 16,920.00
<b>TOTALS</b>			<b>\$ 1,158,619.00</b>	<b>\$ 828,399.00</b>	<b>\$ 773,173.00</b>

### School Improvement Grant 1003(g)

<b>2010-2011 Summer and Saturday Professional Learning Activities (Year 1)</b>	<b>Audience</b>	<b>Dates</b>	<b>Number of Participants</b>	<b>Amount Per Participant</b>	<b>Total Stipend Amount</b>
Faculty Retreat	Faculty & Staff	July 29 & July 30, 2010	89	\$ 400.00	\$ 35,600.00
SpringBoard Professional Learning	ELA and Math Teachers and Administrators	July 12-July 16, 2010	20	\$ 1,000.00	\$ 20,000.00
Callaway Gardens Leadership Academy	Selected Faculty, Coaches, Assistant Principals & Principal	July 19-July 23, 2010	12	\$ 1,000.00	\$ 12,000.00
Read 180 Reading Intervention	ELA Teachers, Coaches, one Assistant Principal	July 23-July 26, 27, 2010	12	\$ 600.00	\$ 7,200.00
America's Choice Leadership Team Professional Learning	Leadership Team Members (minus Principal, and one AP)	July 6-8, 2010	5	\$ 600.00	\$ 3,000.00
Carnegie Mathematics Professional Learning	Math Teachers	July 26-28, 2010	10	\$ 600.00	\$ 6,000.00
Carnegie Leadership Team Strategic Planning	Leadership Team Members (minus Principal, and one AP)	July 28, 2010	1	\$ 200.00	\$ 200.00
Saturday Professional Learning Academy for faculty and staff	Faculty (minus non instructional classified)	July'10	75	\$ 200.00	\$ 15,000.00
Saturday Professional Learning Academy for faculty and staff	Faculty & Staff	August'10	90	\$ 200.00	\$ 18,000.00
Saturday Professional Learning Academy for faculty and staff	Faculty (minus non instructional classified)	August'10	75	\$ 200.00	\$ 15,000.00
Saturday Professional Learning Academy for faculty and staff	Faculty (minus non instructional classified)	September'10	75	\$ 200.00	\$ 15,000.00

### School Improvement Grant 1003(g)

Saturday Professional Learning Academy for faculty and staff	Faculty (minus non instructional classified)	October'10	75	\$ 200.00	\$ 15,000.00
Saturday Professional Learning Academy for faculty and staff	Faculty (minus non instructional classified)	January'11	90	\$ 200.00	\$ 18,000.00
Saturday Professional Learning Academy for faculty and staff	Faculty (minus non instructional classified)	February'11	75	\$ 200.00	\$ 15,000.00
Saturday Professional Learning Academy for faculty and staff	Faculty (minus non instructional classified)	April'11	75	\$ 200.00	\$ 15,000.00
<b>TOTAL</b>					<b>\$ 210,000.00</b>

2011-2012 Summer and Saturday Professional Learning Activities (Year 2)	Audience	Dates	Number of Participants	Amount Per Participant	Total Stipend Amount
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### School Improvement Grant 1003(g)

Faculty Retreat	Faculty & Staff	2 days	89	\$ 400.00	\$ 35,600.00
SpringBoard Professional Learning Advanced Teacher Workshop	ELA and Math Teachers	2 days	20	\$ 400.00	\$ 8,000.00
SpringBoard Professional Learning Scoring with Rubrics	ELA and Math Teachers	2 days	20	\$ 400.00	\$ 8,000.00
Read 180 Reading Intervention	ELA Teachers, Coaches, one Assistant Principal	3 days	12	\$ 600.00	\$ 7,200.00
America's Choice Leadership Team Professional Learning	Leadership Team Members (minus Principal, and one AP)	2 days	5	\$ 400.00	\$ 2,000.00
Carnegie Leadership Team Strategic Planning	Leadership Team Members (minus Principal, and one AP)	1 day	5	\$ 200.00	\$ 1,000.00
Carnegie Mathematics Professional Learning	Math Teachers	3 days	10	\$ 600.00	\$ 6,000.00
Saturday Professional Learning Academy for faculty and staff	Faculty (minus non instructional classified)	July'10	75	\$ 200.00	\$ 15,000.00
Saturday Professional Learning Academy for faculty and staff	Faculty & Staff	August'10	90	\$ 200.00	\$ 18,000.00
Saturday Professional Learning Academy for faculty and staff	Faculty (minus non instructional classified)	August'10	75	\$ 200.00	\$ 15,000.00
Saturday Professional Learning Academy for faculty and staff	Faculty (minus non instructional classified)	September'10	75	\$ 200.00	\$ 15,000.00
Saturday Professional Learning Academy for faculty and staff	Faculty (minus non instructional classified)	October'10	75	\$ 200.00	\$ 15,000.00

### School Improvement Grant 1003(g)

Saturday Professional Learning Academy for faculty and staff	Faculty (minus non instructional classified)	January'11	90	\$ 200.00	\$ 18,000.00
Saturday Professional Learning Academy for faculty and staff	Faculty (minus non instructional classified)	February'11	75	\$ 200.00	\$ 15,000.00
Saturday Professional Learning Academy for faculty and staff	Faculty (minus non instructional classified)	April'11	75	\$ 200.00	\$ 15,000.00
<b>TOTAL</b>					<b>\$ 193,800.00</b>

## School Improvement Grant 1003(g)

<b>2012-2013 Summer and Saturday Professional Learning Activities (Year 3)</b>	<b>Audience</b>	<b>Dates</b>	<b>Number of Participants</b>	<b>Amount Per Participant</b>	<b>Total Stipend Amount</b>
Faculty Retreat	Faculty & Staff	2 days	89	\$ 400.00	\$ 35,600.00
SpringBoard Professional Learning Advanced Teacher Workshop	ELA and Math Teachers	2 days	20	\$ 400.00	\$ 8,000.00
SpringBoard Professional Learning Scoring with Rubrics	ELA and Math Teachers	2 days	22	\$ 400.00	\$ 8,800.00
Pre-Advanced Placement Vertical Teams	Faculty & Staff (minus Principal and one AP)	2 days	88	\$ 400.00	\$ 35,200.00
Read 180 Reading Intervention	ELA Teachers, Coaches, one Assistant Principal	3 days	12	\$ 600.00	\$ 7,200.00
America's Choice Leadership Team Professional Learning	Leadership Team Members (minus Principal, and one AP)	2 days	7	\$ 400.00	\$ 2,800.00
Carnegie Mathematics Professional Learning	Math Teachers	3 days	12	\$ 600.00	\$ 7,200.00
Carnegie Leadership Team Strategic Planning	Leadership Team Members (minus Principal, and one AP)	1 day	5	\$ 200.00	\$ 1,000.00
Saturday Professional Learning Academy for faculty and staff	Faculty (minus non instructional classified)	July'10	75	\$ 200.00	\$ 15,000.00
Saturday Professional Learning Academy for faculty and staff	Faculty & Staff	August'10	90	\$ 200.00	\$ 18,000.00
Saturday Professional Learning Academy for faculty and staff	Faculty (minus non instructional classified)	August'10	75	\$ 200.00	\$ 15,000.00
Saturday Professional Learning Academy for faculty and staff	Faculty (minus non instructional classified)	September'10	75	\$ 200.00	\$ 15,000.00

### School Improvement Grant 1003(g)

Saturday Professional Learning Academy for faculty and staff	Faculty (minus non instructional classified)	October'10	75	\$ 200.00	\$ 15,000.00
Saturday Professional Learning Academy for faculty and staff	Faculty (minus non instructional classified)	January'11	90	\$ 200.00	\$ 18,000.00
Saturday Professional Learning Academy for faculty and staff	Faculty (minus non instructional classified)	February'11	75	\$ 200.00	\$ 15,000.00
Saturday Professional Learning Academy for faculty and staff	Faculty (minus non instructional classified)	April'11	75	\$ 200.00	\$ 15,000.00
<b>TOTAL</b>					<b>\$ 231,800.00</b>

## School Improvement Grant 1003(g)

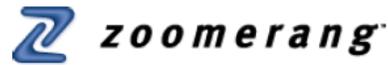
Appendix 7

### Lucy Craft Laney Comprehensive School Faculty and Staff Performance Awards Years 1-3

<b>Performance Targets</b>	<b>Audience</b>	<b>Number of Participants</b>	<b>Amount Per Participant</b>	<b>Total Stipend Amount</b>
<b>End-of-Course Test percentage increase</b>	Core Content Areas	30	\$ 500.00	\$ 15,000.00
<b># of students absent less than 15 days</b>	Certified	60	\$ 800.00	\$ 48,000.00
	Classified Instructional	15	\$ 400.00	\$ 6,000.00
	Classified Non Instructional	15	\$ 200.00	\$ 3,000.00
<b>Graduation Rate</b>	Certified	60	\$ 800.00	\$ 48,000.00
	Classified Instructional	15	\$ 400.00	\$ 6,000.00
	Classified Non Instructional	15	\$ 200.00	\$ 3,000.00
<b>Enhanced Math GHS GT</b>	Certified Math & Science, Coach, Administrator	16	\$ 800.00	\$ 12,800.00
	Certified	44	\$ 400.00	\$ 17,600.00
	Classified Instructional	15	\$ 200.00	\$ 3,000.00
	Classified Non Instructional	15	\$ 100.00	\$ 1,500.00
<b>ELA GHS GT</b>	Certified ELA and Social Studies, Coach, Administrator	16	\$ 800.00	\$ 12,800.00
	Certified	44	\$ 400.00	\$ 17,600.00
	Classified Instructional	15	\$ 200.00	\$ 3,000.00
	Classified Non Instructional	15	\$ 100.00	\$ 1,500.00
<b>Dropout rate</b>	Certified	60	\$ 800.00	\$ 48,000.00
	Classified Instructional	15	\$ 400.00	\$ 6,000.00
	Classified Non Instructional	15	\$ 200.00	\$ 3,000.00
				\$255,800.00

# School Improvement Grant 1003(g)

## Lucy C. Laney HS Certified Staff Survey Results Overview



Date: 3/29/2010 4:35 AM PST  
Responses: Completes  
Filter: No filter applied

**DIRECTIONS:** Carefully consider each of the described actions or conditions. Then select the option that best reflects your opinion regarding its frequency or status. Additional comments or clarification may be added in the comment column or at the end of the survey. Choices for responses will be: No Basis to Judge, Never, Infrequently, Often, Consistently.

### CURRICULUM:

**4.** Our written curriculum documents (e.g., maps and units) are aligned to GPS/QCC and are used to guide instruction. C-1:1

No Basis to Judge		3	7%
Never		0	0%
Infrequently		0	0%
Often		16	36%
Consistently		26	58%

**5.** Our curriculum has been aligned horizontally and vertically in order to support students' mastery of the GPS/QCC standards. C-1.2

No Basis to Judge		2	4%
Never		1	2%
Infrequently		6	13%
Often		17	38%
Consistently		19	42%

**6.** Our curriculum maps and units are designed to ensure all students participate in a curriculum that requires depth of understanding and rigor. C-1.3

No Basis to Judge		4	9%
Never		1	2%
Infrequently		6	14%
Often		15	34%
Consistently		18	41%

# School Improvement Grant 1003(g)

**7.** We meet to collaborate on the design and implementation of the curriculum. C-2.1,C-2.2

No Basis to Judge		2	4%
Never		1	2%
Infrequently		9	20%
Often		18	40%
Consistently		15	33%

**8.** Our teachers have a shared understanding of what students are expected to know, do and understand at all grade levels and in all subject areas. C-2.1, C-2.2

No Basis to Judge		1	2%
Never		1	2%
Infrequently		8	18%
Often		18	41%
Consistently		16	36%

**9.** Our teachers analyze student work collaboratively to build consensus for a common understanding of proficiency and rigor. C-2.2, C-3.2

No Basis to Judge		3	7%
Never		3	7%
Infrequently		13	29%
Often		18	40%
Consistently		8	18%

**10.** Administrators and teacher leaders monitor and evaluate implementation of the curriculum through a consistent and systematic school-wide process. C-3.1

No Basis to Judge		2	4%
Never		1	2%
Infrequently		9	20%
Often		18	40%
Consistently		15	33%

**11.** Performance data and the review of student work are used to revise curriculum implementation and to align resources. C-3.2

No Basis to Judge		6	13%
Never		4	9%
Infrequently		6	13%
Often		19	42%

# School Improvement Grant 1003(g)

Consistently		10	22%
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## INSTRUCTION

**13.** An organizing framework (e.g., Opening/Activating Strategy, Teaching/Student Work Time, Summarizing/Sharing Work) that aligns curriculum, assessment, and instruction is utilized to plan quality teaching and learning. I-1.1

No Basis to Judge		1	2%
Never		0	0%
Infrequently		3	7%
Often		16	36%
Consistently		25	57%

**14.** Teachers plan together to design, monitor, and revise instruction. I-1.2

No Basis to Judge		1	2%
Never		2	4%
Infrequently		12	27%
Often		15	33%
Consistently		15	33%

**15.** Learning goals are aligned with GPS/QCC. I-1.3

No Basis to Judge		0	0%
Never		0	0%
Infrequently		2	4%
Often		20	44%
Consistently		23	51%

**16.** Learning goals are explicitly communicated to our students. I-1.3

No Basis to Judge		0	0%
Never		0	0%
Infrequently		3	7%
Often		17	38%
Consistently		25	56%

**17.** Teachers use a variety of research-based instructional strategies. (e.g., compare/contrast, summarizing, higher-order questioning, advanced organizers) I-2.1

## School Improvement Grant 1003(g)

No Basis to Judge		1	2%
Never		1	2%
Infrequently		4	9%
Often		20	44%
Consistently		19	42%

- 18.** Teachers emphasize and encourage learners to use higher-order thinking skills (e.g., compare, contrast, classify), processes (e.g., problem-solving, decision-making) and mental habits of the mind (e.g., critical thinking, creative thinking). I-2.

No Basis to Judge		0	0%
Never		0	0%
Infrequently		8	18%
Often		19	42%
Consistently		18	40%

- 19.** Differentiated instruction, adjustment of content, product, process and/or learning environment, is provided to support students according to their instructional needs. I-2.3

No Basis to Judge		0	0%
Never		1	2%
Infrequently		5	11%
Often		23	51%
Consistently		16	36%

- 20.** We utilize flexible grouping based on ongoing diagnosis and formative assessment to enhance student learning. I-2.5

No Basis to Judge		3	7%
Never		3	7%
Infrequently		7	16%
Often		21	47%
Consistently		11	24%

- 21.** Systematic and data-driven interventions are required for our students who need additional assistance to master standards. I-2.6

No Basis to Judge		3	7%
Never		3	7%
Infrequently		5	11%
Often		19	43%
		14	32%

# School Improvement Grant 1003(g)

Consistently			
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**22.** Technology is effectively used to maximize student learning. I-2.7

No Basis to Judge		1	2%
Never		2	4%
Infrequently		19	42%
Often		16	36%
Consistently		8	18%

**23.** Our students are engaged in work that is authentic, standards-driven and requires higher-order reasoning. I-3.1

No Basis to Judge		0	0%
Never		0	0%
Infrequently		7	16%
Often		25	56%
Consistently		13	29%

**24.** Teachers and students work collaboratively to establish high expectations and challenging learning goals. I-3.2

No Basis to Judge		1	2%
Never		4	9%
Infrequently		12	27%
Often		18	40%
Consistently		10	22%

**25.** Students identify and apply evaluation criteria and monitor achievement of those criteria utilizing such tools as benchmark work, rubrics, anchor papers, scoring guides, and evaluation checklists. I-3.3

No Basis to Judge		3	7%
Never		4	9%
Infrequently		8	18%
Often		18	41%
Consistently		11	25%

**ASSESSMENT:**

**27.** We use a comprehensive system for assessing student progress toward meeting the GPS/QCC. A-1.1

# School Improvement Grant 1003(g)

No Basis to Judge		3	7%
Never		3	7%
Infrequently		7	16%
Often		17	38%
Consistently		15	33%

**28.** Based on learning gaps and problems identified through assessment data, instruction is adjusted to improve overall and individual student achievement. A-1.2

No Basis to Judge		3	7%
Never		2	4%
Infrequently		8	18%
Often		16	36%
Consistently		16	36%

**29.** Teachers collaborate to design assessments aligned to the GPS/QCC. A-1.3

No Basis to Judge		1	2%
Never		6	13%
Infrequently		9	20%
Often		18	40%
Consistently		12	27%

**30.** Diagnostic assessments are used to adjust instruction to accommodate students' readiness levels. A-2.1

No Basis to Judge		3	7%
Never		4	9%
Infrequently		9	20%
Often		19	43%
Consistently		9	20%

**31.** Teachers use a variety of formative assessments to monitor student progress and adjust instruction. A-2.2

No Basis to Judge		3	7%
Never		1	2%
Infrequently		6	14%
Often		22	50%
Consistently		12	27%

# School Improvement Grant 1003(g)

**32.** Teachers use a variety of summative assessment tasks to evaluate student achievement of GPS/QCC. A-2.3

No Basis to Judge		3	7%
Never		1	2%
Infrequently		7	16%
Often		21	48%
Consistently		12	27%

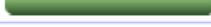
**33.** Collaboration on data analysis guides and informs grade-level and school-wide decision-making. A-2.3

No Basis to Judge		5	11%
Never		2	4%
Infrequently		11	24%
Often		17	38%
Consistently		10	22%

**34.** Our students' ability to self-monitor and self-evaluate is enhanced through the use a variety of assessments (e.g., constructed-response test items, reflective assessments, academic prompts, performance tasks and projects) A-2.4

No Basis to Judge		2	4%
Never		5	11%
Infrequently		12	27%
Often		17	38%
Consistently		9	20%

**35.** Assessment data are used to plan and adjust instruction for each student, subgroup of students, and the school as a whole. A-3.1

No Basis to Judge		3	7%
Never		3	7%
Infrequently		12	27%
Often		18	40%
Consistently		10	22%

## PLANNING/ORGANIZATION:

**37.** Our school's vision and mission guides and informs our continuous school improvement process. PO-1.1

No Basis to Judge		7	16%
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# School Improvement Grant 1003(g)

Never		4	9%
Infrequently		6	14%
Often		15	34%
Consistently		12	27%

**38.** Our school improvement plan was created with staff input. PO-2.1

No Basis to Judge		6	14%
Never		5	11%
Infrequently		5	11%
Often		16	36%
Consistently		13	30%

**39.** Our administrators and the school leadership team monitor the implementation of the school improvement plan and its impact upon student achievement. PO-2.3

No Basis to Judge		5	11%
Never		1	2%
Infrequently		4	9%
Often		23	51%
Consistently		12	27%

**40.** Our school and our district work together to ensure resources are allocated to support the achievement of our school improvement goals. PO-3.1

No Basis to Judge		7	16%
Never		2	5%
Infrequently		10	23%
Often		17	39%
Consistently		8	18%

**41.** Human, technological, and material resources are effectively selected and used to ensure the academic success of all learners. PO-3.2

No Basis to Judge		6	14%
Never		3	7%
Infrequently		10	23%
Often		16	36%
Consistently		9	20%

# School Improvement Grant 1003(g)

**42.** A safe learning environment is planned, implemented, and maintained by our school staff and administrators. PO-4.1

No Basis to Judge		0	0%
Never		3	7%
Infrequently		13	30%
Often		15	34%
Consistently		13	30%

**43.** Instructional time is maximized, and no interruptions occur to detract from time on learning. PO-4.2

No Basis to Judge		0	0%
Never		4	9%
Infrequently		18	42%
Often		12	28%
Consistently		9	21%

**44.** Our school facility is adequately maintained, clean, and conducive for teaching and learning. PO-4.3

No Basis to Judge		1	2%
Never		0	0%
Infrequently		12	27%
Often		18	41%
Consistently		13	30%

STUDENT, FAMILY, and COMMUNITY SUPPORT:

**46.** Opportunities for communication exist in both directions between the home and school. SFC-1.1

No Basis to Judge		1	2%
Never		0	0%
Infrequently		15	33%
Often		19	42%
Consistently		10	22%

**47.** Opportunities exist for parents to participate in training and informational sessions to enhance student performance. SFC-1.2

No Basis to Judge		7	16%
Never		7	16%
Infrequently		10	22%

# School Improvement Grant 1003(g)

Often		13	29%
Consistently		8	18%

**48.** Parents feel welcome in our school. SFC-1.4

No Basis to Judge		10	23%
Never		1	2%
Infrequently		5	11%
Often		17	39%
Consistently		11	25%

**49.** Opportunities exist for parents and community members to participate in school governance, decision-making, and problem-solving. SFC-2.1

No Basis to Judge		7	16%
Never		6	14%
Infrequently		7	16%
Often		16	36%
Consistently		8	18%

**50.** School and community partnerships exist to provide a network of support for our students. SFC-3.1, SFC-3.2

No Basis to Judge		8	18%
Never		2	5%
Infrequently		11	25%
Often		17	39%
Consistently		6	14%

**PROFESSIONAL LEARNING:**

**52.** Teachers and administrators participate in job-embedded professional learning and collaboration addressing curriculum, assessment, instruction, and technology (e.g. developing lesson plans, examining student work, monitoring student progress) PL-1.1, PL-1.5

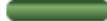
No Basis to Judge		2	5%
Never		0	0%
Infrequently		7	16%
Often		20	45%
Consistently		15	34%

# School Improvement Grant 1003(g)

**53.** The principal and other school leaders set clear expectations and monitor the effectiveness of professional learning on teacher practices and student learning. PL-1.2, PL-2.2, PL-2.5

No Basis to Judge		2	5%
Never		6	14%
Infrequently		9	20%
Often		17	39%
Consistently		10	23%

**54.** Opportunities exist for teachers in our school to participate in instructional leadership development. PL-1.3

No Basis to Judge		4	9%
Never		5	11%
Infrequently		8	18%
Often		15	34%
Consistently		12	27%

**55.** The principal and other leaders plan professional learning by utilizing data (student learning, demographic, perception, and process) to determine adult learning priorities. PL-1.4, PL-2.1

No Basis to Judge		7	16%
Never		2	5%
Infrequently		8	19%
Often		20	47%
Consistently		6	14%

**56.** Resources are allocated to support job-embedded professional learning that is aligned with high priority school improvement goals. PL-1.6

No Basis to Judge		8	18%
Never		1	2%
Infrequently		11	25%
Often		16	36%
Consistently		8	18%

**57.** Teams meet to review and study current research to make informed instructional decisions. PL-2.3

No Basis to Judge		7	16%
Never		2	5%
Infrequently		10	23%
Often		15	34%

# School Improvement Grant 1003(g)

Consistently		10	23%
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**58.** The staff participates in long-term (two-to-three year period) in-depth professional learning which is aligned with our school improvement goals. PL-2.4

No Basis to Judge		12	27%
Never		6	14%
Infrequently		8	18%
Often		11	25%
Consistently		7	16%

**59.** Teachers and administrators have the knowledge and skills (e.g., group decision-making strategies, stages of group development, setting norms, using protocols) necessary to collaborate. PL-2.7

No Basis to Judge		8	19%
Never		2	5%
Infrequently		8	19%
Often		14	33%
Consistently		11	26%

**60.** Our professional learning prepares us in practices that convey respect for diverse cultural backgrounds and high expectations for all students. PL-3.1

No Basis to Judge		4	10%
Never		2	5%
Infrequently		9	21%
Often		15	36%
Consistently		12	29%

**61.** Our professional learning prepares teachers to adjust instruction and assessment to meet the needs of diverse learners. PL-3.2

No Basis to Judge		3	7%
Never		3	7%
Infrequently		8	19%
Often		15	35%
Consistently		14	33%

**62.** Our teachers participate in professional learning to deepen their content knowledge. PL-3.2

No Basis to Judge		1	2%
		1	2%

# School Improvement Grant 1003(g)

Never		11	26%
Infrequently		21	49%
Often		9	21%
Consistently			

**63.** Our professional learning designs are purposeful and are aligned with specific individual and group needs. PL-3.3

No Basis to Judge		5	11%
Never		2	5%
Infrequently		8	18%
Often		16	36%
Consistently		13	30%

**64.** Professional learning in our school provides opportunities for teachers and administrators to learn how to involve families in their children's education. PL-3.4

No Basis to Judge		5	11%
Never		7	16%
Infrequently		18	41%
Often		7	16%
Consistently		7	16%

**LEADERSHIP:**

**66.** Our principal and other school administrators exhibit a deep understanding of curriculum, assessment, and instruction. L-1.1

No Basis to Judge		4	9%
Never		4	9%
Infrequently		9	20%
Often		16	36%
Consistently		11	25%

**67.** Our principal and other school administrators are actively involved in the learning community, including serving as active members on study teams and promoting meaningful professional learning. L-1.2, L-1.3

No Basis to Judge		8	19%
Never		4	9%
Infrequently		6	14%
Often		15	35%

# School Improvement Grant 1003(g)

Consistently		10	23%
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**68.** Our principal and other school administrators keep the school focused on student learning and promote sustained and continuous improvement. L-1.3

No Basis to Judge		1	2%
Never		1	2%
Infrequently		10	23%
Often		22	50%
Consistently		10	23%

**69.** Our principal and other school administrators utilize multiple types of data to drive and monitor school-wide instructional decisions. L-1.4

No Basis to Judge		9	21%
Never		4	9%
Infrequently		5	12%
Often		15	35%
Consistently		11	26%

**70.** Our principal and other school administrators implement policies, practices, and procedures that ensure a safe and orderly learning environment. L-2.1

No Basis to Judge		2	5%
Never		7	16%
Infrequently		15	35%
Often		10	23%
Consistently		9	21%

**71.** Our principal and other school administrators maximize the availability and distribution of instructional resources (human, material, and technology) focused on school learning goals. L-2.2

No Basis to Judge		6	14%
Never		3	7%
Infrequently		9	20%
Often		20	45%
Consistently		6	14%

**72.** Our principal and other school administrators are visible to staff, students, and parents and participate in subject and/or grade level meetings. L-2.3

No Basis to Judge		0	0%
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# School Improvement Grant 1003(g)

Never		5	11%
Infrequently		11	25%
Often		19	43%
Consistently		9	20%

**73.** Our principal and other school administrators collaborate with staff members and other stakeholders to elicit input and provide opportunities for shared decision-making and problem-solving. L-3.1

No Basis to Judge		5	12%
Never		11	26%
Infrequently		11	26%
Often		11	26%
Consistently		5	12%

**74.** Staff members have opportunities to serve in a variety of leadership roles. L 3.2

No Basis to Judge		9	20%
Never		7	16%
Infrequently		10	23%
Often		11	25%
Consistently		7	16%

**75.** Our school uses external resources (e.g., Central Office, RESA, GLRS, Universities, ETTC, GaDOE) to support school improvement initiatives. L-3.3

No Basis to Judge		8	18%
Never		1	2%
Infrequently		3	7%
Often		24	55%
Consistently		8	18%

**76.** Our school has a fully operational Leadership Team (School Improvement Team, Design Team, etc.) that is representative of our entire staff. The team conducts regular, results-driven meetings and exists to address student achievement and overall academic success. L-4.1

No Basis to Judge		6	14%
Never		0	0%
Infrequently		3	7%
Often		16	36%
Consistently		19	43%

# School Improvement Grant 1003(g)

**77.** Our Leadership Team has developed and uses a protocol for handling business, making decisions, and solving problems. L-4.2

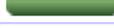
No Basis to Judge		13	30%
Never		1	2%
Infrequently		5	12%
Often		10	23%
Consistently		14	33%

**78.** Our Leadership Team uses an on-going, data-driven decision-making process to identify student achievement and organizational productivity needs. L-4.3

No Basis to Judge		9	21%
Never		0	0%
Infrequently		6	14%
Often		12	29%
Consistently		15	36%

## SCHOOL CULTURE:

**80.** Our school provides support to promote the academic achievement of all learners (examples of support: counseling, academic advisements, transitional experiences). SC-1.1

No Basis to Judge		4	9%
Never		1	2%
Infrequently		9	20%
Often		21	48%
Consistently		9	20%

**81.** Our school supports and enhances the social and emotional growth and development of all learners (examples of support: advisement, mentoring, coaching, shadowing, counseling services). SC-1.2, SC-1.3

No Basis to Judge		3	7%
Never		1	2%
Infrequently		9	20%
Often		19	43%
Consistently		12	27%

**82.** School policies, practices, and experiences promote respect for individual differences. SC-2.1

No Basis to Judge		6	14%
		2	5%

# School Improvement Grant 1003(g)

Never			
Infrequently		10	23%
Often		15	34%
Consistently		11	25%

**83.** Our school celebrates the achievements and accomplishments of our students, staff, and school community. SC-2.2

No Basis to Judge		1	2%
Never		2	5%
Infrequently		9	21%
Often		19	44%
Consistently		12	28%

**84.** Our school culture reflects an atmosphere of trust and openness among all stakeholders. SC-2.4

No Basis to Judge		4	9%
Never		14	32%
Infrequently		9	20%
Often		8	18%
Consistently		9	20%

## School Improvement Grant 1003(g)

**TO:** All Stakeholders  
**FROM:** Dana T. Bedden, Ed. D.  
Superintendent of Schools  
**DATE:** March 26, 2010  
**SUBJ:** Stakeholders Meeting

As a stakeholder of the Richmond County School System, we invite you or your designee to attend a stakeholders meeting regarding the school system's application for additional funds from the GADOE to implement new school improvement programs for Glenn Hills High, T. W. Josey High and Lucy C. Laney High schools. The meeting will be held on March 31, 2010 at 12 noon in the Title I classroom located at 864 Broad Street, 1<sup>st</sup> floor.

Your attendance will be greatly appreciated.

# School Improvement Grant 1003(g)

**RICHMOND COUNTY SCHOOL SYSTEM (LEA)  
School Improvement Grants  
Stakeholders Information Meeting  
Title I Classroom  
March 31, 2010  
12:00 noon**

## AGENDA

### GREETINGS & OVERVIEW

Dana T. Bedden, Ed.D.  
Superintendent

### SCHOOL PLANS

Wayne Frazier, Ed.D.  
Principal-Glenn Hills High

Ronald Wiggins, Ed.D.  
Principal-T.W. Josey High

Tonethia Beasley, Ed.S.  
Principal-Lucy C. Lancy High

### QUESTIONS & ANSWERS

The mission of the Richmond County School System is to educate students to become lifelong learners and productive citizens.  
Learning Today ... Leading Tomorrow

## School Improvement Grant 1003(g)

### Minutes of Richmond County School System (LEA) School Improvement Grants Stakeholders Information Meeting

**Place:** Richmond County Board of Education  
Title I Classroom

**Time:** 12 o'clock noon

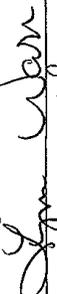
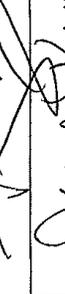
The meeting was called to order by Superintendent, Dr. Dana T. Bedden.

Dr. Bedden gave a detailed powerpoint presentation on the purpose of the School Improvement Grant, which schools are eligible and why, the intervention models that can be used, available funding, and the application process. Three high schools in Richmond County are eligible namely Glenn Hills High School, T. W. Josey High School and Lucy C. Laney High School.

After Dr. Bedden's overview, a discussion was held involving the principal of each school namely Dr. Wayne Frazier of Glenn Hills High, Dr. Ronald Wiggins of T. W. Josey High, and Ms. Tonethia Beasley of Lucy C. Laney High. Each principal explained the areas of deficiency at their school and how this grant will help.

# School Improvement Grant 1003(g)

**RICHMOND COUNTY SCHOOL SYSTEM (LEA)**  
 School Improvement Grants  
 Stakeholders Information Meeting  
 Title I Classroom  
 March 31, 2010  
 12:00 noon

PRINT NAME	SIGNATURE	ORGANIZATION
AISHIA LEVERETT		LEVERETT & ASSOCIATES
Eleanor Hopson		CISARC, Inc.
Elizabeth Chamblin		CSRA ECP / Augusta Tech
Debbie Daniel		Augusta Tech/High School Coordinator
Melissa Frank-Alston		Augusta Tech/VP Student Affairs
Audrey J. Wood		
Flaird Shinn		Professional Learning
Lynn Ware		Exec. Director
Audrey Spay		Title I
Carol Kountree		Exec. Director
Tomthia Falls Beasley		Principal
Jene Kinnitt		ELA Coordinator

The mission of the Richmond County School System is to educate students to become lifelong learners and productive citizens.  
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# School Improvement Grant 1003(g)

**RICHMOND COUNTY SCHOOL SYSTEM (LEA)**  
**School Improvement Grants**  
**Stakeholders Information Meeting**  
**Title I Classroom**  
**March 31, 2010**  
**12:00 noon**

PRINT NAME	SIGNATURE	ORGANIZATION
Ron Wiggins		J. W. Sosey
Wayne Frazier		GHTS, Principal
James Samps		GHTS I
Shelley Allen		Curriculum

The mission of the Richmond County School System is to educate students to become lifelong learners and productive citizens.  
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# School Improvement Grant 1003(g)

Called Board Meeting

Page 1 of 1

## Called Board Meeting

Lovell, Diane

**Sent:** Wednesday, March 31, 2010 3:04 PM

**To:** \_Department Heads/Directors; \_Instructional Coordinators

**Cc:** \_Cabinet; \_Secretaries-Cabinet; Whitley, Gayle; Myrick, Panella; Smith, Karen; Newman, Phyllis; Thomas, Verdena; Wehner, Carol; Harris, Mary

**Importance:** High

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**This email is sent to you at the request of Dr. Bedden and Cabinet Members:**

All Department Heads and Instructional Coordinators should attend the Called Board Meeting at 4:30 p.m., tomorrow, April 1. The purpose of this meeting is to share with the Board, plans that Glenn Hills High, Laney High and Josey High are developing for the School Improvement Grant 1003 (g). These plans contain elements that will require support from all departments and they want to be sure everyone is informed.

Thank you,

*Diane*

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Diane Lovell  
Executive Secretary to the Superintendent  
Richmond County Board of Education  
864 Broad Street, 4th Floor  
Augusta, GA 30901  
(706) 826-1124  
(706) 826-4613 (FAX)

*Learning Today.....Leading Tomorrow*

The mission of the Richmond County School System is to educate students to become life long learners and productive citizens.

<https://mail.richmond.k12.ga.us/owa/?ae=Item&t=IPM.Note&id=RgAAAAD5f2Jle9XTEas...> 4/1/2010

# School Improvement Grant 1003(g)

Page 1 of 1

 Print

**Richmond County Schools**

**Called Board Meeting**  
**4/1/2010 4:30:00 PM**  
Boardroom Auditorium  
864 Broad Street  
Augusta, GA 30901

Printed : 4/1/2010 9:30:23 AM EST

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**Mr. Marion E. Barnes - President**  
**Dr. Dana T. Bedden - Superintendent**

- A. Call to Order**
- B. Invocation**
- C. Pledge of Allegiance**
- D. Roll Call**
- E. School Improvement Grant Update - Dr. Bedden**
- F. Superintendent Search Update - Mr. Fletcher**
- G. Executive Session**
- H. Adjournment**

<https://eboard.eboardsolutions.com/meetings/PrintItem.aspx?S=4137&MID=14928&AB=tr...> 4/1/2010

# School Improvement Grant 1003(g)

Page 1 of 2

## Richmond County Schools

**Committee Meeting**  
**4/13/2010 4:00:00 PM**  
864 Broad Street  
Augusta, GA 30901

Printed : 4/15/2010 8:32 AM EST

**Mr. Marion E. Barnes - President**  
**Dr. Dana T. Bedden - Superintendent**

### **A. FINANCE COMMITTEE-Mr. Dolan**

1. \*Monthly Financial Reports - Mr. Spires
2. \*BID-National Hills Elementary School Asbestos Abatement Project No. ACES 118-180
3. \*BID-Westside High School Asbestos Abatement Project No. ACES 118-179
4. \*BID-Holding Proofing Cabinets RFP #10-506
5. \*BID-Football Clothing 2010 Bid #225
6. \*BID-Football Equipment 2010 Bid #226
7. \*BID-Softball Equipment 2010 Bid #227
8. \*BID-Softball Uniforms 2010 Bid #228
9. \*BID-Volleyball Equipment 2010 Bid #229
10. \*BID-Volleyball Uniforms 2010 Bid #230
11. \*Sole Source Procurement of Instructional ERP Platform, RFP #09-541 - Mr. Fletcher
12. \*Standard Monthly Budget Amendments - Mr. Spires
13. Budget Update for FY2010, Additional Furlough - Dr. Bedden/Mrs. Fagler
14. \*BID-Approval of Hephzibah Comprehensive High School Renovations and Additions Project-Mr. Baker

### **B. BUILDING COMMITTEE-Mr. Atkins**

1. \*Construction Update - Mr. Baker

### **C. INSTRUCTION COMMITTEE-Mrs. Minchew**

1. Approval of School Improvement Grant - Dr. Bedden
2. \*Georgia METH Program Update - Dr. Whitson
3. Lake Forest Hills Elementary School, IB Program Update, Mrs. Bailey - Dr. Ashe
4. Christian Release Time Program Update - Mrs. Minchew
5. Update on Teen Pregnancy Forum - Mrs. Minchew
6. Approval to Apply for Carl D. Perkins Career and Technical Education Grant FY2011 - Dr. Bedden
7. Approval to Apply for Comprehensive School Based Health Clinic Program - Dr. Rountree

### **D. STUDENT SERVICES COMMITTEE-Ms. Curtis**

1. Approval of RCSS Partnership with Community Organizations - Mr. Atkins
2. Approval of Seeking Grants for Assistance with Youth Gangs and Teen Pregnancy - Mrs. Scott

### **E. HUMAN RESOURCES COMMITTEE-Mrs. Cain**

1. \*\*\*ITEM REQUESTED TO BE REMOVED\*\*\*
2. \*Reduction in Force Policy - Mr. Fletcher
3. \*Monthly Superintendent's Recommendations - Dr. Bedden/Mr. Hill
4. \*Maintenance/Transportation Supply Room Update - Mr. Starks
5. Night Patrol Coverage Update - Chief Clayton

### **F. Executive Session**

### **G. Announcements - Mr. Barnes**

<https://eboard.eboardsolutions.com/meetings/PrintItem.aspx?S=4137&MID=14059&t=a>

4/15/2010