

**RIDGELAND HIGH SCHOOL
WALKER COUNTY
SCHOOL IMPROVEMENT GRANT**

EXECUTIVE SUMMARY

From the data analysis review, the School Improvement Grant team identified several critical areas of need to be addressed to receive immediate action to ensure continued school improvement at Ridgeland High School. Being offered the chance (being able to apply) for School Improvement Grant funds to implement changes in these areas of need through the transformation model provides opportunities that have not been previously available to us in past years and enables the faculty and administration to think “outside the box” using creative ways to accomplish this total makeover of our school.

We envision student engagement to be enhanced through the transformation of RHS to a technology-centered school of learning. Through the professional development, training, and support to accompany the influx of technology into the building, RHS faculty and students would work together to accomplish this vision. Placing an emphasis on analyzing data on a regular basis (and being trained in what to look for and why) would enable the school to let data results drive the making of informed decisions for continued school improvement. Professional development offered to teachers and administrators would allow the deepening of content knowledge; the improvement of instructional pedagogy; the availability of extra time to collaborate with peers in regard to planning, assessment and data analysis; and would at the same time build the capacity to sustain this professional learning community. Students would have opportunities for extended learning through various venues—additional courses (intervention/remediation or enrichment) and also be provided college readiness information and guidance beginning the freshman year. Relationship building activities would be ongoing through implemented strategies of Quantum Learning, Link Crew, and America’s Choice.

The image of RHS will be transformed within the community as well. The addition of a parent and community outreach coordinator will enable relationships and partnerships to improve between school and home, school and community, and vice versa. The results of the School Improvement Grant will change RHS in such a way that the community will gain new respect, and increase its ongoing support for the school. Student pride and perception of the school will promote an increase of alumni and community support which will increase with each graduating class.

The Walker County School’s School Improvement Grant reflects the School Improvement Grant guidance not the Race To The Top guidance.

School Improvement Grants Application

Section 1003(g) of the Elementary and Secondary Education Act

CFDA Numbers: 84.377A; 84.388A



U.S. Department of Education
Washington, D.C. 20202

OMB Number: 1810-0682
Expiration Date: XX/XX/2010

Paperwork Burden Statement

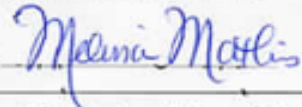
According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0682. The time required to complete this information collection is estimated to average 100 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. [OMB approval forthcoming]

Revised March 201

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Part II: LEA Application 2010

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| LEA Name: Walker County Schools | LEA Mailing Address: Walker County BOE 201 South Duke Street La Fayette, Georgia 30728 |
| LEA Contact for the School Improvement Grant Name: Michael Tipton Position and Office: Coordinator School Improvement Contact's Mailing Address: Walker County BOE 201 South Duke Street La Fayette, Georgia 30728 Telephone: 423-364-3402 Fax: 706-638-7827 Email Address: michaeltipton@walkerschools.org | |
| Superintendent (Printed Name): Melissa Mathis | Telephone: 706-638-7949 |
| Signature of Superintendent: X  _____ | Date: 4/12/2010 |
| The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application. | |

School Improvement Grant 1003(g) LEA Application 2010

LEA Name: Walker County Schools

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 |
| Ridgeland High | | X | | | | | | X |
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LEA Application 2010

LEA Name: Walker Co. Schools

School Name: Ridgeland 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 of RHS that influences the overall climate of teaching and learning (from information shared in the SIP during the needs assessment process):

Ridgeland High School is located in the northwest corner of the state. It was built in 1989 from two high schools, which were located in two distinct and diverse communities, Rossville and Chattanooga Valley. Both of these small towns are suburbs of Chattanooga, Tennessee. However, neither Rossville nor Chattanooga Valley welcomed the inception of the new high school, and Ridgeland was built without a great amount of community support or interest.

Parental involvement continues to be a problem for a variety of reasons. First, the rural atmosphere in which the school finds itself has meant that the parents of many of our students are not high school graduates. As a result, many parents and students alike place little emphasis on attaining a high school diploma and even less emphasis upon post-secondary education. Second, many of our students are from single parent homes. In some of these homes, one parent lives in Georgia and the other in Tennessee. As a result, these students begin school at Ridgeland in August, withdraw to attend school in Tennessee when they go live with the other parent, only to return to Ridgeland in January or February when they return to live with the original parent. Another factor that influences the academic achievement is the economic circumstances in which a significant number of our parents and students find themselves. Approximately 64.4% of RHS students are eligible for free and reduced lunch. Additionally, in Walker County, 27% of the households with children live below the poverty level. A past problem that was addressed for the first time with the 2009 graduating class was the practice of allowing non-graduates to participate in graduation exercises. Before 2009, allowing students to walk the stage as a graduate when the students had not met all graduation requirements gave a false impression of the number of students actually graduating. It also encouraged the idea that a person does not have to fulfill all the requirements to graduate.

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The needs of the student population are very demanding on the staff. A significant number of students display difficulty in dealing with adversity and/or exhibit emotional problems, and many students enter their freshman year at Ridgeland 2-3 years behind grade level and have a very poor work ethic in regard to school. Ridgeland's 2008 graduation rate was 57.5%; and, although extremely low, it represented the highest graduation rate in the history of the school. These factors, paired with the minimal academic expectations of many parents and students, have also migrated into low student expectations among many of the teachers. The overall teaching staff is very dedicated, but there is some resistance by pockets of teachers in recognizing the need to reform and change their mode of delivering instruction.

The Ridgeland High School needs assessment is based on extensive data collection and analysis, utilizing State of Georgia Report Card data, Walker County Department of Education informational, demographic, and achievement data, and in-house data, and measured against the researched-based School Keys to determine the school's effectiveness in each of the eight strands and correlated standards. Teachers, administrators, school leadership team members, the School Improvement Grant committee, parents, central office personnel, and community members have been fully involved with this needs assessment, the development of the SIG goals, and the construction of Ridgeland High's transformation model proposal. This collaborative effort is evidenced through school newsletters, the website, and minutes of stakeholder meetings (i.e., leadership team; departmental; parental involvement; School, Community, and Business Council; school board; and district level meetings).

After analyzing the collected data, RHS stakeholders identified several areas of need in the respective School Key strands and correlated standards. These areas have been targeted for immediate action through the School Improvement Grant.

Curriculum: (See Data/Graphs, Addendum 6, pages 155-158)

- Rigor: There is a need for RHS to place more emphasis on post-secondary readiness by extending Advanced Placement (AP) course offerings, implementing the ACT's Educational Planning and Assessment System (EPAS) and Princeton Review's ACT preparatory program, and ensuring GPS mastery.
- Collaborative Planning: There is a need for RHS to provide opportunities for teacher collaboration (i.e., common planning blocks, before or after school planning, departmental meetings, study groups) to improve curriculum implementation.
- Common Assessments: There is a need for RHS to consistently utilize common assessments (i.e., daily and weekly formative assessments; unit and benchmark tests; Gates MacGinitie Reading Test; America's Choice Math Screener Test; practice pre- and post-EOCT, GHSGT, PLAN, and ACT; and EPAS) to drive classroom instruction and increase student mastery of GPS and post-secondary readiness.
- Curriculum Decisions: There is a need for RHS administrators and teachers to use student work and performance data to review the implementation of curriculum, adjust it accordingly, and ensure continuity across grade levels and courses.

Assessment:

- Assessment System: There is a need for RHS to develop a system of data collection, analysis, and distribution so that all stakeholders can make appropriate data-driven decisions that drive continuous school improvement. Through the SIG needs assessment, the SIG committee identified a critical gap in RHS's data process system that has, most likely, hindered the school's ability to make significant school improvement.
- Assessment Design: There is a need for RHS content specific teachers to collaboratively develop and use authentic, balanced, and customized in-house assessments (i.e., diagnostic and formative) that are aligned to GPS and provide

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relevant feedback that promotes continuous improvement.

Instruction:

- Collaborative Planning: There is a need for RHS to provide content specific teachers with collaborative opportunities that will promote teamwork, encourage teachers to determine priorities through data analysis, and provide venues for sharing instructional successes and identifying areas that need improvement in order to ensure continuity of instruction.
- Data-driven Instruction: There is a need for RHS teachers to frequently and routinely collect and analyze student performance data in order to identify patterns of performance by various subgroups, differentiate instruction appropriately, capture incremental improvements, and provide concrete evidence of accomplishments.
- Higher-Order Thinking Skills, Processes, and Habits: There is a need for RHS teachers to increase the level of instructional rigor through research-based strategies that promote a deeper understanding of the curriculum.
- Additional Instructional Assistance: There is a need for RHS to address students' individual performance levels and mastery of GPS through intensive intervention and remediation opportunities (i.e., retired teachers and/or degreed personnel to serve as student coaches, working cooperatively with teachers and one-on-one with students, during regular school hours, providing necessary individualized, data-driven instructional support, altering instructional strategies and focusing on areas that need re-teaching; summer GHSGT remediation programs that provide small group, one-on-one, and pull-out sessions to ensure GPS mastery, fulfilling students' GHSGT and regular diploma requirements).
- Technology: There is a need for RHS to increase its capacity for student learning through the use of software-based and online curriculum, program applications, Internet access, and the utilization of various peripherals (i.e., ActivBoards, iPads, document cameras, and student response systems), increasing students' interest and participation and allowing teachers to assess students in alternative ways. There is also a need to improve teachers' capacity for effective teaching through the provision of technological tools for instruction, data analysis, communication, and record keeping (i.e., outside consultants and a technology coach who provides on-going professional development focusing on the use of technology and technology-based instructional strategies, familiarizing teachers with multiple ways that technology can supplement their curriculums, actively engage students in the learning process, and enrich their classroom instruction). Lack of funding in previous years has hindered this critical acquisition of technological tools and the respective professional development to enhance student learning opportunities and classroom instruction.
- High and Clear Expectation: There is a need to increase the capacity of RHS teachers to improve the level of instructional rigor and student expectation using multiple teaching methods and higher level thinking skills (i.e., professional development through America's Choice, Quantum Learning, professional book studies, conferences, and academic coach). In addition, teachers must increase their capacity to facilitate the process of students becoming life-long learners, responsible and accountable for their own education.
- Timely, Systematic, Data-Driven Instruction: There is a need to increase the capacity of RHS to collect and record data in a timely and systematic manner so that it can be disaggregated, analyzed, and used to drive school improvement initiatives/data-driven interventions.

Planning and Organization:

- School Improvement Monitoring/Implementation: There is a need for RHS stakeholders to consistently and frequently utilize relevant data to create and drive

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plans of action (i.e., intervention and remediation targeting specific needs of at-risk students) within the school improvement plan that will work to achieve the goals (i.e., increase the attendance rate, the GHSGT proficiency rate, and the graduation rate for all demographic subgroups).

- Instructional Time Maximized - Teacher: There is a need for RHS to address teacher absenteeism. In order to maximize instructional time teachers need to be present each day to ensure quality instruction and a safe, consistent, and positive learning environment.
- Instruction Time Maximized - Student: There is a need for RHS to increase learning time for students in order to enhance student success. There is a need to provide students with alternative settings and flexible schedules in order to meet learning styles and personal needs.

Student, Faculty, and Community Involvement:

- Parents as Full Partners: There is a need to establish effective parental involvement through a full-time, in-house parent and community outreach coordinator so that RHS students will do better in school and in life, parents will become empowered, teacher morale will improve, and communication will continue to grow stronger between families and the school. The parent and community outreach coordinator needs to provide monthly professional development opportunities for parents and community members that will help develop their own knowledge and skills so that they can better support the educational process at home and in the school.
- Student Needs: There is a need to increase the capacity of RHS students to develop tools that will help them to resolve conflicts with family, friends, and peers, learn specific communication and relationship models to convey their needs, opinions, frustrations, and feelings in a positive manner, discover their personal capabilities and learning styles, set goals, and become accountable for their own choices and actions. There is also a need to increase the capacity of RHS teachers to improve the active engagement of students in the educational process by building relationships, utilizing motivational skills, providing a relevant curriculum through effective instructional delivery, and incorporating intentional and measured evaluation strategies to help students attain a balance of academics and life skills.
- Community Needs: There is a need for RHS to provide students with opportunities for successful transitions to high school and post-secondary options (i.e., freshmen summer transition camp, college-readiness programs, and job shadowing).

Professional Learning:

- Learning Communities: There is a need for RHS to increase its capacity for continuous school improvement by acquiring funding for and providing on-going professional learning opportunities, allocating sufficient support resources for proper implementation, and evaluating and sustaining implemented programs and strategies. Job-embedded professional learning will help RHS to support and retain quality teachers who will collaborate in order to make better data-driven decisions, maximize classroom instruction time, become more effective teacher leaders, increase their content and pedagogical knowledge, better understand, appreciate, and hold high expectations for all students, and increase meaningful parental/community involvement.

Leadership:

- School Leadership Team: There is a need for the RHS School Leadership Team to be data-driven, regularly revisiting, reviewing, and revising, if necessary, the school improvement plan.

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School Culture:

- Culture: There is a need for RHS stakeholders to assess the cultural norms that affect school improvement (i.e., collegiality, high expectations, trust and confidence, tangible support, professional development, appreciation and recognition, celebration, involvement in decision-making, protection of what is important, traditions, and honest, open communication), reinforce the positive parts of the school's culture, reshape or eliminate the negative, and sustain the transformed elements to ensure continuous school improvement.

This collaborative data analysis provided stakeholders with a more in-depth and accurate view of the school's status as a learning community and verified the need for school-wide reform that targets cultural and climate needs, quality teaching and learning, significant increases in student achievement, the development of life-long learners, the ongoing use of relevant data to affect positive change, increased meaningful stakeholder involvement, the creation of professional growth plans, and the sustainability of critical improvement components.

d) Provide rationale for the intervention model selected.

From the data analysis review, the School Improvement Grant team identified several critical areas of need to be addressed to receive immediate action to ensure continued school improvement at Ridgeland High School. Being offered the chance (being able to apply) for School Improvement Grant funds to implement changes in these areas of need through the transformation model provides opportunities that have not been previously available to us in past years and enables the faculty and administration to think "outside the box" using creative ways to accomplish this total makeover of our school.

We envision student engagement to be enhanced through the transformation of RHS to a technology-centered school of learning. Through the professional development, training, and support to accompany the influx of technology into the building, RHS faculty and students would work together to accomplish this vision. Placing an emphasis on analyzing data on a regular basis (and being trained in what to look for and why) would enable the school to let data results drive the making of informed decisions for continued school improvement. Professional development offered to teachers and administrators would allow the deepening of content knowledge; the improvement of instructional pedagogy; the availability of extra time to collaborate with peers in regard to planning, assessment and data analysis; and would at the same time build the capacity to sustain this professional learning community. Students would have opportunities for extended learning through various venues—additional courses (intervention/remediation or enrichment) and also be provided college readiness information and guidance beginning the freshman year. Relationship building activities would be ongoing through implemented strategies of Quantum Learning, Link Crew, and America's Choice.

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The image of RHS will be transformed within the community as well. The addition of a parent and community outreach coordinator will enable relationships and partnerships to improve between school and home, school and community, and vice versa. The results of the School Improvement Grant will change RHS in such a way that the community will gain new respect, and increase its ongoing support for the school. Student pride and perception of the school will promote an increase of alumni and community support which will increase with each graduating class.

- 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 District Office and the Walker County Board of Education are committed to the robust and comprehensive reforms to transform the Ridgeland High School culture and increase student outcomes through its implementation of the School Improvement Grant.

To declare this commitment and demonstrate capacity, the District and School Board analyzed data submitted by the School Improvement Grant Team, which thoroughly detailed the school's operating status, including programs and resources currently in place (See Addendum 1, pages 141-149). In addition to these items, areas of need, support services, funding alignments, and/or modifications to currently adopted policies/practices were identified and addressed as a result of this analysis process to ensure the successful implementation of the proposed intervention model (March 26, 2010 Board Meeting). (See Addendums 4 and 5, pages 152-154.)

Declarations include:

- The Walker County Board of Education (1) has given its approval of the School Improvement Grant application process; (2) has agreed to facilitate full and effective implementation of the transformation model of intervention, if funded; and (3) has committed to eliminate any barriers and modify practices and/or policies, if necessary, to ensure successful implementation of the school improvement initiatives.
- The District will continue to (1) ensure all hired teachers are properly certified in their area of instruction, and (2) document that teachers maintain satisfactory yearly performance evaluations as set forth in the current evaluation instrument (GTEP) and the future state adopted evaluation system.
- The District will support the implementation of the new state adopted evaluation process to ensure the rigorous, transparent, and equitable evaluation of all teachers. This process will promote the rewarding of teachers who have increased student achievement, identify those who are in need of improvement, and remove those who, after being provided ample opportunities to improve their professional practice, have failed to do so.
- The District will continue to support the school principal by allowing him flexibility to hire, retain, and/or remove staff as specified in the SIG transformational model, if approved.
- The District's Coordinator of School Improvement will oversee the school improvement initiatives and serve as a liaison between the school and the District. Collaboration with the school principal and School Improvement Coach will occur on

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a regular basis in order to monitor, assess, and modify, if necessary, the intervention plan to ensure successful implementation.

- The District will continue to provide the funding (through allocations of Title I and Title II monies) for a full-time Academic Coach at RHS to provide ongoing job-embedded and extended day professional development and serve as a resource and support person to the RHS administration and staff.
- The District will continue to support the implementation of the America's Choice Comprehensive Design Model for School Reform at RHS. This reform model will continue to include leadership training, content training, and standards-based workshop model instructional delivery training through scheduled professional development.
- The District will continue to provide funding for the graduation coach and will approve the position to include the responsibilities of data analyst and the overall coordination and implementation of the School Improvement Grant at the school level.
- The District will support the hiring of additional support/resource personnel (drop-out prevention coach, student coaches for intervention, data-entry person), and extend the part-time positions of parent coordinator (currently Title I funded) and technology support technician (currently serving multiple schools and District funded) to full-time, school-based positions through School Improvement Grant funding.
- The District will continue to support current school programs and will serve as a resource during the implementation of the initiatives of the School Improvement Grant. The support personnel will include the Superintendent, Director of Curriculum and Instruction, School Improvement Coordinator, Coordinator of Student Services, Title I Coordinator, Coordinator of Special Education, Coordinator of Science and Technology, Director of Facilities, and the Coordinator of Community Relations and Public Information. This administrative group will also participate in scheduled informal and focused walkthroughs and provide detailed feedback regarding their assessments of the implementation of the school improvement initiatives.
- The District will continue to collaborate with the North West Georgia Regional Education Services Agency (NWGA RESA) in providing needed professional learning activities and support services (School Improvement Specialists) to RHS.
- District approval will allow RHS to utilize the expertise and resources of the GaDOE content specialists, GA Office of Educational Support and Improvement consultants, and outside private consultants to improve the level of instructional rigor through on-site training in the delivery of effective research-based instructional strategies and programs.
- The District will continue to allow the alignment of additional funding sources (including School Improvement Grant funds, if approved) to implement school improvement initiatives (i.e., technology enhancement, hiring of additional personnel to support program implementation, extended day opportunities, summer programs, professional development, data assessment and analysis). Current funds consist of Title I, Title II, School Improvement, Georgia Appalachian Center for Higher Education (GACHE) Grant, E-Rate, and VIB and ARRA (Special Education).
- The District and Board of Education will support the continued partnerships with parents, local businesses, post-secondary institutions, and service organizations. With the help of the parent and community outreach coordinator, the District and Board of Education will work to strengthen the commitment and engagement of all

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stakeholders as RHS works to create a community-friendly school climate and will support the development of programs and activities designed to engage the community in improving student achievement.

- If funded, the District and Board of Education have agreed to work to sustain the successfully implemented transformational initiatives of the School Improvement Grant through the alignment of future local, State and Federal funds.

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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.

(Respond Here) N/A

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| <p>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:</p> <ol style="list-style-type: none"> 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. |
| <p>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.</p> |
| <p>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.</p> |
| <p>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.</p> |
| <p>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.</p> <p>On March 26, information received at the Technical Assistance meeting was presented to the Walker County Board of Education members in order to seek approval for beginning the grant application process (See Addendums 4 and 5, pages 152-154). The Board reviewed the process, provided feedback, and approved next steps. Upon approval, the RHS Leadership Team communicated the grant application process, its requirements, and the timeline to its members on March 29 (See Addendum 3, page 151). Discussion was held and feedback was received from the Leadership Team’s respective stakeholders regarding the SIG Transformational Model. The Leadership Team met with their respective stakeholder groups on March 30 for further discussion, recommendations, and approval for the SIG application process. Stakeholder feedback indicated unanimous approval for RHS to pursue the School Improvement Grant.</p> <p>On April 1, information regarding the grant was shared with parents during a Parent Involvement Dinner, and opportunities for sharing ideas were provided through small group discussions and sharing out activities.</p> <p>The School Improvement Grant Committee including representative stakeholders was formed on April 1 in order to collect and analyze data, review the SIP needs assessment, and to begin formulation of a</p> |

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comprehensive transformation model plan based on stakeholder feedback, the SIP, and the updated needs assessment.

At the same time, information regarding the SIG was posted on the RHS website for public viewing and access. In addition, the Chattanooga News Free Press interviewed the principal for an upcoming article regarding the transformation model, and it was published on April 15 (See Addendum 2, page 150).

Despite a narrow timeline for completing the application process, RHS successfully involved its respective stakeholders to develop a thorough school transformation plan that will positively change the school's culture, the community's perception of education, the level of student achievement, and the school's graduation rate.

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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.

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

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

- Extending the period of availability of school improvement funds.

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

- "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

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

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Attachment 1c
High School Profile

District Name: Walker County

School Name: Ridgeland High School

Grades: 09, 10, 11, 12

School Enrollment Total: 1429

NOTES: ED Facts data that is housed at the Georgia Department of Education will be provided in noted areas.

Enter data for all highlighted fields.

☐ All data should be available.

| SCHOOL DATA | | | | | | | |
|--|-----------|---------------|-----------|-----------|-----------|-----------|-----------|
| | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
| AYP status | N | N | N | | | | |
| AYP targets the school met | ELA, Math | | Math | | | | |
| AYP targets the school missed | SI | ELA, Math, SI | ELA, SI | | | | |
| School improvement status | ADEQ_DNM | NI-1 | NI-2 | | | | |
| Number of days within the school year | 190 | 190 | 190 | 190 | | | |
| Number of minutes within the school day | 420 | 420 | 420 | 420 | | | |
| Number of minutes within the school year | 79800 | 79800 | 79800 | 79800 | | | |

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Attachment 1c
High School Profile

Enter data for all highlighted fields.

All data should be available.

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

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



| STUDENT OUTCOME/ACADEMIC PROGRESS DATA | | | | | | | |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
| Percentage of limited English proficient students who attain English language proficiency | | 0 | | | | | |
| Graduation rate (percentage) | 54 | 57.5 | 64.7 | | | | |
| Dropout rate (percentage) | 7 | 5.1 | 6.5 | | | | |
| Student absent over 15 days rate (percentage) | 31.6 | 27.4 | 39.5 | | | | |
| Number of students completing advanced coursework (AP) | 107 | 97 | 134 | 184 | | | |
| Percentage of students completing advanced coursework (AP) | 99.07 | 100 | 99.25 | 100 | | | |
| Number of students completing advanced coursework (IB) | █ | █ | █ | █ | | | |
| Percentage of students completing advanced coursework (IB) | █ | █ | █ | █ | | | |



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High School Profile

Enter data for all highlighted fields.

All data should be available.

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

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



| STUDENT OUTCOME/ACADEMIC PROGRESS DATA | | | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
| Number of students completing advanced coursework (early-college high schools) | █ | █ | █ | █ | | | |
| Percentage of students completing advanced coursework (early-college high schools) | █ | █ | █ | █ | | | |
| Number of students completing advanced coursework (dual enrollment classes) | █ | █ | █ | █ | | | |
| Percentage of students completing advanced coursework (dual enrollment classes) | █ | █ | █ | █ | | | |
| College enrollment rate | 38 | 48 | 42 | | | | |
| Number of discipline incidents coded as 900 as reported to state | 14 | 14 | 21 | 14 | | | |
| Number of truants | 474 | 241 | 230 | 148 | | | |
| Teacher attendance rate | 92% | 92% | 92% | 90% | | | |

School Improvement Grant 1003(g)

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All data should be available.

Data as of 3/31/10.

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

| Distribution of Certified Staff by Performance Level as Designated on the LEA's Certified Staff Evaluation System | | | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
| Number of certified staff | 104 | 110 | 113 | 119 | | | |
| Number of teachers evaluated | 104 | 110 | 113 | 119 | | | |
| Certified Staff Evaluated at Each Performance Level | | | | | | | |
| Percentage rated Satisfactory | 100 | 100 | 100 | 100 | | | |
| Percentage rated Unsatisfactory | 0 | 0 | 0 | 0 | | | |
| Percentage non-renewed | 0 | 0 | 0 | 0 | | | |

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High School Profile

| Grade 11 GHSCT English | | | | | | | | | | | | | | | | | | | | | |
|---|-----------|-----|------|-----------|-----|------|-----------|-----|------|-----------|---|---|-----------|---|---|-----------|---|---|-----------|---|---|
| Percent of Students Who Met or Exceeded | | | | | | | | | | | | | | | | | | | | | |
| Subgroups | 2006-2007 | | | 2007-2008 | | | 2008-2009 | | | 2009-2010 | | | 2010-2011 | | | 2011-2012 | | | 2012-2013 | | |
| | N | D | % | N | D | % | N | D | % | N | D | % | N | D | % | N | D | % | N | D | % |
| Percentage Black | 17 | 20 | 85 | 18 | 24 | 75 | 17 | 20 | 85 | | | | | | | | | | | | |
| Percentage White | 195 | 216 | 90.3 | 184 | 213 | 86.4 | 179 | 204 | 87.7 | | | | | | | | | | | | |
| Percentage Hispanic | | | | | | | | | | | | | | | | | | | | | |
| Percentage Asian | | | | | | | | | | | | | | | | | | | | | |
| Percentage American Indian | | | | | | | | | | | | | | | | | | | | | |
| Percentage Multiracial | | | | | | | | | | | | | | | | | | | | | |
| Percentage Students with Disabilities | 26 | 39 | 66.7 | 17 | 37 | 45.9 | 19 | 38 | 50 | | | | | | | | | | | | |
| Percentage Economically Disadvantaged | 91 | 101 | 90.1 | 93 | 114 | 81.6 | 92 | 114 | 80.7 | | | | | | | | | | | | |

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

D - Denominator (FAY Students with test scores)

% - Percentage (Meets Exceeds Rate in percent)

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

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| Grade 11 GHSGT English | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------------|-----------|-----|------|-----------|-----|------|-----------|-----|------|-----------|---|---|-----------|---|---|-----------|---|---|-----------|---|---|
| Percent of Students Who Participated | | | | | | | | | | | | | | | | | | | | | |
| Subgroups | 2006-2007 | | | 2007-2008 | | | 2008-2009 | | | 2009-2010 | | | 2010-2011 | | | 2011-2012 | | | 2012-2013 | | |
| | N | D | % | N | D | % | N | D | % | N | D | % | N | D | % | N | D | % | N | D | % |
| Percentage Black | 20 | 21 | 95.2 | 25 | 25 | 100 | 21 | 21 | 100 | | | | | | | | | | | | |
| Percentage White | 229 | 237 | 96.6 | 223 | 225 | 99.1 | 211 | 219 | 96.3 | | | | | | | | | | | | |
| Percentage Hispanic | | | | | | | | | | | | | | | | | | | | | |
| Percentage Asian | | | | | | | | | | | | | | | | | | | | | |
| Percentage American Indian | | | | | | | | | | | | | | | | | | | | | |
| Percentage Multiracial | | | | | | | | | | | | | | | | | | | | | |
| Percentage Students with Disabilities | 43 | 45 | 95.6 | 38 | 38 | 100 | 38 | 40 | 95 | | | | | | | | | | | | |
| Percentage Economically Disadvantaged | 108 | 115 | 93.9 | 119 | 120 | 99.2 | 119 | 125 | 95.2 | | | | | | | | | | | | |

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

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High School Profile

| Grade 11 GHS GT Mathematics | | | | | | | | | | | | | | | | | | | | | |
|---|-----------|-----|------|-----------|-----|------|-----------|-----|------|-----------|---|---|-----------|---|---|-----------|---|---|-----------|---|---|
| Percent of Students Who Met or Exceeded | | | | | | | | | | | | | | | | | | | | | |
| Subgroups | 2006-2007 | | | 2007-2008 | | | 2008-2009 | | | 2009-2010 | | | 2010-2011 | | | 2011-2012 | | | 2012-2013 | | |
| | N | D | % | N | D | % | N | D | % | N | D | % | N | D | % | N | D | % | N | D | % |
| Percentage Black | 13 | 20 | 65 | 12 | 24 | 50 | 15 | 20 | 75 | | | | | | | | | | | | |
| Percentage White | 146 | 215 | 67.9 | 146 | 210 | 69.5 | 151 | 204 | 74 | | | | | | | | | | | | |
| Percentage Hispanic | | | | | | | | | | | | | | | | | | | | | |
| Percentage Asian | | | | | | | | | | | | | | | | | | | | | |
| Percentage American Indian | | | | | | | | | | | | | | | | | | | | | |
| Percentage Multiracial | | | | | | | | | | | | | | | | | | | | | |
| Percentage Students with Disabilities | 9 | 38 | 23.7 | 7 | 35 | 20 | 15 | 38 | 39.5 | | | | | | | | | | | | |
| Percentage Economically Disadvantaged | 63 | 100 | 63 | 70 | 114 | 61.4 | 74 | 114 | 64.9 | | | | | | | | | | | | |

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

D - Denominator (FAY Students with test scores)

% - Percentage (Meets Exceeds Rate in percent)

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| Grade 11 GHSCT Mathematics | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------------|-----------|-----|------|-----------|-----|------|-----------|-----|------|-----------|---|---|-----------|---|---|-----------|---|---|-----------|---|---|
| Percent of Students Who Participated | | | | | | | | | | | | | | | | | | | | | |
| Subgroups | 2006-2007 | | | 2007-2008 | | | 2008-2009 | | | 2009-2010 | | | 2010-2011 | | | 2011-2012 | | | 2012-2013 | | |
| | N | D | % | N | D | % | N | D | % | N | D | % | N | D | % | N | D | % | N | D | % |
| Percentage Black | 20 | 21 | 95.2 | 25 | 25 | 100 | 20 | 20 | 100 | | | | | | | | | | | | |
| Percentage White | 228 | 237 | 96.2 | 221 | 226 | 97.8 | 211 | 219 | 96.3 | | | | | | | | | | | | |
| Percentage Hispanic | | | | | | | | | | | | | | | | | | | | | |
| Percentage Asian | | | | | | | | | | | | | | | | | | | | | |
| Percentage American Indian | | | | | | | | | | | | | | | | | | | | | |
| Percentage Multiracial | | | | | | | | | | | | | | | | | | | | | |
| Percentage Students with Disabilities | 42 | 45 | 93.3 | 36 | 38 | 94.7 | 38 | 40 | 95 | | | | | | | | | | | | |
| Percentage Economically Disadvantaged | 107 | 115 | 93 | 120 | 121 | 99.2 | 118 | 124 | 95.2 | | | | | | | | | | | | |

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

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High School Profile

Enter data for all highlighted fields.

 All data should be available.

 Based on Fall Semester data if available.

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

| Mathematics I: Algebra/Geometry/Statistics | | | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
| Percentage passed course | | | | | | | |
| Percentage passed EOCT | | | | 65 | | | |

| Mathematics II: Geometry/Algebra II/Statistics | | | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
| Percentage passed course | | | | | | | |
| Percentage passed EOCT | | | | 52 | | | |

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

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Attachment 1c
High School Profile

Enter data for all highlighted fields.

 All data should be available.

 Based on Fall Semester data if available.

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

| English Language Arts: Ninth Grade Literature and Composition | | | | | | | |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
| Percentage passed course | 85 | 85 | 83 | 80 | | | |
| Percentage passed EOCT | 54 | 73 | 71 | 79 | | | |

| English Language Arts: American Literature and Composition | | | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
| Percentage passed course | 82 | 88 | 87 | 84 | | | |
| Percentage passed EOCT | 77 | 81 | 85 | 86 | | | |

**School Improvement Grant 13(g)
LEA Application 2010**

**Attachment 2d
Transformation Model**

LEA Name: Walker County Schools

School Name: Ridgeland High School

The LEA must:

| | |
|---|--|
| A1. Replace the principal who led the school prior to commencement of the transformation model. | |
| <p>Actions:</p> <p>Since the placement of the current principal in SY 2007-2008, the following interventions/strategies have been implemented in order to improve student achievement and the school's graduation rate:</p> <ul style="list-style-type: none"> • The district supported the principal's school improvement efforts through the hiring of an academic coach in SY 2008-2009 to serve as a support person to RHS staff, to implement and monitor new programs, to help to build a professional learning community, and to provide on-going coaching and mentoring to teachers. • The district supported the principal's school improvement efforts through the hiring of a math interventionist through Title I Targeted Assistance funds to work with students and teachers to implement the GPS Math II with Support curriculum during SY 2009-2010. • The principal closely monitored and fully supported the implementation of America's Choice School Design reform model through regularly scheduled walk-throughs, job-embedded professional development, and data analysis. • The principal was instrumental in the creation of a committee that identified at-risk students (i.e., Bubble Kids) who, with appropriate remediation, would be able to score proficient or advanced on the four tests of the state-mandated GHSGT. • In order to change the school's culture, the principal initiated the Renaissance Program to reward students who demonstrated improvements in their attendance, grades, discipline, and character. • In order to boost students' academic performance in their respective classes, the principal established a directed studies time within each course, allowing additional opportunities for students to make up work, retake tests, | <p>Timeline:</p> <p>Year 1: Principal will participate in Leader Keys or the state approved evaluation system training.</p> <p>Year 2: Principal will be evaluated under the Leader Keys framework or the state approved evaluation system.</p> <p>Year 3: Principal will be evaluated under the Leader Keys framework or the state approved evaluation system.</p> <p>Sustainability: Principal will continue in his leadership position at the completion of the 3-year grant period to continue and improve upon the results obtained through the SIG.</p> |

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| <p>and receive individualized tutoring in order to improve grade-level promotion rates.</p> <ul style="list-style-type: none"> The principal established a school-wide advisory program to promote positive relationships between students and staff members, thus decreasing the drop-out rate and improving attendance, discipline, and achievement. <p>Prior to these interventions/strategies, the graduation for SY 2006-2007 was 54%. During the current principal's placement, the school's overall graduation has improved to 64.7% in SY 2008-2009, the graduation rate for students with disabilities has increased from 18.5% in SY 2006-2007 to 38.7% in SY 2008-2009, and the graduation rate of economically disadvantaged students improved from 45.4% in SY 2006-2007 to 56.3% in SY 2008-2009. As of SY 2008-2009, RHS GHSGT math test scores have improved to 74.7% and GHSGT English test scores have improved to 87.8%. Due to these increases, the principal will continue his leadership at Ridgeland High School through the implementation of the transformation model, if the SIG application is approved.</p> <p>Monitored for effectiveness: Principal will be evaluated each year by the Superintendent using Leader Keys or the state approved evaluation system; AYP and Report Card will indicate level of school improvement.</p> | |
|--|--|

A2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that

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

| | |
|--|---|
| <p>Actions:</p> <p>Teacher and Leader Evaluation:</p> <ul style="list-style-type: none"> Teacher evaluation is a critical component of school reform. Research has consistently shown that teachers are the primary drivers of student learning and achievement (Marzano, 2007). In order to implement a rigorous, transparent, and equitable evaluation system, RHS will implement the new Georgia CLASS Keys or the state approved teacher evaluation system and Leader Keys administrator evaluation systems. The CLASS Keys purpose | <p>Timeline:</p> <p>Year 1: Begin study of CLASS Keys or the state approved evaluation system and Leader Keys but continue use of GTEP for 2010-11 teacher evaluation.</p> <p>August 10, 2010 Beth Johnston (DOE) Full day CLASS Keys training with all certified teachers.</p> |
|--|---|

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| <p>includes improvement and accountability serving as both a formative and summative instrument to identify a teacher’s level of performance on five strands of standards and elements: Curriculum and Planning, Standards-Based Instruction, Assessment of Student Learning, Professionalism, and Student Achievement.</p> <ul style="list-style-type: none"> • Evaluations are based on multiple performances on research-based standards assessed over time through an array of evidence with frequent feedback. Included is an annual professional growth plan which allows teachers to direct their own careers through goal setting and performance evaluation with strong ties to student learning. • Leader Keys is a performance appraisal process based on Georgia’s Leadership Performance Standards which define high impact practices that school leaders need to know, understand, and do. Leader Keys serves as a formative and summative instrument to identify a leader’s level of performance on specific standards and is organized into ten strands: Curriculum, Assessment, Standards-Based Instruction, Data Analysis, Organizational Culture, Professional Learning and Development, Performance Management and Process Improvement, Managing Operations, and Leading Change. • The superintendent will use Leader Keys to evaluate the RHS principal. The RHS assistant principals will be evaluated by the principal using Leader Keys. <p>The teacher evaluation standards tied to student achievement including graduation rate are listed below:</p> <p><i>SA 1.1 Students taught by the teacher demonstrate the Georgia Performance Standard (GPS) related academic achievement progress on measures of student learning including state-mandated achievement tests.</i></p> <p><i>SA 1.2 Students taught by the teacher of content areas not addressed by the Georgia Performance Standards (GPS) demonstrate academic achievement progress on measures of student learning as determined by the school district (e.g., teacher-developed assessments, department or district assessments, benchmark tests, student work samples, portfolios, etc.).</i></p> <p>CLASS Keys and Leader Keys have been field-tested and were developed and further refined using the input of teachers and leaders from around the state of Georgia.</p> | <p>Fall, 2010 Beth Johnston (DOE) Leader Keys training with all district principals, assistant principals and district leaders including Superintendent.</p> <p>Teacher training CLASS Keys--use DVD modules each month in Quality Circle meetings during teacher planning blocks led by Academic Coach.</p> <p>Year 2, 3: Fall, Implement CLASS Keys or the state approved evaluation system and Leader Keys.</p> <p>August, 2011, 2012 - New teacher CLASS Keys or state approved evaluation system training led by HR Director during District Induction sessions and follow up by Academic Coach. New administrator training on Leader Keys lead by District Personnel Department and follow up by RHS Principal.</p> <p>Sustainability - Continue to request support from DOE staff as needed. Academic Coach and department chairs will support CLASS Keys or the state approved evaluation system training/teacher quality improvement efforts.</p> |
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| <p>A3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p> | |
| <p>Actions:</p> <p>RHS will employ a multitude of strategies to maximize the learning environment for student achievement.</p> <p>To this end, we believe that one strategy for RHS to accomplish this task is to provide financial rewards for all certified staff for the adherence to and accomplishment of two common goals. These goals are increased staff attendance and the obtainment of meeting school improvement annual goals. RHS absenteeism data reflects a yearly average of 8.2 days missed per classroom teacher over the past few years (excluding professional days). Research shows absenteeism seriously affects classroom consistency and as a result student achievement. Certified staff members who do not help implement this model will not receive these incentives.</p> <ol style="list-style-type: none"> 1. Staff Attendance = 95% (excluding PL days) 2. Meeting School Improvement Annual Goals <p>All RHS certified teachers and administrators will receive a monetary reward upon meeting the attendance goal and the school improvement annual goals (see Annual Goals, Attachment 2d). The achievement goals reflect an expectation of at least 10% gain per year including graduation rate and the ELA and Math portions of the GHSGT.</p> | <p>Timeline:</p> <p>Year 1: Summer – Teacher rewards approved upon meeting or exceeding goals of the School Improvement Grant; incentive amount, \$1,000</p> <p>Year 2: Summer –Teacher rewards approved upon meeting or exceeding goals of the School Improvement Grant; incentive amount, \$1,000</p> <p>Year 3: Summer – Teacher rewards approved upon meeting or exceeding goals of the School Improvement Grant; incentive amount, \$1,000</p> <p>Sustainability- The successful programs supported by the funding of the School Improvement Grant will continue without a need for monetary rewards. Established professional learning communities will intrinsically reward teachers.</p> |
| <p>Certified staff members who do not increase student achievement will be given ample opportunities to improve their professional practice. Upon their negligence to not meet their required duties and responsibilities using GTEP during Year 1 and the CLASS Keys or the state approved evaluation instrument criteria during Year 2 and 3, a termination review will be conducted subject to Walker County Board Policy the provisions of Georgia Code 20-2-940.</p> | <p>Timeline:</p> <p>Year 1: GTEP Observations— Ongoing</p> <p>Remediation and Professional Development Plan (PDP) as needed</p> <p>Annual Evaluation - May</p> <p>Year 2, 3: CLASS Keys or the state approved evaluation system observations and evidence gathering, pre- and post-conferences, remediation and PDP as needed</p> |

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|--|-------------------------|
| | Annual Evaluation - May |
|--|-------------------------|

A4. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

From the data review, the School Improvement Team determined there is a need for RHS to increase its capacity for continuous school improvement by acquiring funding for and providing on-going professional learning opportunities, allocating sufficient support resources for proper implementation, and evaluating and sustaining implemented programs and strategies. Job-embedded professional learning will help RHS to support and retain quality teachers who will collaborate in order to make better data-driven decisions, maximize classroom instruction time, become more effective teacher leaders, increase their content and pedagogical knowledge, better understand, appreciate, and hold high expectations for all students, and increase meaningful parental/community involvement.

Actions:

RHS will provide certified staff with the following professional learning opportunities that will support and align with the school’s comprehensive instructional program:

A review of the data obtained through the two District walkthroughs, informal school-based focused walkthroughs and the needs assessment revealed that the RHS faculty was not consistent in its implementation of the standards-based instructional model in all classrooms. Because of that, additional professional development focusing on the workshop model and related strategies (conferencing, looking at student work) was deemed necessary in order to achieve successful implementation in all classrooms. The School Improvement Grant team also noted the need for professional development in teaching students appropriate standardized test-taking strategies so as to become better test takers and in the development of procedures to adequately and consistently evaluate student work.

RHS teachers will participate in:

America’s Choice Professional Development:

Timeline:

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| <ul style="list-style-type: none"> <p><i>Standards-Based Instruction/Refining Workshop Model</i> (entire faculty) – Refining standards-based instruction within the workshop model by focusing on the components/strategies of the opening, work time, and closing to maximize students’ individualized learning and evaluation. America’s Choice technical support personnel will facilitate training. Implemented strategies will be observed during in-house and district walkthroughs.</p> | <p>Year 1: Fall 1 day - Workshop will refocus teachers on the workshop model with concentration on the closing.</p> <p>Year 2: Fall 1 day - Differentiation strategies that can be incorporated into the work time will be covered in the training.</p> <p>Year 3: Fall 1 day - Teachers will be encouraged to engage in peer observations and video taping of lessons to build capacity for grade-level and content-level teachers.</p> <p>Sustainability: These embedded best practices will continue to be a part of teachers’ instructional delivery; study groups will enable teachers to join in a shared understanding and common language about standards-based teaching and learning.</p> |
| <ul style="list-style-type: none"> <p><i>Looking at and Analyzing Student Work</i> (entire faculty) America’ Choice technical support personnel will focus teachers on three critical areas: (1) identification of characteristics of proficiency (working to reach consensus on what is believed to constitute a proficient response on a selected text or question); (2) diagnosis of student strengths and needs on the specified performance (identifying what the student knows and still needs to learn); (3) identification of next instructional steps based on the diagnosis (questioning for understanding, types of feedback; areas to re-teach to the class). Teachers will be able to self-assess their own teaching of the content standard and make needed refinements based on implementation of these strategies when analyzing student work within study groups/department meetings.</p> | <p>Year 1: Winter, 1 day; Spring 1 day - Training offered by America’s Choice personnel will focus on teacher groups coming to consensus on work deemed “proficient” and identifying what the student knows and needs to still learn.</p> <p>Year 2: Winter, 1 day - Workshop will focus on identification of next instructional steps based on the diagnosis of student work.</p> <p>Year 3: Winter, 1 day - Workshop will focus on teachers looking at student work in groups to self-assess their own teaching of the content standard and making refinements according to feedback, identify misunderstandings about the intent of the assignment/question, and also self-assess whether their</p> |

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| <ul style="list-style-type: none">• The needs assessment identified the importance of continuing the implementation of the 9th Grade Ramp Up to Advanced Literacy course to identified entering 9th grade students. (Ramp Up to Advanced Literacy is designed to help the lowest performing students make rapid progress in reading and writing and is taught by two 9th grade English teachers (in conjunction with English 9 GPS) to entering freshmen students who are identified as being two or more years below grade level in reading.) Training will continue with Year 2 and Year 3 Implementation. America's Choice technical support personnel will focus the training on data review and ongoing analysis, overview of new units of study in the curriculum, pacing of units, looking at and analyzing students' work and writing samples (student portfolios). | <p>expectations for students are appropriately rigorous and relevant.</p> <p>Sustainability: This standards-based instructional strategy will be embedded into teachers' classroom practice and will be supported and strengthened through study groups within content areas.</p> <p>Year 1: Two days of Refresher Training with 2 ELA 9th Grade Ramp up teachers (Fall, 2010, 1 day; Spring 2011, 1 day). Training facilitated by America's Choice technical support personnel. Implementation of Ramp Up classroom strategies will be observed during in-house and district walkthroughs. Achievement data (EOCT) and Gates MacGinitie Reading tests will document student progress.</p> <p>Year 2: Fall, 2011 (1 day) - Teachers will go deeper with content delivery, data analysis, and looking at and analyzing student work. America's Choice technical support personnel will facilitate training. Implementation of Ramp Up classroom strategies will be observed during in-house and district walkthroughs. Achievement data (EOCT) and Gates MacGinitie Reading tests will document student progress.</p> <p>Year 3 and Sustainability: Program is self-sustaining through documentation obtained from the mid-year and end-of-year DAT (Diagnostic and Assessment Tool) administered each year by America's Choice technical support personnel noting successful areas of</p> |
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| <p>and direction; create high performance expectations in which results become the primary schoolwide focus; complete the mid-year and end-of-year DAT (Diagnostic and Assessment Tool) to document achievement of school-wide goals and implementation of the school-wide reform design (standards-based instruction, aligning instruction to standards, strengthening instructional leadership, and building professional learning communities to improve student achievement). America's Choice Cluster Leader and technical support personnel will conduct the mid-year and end-of-year DAT each year to assess the level of implementation and to monitor organizational performance. Each year, areas of strength will be noted and areas of improvement will be addressed in order to strengthen the team's ability to embrace goals, understand the changes that are necessary to strengthen teaching and learning, and to work together toward improvement.</p> | <p>identify and develop teacher leaders within each content area. Department chairpersons will support identified teachers as they assume leadership responsibilities and offer relevant feedback as these teachers accept additional duties.</p> <p>Year 3: Fall (1 day); Spring (1 day) - The training will focus on sustaining successful programs and building capacity through established professional learning communities, reassessing the status of the school's culture through a school climate survey, and revisiting the use of assessments in the service of learning.</p> <p>Sustainability: The Leadership Team will continue to lead the school by working together toward group goals and planning for results by making data-driven decisions regarding school improvement and organizational performance.</p> |
| <p>The School Improvement Grant team identified the need to extend our part-time, shared parent coordinator to a full-time, in-house parent and community outreach coordinator to improve parent and teacher relationships and involvement and improve communication between parents and the school and the school and the community.</p> <ul style="list-style-type: none"> • America's Choice School Design will provide technical assistance to support RHS's parent and community outreach coordinator in establishing lines of communication and enlisting the community to support student achievement. | <p>Year 1: Fall (1 day), Spring (1 day) - Through technical support, America's choice personnel will assist the parent and community outreach coordinator in planning monthly programs to engage parents and create a communication network.</p> <p>Year 2: Fall (1 day), Spring (1 day) - Technical support personnel will work with the parent and community outreach</p> |

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A review of the data showed the need to increase the capacity of the RHS teachers to improve the active engagement of students by building strong positive relationships, utilizing motivational skills during classroom instruction, and helping students attain life skills that will help them become accountable for their own learning. To achieve these changes, RSH will seek the services of Quantum Learning (certified for inclusion in the Catalog of School Reform Models by the National Clearinghouse for Comprehensive School Reform, a project of the U.S. Department of Education (See Addendum 9, pages 165-175).

coordinator to recruit new and sustain existing community partners; parental programs will be reviewed during the mid-year and end-of-year DAT.

Suggestions will be made by the America's Choice technical support personnel and Cluster Leader to further improve the communication between parents and the school.

Year 3: Fall (1 day), Spring (1 day) - During the mid-year and end-of-year DAT, America's Choice technical support personnel and Cluster Leader will note areas of strength and areas needing improvement and will help the parent and community outreach coordinator refine existing programs to ensure continued parental involvement and community support.

Sustainability: Successfully implemented programs will be embedded into the school's rituals and routines; the parent and community outreach coordinator will remain on staff (funded by SWP Title funds); the support from America's Choice will no longer be needed and funded because of the previous three-year training.

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Actions:

- Quantum Learning
 - Concentration on teachers incorporating proven student learning skills/styles in all content areas (i.e., personal learning and communication styles; character education; relationship building; study skills; time management; motivation; taking ownership and responsibility; creativity; and problem-solving).

Year 1: Summer 2011 - Half the faculty will receive five days of training facilitated by Quantum Learning personnel which will consist of a wide range of instructional design and delivery methods focusing on effective strategies for presentation, facilitation, and learning and life skills that will be applied in their everyday teaching practices.

Identified at-risk students (grades 9-12) will attend a school-based week long Leadership Super Camp where they will be taught learning and life skills in programs that will be delivered by Quantum Learning facilitators. Site teachers (faculty members) will assist, observe, and debrief daily on the strategies, techniques, and methodologies observed. This will be accomplished in order to set the tone and context for the student level implementation of Quantum Learning. Quantum Learning support personnel will make two site visits during the year to ensure these skills are being used and reinforced.

Year 2: Summer - Remaining half of the faculty will receive five days of Quantum Learning training (facilitated by Quantum Learning personnel) to ensure school-wide implementation of these relationship-building strategies. In addition, identified at-risk students will attend the Leadership Super Camp (as mentioned above). Teachers will take a more prominent roll in the delivery of information to the students while being supported by Quantum Learning facilitators.

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| <p>Outside Consultants</p> <p>A review of the achievement data revealed the need for RHS core-content teachers to improve their level of instructional rigor through research-based strategies that promote a deeper understanding of the curriculum. In addition, the data indicated the need to improve student expectation by using multiple teaching methods and higher-level thinking skills.</p> <p>Actions:</p> <p>Content specialists from the GaDOE (William Cranshaw, Social Studies Program Manager, and Juan Carlos Aguilar, Science Program Manager, have been contacted and have agreed to provide on-site training), Georgia Office of Educational Support and Improvement (Beth Johnston, Program Specialist, Division of Teacher and Leader Quality, has been contacted and has agreed to provide on-site training in CLASS and Leader Keys or the state approved evaluation system), other Office of Educational Support and Improvement consultants based on need, NWGA RESA School Improvement Specialists (Martha Templeton, Sherry Bandy, and Karen Faircloth have been contacted and have agreed to provide on-site training), and/or other paid consultants (Claire Pierce, retired from the GaDOE</p> | <p>Year 3: Summer - New hires will participate in the five days of Quantum Learning training (facilitated by Quantum Learning personnel) to ensure the entire faculty has received the Quantum Learning training. Faculty members will lead the Summer Leadership Super Camp for identified students.</p> <p>Sustainability: Programs will be embedded into the teachers' daily teaching practices. Through the previous training from Quantum Learning facilitators, RHS teachers will be able to lead the Summer Leadership Super Camp for identified at-risk students and faculty will be able to share strategies with new-hires through job-embedded professional development and team meetings/study groups.</p> <p>Year 1: Fall - 2 days for English, Science, Social Studies content specialists; 3 days for Math content specialist; Winter - 3 days for Math content specialist; Spring – 2 days for English, Science, Social Studies, and Math content specialists. Specialists in the content areas will address specific content strands and delivery of the content in the workshop model (addressing more rigorous delivery methods, modeling the</p> |
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and Marzano Research Laboratory consultants) will be hired to systematically address these needs (mentioned above) in the respective content areas and provide on-site training in the delivery of effective instructional strategies and programs. This on-going professional development will enable teachers to deepen their content knowledge, improve pedagogy skills, and offer students more rigorous and relevant curriculums. The instructional strategies learned will also improve student performance, engagement, and accountability.

During the three-year period, consultants will give relevant feedback to teachers to improve their instructional practices on a continuous basis. Content teachers will collaborate in study groups to continually assess their delivery of instruction and agree to participate in peer observations for additional feedback. School-based walkthroughs and district walkthroughs will occur to note implementation of these standards-based instructional strategies.

During Year 1 of the School Improvement Grant, Marzano Research Laboratory consultants will be hired to conduct on-site professional development to continue the training begun in Spring, 2010, focusing on *Differentiation, Standards, and Assessment*. This additional training will be to deepen teachers' understanding of developing and using alternate forms of formative assessments based on the four-point grading scale format (addressed in the book study, *Formative Assessment and Standards Based Grading*). During Year 2, Marzano consultants will provide on-site professional development (to accompany the book study, *The Art and Science of Teaching*), and focus on ensuring effective teaching in all classrooms, building background knowledge for all students, and building academic vocabulary (in specific content areas, both horizontally and vertically).

instructional delivery, and emphasizing the closing portion (becoming more student led) of the workshop model). Follow-up, two day on-site training led by Marzano Research Laboratory consultants will be held in the fall and focus on alternate forms of formative assessments (using the four-point grading scale).

Year 2: Fall - 2 days for English, Science, Social Studies content specialists; 3 days for Math content specialist; Winter - 3 days for Math content specialist and 2 days for English, Science, and Social Studies content specialists. Content consultants will address embedding the frameworks and tasks into the daily instruction and collaborate with teachers to develop strategies to engage students in active learning. Two day on-site training led by Marzano Research Laboratory consultants will be held in the fall to focus on effective teaching in every classroom, building background knowledge for all students, and building academic vocabulary (to coincide with the book study, *The Art and Science of Teaching*).

Year 3: Fall - 2 days for English, Science, Social Studies, and Math content specialists; Winter – 2 days for English, Science, Social Studies, and Math content specialists. Consultants will work with teachers to review and revise their curriculums and pacing of the content to ensure students' mastery of the GPS (looking at teacher data over a 3-year period).

Sustainability: At the end of the SIG, strategies will be embedded into the teachers' instructional

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In completing the data review, the School Improvement Team identified the need for teachers and administrators to receive training in CLASS Keys (or the future state-approved evaluation system) and for administrators to receive training in Leader Keys in order to acquire a common understanding of the requirements needed to obtain at least a satisfactory score on yearly evaluations.

Actions:

CLASS Keys and Leader Keys Training

- Teacher evaluation is a critical component of school reform. Research has consistently shown that teachers are the primary drivers of student learning and achievement (Marzano, 2007). In order to implement a rigorous, transparent, and equitable evaluation system, RHS will implement the new Georgia CLASS Keys teacher evaluation and Leader Keys administrator evaluation systems. The CLASS Keys purpose includes improvement and accountability serving as both a formative and summative instrument to identify a teacher's level of performance on five strands of standards and elements: Curriculum and Planning, Standards-Based Instruction, Assessment of Student Learning, Professionalism, and Student Achievement.
- Evaluations are based on multiple performances on research-based standards assessed over time through an array of evidence with frequent feedback. Included is an annual professional growth plan, which allows teachers

practices. Teachers will serve in leader rolls as mentors to new staff and will continue to build team capacity by meeting to review and revise, if needed, content delivery. Successes in teacher effectiveness will be celebrated (through observations and analyzing student achievement data) and areas needing improvement will be addressed through teacher support teams and study groups. Consultants will continue their work through the GaDOE, RESA, or private consultation.

Year 1: Begin study of CLASS Keys or the state approved evaluation system and Leader Keys but continue use of GTEP for SY 2010-11 teacher evaluation.

August 10, 2010 - Beth Johnston (DOE) Full day CLASS Keys training with all certified teachers at RHS.

Fall, 2010 - Beth Johnston (DOE) Leader Keys training with all district principals, assistant principals and district leaders including Superintendent.

Teacher training CLASS Keys - use DVD modules each month in Quality Circle meetings during teacher planning blocks led by Academic Coach

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| <p>to direct their own careers through goal setting and performance evaluation with strong ties to student learning.</p> <ul style="list-style-type: none"> • Leader Keys is a performance appraisal process based on Georgia’s Leadership Performance Standards which define high impact practices that school leaders need to know, understand, and do. Leader Keys serves as a formative and summative instrument to identify a leader’s level of performance on specific standards and is organized into ten strands: Curriculum, Assessment, Standards-Based Instruction, Data Analysis, Organizational Culture, Professional Learning and Development, Performance Management and Process Improvement, Managing Operations, and Leading Change. • The superintendent will use Leader Keys to evaluate the RHS principal. The RHS assistant principals will be evaluated by the principal using Leader Keys. • Class Keys training (Beth Johnston, Program Specialist, GaDOE) <ul style="list-style-type: none"> ○ Provides training to certified staff regarding the implementation of the new evaluation system. • Leader Keys training (Beth Johnston, Program Specialist, GaDOE) <ul style="list-style-type: none"> ○ Provides training to administrative staff regarding the implementation of the new evaluation system. <p>Technology</p> <p>As a result of the needs assessment, The School Improvement Grant Team noted the lack of technology funding in previous years that has hindered the acquisition of technological tools and the respective professional development to enhance student learning opportunities and classroom instruction. Therefore, to prepare students for the 21st century, there is a critical need for RHS to improve teachers’ capacity for effective teaching through the provision of technological tools for instruction, data analysis, communication, and recordkeeping.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Technology Training <ul style="list-style-type: none"> ○ Increase the level of teachers’ proficiency and experience with technology, tools, and | <p>Year 2 and 3: Fall - Implement CLASS Keys or the state approved evaluation system and Leader Keys.</p> <p>August 2011 and August 2012 - New teacher CLASS Keys or state approved evaluation system training led by HR Director during District Induction sessions and follow up by Academic Coach. New administrator training on Leader Keys by District Personnel Department and follow up by RHS Principal.</p> <p>Sustainability: Continue to request support from DOE staff as needed. Academic Coach and Department chairs will support CLASS Keys or the state approved evaluation system training/teacher quality improvement efforts.</p> <p>Year 1: Fall - Two-day Promethean ActivBoard Core Essentials Train-the-Trainer ActivInstruction for 16 RHS</p> |
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software and maximize the impact on student achievement from the technology investment (i.e., Promethean ActivClassrooms— ActivBoards, ActiveSlates, ActivExpressions; document cameras; iPads or laptops/netbooks/notebooks).

teachers (including the technology coach) which will be facilitated by Promethean ActivBoard consultants. These teachers will, in turn, train members of their respective content departments throughout the year so as to continually increase the level of proficiency and experience with the ActivBoard tools (board, document camera, response systems) and software during classroom instruction. Access to the supplemental resource, Promethean Planet (a teacher community of over 400,000 teachers using Promethean boards) will be furnished and teachers will be shown how to tap into its vast resources to impact student engagement and learning.

Technology coach will offer continuous job-embedded training for freshman and sophomore teachers to incorporate the iPads or laptops/netbooks/notebooks into their classroom instruction to actively engage students (research, E-textbooks, PowerPoint presentations). (Purchasing iPads or laptops/netbooks/notebooks for freshmen and sophomore students during this school year.)

Year 2: Fall – Two-day Promethean ActivBoard Companion Workshop (Follow-up) for Core Essentials Train-the-Trainer ActivInstruction facilitated by Promethean ActivBoard consultants. The teacher trainers and technology coach will again participate in the training to deepen their knowledge of the tools and software. In addition, these teacher trainers will redeliver the information to members of their

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departments to help them gain more skills and continue to enhance their knowledge and proficiency levels with the technology.

Technology coach will offer continuous job-embedded training for teachers to incorporate using the iPads or laptops/netbooks/notebooks into their classroom instruction to actively engage students (research, E-textbooks, PowerPoint presentations). (Purchasing iPads or laptops/netbooks/notebooks for freshmen and senior students this school year.)

Year 3: Capacity building will occur throughout the year as the teacher trainers and the technology coach continue to serve as support personnel to teachers as they continue to build their competence and confidence in embedding the use of technology into their classroom practice on a regular basis. Teachers will be encouraged to create interactive lessons and activities to engage their students and enrich their lessons. Teachers will share their lessons within content areas and departments to widen the benefits provided through supplementing their curriculums with technology. Trainers and technology coach will also serve as mentors to new hires so they will become knowledgeable and comfortable using the technology tools.

Sustainability: Technology will be embedded into classroom practices. Trainers and the technology coach will continue to offer training opportunities

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Post-Secondary Readiness

From analyzing the college enrollment rate during the needs assessment process, the School Improvement Grant Team identified the need for RHS to place more emphasis on post-secondary readiness by offering Princeton Review's ACT preparatory program during extended learning time (either before or after the regular school day) and/or during the regular school day and to have the program taught by faculty members who participate in and complete the Princeton Review training (becoming certified Princeton Review school-based trainers).

In addition, the needs assessment showed that additional opportunities should be offered to teachers to participate in either Advanced Placement (AP) summer institutes in specific content areas and/or Pre-AP Vertical Team institutes to improve post-secondary readiness. Teachers attending the AP institutes will deepen their content knowledge, improve their pedagogical skills, and relate their learning to the AP student examination. Teachers will also share new strategies learned with others in their content area. Vertical teams attending the Pre-AP institutes will acquire strategies to better prepare students to be successful in AP courses and will be informed of ways to vertically align courses and curriculums and increase the rigor and student expectations in courses leading up to AP classes.

Actions:

- Princeton Review
 - Teacher-to-teacher program focusing on ACT content (English, math, reading, and science) and test-taking strategies. After meeting rigorous requirements, Princeton Review certifies teachers to offer Princeton Review ACT live instruction courses before or during school and during summer months.

- Advanced Placement (AP)
 - AP Program Summer Institute courses provide teachers with an intensive five-day

throughout the school year. Access to the Promethean Planet will keep teachers informed of new uses of the technological tools.

Year 1: Fall - Five teachers (from core content areas) will participate in the four-day intensive Princeton Review program training facilitated by certified Princeton Review trainers in order to become school-based Princeton Review certified trainers. Teacher certification will allow RHS students (80) to participate in PR live instruction courses that will better prepare them for the ACT and SAT college entrance exams as well as state-mandated multiple choice standardized tests. Teachers completing the training will also be able to share the test-taking strategies with other

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training of the curriculum, structure, and content of specific AP courses. Attention is devoted to the development of curriculum, teaching strategies, and the relationship of the courses to the AP examination. Training will be for new, experienced, and pre-AP teachers. This training is facilitated by veteran AP teachers in the respective content areas and supported by The CollegeBoard.

teachers during department meetings and study groups.

Summer - Five teachers (from core content areas) and one vertical team (one teacher from each of the four core content areas) will attend the five-day AP Summer Institutes (content specific) and the Pre-AP Institute. These institutes will be facilitated by veteran AP teachers in the respective content areas or by teams of teachers who have taught pre-AP classes (both recommended by The CollegeBoard). From the training, additional AP classes will be incorporated into the master schedule and numbers of students enrolling in AP classes will increase.

Year 2: Summer - Five more teachers (from core content areas) will participate in four-day intensive Princeton Review training facilitated by Princeton Review certified trainers in order to become school-based Princeton Review certified trainers. Courses will be offered to students (as stated above) during the school year.

Summer - Five more teachers (from core content areas) and one vertical team (one teacher from each of the four core content areas) will attend the five-day AP Summer institutes (content specific) and the Pre-AP Institute. These institutes will be facilitated by veteran AP teachers in the respective content areas or by teams of teachers who have taught pre-AP classes (recommended by The CollegeBoard). From the training, additional AP classes will be incorporated into the

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| | <p>master schedule and numbers of students enrolling in AP classes will increase.</p> <p>Year 3: Summer - Five additional teachers (from core content areas) will participate in four-day intensive Princeton Review training facilitated by Princeton Review certified trainers in order to become school-based Princeton Review certified trainers. Courses will be offered to students (as stated above in Year 1) during the school year.</p> <p>Summer - Five additional teachers (from core content areas) and one vertical team (one teacher from each of the four core content areas) will attend the five-day AP Summer institutes (content specific) and the Pre-AP Institute. These institutes will be facilitated by veteran AP teachers in the respective content areas or by teams of teachers who have taught pre-AP classes (recommended by The College Board). From the training, additional AP classes will be incorporated into the master schedule and numbers of students enrolling in AP classes will increase.</p> <p>Sustainability: The teachers who have received Princeton Review certification and those who have attended AP Institutes will continue to offer the training and/or course work to RHS students. These programs will be self-sustaining with teachers sharing strategies learned during the course of their training with other teachers during department meetings and study groups.</p> |
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Gifted Certification

From the review of the data, the need was seen to increase the level of instructional rigor and student expectations through research-based strategies that promote a deeper understanding of the curriculums using multiple teaching methods and higher level thinking skills.

Actions:

- Offering gifted certification course work to additional teachers will enable teachers to deepen their content knowledge as well as improve their pedagogical skills to make learning more relevant and rigorous for their students. Gifted-endorsed staff will offer the training to RHS staff.

Year 1: Fall - Five teachers (from core content areas) will begin the gifted certification program (taught by gifted-endorsed staff) with completion to be accomplished within a two-year period. This training will increase the number of teachers who are gifted certified and the availability of teachers to teach gifted classes. Also, strategies learned will be shared with other teachers to improve instructional delivery.

Year 2: Fall - Five more teachers (from core content areas) will begin the gifted certification program (taught by gifted-endorsed staff) with completion to be accomplished within a two-year period. This training will increase the number of teachers who are gifted certified and the availability of teachers to teach gifted classes. Also, strategies learned will be shared with other teachers to improve instructional delivery.

Year 3: Fall - Five additional teachers (from core content areas) will begin the gifted certification program (taught by gifted-endorsed staff) with completion to be accomplished within a two-year period. This training will increase the number of teachers who are gifted certified and the

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| <ul style="list-style-type: none">• GaDOE Summer Leadership Academy <p>The data analysis identified the need for the Leadership Team to be data-driven and to regularly revisit, review and revise (if needed) the School Improvement Plan (SIP). If approved, the SIG will force the Leadership Team to closely examine the existing SIP and make transformational changes in the future direction of the school. Attending the GaDOE Leadership Academy will provide the opportunity for the Leadership Team to have the time to devote to the revision of the SIP in order to address the upcoming school transformation and the time to devote to designing a plan to monitor the implementation of the transformation model (if funded). Future yearly District and school-based walkthroughs will inform the school if the SIP is being implemented and, if funded, the goals of the SIG are being addressed and achieved.</p> <p>Actions:</p> <ul style="list-style-type: none">• Leadership Team sessions focus on: collecting and analyzing data; developing SMART goals; selecting appropriate strategies, actions, and interventions to meet school improvement goals; creating a professional learning plan to support implementation of the school improvement plan; and designing a plan for monitoring the school improvement plan. | <p>availability of teachers to teach gifted classes. Also, strategies learned will be shared with other teachers to improve instructional delivery.</p> <p>Sustainability: Through the program, the number of gifted certified teachers will increase. With the training received, teachers will improve the rigor and relevance in their instruction and increase the number of gifted classes available. These teacher leaders will share their strategies with others in their respective content areas during study groups and/or team meetings.</p> <p>Year 1: Summer - Leadership Team members will attend the GaDOE Leadership Academy; focus of writing and implementing school improvement goals will be continued during the school year.</p> <p>Year 2: Summer - Leadership Team members will attend the GaDOE Leadership Academy; focus of analyzing data will be continued throughout the school</p> |
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| <ul style="list-style-type: none">• <i>Link Crew</i> <p>From the data, the School Improvement Grant Team identified the need for RHS to provide students with opportunities for successful transition to high school and to increase the capacity of RHS students to develop tools that will help them resolve conflicts, learn specific communication and relationship models in order to convey their opinions in a positive manner, discover their personal capabilities and learning styles, set goals, and become accountable for their own choices and actions.</p> <p>Actions:</p> <ul style="list-style-type: none">• RHS will implement <i>Link Crew</i> as part of the 9th grade transition program. <i>Link Crew</i> is a proven successful high school transition program that welcomes freshmen | <p>year.</p> <p>Year 3: Summer - Leadership Team members will attend the GaDOE Leadership Academy; focus of building teacher leaders and sustaining programs will be the focus throughout the year.</p> <p>Sustainability: The Leadership Team will work together to establish themselves as a professional learning community within the larger school entity. Department chairpersons will continue to grow and develop as teacher leaders within the school community and be charged with the implementation of the SIP goals. Capacity will be strengthened through the team attendance at the yearly Leadership Academy, and sustainability will occur through the implementation of a four-day, school-based Leadership Team Summer Academy.</p> <p>Year 1: Summer - Three teachers from the Freshman Academy along with the Freshman Academy Principal will attend Link Crew three-day implementation training. This training facilitated by <i>Link Crew</i> trained personnel will provide explicit instruction on how to</p> |
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to a new campus and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, *Link Crew* teachers train members of the junior and senior classes to be Link Leaders. As positive role models, Link Leaders are motivators, leaders, and teachers who guide the freshmen to discover what it takes to be successful during the transition to high school. This program provides the structure for freshmen to receive support and guidance from juniors and seniors who have been through the challenges that high school poses and understand that the transition to a larger school can sometimes be overwhelming.

Link Crew trained teachers will oversee this transition program, train the selected student Link Leaders, and incorporate the program into the freshman student experience. The trainers will provide ongoing support and detailed planning information with the junior and senior student Link Leaders as they acquisition into their roles as exemplary student leaders. The trained teachers will also share strategies learned during the training with the Link Leaders to break down social barriers by modeling behavior and using group development methodologies. The goal of the program is to provide RHS with a structure in which students make real connections with each other. Through this program, students learn that people care about them and their success. Results will show an increase in attendance, decrease in discipline referrals, and improved academic achievement.

convey the concepts being presented in the training to those with whom they work in the Freshman Academy and/or with those to whom they provide mentoring assistance.

Fall - The three teachers and Freshman Academy Principal will attend a one-day follow-up training facilitated by *Link Crew* trained personnel that will provide information for establishing effective academic, social, and leader-initiated contact programs. Training will also focus on strategies involving effective leader meetings and how to keep the student link leaders motivated throughout the year.

Year 2: Summer - Three additional Freshman Academy teachers will attend the three-day implementation training (see above). They will also participate in the one-day follow-up training during the fall.

The original participants will attend a two-day refresher training session facilitated by *Link Crew* trained personnel in order to share ideas with other first year coordinators as well as veterans who have had extensive experience with the program. They will also attend workshops that will sharpen the skill set needed for the RHS program to continually improve each year.

Year 3 and Sustainability: The *Link Crew* program will be poised to continue because the necessary skills have been established in an expanded body of teacher leaders. This will ensure the sustainability of the program long-term. Data will show an increase in

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| <ul style="list-style-type: none"> • Association of Supervision and Curriculum Development (ASCD) - Annual Institutional Membership <p>The School Improvement Grant Team identified the need for RHS to increase its capacity for continuous school improvement by providing ongoing professional learning opportunities and resources (reference books) afforded through the ASCD institutional membership.</p> <p>Actions:</p> <ul style="list-style-type: none"> • (ASCD) Annual Institutional Membership <ul style="list-style-type: none"> ○ Provides access to ASCD publications and professional development tools; interactive online learning opportunities; online research, archives, and resources; networking opportunities that support collaborative learning; and discounts for ASCD materials and events. <ul style="list-style-type: none"> • Regular Ed./Co-teacher training <p>A review of the data analysis revealed at least 63% of the SWDs needed to be placed in a least restrictive environment for 80% of the school day (with the current standing being at 50%). In order</p> | <p>attendance, decrease in discipline referrals, and improved academic achievement.</p> <p>Year 1, 2, and 3: RHS will purchase two annual institutional memberships. Institutional memberships will enable RHS to purchase reference books for book studies and enable teachers to order materials to build their professional libraries.</p> <p>Sustainability: Resources/training received throughout the three-year period will be used to provide initial training of new staff and refresher training of existing staff. Annual ASCD institutional memberships during the SIG will help RHS sustain the book studies in department meetings and/or study groups through texts obtained via the ASCD “online library” (10 common books per each of the 20 institutional members in the two institutional memberships).</p> |
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to achieve this State requirement, the regular education teachers and co-teachers need opportunities for collaboration and extensive training to ensure that differentiated instruction is provided to meet the needs of all students and SWDs are appropriately scheduled in the general education settings as noted in students' IEPs.

Actions:

- NW GLRS/RESA will provide co-teaching scheduling training to a team from RHS to ensure that SWDs are appropriately placed in general education settings as noted in students' IEPs. Follow-up training focusing on effective co-teaching delivery and effective differentiated instruction will be offered to regular education and exceptional education teachers (working together in a co-teaching setting) in order to continue to increase the AYP status of SWDs at RHS. This training will also provide strategies for RHS to move from its current standing of 50% to the state target of at least 63% of SWDs being placed in the least restrictive environment for 80% of the school day.

Year 1: Fall - Regular education and exceptional education teachers will attend district-wide training facilitated by RESA technical support personnel to enhance cooperative/team teaching, appropriately schedule students according to their IEPs, and better understand the rolls of regular education and special education teachers in a co-teaching setting.

Year 2: Fall - Regular education and exceptional education teachers will attend district-wide training facilitated by RESA technical support personnel to plan ways to effectively collaborate, design learning environments that meet students' IEPs, and increase student productivity.

Year 3: Fall - Regular education and exceptional education teachers will attend district-wide training facilitated by RESA technical support personnel to obtain strategies to increase the quality of instruction, better understand multiple learning styles, assess students using alternative tools/methods, and analyze the results to make data-driven decisions that will impact future instruction.

Sustainability: With the training received, RHS will effectively schedule students according to their IEPs. Regular education and exceptional education teachers will continue to utilize effective strategies in their instructional practices, will provide on-going,

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- Master Schedule Training

The data analysis showed that there is a need for RHS to increase learning time for students in order to enhance student success and to provide students with alternate settings and flexible schedules in order to meet learning styles and personal needs. Additionally, there is a need for leadership team members to receive professional training with basic and creative master scheduling in order to build and offer flexible scheduling options to promote maximum efficiency within the school day.

Actions:

- PowerSchool Master Schedule Builder Workshop: A team of RHS lead teachers, the academic coach, and the school improvement coach will attend this three-day, hands-on workshop to learn to build the most effective schedule based on defining parameters. The training will offer ways to evaluate, analyze, and resolve validation errors.
- Creative Scheduling Workshop (Robert L. Canady): A two-day workshop providing RHS lead teachers, the academic coach, and the school improvement coach with training to maximize the school day through creative scheduling options which will work toward improving the graduation rate.

- Teacher Collaboration

From the results of the data analysis, the School Improvement

in-house support to new hires and veteran teachers through study groups/team meetings, and will increase the AYP status of SWDs.

Year 1: Fall - Consultant (Dr. Robert Canady) will provide four members of the Leadership Team with a two-day workshop detailing creative scheduling options for RHS.

Winter - Consultant will train four members of the Leadership Team during a three-day PowerSchool Master Schedule Builder Workshop.

Year 2, 3, and Sustainability: Strategies learned will be implemented through the creation of the master schedule in order to maximize learning time. With built-in capacity and additional support or professional training as needed, RHS will sustain the ability to create effective master schedules.

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Grant Team determined a need to provide additional structured collaborative planning opportunities for teachers. Needed areas to be targeted include: developing common alternative assessments, looking at and analyzing student work, conferencing, analyzing performance data, CLASS Keys or the state approved evaluation system, strengthening the Advisory program, team-building, sharing instructional successes and identifying areas of need, co-planning, mentoring, and professional learning through book studies.

Actions:

- Professional Development will focus on: developing common alternative assessments, looking at and analyzing student work, analyzing performance data, conferencing, authentic tasks, CLASS Keys or the state approved evaluation system, strengthening Advisory program, team-building, sharing instructional successes and identifying areas of need, co-planning, mentoring, book studies (Yr. 1 - *Formative Assessment and Standards-based Grading*; Yr. 2 - *The Art and Science of Teaching*; Yr. 3 - *Leading for Learning*). Academic Coach will oversee the job-embedded professional learning opportunities and will be supported in the implementation of strategies and programs by consultants, department chairs, and members of the Leadership Team. Schedules will be posted monthly and attendance and participation data will be collected and reported to the Data Committee and Leadership Team. Strategies will be observed during in-house and district walkthroughs.

Year 1: Fall (and ongoing throughout the year through Quality Circle Meetings) - CLASS Keys training will be held for certified staff and administrators (note section A2). The Academic Coach will lead this training (after the initial training by Beth Johnston from the DOE).

Fall and ongoing throughout the year during team meetings and study groups - Continue the book study of *Formative Assessment and Standards-based Grading* (Marzano 2009) that was begun in Spring, 2010. Department chairs will facilitate these books studies in the respective content areas or study groups and will discuss the implementation of formative assessment strategies with the Academic Coach (for feedback) and administration during Leadership Team Meetings.

Fall - RHS Advisory Committee along with outside consultants (RESA) will evaluate the existing Advisory program, address the areas of need, and strengthen successful strategies that are currently in place. Emphasis will be placed on team-building, relationship building, motivational skills, and strategies that will help students become accountable for their own learning.

Winter and Spring - America's Choice technical support personnel will focus their training

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| | <p>on looking at and analyzing student work and conferencing (note section A6).</p> <p>Year 2: Fall and ongoing throughout the year in study groups and team meetings (led by department chairs) - RHS content teachers will work to develop common formative assessments (using the four-point scale) and utilize the results to make data-driven decisions; co-planning opportunities will focus on effective co-teaching/regular education instructional delivery, vertical content alignment, analyzing summative assessment data, and sharing instructional successes and identifying areas of need. RHS teachers will begin a book study on <i>The Art and Science of Teaching</i> (Marzano 2007) to further embed best practices in classroom instruction.</p> <p>Winter - America's Choice will continue their training on conferencing and looking at and analyzing student work (note section A6). In-house and district walkthroughs will note standards-based bulletin boards with samples of analyzed student work.</p> <p>Year 3: Fall and ongoing throughout the year in study groups and team meetings facilitated by department chairs, RHS teachers will complete the third book study on <i>Leading for Learning</i> (Schlechty 2009).</p> <p>Winter - America's Choice will complete their training on conferencing (focusing on student-led conferences) and looking at and analyzing student work. In-house and district walkthroughs will note standards-</p> |
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based bulletin boards with commentary and/or conferencing during the work period. In study groups, teachers will self-assess their teaching of the content and rigor of instruction from their analysis of student work. Feedback will be obtained from other department members.

Sustainability: ASCD institutional membership during the SIG will help RHS sustain the book studies in department meetings and/or study groups through texts obtained via the ASCD “online library” (10 common books per each of the 20 institutional members in the two institutional memberships); strategies obtained through consultants will be embedded in teachers’ instructional practices; teacher leaders will serve as mentors to new hires to share best practices and guide them as they join the continued RHS school improvement initiative. The CLASS Keys or the state approved evaluation process and in-house and district walkthroughs will ensure that successful implementation is ongoing and effective.

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| <p>decision-making process, provide feedback in a timely manner, seek to address the individual professional needs of the staff, and provide staff with the appropriate tools for promoting engaging instruction to occur in the classroom.</p> <ul style="list-style-type: none"> ○ Mentors: New teachers and teachers identified as needing assistance will be partnered with a lead teacher mentor to ensure support in all phases of the professional growth process. ○ Support Personnel: The academic coach, school improvement coach, parent and community outreach coordinator, and student coaches will work in their respective roles to ensure improved student achievement; relevant parent and community involvement; increased professional learning; and frequent monitoring and analysis of data. ○ Professional Development: These activities will provide the opportunity for continued development of a community of learners; will provide the content-specific and school-wide instructional support that ensures the effective, continued, successful implementation of the school improvement design model; promote teachers in their career growth and offer opportunities to expand their professional knowledge; and offer time for collaboration to occur while building a sense of unity toward achieving common goals. ○ Interview Teams: Involving key stakeholders (i.e., administrator, academic coach, department chairs, community members, content teachers) in the recruiting and hiring process will ensure “best fits” for RHS. The interview will request model lesson demonstrations from prospective new hires, if needed, in order to assess their instructional delivery and content knowledge. ○ Teacher Leaders: RHS will provide and encourage opportunities for leadership positions (i.e., committee chairpersons, team leaders, department chairpersons, Leadership Team) to increase involvement of more staff members in school improvement decision-making and implementing the action plans with the appropriate professional learning and administrative support. | <p>Teacher Leaders; Collaboration, Stipends, Release Time for Observations, and CLASS Keys or the state approved evaluation system) will be continued (Administrative Support) or implemented and ongoing throughout Year 1 as a result of the SIG. Performance-based incentives (see section A3 for additional information) will be awarded in the summer to teachers based on meeting the SIG annual goals and teacher attendance requirements.</p> <p><u>Resources:</u> Classroom materials and supplies based on teacher needs will be furnished to teachers in order for maximum instruction to occur in the classroom and to promote school improvement. (See section A10 for additional information.)</p> <p><u>Technology:</u> Through a detailed Year 1 implementation plan, SIG funding, and the support of the Technology Coach, RHS will begin its transformation into a technology-oriented center of learning. (See section A10 for additional information.)</p> <p><u>Parent and Community Involvement:</u> Meaningful partnerships with local colleges and businesses will continue to be a resource to teachers and provide opportunities for students’ successful transitions to postsecondary options. RHS will hire a full-time Parent and Community Outreach Coordinator who will link family and community engagement efforts to student learning and create initiatives that will support parents in guiding their students’ learning and assessing their progress. (See section A9 for additional</p> |
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| <ul style="list-style-type: none"> ○ Collaboration: This transformation model demands increased, on-going collaboration to effectively and efficiently implement school improvement strategies and programs (i.e., student coaches, data analysis, common planning, common forms of assessment, instructional strategies, mentoring) and appropriately incorporate technology in the curriculum. Collaboration will also ensure that the professional development is embedded in classroom instruction and is sustained through support, practice, and applicable revisions. ○ Stipends: Offered through SIG funds to encourage and compensate teachers for active and productive participation in extended day opportunities (i.e., professional development, school improvement programs, collaboration) that further school improvement efforts. ○ Release Time for Observations: Substitutes will be provided in order for teachers to observe in-house and external model classrooms and best practices in instruction. ○ Teacher Incentives: This transformation model will allow certified teachers to receive monetary incentives for achieving the annual goals as stated in the SIG. ○ CLASS Keys or the state approved evaluation system: Will ensure a fair and thorough evaluation process through self assessment and reflection, multiple observations, feedback, data analysis of student performance, and assessment of other duties and responsibilities. ● Resources <ul style="list-style-type: none"> ○ Classroom Materials and Supplies: In order for maximum student learning to occur to promote school improvement, teachers will be furnished with the proper materials and supplies through SIG funds as evidenced through a needs assessment. ○ Technology: Through SIG funds, classrooms will be equipped with up-to-date technology devices that will enhance instruction, and students will be provided with technology tools that will increase their engagement and achievement. | <p>information.)</p> <p><u>Culture and Climate:</u> The School Improvement Grant Team recognizes that culture is the shared values and behaviors that knit the school community together. To influence the school's culture and climate, the RHS Leadership Team will form a public relations committee that will survey focus groups in the following areas as identified by the NASSP School Climate Survey: teacher-student relationships, security and maintenance, administration, student academic orientation, student behavior values, student-peer relationships, guidance, parent and community school relationships, instructional management, and student activities. After reviewing the baseline culture and climate data, the Leadership Team will identify areas of need, develop short-term action plans, and begin implementation.</p> <p>The School Improvement Grant Team recognizes that public relations is a function that RHS cannot afford to ignore, and that there is a need for RHS to make a coordinated, concerted effort to counteract other sources of information people receive that may be untrue or unfair and provide people with the services and information they desire. The Public Relations Committee will research and/or visit public relations programs that are successful in other schools and develop and begin implementing a public relations plan for RHS based on its research and the collected data.</p> <p>Creating of a sense of community</p> |
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| <ul style="list-style-type: none"> • Parental and Community Involvement <ul style="list-style-type: none"> ○ Partnerships with Local Colleges: Collaborate and partner with Georgia Northwestern Technical College and Dalton State College to address successful transitions from high school to college and provide teachers with college-level course requirements to aid in appropriate prerequisite lesson planning. ○ Partnerships with Businesses: RHS will support teachers through increasing the meaningful involvement of business partners in the educational process (i.e., providing job shadowing, work-based learning, and apprenticeships for students; volunteering for school programs and activities; offering expertise as classroom speakers; providing supplemental funding for student incentives; providing information to teachers about entry-level job requirements; providing teachers with real-life applications of their respective course contents through on-the-job employment opportunities during the summer months). ○ Parental Support: RHS will support teachers through increased, relevant parental involvement through a full-time Parent and Community Outreach Coordinator who will establish and maintain open lines of communication, coordinate volunteer opportunities, and provide learning opportunities to aid parents to better serve their children and support teachers in the educational process. • Culture and Climate <ul style="list-style-type: none"> ○ Public Relations: RHS will work with local college teacher preparation academies to target qualified perspective teachers; will continue to communicate through local media outlets, newsletters, and the RHS website, sharing quality program information, successes, and information concerning school improvement; and elicit input and staff involvement on the public relations committee. ○ Sense of Community: Teachers will develop positive working relationships with co-workers through collaborative activities and professional development opportunities that promote and/or require teamwork. A sense of belonging, partnerships, and loyalty will enhance continued | <p>will be emphasized through the SIG by the continuation and enhancement of Quality Circles facilitated by the Academic Coach, job-embedded professional development (led by consultants, Academic Coach, or department chairs), departmental meetings, development of common assessments, and common planning. The SIG will help to further create a sense of community through team building activities, study groups, school-wide book studies, mentoring programs, providing opportunities for teacher leaders, and stressing the value of stakeholder input and relevant involvement for school improvement initiatives.</p> <p>Understanding that research notes that affirmation motivates people much more than financial incentives (Finzel 2000), RHS, through the established Morale Committee, will continue to utilize practical motivational strategies such as: (1) personal regard—promote a climate of professionalism and personal respect; (2) communication—promote an environment that seeks the opinions and viewpoints regarding school improvement initiatives and serve as a voice for faculty concerns and assisting in feedback efforts; (3) recognition—faculty awards and celebratory events; (4) participation—encourage faculty to actively participate through team building and personalization activities and encouraging personal touches (handwritten notes of appreciation and face-to-face interaction).</p> <p>SIG funding will provide opportunities for teachers to learn how to utilize relationship-</p> |
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| <p>school improvement efforts and teacher retention.</p> <ul style="list-style-type: none"> ○ Recognitions and Celebrations: RHS will continue to demonstrate its awareness and commitment to its teachers by utilizing motivational tools/strategies to recognize staff members' accomplishments and/or their successful programs and to celebrate school improvement successes (i.e., moral committee, teacher of the week, teacher of the year, personal awards/recognitions) ○ Building Positive Student Relationships: Teachers will be provided with learning opportunities to increase their ability to engage students and get them excited about learning; build rapport, respect and a positive classroom atmosphere; and guide students to become independent learners. | <p>building and motivational strategies in their classroom instructional practices through Quantum Learning (1/2 of faculty) and Link Crew (4 faculty members) training. (See section A4 for additional information.)</p> <p>Year 2 and 3:</p> <p><u>Support and Guidance:</u> The listed categories described under <i>Support and Guidance</i> will be continued throughout Year 2 and 3 as a result of the SIG. Teacher incentives (see section A3 for additional information) will be awarded each summer to teachers based on meeting the SIG annual goals and teacher attendance requirements.</p> <p><u>Resources:</u> Classroom materials and supplies based on teacher needs will be furnished to teachers in order for maximum instruction to occur in the classroom and to promote school improvement. (See section A10 for additional information.)</p> <p><u>Technology:</u> Through detailed Year 2 and 3 implementation plans, SIG funding, and the support of the Technology Coach, RHS will continue its transformation into a technology-oriented center of learning. (See section A10 for additional information.)</p> <p><u>Parent and Community Involvement:</u> Meaningful partnerships with local colleges and businesses will continue to be a resource to teachers and provide students with opportunities for successful transitions to postsecondary options. The Parent and Community Outreach Coordinator will link family and community engagement efforts to</p> |
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| | <p>student learning and create initiatives that will support parents in guiding their students' learning and assessing their progress. (See section A9 for additional information.)</p> <p><u>Culture and Climate:</u> The RHS Leadership Team will continue to write and implement additional short-term action plans that address areas of need as identified by the NASSP School Climate Survey. During Year 3, a follow-up survey will be conducted by the Public Relations Committee and analyzed by the RHS Leadership Team to note the cultural and climate changes that have occurred throughout the three-year implementation of the SIG initiatives.</p> <p>The Public Relations Committee will continue to coordinate a concerted effort to positively address the public perception of RHS.</p> <p>Creating of a sense of community will be emphasized through the SIG by the continuation and enhancement of Quality Circles, job-embedded professional development, departmental meetings, development of common assessments, common planning, team building activities, study groups, school-wide book studies, mentoring programs, providing opportunities for teacher leaders, and stressing the value of stakeholder input and relevant involvement for school improvement initiatives.</p> <p>The RHS Morale Committee will continue to utilize practical motivational strategies to demonstrate RHS's awareness and commitment to its teachers.</p> |
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| | <p>SIG funding will continue to provide opportunities for teachers to learn how to utilize relationship-building and motivational strategies in their classroom instructional practices through Quantum Learning (remaining half of faculty—Year 2) and Link Crew (four faculty members—Year 2) training. (See section A4 for additional information.)</p> <p>Year 3: Quantum Learning and Link Crew training will focus on new hires.</p> <p>Sustainability:</p> <p><u>Support and Guidance:</u> Administrative support, mentoring, interview teams, teacher leader development, collaboration, and CLASS Keys (or the state approved evaluation system) will continue. Support personnel: Academic coach will be funded by the district through Title I & II funds; School Improvement Coach will assume an administrative position; Parent and Community Outreach Coordinator and remaining Student Coaches will be funded with Title I SWP funding. Professional development will be embedded in teachers' instructional practices and sustained through the mentorship of new teachers. Stipends for extended day opportunities will be discontinued, but job-embedded professional development will continue. Substitutes for external release time observations will be funded by the school or district on an as need basis. The cultural and climate transformation of RHS will diminish the need for performance-based incentives.</p> <p><u>Resources:</u> Classroom materials</p> |
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and supplies based on teacher needs will be furnished through established business and community partners, the school district, RHS, Title I SWP, and awarded grant monies.

Technology: Funding for the Technology Coach position will be absorbed by the district. Awarded grants and E-Rate allocations will continue to support the technological investments obtained through the SIG.

Parent and Community Involvement: Meaningful partnerships with local colleges and businesses will continue to be a resource to teachers and provide students opportunities for successful transitions to postsecondary options. The Parent and Community Outreach Coordinator will be funded through Title I SWP funding.

Culture and Climate: The RHS Leadership Team will continue to assess the status of the school's culture and climate to ensure that core values and shared purpose are pervasive and deep among RHS stakeholders.

The Public Relations Committee will continue to coordinate a concerted effort to positively address the public perception of RHS.

Creating of a sense of community will continue to be emphasized through the continuation of Quality Circles, job-embedded professional development, departmental meetings, development of common assessments, common planning, team building activities, study groups, school-wide book studies,

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| | <p>mentoring programs, providing opportunities for teacher leaders, and stressing the value of stakeholder input and relevant school involvement.</p> <p>The RHS Morale Committee will continue to utilize practical motivational strategies to demonstrate RHS's awareness and commitment to its teachers.</p> <p>Capacity will be established for continuing to implement Quantum Learning and Link Crew learned strategies.</p> |
| <p>A6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.</p> | |
| <p><i>School Keys Instruction Standard 1.1 Shared Framework for Instruction</i></p> <p>In order for a school to achieve a Fully Operational status on this standard, all teaching and learning activities must be informed by a <i>shared framework for instruction</i> and reflect a shared understanding of what students should know, be able to do, and understand.</p> <p>In August of 2006, Walker County leaders came together to set a common goal for school improvement which continues to guide our district's instructional focus: to maintain high expectations for student achievement through developing a comprehensive understanding of the Georgia Performance Standards and implementing those standards through established routines and procedures. The k-12 common organizing instructional framework for instruction is called Workshop Model. Implementation of Workshop Model began at Ridgeland High School during the 2008-2009 school year, and America's Choice was contracted to provide teachers with training in standards-based instruction using the Workshop Model for the next three to four years. Following the rituals and routines included in Workshop Model is the District expectation for teachers in all classes k-12. An instructional program template based on the CLASS Keys, School Keys, and Workshop Model is used during District-level walkthroughs in each school, including RHS twice a year, and during RHS school-level walkthroughs throughout</p> | <p>Timeline:</p> |

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the year.

Workshop Model Features:

- Three part lesson
 - Opening/Mini Lesson (set clear learning target(s), activate prior knowledge; introduce procedures, vocabulary, craft, skills, strategy; invitation to learning)
 - Work Session (students work independently and in small groups for practice/application)
 - Closing (summarizes learning of standard(s), clears up misconceptions, students share learning/student work)

By implementing the workshop model in all schools district-wide, students know from class to class and year to year that they will be introduced to clear learning targets and given explicit instruction related to those targets. Students know what their job is during the practice/application (work session) part of the workshop and how to participate in the debriefing (closing).

A review of the data obtained through the two District walkthroughs, informal school-based focused walkthroughs, and the needs assessment revealed that the RHS faculty was not consistent in its implementation of the standards-based instructional model in all classrooms. Because of that, additional professional development focusing on the workshop model and related strategies (conferencing, looking at and analyzing student work) was deemed necessary in order to achieve successful implementation in all classrooms. The School Improvement Grant Team also noted the need for professional development in teaching students appropriate standardized test-taking strategies so as to become better test takers and in the development of procedures to adequately and consistently evaluate student work.

Actions:

RHS teachers will participate in:

America's Choice Professional Development:

- *Standards-Based Instruction/Refining Workshop Model* (entire faculty) – Refining standards-based instruction within the workshop model by focusing on the

Year 1: Fall 1 day - Workshop facilitated by America's Choice technical support personnel will refocus teachers on the workshop model with concentration on the closing.

Year 2: Fall 1 day - Training

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| <p>components/strategies of the opening, work time, and closing to maximize students' individualized learning and evaluation. America's Choice technical support personnel will facilitate the training each year. Implementation of the workshop model will be observed during in-house and district walkthroughs.</p> | <p>facilitated by America's Choice technical support personnel will focus on differentiation strategies that can be incorporated into the work time.</p> <p>Year 3: Fall 1 day - Teachers will be encouraged to engage in peer observations and video taping of lessons to build capacity for grade-level and content-level teachers. Feedback among teachers will occur during department meetings and peer observation reviews.</p> <p>Sustainability: These embedded best practices will continue to be a part of teachers' instructional delivery; study groups will enable teachers to join in a shared understanding and common language about standards-based teaching and learning. Implementation of strategies will be observed during in-house and district walkthroughs.</p> |
| <ul style="list-style-type: none"> • <i>Looking at and Analyzing Student Work</i> (entire faculty) America's Choice technical support personnel will focus teachers on three critical areas: (1) identification of characteristics of proficiency (working to reach consensus on what is believed to constitute a proficient response on a selected text or question); (2) diagnosis of student strengths and needs on the specified performance (identifying what the student knows and still needs to learn); and (3) identification of next instructional steps based on the diagnosis (questioning for understanding, types of feedback; areas to re-teach to the class). Teachers will be able to self-assess their own teaching of the content standard and make needed refinements during department meetings and study groups. | <p>Year 1: Winter 1 day; Spring 1 day - Training offered by America's Choice personnel will focus on teacher groups coming to consensus on work deemed "proficient" and identifying what the student knows and needs to still learn. This training will continue in study groups and departmental meetings.</p> <p>Year 2: Winter 1 day - Workshop facilitated by America's Choice technical support personnel will focus on identification of next instructional steps based on the diagnosis of student work. This focus will continue during department meetings and study groups.</p> |

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| <ul style="list-style-type: none">• The needs assessment identified the importance of continuing the implementation of the 9th Grade Ramp Up to Advanced Literacy course to identified entering 9th grade students. (Ramp Up to Advanced Literacy is designed to help the lowest performing students make rapid progress in reading and writing and is taught by two 9th grade English teachers (in conjunction with English 9 GPS) to entering freshmen students who are identified as being two or more years below grade level in reading.) Training will continue with Year 2 and Year 3 implementation. America's Choice technical support personnel will focus the training on data review and ongoing analysis, overview of new units of study in the curriculum, pacing of units, and looking at and analyzing students' writing samples (student portfolios). Teachers will share information with America's Choice technical support personnel, and deepening of | <p>Year 3: Winter 1 day - Workshop facilitated by America's Choice technical support personnel will focus on groups of teachers looking at student work to self-assess their own teaching of the content standard and making refinements according to feedback, identifying misunderstandings about the intent of the assignment/question, and also self-assessing whether their expectations for students are appropriately rigorous and relevant.</p> <p>Sustainability: These standards-based instructional strategies will be embedded into teachers' classroom practices and will be supported and strengthened through study groups within content areas. Implementation of strategies will be observed during in-house and district walkthroughs.</p> <p>Year 1: Two days of Refresher Training with 2 ELA Ramp up teachers facilitated by America's Choice technical support personnel (Fall, 2010, 1 day; Spring 2011, 1 day). Implementation of Ramp Up classroom strategies will be observed during in-house and district walkthroughs. Achievement data (EOCT) and Gates MacGinitie Reading tests will document student progress.</p> <p>Year 2: Fall, 2011 (1 day) - Teachers will go deeper with content delivery, data analysis, and looking at and analyzing student work and writing samples. Implementation of Ramp Up classroom strategies will be observed during in-house and district walkthroughs.</p> |
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| <p>implementation will be reported in the mid-year and end-of-year DAT as well as observed during in-house and district walkthroughs.</p> <ul style="list-style-type: none">• Genre Study of Standardized Test Taking (entire faculty) America's Choice technical support personnel will provide strategies to be used in all classrooms that better prepare students to be successful when taking high-stakes standardized tests and work with teachers to create teacher-made standardized tests that contain appropriate DOK (depth of knowledge) questions. This training was requested by RHS to address the need to develop in-house authentic, balanced assessments that are aligned to GPS, analyze the performance data and give relevant feedback, and use the data to identify patterns of performance by all students. | <p>Achievement data (EOCT) and Gates MacGinitie Reading tests will document student progress.</p> <p>Year 3 and Sustainability: Program is self-sustaining through documentation obtained from the mid-year and end-of-year DAT (Diagnostic and Assessment Tool) administered each year by America's Choice technical support personnel noting successful areas of implementation and areas needing improvement. Implementation of Ramp Up classroom strategies will be observed during in-house and district walkthroughs. Achievement data (EOCT) and Gates MacGinitie Reading tests will document student progress</p> <p>Year 1: Winter 1 day - (school-wide training by America's Choice technical support personnel) focusing on strategies to prepare students to be better standardized test takers</p> <p>Year 2 and 3: Teachers will work to create teacher-made balanced assessments addressing DOK levels. Content teachers will use protocols to self-assess their teacher-made tests during study groups. Feedback with content teachers will occur to improve levels of questions.</p> <p>Sustainability: Teachers will embed standardized test taking strategies into their contents and formulate assessments containing questions at various DOK levels in order for students to be better prepared for the types of questions contained on high-stakes assessments.</p> |
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- Leadership Team Training

A review of the data analysis identified the need for the Leadership Team to be data-driven and consistently and frequently utilize relevant data to drive plans of action. The data review also identified the need to create and retain teacher leaders to build capacity within the RHS professional learning community and to constantly assess the cultural norms that affect school improvement. Technical Assistance Personnel from America's Choice will work with the Leadership Team to set targets (short term action plans), plan for instruction, and measure ongoing progress as they implement the SIP (and SIG, if approved); provide strategies to build teacher leaders within departments to create a shared sense of purpose and direction; create high performance expectations in which results become the primary focus schoolwide; complete the mid-year and end-of-year DAT (Diagnostic and Assessment Tool) to document achievement of school-wide goals and implementation of the school-wide reform design (standards-based instruction, aligning instruction to standards, strengthening instructional leadership, and building professional learning communities to improve student achievement). America's Choice Cluster Leader and technical support personnel will conduct the mid-year and end-of-year DAT each year to assess the level of implementation and to monitor organizational performance. Each year, areas of strength will be noted and areas of improvement will be addressed in order to strengthen the team's ability to embrace goals, understand the changes that are necessary to strengthen teaching and learning, and to work together toward improvement.

Year 1: Fall (2 days); Spring (2 days) - The four days of training facilitated by America's Choice technical assistance personnel will concentrate on data review and analysis and developing short-term action plans to show growth. Departments will drill down in the data to look at subgroups within their content areas and establish ways to track students' individual progress.

Year 2: Fall (1 day); Winter (1 day); Spring (1 day) - The two days of training facilitated by America's Choice technical support personnel will work with the department chairpersons and administrators to use strategies to identify and develop teacher leaders within each content area. Department chairpersons will support identified teachers as they assume leadership responsibilities and offer relevant feedback as these teachers accept these additional duties.

Year 3: Fall (1 day); Spring (1 day) - The training facilitated by America's Choice technical support personnel will focus on sustaining successful programs and building capacity through established professional learning communities, reassessing the status of the school's culture through a school climate survey, and revisiting the use of assessments in the service of learning.

Sustainability: The Leadership Team will continue to lead the school by working together toward group goals and planning for results by making data-driven decisions regarding school improvement and organizational performance.

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The School Improvement Grant team identified the need to extend our part-time, shared parent coordinator to a full-time, in-house parent and community outreach coordinator to improve parent and teacher relationships and involvement and improve communication between parents and the school and the school and the community.

- America's Choice School Design will provide technical assistance to support RHS's parent and community outreach coordinator in establishing lines of communication and enlisting the community to support student achievement.

Year 1: Fall (1 day), Spring (1 day) - Through technical support, America's choice personnel will assist the parent involvement coordinator in planning monthly programs to engage parents and create a communication network.

Year 2: Fall (1 day), Spring (1 day) - Technical support personnel will work with the parent and community outreach coordinator to recruit new and sustain existing community partners; parental programs will be reviewed during the mid-year DAT and the end-of-year DAT. Suggestions will be made by the America's Choice technical support personnel and Cluster leader to further improve the communication between parents and the school.

Year 3: Fall (1 day), Spring (1 day) - During the mid-year and end-of-year DAT, America's Choice technical support personnel and Cluster Leader will note areas of strength and areas needing improvement and will help the parent and community outreach coordinator refine existing programs to ensure continued parental involvement and community support.

Sustainability: Successfully implemented parent and community programs will be embedded into the school's organizational practices; the parent and community outreach coordinator will remain on staff

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| <p>Workshop Model Training Mathematics</p> <p>A review of the achievement data revealed the need of RHS mathematics teachers to improve the level of instructional rigor and student expectation using multiple teaching methods and higher-level teaching skills. The needs assessment also indicated that mathematics teachers needed to address the students' individual performance levels and their mastery of the math GPS.</p> <p>Actions:</p> <p>Claire Pierce, Retired Mathematics Consultant with GaDOE</p> <ul style="list-style-type: none">In addition to addressing specific content strands and facilitating work on performance tasks in the GPS math curriculums, Ms. Pierce will model openings, work sessions, and closings in her delivery of professional learning. Teachers will receive additional training on conducting and facilitating student-led closings in mathematics lessons. | <p>(funded by SWP Title funds). The support from America's Choice will no longer be needed and funded because of the previous three year training.</p> <p>Year 1: Fall 2010 (3 days); Winter 2011 (3 days); Spring 2011 (2 days) - The math consultant will address the math workshop concentrating on the closing portion of the instructional model with Math I, Math II, an Math III teachers as well as offering content knowledge and incorporating the frameworks into the Math III classrooms.</p> <p>Year 2: Fall 2011 (3 days); Winter 2012 (3 days) - Consultant will go deeper with content pedagogy in the Math III and Math IV curriculums and video tape and give feedback to Math I teachers regarding workshop model implementation.</p> <p>Year 3: Fall 2012 (2 days); Winter 2013 (2 days) - Observe, videotape, and give relevant feedback to math teachers regarding their instructional delivery.</p> <p>Sustainability: The math teachers will continue to collaborate horizontally in content level study groups and vertically in department teams to ensure</p> |
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| | successful delivery of the math GPS through workshop model. The consultant will be available for additional consultation with the District. |
| 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. | |

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CLASS Keys Assessment of Student Learning Strand

AL 2.1 Uses Data to Design Interventions

Making sure relevant data is available for the right people at the right time and in the right form is critical. In order to achieve *Exemplary* status on this standard, a teacher must establish a system for ongoing, timely analysis of a variety of relevant assessment data to measure student performance throughout the learning process. The teacher must consistently and continuously implement appropriate interventions to address the needs of all students.

AL 1.3 Uses Summative Assessment Strategies

In order to achieve *Exemplary* status on this standard, a teacher must consistently use a variety of formative assessment tasks and tools to monitor student progress over the course of all units and adjust instruction to maximize student achievement relative to GPS for all learners. The teacher must also involve students in decisions about adjustments to instruction to enhance their learning.

AL 1.1 Uses Diagnostic Assessment Strategies

In order to achieve *Exemplary* status on this standard, the teacher makes diagnostic assessment a systematic component of all instructional units. The teacher uses a variety of formal and informal types of diagnostic assessments to inform planning and teaching.

There is a need for RHS to develop a system of data collection, analysis, and distribution so that all stakeholders can make appropriate data-driven decisions that drive continuous school improvement. Through the SIG needs assessment, the School Improvement Grant Team identified a critical gap in RHS's data process system that has, most likely, hindered the school's ability to make significant school improvement.

There is a need for RHS content specific teachers to collaboratively develop and use authentic, balanced, and customized in-house assessments (i.e., diagnostic and formative) that are aligned to GPS and provide relevant feedback that promotes continuous improvement.

There is a need for RHS teachers to frequently and routinely collect and analyze student performance data in order to identify patterns of performance by various subgroups, differentiate instruction appropriately, capture incremental improvements, and provide concrete evidence of accomplishments.

Actions:

RHS will utilize the following venues to promote the continuous

Timeline:

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use of student data to drive the school's improvement efforts and meet the needs of students:

- **Value-Added Assessment System:** This system will provide a statistical analysis of achievement data (using up to five years of previous data) to produce a precise and reliable estimate of student progress (eliminating the confounding impact of demographic variables such as economic status or racial/ethnic group) and effectiveness of instruction over time (even though overall achievement rates may be below AYP performance) that will allow RHS to make relevant instructional decisions for all groups of students. This research-based assessment system (developed by William Sanders for yearly assessment and evaluation of teachers' effectiveness and student growth in Tennessee) will be adapted for use with Georgia assessments and will be used to perform the same type of evaluation for RHS teachers and students. John White, a constituent of William Sanders, will be the consultant hired to oversee the value-added assessment process for RHS and will collaborate with the principal, School Improvement Coach, Academic Coach, Data Committee, and Leadership Team to share student results that will impact decision-making. Teachers' individual scores will be shared with the principal and the individual teachers and used in the formal yearly evaluation process.

Year 1: Fall – John White will be hired as the consultant to oversee the RHS value-added assessment system. Baseline data will be collected from the previous five years (CRCT scores and EOCT scores). The School Improvement Coach will work with Mr. White in the data collection process.

Spring - Value-added scores will be calculated from Year 1 EOCT and GHSGT data. Baseline data results will be shared with teachers, administrators, and students. Data results will be used to make predictions for future scores, and students' data will be shared with teachers to inform future instruction.

Year 2: Fall - Value-added scores from Year 1 will be disseminated to the respective content teachers and the principal. This data will be included as a part of the content teachers' formal evaluation, serve as a predictor for future student progress, and aid teachers' curricular decision-making and instructional delivery. Data will continue to be collected by Mr. White to constantly assess student progress and teacher effectiveness.

Spring - Value-added scores will be calculated from Year 2 EOCT and GHSGT data. Data results will be used to make predictions for future scores and students' data will be shared with teachers to inform future instruction.

Year 3: Fall - Value-added scores from Year 2 will be disseminated to the respective

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| <ul style="list-style-type: none">• ACT's Educational Planning and Assessment System (EPAS): To support the America's Choice School Design instructional program, RHS will implement ACT's EPAS to provide a longitudinal systematic approach to educational and career planning, assessment, instructional support, and evaluation. The EXPLORE test will establish baseline academic data and expose students to educational and career plans after high school. The PLAN test will help all students (college or work force bound) measure their current academic development, explore career/training options, and make plans for their remaining high school and post-graduation years. The ACT will assess students' general educational development and their ability to complete college-level work. The School Improvement Coach will oversee the implementation of the EPAS program; and the Academic Coach, guidance counselors, and Advisory teachers will | <p>content teachers and the principal. This data will be included as a part of the content teachers' formal evaluation, serve as a predictor for future student progress, and aid teachers' curricular decision-making and instructional delivery.</p> <p>Spring - Value-added scores will be calculated from Year 3 EOCT and GHSGT data. Data results will be used to make predictions for future scores and students' data will be shared with teachers to inform future instruction.</p> <p>Sustainability: Year 3 Value-Added scores will be disseminated to the respective content teachers and the principal. This data will be included as a part of the content teachers' formal evaluation, serve as a predictor for future student progress, and aid teachers' curricular decision-making and instructional delivery. The Value-Added Assessment System will be funded by the district.</p> <p>Year 1: Fall - Purchase EPAS and administer EXPLORE test to 9th grade students and the PLAN test to 10th grade students to establish baseline data. Results will be shared with parents, students, and content specific teachers and will identify areas of strength and need. Areas of need will be addressed through mastery of GPS (Common Core aligned to ACT's college readiness standards).</p> <p>Spring - Administer in-house, practice pre-PLAN tests to 9th grade students and in-house, practice pre-ACT to 10th and 11th</p> |
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| <p>assist in the dissemination of the results to students, teachers, and parents.</p> | <p>grade students. Pre-test results will be shared with students and teachers to note areas of strength and need.</p> <p>Year 2: Fall - District will fund EXPLORE tests for 8th grade students, and RHS will utilize the EXPLORE results to identify students' areas of strength and need and communicate the data to parents, students, and content specific teachers. PLAN Tests will be administered to 10th grade students. Results will be shared with parents, students, and content specific teachers and will identify areas of strength and need. Areas of need will be addressed through mastery of GPS (Common Core aligned to ACT's college readiness standards).</p> <p>In-house, practice pre-ACT will be administered to 11th and 12th grade students. Pre-test results will be shared with students and teachers to note areas of strength and need.</p> <p>Spring - Administer in-house, practice pre-PLAN tests to 9th grade students and in-house, practice pre-ACT to 10th and 11th grade students. Pre-test results will be shared with students and teachers to note areas of strength and need.</p> <p>Year 3: Fall - District will fund EXPLORE tests for 8th grade students and RHS will utilize the EXPLORE results to identify students' areas of strength and need and communicate the data to parents, students, and content specific teachers. PLAN Tests will be administered to 10th grade students. Results will be shared with parents, students, and content specific teachers and will</p> |
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| <ul style="list-style-type: none"> Princeton Review’s ACT Comprehensive Test Preparation Program training and live-instruction course: This training will provide teachers with proven Princeton Review ACT test-taking strategies focusing on ACT content (English, math, reading, and science), enabling RHS to offer live-instruction courses through Princeton Review certified teachers. Live-Instruction will also be supplemented through the On-line Student Center support. Princeton Review assesses students’ progress through three full-length, diagnostic practice ACTs, provides individual score reports detailing students’ strengths and weaknesses, and provides a summative analysis of the program by comparing Princeton Review data with the students’ actual ACT sub- and composite scores. One of Princeton Review’s goals is to see a minimum of a four-point increase from the baseline | <p>identify areas of strength and need. Areas of need will be addressed through mastery of GPS (Common Core aligned to ACT’s college readiness standards).</p> <p>In-house, practice pre-ACT will be administered to 11th and 12th grade students.</p> <p>Spring - Administer in-house, practice pre-PLAN tests to 9th grade students and in-house, practice pre-ACT to 10th and 11th grade students. Pre-test results will be shared with students and teachers to note areas of strength and need.</p> <p>Sustainability: District will continue to fund EXPLORE tests for 8th grade students and RHS will continue to utilize EXPLORE and PLAN tests as well as pre- and post-tests to determine mastery of college readiness skills. Results will be shared with students, parents, and teachers. Areas of need will be addressed through mastery of GPS (Common Core aligned to ACT’s college readiness standards).</p> <p>Year 1, 2, and 3: Fall – Princeton Review ACT preparatory program will be implemented with 40 juniors and seniors during an extended day opportunity and taught by RHS certified Princeton Review school-based teachers. Princeton Review diagnostic tests covering English, math, reading, science, and writing will be administered during the following months: August—diagnostic test #1 (baseline data); October—diagnostic test #2 (progress);</p> |
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| <p>diagnostic composite test score to the actual ACT composite score. Evidence of program success will be determined by the number of students making significant gains in their ACT scores and an increased number of students attaining the targeted ACT composite score to receive Georgia Hope Scholarship monies. RHS teachers will utilize the data to identify areas of instruction that need to be addressed for college readiness.</p> <ul style="list-style-type: none">• RHS Data Committee: Chaired by the school improvement coach and including the principal, assistant principal in charge of curriculum, guidance department, academic coach, career coach, and department chairs of English, math, social studies, and science, the RHS Data Committee will serve as the central data collection agent, continually disaggregating, analyzing, monitoring, and revisiting the school's data for optimum use by the RHS Leadership Team and its respective stakeholders in the development and maintenance of RHS's curriculum and instructional needs. | <p>November—diagnostic test #3 (progress and predictor of actual ACT score); December—actual administration of the ACT.</p> <p>Year 1, 2, and 3: Spring - Princeton Review ACT preparatory program will be implemented with 40 sophomores and juniors during an extended day opportunity and taught by RHS certified Princeton Review school-based teachers. Princeton Review diagnostic tests covering English, math, reading, science, and writing will be administered during the following months: January—diagnostic test #1 (baseline data); February—diagnostic test #2 (progress); March—diagnostic test #3 (progress and predictor of actual ACT score); April—actual administration of the ACT.</p> <p>Sustainability: ACT preparatory classes will be incorporated into the school's master schedule, and Princeton Review school-based certified teachers will continue to use the strategies learned during their initial training. In-house data analysis will continue utilizing the results of in-house practice ACTs.</p> <p>Year 1, 2, and 3: Ongoing - The Data Committee will be formed (fall). The data entry person will be responsible for collecting, entering, and disseminating the data to the School Improvement Coach. The School Improvement Coach will disaggregate the data and compile reports. The Data Committee will thoroughly analyze the disaggregated data, review the reports, and recommend plans of action to the Leadership Team. The</p> |
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Research states that individualized instruction has been shown to be an effective teaching strategy for at-risk students (Smink and Schargel 2004). A review of the student achievement data reveals a need for RHS to address students' individual performance levels and mastery of GPS through intensive intervention and remediation opportunities (i.e., retired teachers and/or degreed personnel to serve as student coaches, working cooperatively with teachers and one-on-one with students, during regular school hours, providing necessary individualized, data-driven instructional support, altering instruction strategies and focusing on areas that need re-teaching; summer GHSGT remediation programs that provide small group, one-on-one, and pull-out sessions to ensure GPS mastery, fulfilling students' GHSGT and regular diploma requirements).

Actions:

- Student coaches (retired teachers and/or degreed personnel): Provide additional aggressive intervention in critical AYP courses (Math I, II, and III and English I, II,

Leadership Team will decide and approve plans of action that benefit the school improvement initiatives. Data (achievement, graduation, attendance, discipline, AYP, dropout, promotion/retention, formative and summative assessments) will be reviewed bi-monthly during the Leadership Team meetings. Information will be communicated to teachers during departmental meetings (bi-monthly) and/or the School Improvement Coach will share data with content specific teachers on a regular basis.

Sustainability: The Data Committee will continue to meet to analyze RHS data on a continuous basis and report information to the Leadership Team. The ongoing analysis will enable RHS to continue to make informed data-driven decisions to improve student achievement through needed revisions in curriculum, instruction, and/or school policies and procedures.

Year 1, 2, 3: Fall - Student coaches will administer two

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| <p>and III) through one-on-one, data-supported, individualized instruction based on students' ability levels and learning styles. Data (i.e., EOCT scores to identify at-risk students; item analysis of pre- and post- practice GHSGT and EOCTs; weekly, commonly-developed formative assessments; practice writing assessments) will be collected, analyzed, and communicated with teachers and students to identify students' strengths and weaknesses, make instructional decisions, and offer remediation as needed. The Student Coach intervention program will be monitored by the School Improvement Coach, and the effectiveness of the program will be determined by the increase in the number of students scoring at least proficient on the ELA and math sections of the GHSGT.</p> | <p>practice writing assessments (August and September) to 11th grade students. Data will be disaggregated and disseminated to students and English teachers and used to address identified students' writing weaknesses and target them for remediation prior to the GHSWT.</p> <p>Student coaches will administer ELA and math pre-tests in September to junior students who are scheduled to take the GHSGT. Data will be disaggregated and disseminated to students and English and math teachers and used to address identified students' ELA and math weaknesses and target them for remediation prior to the GHSGT. Student coaches will also analyze teachers' bi-monthly or unit ELA and math assessments to determine GPS mastery and target students for GHSGT remediation.</p> <p>Spring - Student coaches will administer three practice writing assessments (February, March, and April) to 10th grade students. Data will be disaggregated and disseminated to students and English teachers and used to address identified students' writing weaknesses and target them for remediation prior to the GHSWT the following year.</p> <p>Student coaches will continue to analyze teachers' bi-monthly or unit ELA and math assessments to determine GPS mastery and target students for GHSGT remediation. Student coaches will administer ELA and math post tests in February to junior students who are scheduled to take the GHSGT. Data will be</p> |
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| <p>A review of the data showed the need to increase the capacity of the RHS teachers to improve the active engagement of students by building strong positive relationships, utilizing motivational skills during classroom instruction, and helping students attain life skills that will help them become accountable for their own learning. To achieve these changes, RSH will seek the services of Quantum Learning (certified for inclusion in the Catalog of School Reform Models by the National Clearinghouse for Comprehensive School Reform, a project of the U.S. Department of Education (See Addendum 9, pages 165-175).</p> <p>Actions:</p> <ul style="list-style-type: none"> Quantum Learning (QL) teacher training and student camps: Teacher training provides content delivery methods, classroom management tools and techniques, and strategies for increasing student engagement and building relationships that are all designed to: improve student behavior, build character, help students develop life skills for emotional and social maturity, and make students' education relevant to their lives. Student camps will emphasize study skills, memory techniques, note-taking skills, time management skills, problem-solving; goal-setting, responsibility, motivation, and communication/relationship building. Data (i.e., test scores, attendance and discipline reports, staff and student surveys, classroom observations, and interviews) will be collected and analyzed to determine the program's effect on attendance rate, discipline referral rate, and overall | <p>disaggregated and disseminated to students and English and math teachers and used to address identified students' ELA and math weaknesses and target them for remediation prior to the GHSGT.</p> <p>Spring and Summer - Student coaches will analyze GHSGT data to identify the students who will be targeted for summer remediation prior to the summer administration of the GHGST.</p> <p>Sustainability: Funding for remaining Student Coaches will continue through Title I SWP monies, and the intervention program will be monitored by the Data Committee.</p> <p>Year 1: Summer - Half the faculty will receive five days of training facilitated by Quantum Learning certified trainers which will consist of a wide range of instructional design and delivery methods focusing on effective strategies for presentation, facilitation, and learning and life skills that will be applied in their everyday teaching practices. Quantum Learning support personnel will make two site visits during the year to ensure these skills are being used and reinforced. Data (noted in the Action) will be collected and</p> |
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| <p>student achievement.</p> | <p>reviewed by the Data Committee and relayed to the Leadership Team to note effectiveness of the program.</p> <p>Summer - Identified at-risk students (grades 9-12) will attend a school-based week long Leadership Super Camp where they will be taught learning and life skills in programs that will be delivered by Quantum Learning facilitators. Site teachers (faculty members) will assist, observe, and debrief daily on the strategies, techniques, and methodologies observed.</p> <p>Year 2: Summer - Remaining half of the faculty will receive five days of Quantum Learning training facilitated by Quantum Learning certified trainers to ensure school-wide implementation of these relationship-building strategies. In addition, identified at-risk students will attend the Leadership Super Camp (as mentioned above). Teachers will take a more prominent roll in the delivery of information to the students while being supported by Quantum Learning facilitators. Data will continue to be collected and analyzed by the Data Committee and Leadership Team.</p> <p>Year 3: Summer - New hires will participate in the five days of Quantum Learning training facilitated by Quantum Learning certified trainers to ensure the entire faculty has received the Quantum Learning training. Faculty members will lead the Summer Leadership Super Camp for identified students. Data will be collected, analyzed, and shared with the Leadership Team. A comparison of three-year data</p> |
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CLASS Keys Assessment Standards AL 1.2: Uses Formative Assessment Strategies

There is a need for RHS content specific teachers to collaboratively develop and use authentic, balanced, and customized assessments that are aligned to GPS and provide relevant feedback that promotes continuous improvement.

Research shows conclusively that formative assessment improves learning. The purpose of formative assessment is to provide feedback to the teacher and student about gaps in the current performance and desired performance while learning is taking place so that action can be taken to close the gap. To do this effectively, teachers need to clearly define the learning progression in a particular domain so that both the student and teacher are aware of the big picture goal of what is to be learned and sequence the knowledge and skills necessary to meet that goal. This feedback should provide students with a clear picture of their progress on learning goals and how they might improve.

In order to achieve *Exemplary* status on this standard, the teacher must consistently use a variety of formative assessment tasks and tools to monitor student progress over the course of all units and adjust instruction to maximize student achievement relative to GPS for all learners. The teacher also involves students in decisions about adjustments to instruction to enhance their learning. The Georgia Performance Standards are not necessarily written with learning progressions in mind.

Actions:

RHS teachers will form assessment teams that will learn how to develop and design a formative assessment and standards-based assessment system. Individual teachers in all content areas and grade levels will utilize student work and assessment tools to guide instruction and monitor student progress in order to meet

summaries (achievement, attendance, discipline, and student surveys) will note overall effectiveness of the program.

Sustainability: Programs will be embedded into the teachers' daily teaching practices. Through the previous training from Quantum Learning facilitators, RHS teachers will be able to lead the Summer Leadership Super Camp for identified at-risk students and faculty will be able to share strategies with new-hires through job-embedded professional development and team meetings/study groups.

Year 1: Fall, Winter, and

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| <p>students' individual needs. Teachers will be supported in their on-going data analysis and data-driven decisions through departmental meetings, study groups, academic coach conferences, and planning/collaboration opportunities.</p> <ul style="list-style-type: none"> • Begin Book Study, <i>Formative Assessment and Standards Based Grading</i> by Robert Marzano (first three chapters read before the May 2010 conference). • RHS Assessment team (including teachers from each department and administration) along with other school teams throughout the District, will attend a two-day <i>Walker County Differentiation, Standards and Assessment Conference</i> (facilitated both days Debra Pickering from Marzano Associates). • Assessment Team will redeliver to departments during post planning (May 25, 2010). • Unpack Georgia Performance Standards/Elements. • Identify measurement topics. • Identify the elements for each course for each measurement topic. • Using a four-point scale format, create rubrics for each course for each measurement topic. • Create and use formative assessments as a means to collect evidence on student learning and to inform instructional practices. Revise assessments as needed for improvement. • Work with the current SIS provider, <i>PowerSchool</i>, to design a complementary grading and reporting system (generate a new report card based on the four-point scale). • Implement the new reporting system in a staged fashion starting on a small scale with a few teachers. • Make revisions before school-wide implementation. • Implement new report card system school wide. | <p>Spring (ongoing) - RHS teachers will begin to implement strategies learned during the district-wide Spring 2010 workshop, <i>Differentiation, Standards, and Assessment</i>. Teachers will meet during department meetings and study groups to continue the book study, <i>Formative Assessment and Standards-Based Grading</i> (Marzano 2010). During the meetings teachers will focus on three main topics from the text for implementation: development of relevant learning goals; tracking student progress with formative assessments and effective feedback; and grading issues (separating academic grades from the non-academic/life skills grades). Teachers will share implementation strategies and solicit feedback for suggested improvements/revisions. Student progress will be tracked using various forms of formative assessments and end-of-course summative assessments; and end-of-term grades and value-added scores will be analyzed for gains in student achievement.</p> <p>Year 2: Fall, Winter, and Spring (ongoing) - Teachers will continue looking at formative assessments with topics of study by using a four-point grading scale with accompanying rubrics (some teachers may have begun implementation of this strategy in Year 1). Homework will be addressed as a non-academic grade (discussions will relate to topics covered during the 2010 spring workshop and text from the book study) during department meetings and study groups. Departments will decide</p> |
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how relevant homework will be used in the overall grading process. Summative grades and value-added scores will be analyzed to study the impact homework has on a student's final average. Information will be shared during Data Committee meetings and Leadership Team meetings.

Year 3: The District will support the implementation of the four-point reporting system by allowing content departments, 9th grade Academy, and the Honors Academy to volunteer to pilot the standards-based assessment process. The teachers will work together to plan lessons, create common formative assessments using the four-point scale, and create rubrics linked to the learning goals of the measured topics of study. Teachers will meet to review and analyze student work using the new form of assessment analysis during department meetings and study groups. Suggestions for revisions will be made and overall improvements in student engagement and achievement will be documented through summative grades and value-added scores. These results will be shared with members of the Data Committee and Leadership Team.

Sustainability: The new four-point grading system will be implemented school- and district-wide. In addition, changes in grading practices (including non-academic and academic performance grades) will continue to be addressed and discussed within content departments. Departments will reach consensus with changes

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| | <p>being made in the grading practices. Standards-based learning goals will guide instruction in all classrooms and these strategies will be shared with new teachers through department meetings and study groups. These new strategies will also be reviewed during district and in-house walkthroughs. As state curriculum and assessments change, new four-point assessments will be developed.</p> |
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A8. Establish schedules and strategies that provide increased learning time (as defined in this notice).

There is a need for RHS to increase learning time for students in order to enhance student success. There is a need to provide students with alternative settings and flexible schedules in order to meet learning styles and personal needs.

Actions:

The Walker County Board of Education approved RHS's 2010-2011 certified staff calendar year to operate on an 8.5-hour day (7:45 a.m. to 4:15 p.m.). Opportunities for increased learning time will be provided to teachers and students from 7:02 a.m. - 7:54 a.m. or from 3:45 p.m. - 5:00 p.m. Additional programs will be offered during the summer months. Transportation will be provided for all students for all programs in order for students to arrive earlier or leave at a later time. (See Addendum 7, pages 157-159, for bell schedules and programs.) The following schedules and strategies will be utilized:

- **Ombudsman:** Teacher assisted online program (operated at a site away from the RHS campus and operated by District-funded personnel) that offers an alternative route to graduation for students who are at-risk for dropping out of school; provides students with personalized instruction, individualized attention with a low student-to-teacher ratio, and freedom to work at their own pace. Extended hours are 7:00 a.m. to 9:00 p.m. and students must attend either a three- or four-hour block of time to meet the needs of their individualized instruction program.

- **Princeton Review Live-Instruction Course:** Princeton Review certified teachers will offer a comprehensive test preparation course that will emphasize test-taking strategies and focus on ACT content (English, math, reading, and science). Each term, two classes will be offered during the extended day from 7:02 a.m. - 7:54 a.m., with three diagnostic tests scheduled prior the December ACT administration date and three diagnostic

Timeline:

Year 1, 2 and 3: Fall 2010 and Spring 2011; Fall 2011 and Spring 2012; Fall 2012 and Spring 2013 - Block schedule of classes for students; credits received apply toward graduation requirements; Dropout Prevention Coach will monitor students' progress and communicate on a regular basis with School Improvement Coach, parents, and guidance counselors to ensure students' continual advancement.

Sustainability: The District will continue to fund the Ombudsman program as an alternative form of high school for identified Walker County at-risk students.

Year 1, 2, and 3: Fall - Princeton Review ACT preparatory program will be implemented with 40 juniors and seniors during an extended day opportunity and taught by RHS teachers who have received Princeton Review school-based

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| <p>tests scheduled prior to the April ACT administration date.</p> | <p>certification. Princeton Review diagnostic tests covering English, math, reading, science, and writing will be administered during the following months: August—diagnostic test #1 (baseline data); October—diagnostic test #2 (progress); November—diagnostic test #3 (progress and predictor of actual ACT score); December—actual administration of the ACT.</p> <p>Year 1, 2, and 3: Spring - Princeton Review ACT preparatory program will be implemented with 40 sophomores and juniors during an extended day opportunity and taught by RHS teachers who have received Princeton Review school-based certification. Princeton Review diagnostic tests covering English, math, reading, science, and writing will be administered during the following months: January—diagnostic test #1 (baseline data); February—diagnostic test #2 (progress); March—diagnostic test #3 (progress and predictor of actual ACT score); April—actual administration of the ACT.</p> <p>Sustainability: ACT preparatory classes will be incorporated into the school’s master schedule, and Princeton Review certified teachers will continue to use the strategies learned during their initial training. In-house data analysis will continue utilizing the results of in-house practice ACTs.</p> |
| <ul style="list-style-type: none"> • Credit Recovery: Available for students who meet attendance criteria and received a 63-69 course average in the core-content classes. Credit Recovery opportunities will be available for a four-week period following the end of the term in which the course was completed through | <p>Year 1, 2 and 3: January 2011 and June 2011, January 2012 and June 2012, January 2013 and June 2013 - Students who qualify for credit recovery will meet with</p> |

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| <p>teachers who work extended days from 7:00 a.m. - 7:45 a.m. or 4:15 p.m. - 5:00 p.m.</p> <ul style="list-style-type: none">• Remediation and Enrichment Courses: Extended day opportunities that are available for all students from 7:02 a.m. - 7:54 a.m. or 3:45 p.m. - 5:00 p.m. to earn ½ or 1 credit in a core subject area (math, English, or online remediation) or an elective area (personal fitness, art enrichment, additional foreign language opportunities). Teachers and/or the career coach (who facilitates online courses) offering these courses will work under extended hours for the morning or afternoon courses. | <p>content teachers during the extended day to receive information regarding the completion of requirements needed in order to obtain a credit for courses not passed the previous term. Students will be held accountable for all assignments; teachers will be available for instruction and to clarify questions regarding the make-up work during the extended hours. Students will be given a maximum of four weeks to complete necessary assignments.</p> <p>Sustainability: Teachers will offer credit recovery on a volunteer basis during and after the school day. Students will be given assignments and held accountable for completion of the required work.</p> <p>Year 1, 2, and 3: Fall 2010 and Spring 2011; Fall 2011 and Spring 2012; Fall 2012 and Spring 2013 - Classes for students will be offered each term. Teacher availability and scheduling during the extended day will determine which courses will be offered each term. Students will have opportunities to add additional credits (enrichment), and/or retake needed classes for credit during each term. Online courses will also be made available for credit during extended day times.</p> <p>Sustainability: Teacher compensation for the extended day courses will cease. Online courses will be available to students during the school day with the District providing funding for a set number of RHS</p> |
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| <p>establish positive relationships with their 9th grade principal, guidance counselor, team leaders, and teachers. <i>Link Crew</i> will be launched during the summer transition programs each year and will extend throughout the 9th grade year in order to continue the successful transition to high school.</p> | <p>week 9th grade transition camp (facilitated by 9th Grade Academy principal, 9th grade guidance counselor, and 9th grade team leaders). The camp will be held at RHS and transportation will be provided through School Improvement Grant funding. Entering freshmen will choose to attend one of two week-long sessions that will be offered. Ninth grade students will meet their upper class Link Leaders and begin to build relationships with their mentors during the summer camp. The transition will continue throughout the freshman year, and success will be measured by the students' grade-level promotion, passage rate (in all classes), attendance, and discipline referrals. Student surveys will also be administered at the end of the weeklong camp and at the completion of the freshman year. The 9th Grade Academy principal will share this data with the Data Committee and Leadership Team. Debriefing of the camp experience and survey information (at the end of the camp and at the end of the year) will help improve the experience for each of the following years.</p> <p>Sustainability: The summer transition camp will continue with funding through Title I SWP. Teachers will continue to use the Link Crew strategies during the summer camp and during the 9th grade year.</p> |
| <ul style="list-style-type: none"> ○ Quantum Learning (QL) Leadership Super Camp: Extended year enrichment five-day program for 40 identified at-risk students (across grade levels) offered by QL certified staff and RHS site teachers who will emphasize study | <p>Year 1, 2, and 3: Spring - Guidance counselors, content teachers, Drop-Out Prevention Coach, and School Improvement</p> |

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skills, memory techniques, note-taking skills, time management skills, problem-solving; goal-setting, responsibility, motivation, and communication/relationship building. By emphasizing QL strategies, each student will discover his/her personal learning style and how to use it to his/her advantage to improve his/her academic achievement.

Coach will work to identify at-risk students who will be chosen to attend the QL Leadership Super Camp. These students will come from all four grade levels and will be identified for continued monitoring through their senior year.

Year 1: Summer - Identified at-risk students (grades 9-12) will attend a school-based week long Leadership Super Camp where they will be taught learning and life skills in programs that will be delivered by Quantum Learning facilitators. Site teachers (faculty members) will assist, observe, and debrief daily on the strategies, techniques, and methodologies observed. Student surveys will be administered to students at the completion of the camp. Revisions to the camp will be made based on survey results and teachers' debriefing session. Students will be monitored for academic progress, attendance, and discipline referrals throughout the year. Data will be collected by the QL site teachers and shared with the Data Committee and Leadership Team.

Year 2: Summer - Identified at-risk students will attend the Leadership Super Camp (as mentioned above). Teachers will take a more prominent roll in the delivery of information to the students while being supported by Quantum Learning facilitators. Data will continue to be collected and analyzed by the Data Committee and Leadership Team for program improvement and student achievement.

Year 3: Summer - Faculty members will lead the Summer Leadership Super Camp for

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- **GHS GT Summer Review and Retake (R²) Program:** An intense five-day GHS GT remediation program for students needing to pass one or more areas of GHS GT in which they were unsuccessful during the first or previous administration(s). The program emphasizes the use of individualized instruction through small group, one-on-one, and pull-out sessions. Each class consists of a teacher, a student coach, and a maximum 15 students of varying ability levels. The program concludes with the summer administration of the GHS GT.

identified at-risk students. Data will be collected, analyzed, and shared with the Leadership Team. A comparison of 3-year data summaries (achievement, attendance, discipline, and student surveys) will note overall effectiveness of the program.

Sustainability: Through the previous training from Quantum Learning facilitators, RHS teachers will be able to lead the Summer Leadership Super Camp for identified at-risk students.

Year 1, 2 and 3: Spring - Guidance counselors, Drop-Out Prevention Coach, and School Improvement Coach will identify junior and senior level students who were previously unsuccessful in one or more portions of the GHS GT and inform them of the upcoming summer program.

Summer - Teachers and student coaches will be given participants' content area summary sheets and previous GHS GT scores in order to identify target areas of study and to differentiate instruction based on students' individual needs. Student progress will be monitored on a daily basis through formative assessments and relevant feedback will be shared with the students. Bus transportation will be provided to students enrolled in the summer program. Student surveys will be given at the completion of the summer program (to note areas of improvement). Summer GHS GT results will be collected and analyzed by the Data Committee and Leadership Team. Student celebration activities will occur

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After reviewing the data, the School Improvement Grant Team identified the need for teachers to be provided opportunities for teacher collaboration (common planning blocks, before- or after-school planning, department meetings, and study groups) to improve curriculum implementation and increase the level of instructional rigor through research-based strategies that promote a deeper understanding of the course content. The data analysis also revealed the need for content specific teachers to collaboratively develop and use authentic, balanced, and customized in-house assessments (diagnostic and formative) that are aligned to GPS and provide relevant feedback that promotes continuous improvement. To that end, teachers need to be provided time to frequently collect and analyze student performance data in order to make instructional data-driven decisions to improve student achievement. In addition, the School Improvement Grant Team identified the need to improve teachers' capacity for effective teaching through the provision of technological tools for instruction and to provide teachers time to participate in on-going professional development lead by the technology coach focusing on the use of technology and technology-based instructional strategies and familiarizing teachers with multiple ways that technology can supplement their curriculums, actively engage students in the learning process, and enrich their classroom instruction.

Knowing that teachers participation in professional development would be a major factor in the success of RHS's school transformation initiative and knowing that extra extended-time would be needed in addition to the job-embedded department meetings, study groups, Quality Circle meetings, parent meetings, team meetings, and/or teachers' extracurricular activities (required or volunteered), the School Improvement Grant Team identified the need to offer extended-day opportunities to teachers to

upon the return of the test data (for those who passed their respective portion of the GHSGT).

Sustainability: The summer program will continue to occur only for students who are not successful on the English and mathematics portions of the GHSGT. The program will be condensed to the number of days that teachers can be compensated by RHS discretionary funds. Bus transportation will not be provided.

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strengthen and sustain the professional learning community.

Actions:

- Professional Development: Extended day learning opportunities for teachers (i.e., common planning; developing common formative assessments; looking at and analyzing student work; data analysis and guided instruction; book studies; technology training) that are scheduled and facilitated by the academic coach, the school improvement coach, or the technology coach from 7:00 a.m. - 7:45 a.m. or 4:15 p.m. - 5:00 p.m. These sessions will be offered both before and after school during the extended hours to enable teachers to attend needed sessions while also having the opportunity to work with students during extended learning times.

Year 1, 2, and 3: Summer - Opportunities for curriculum content training, developing common formative assessments, and analyzing achievement data will occur in respective content areas and be facilitated by department chairs or Academic Coach. Short-term plans of action will be written to guide implementation and note progress.

Fall, Winter, and Spring - Opportunities will be provided during extended hours (7:00 - 7:45 a.m. and 4:15 - 5:00 p.m.) for teachers to participate in professional development that will enhance instruction and improve student achievement. Sessions will be organized and scheduled by the Academic Coach, Technology Coach, and/or School Improvement Coach and address curriculum content and pedagogical improvements, technology training, and data analysis. School achievement data will be collected and analyzed by the Data Committee and Leadership Team to note progress, in-house and district walkthroughs will note implementation of instructional strategies, teacher surveys and evaluation forms will indicate areas of future need, and teacher sign-in logs will be reviewed for participation numbers.

Sustainability: Teachers will embed the learned strategies into their everyday instructional practices. Teachers will serve in leader rolls as mentors to new teachers to share best practices

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| | <p>and offer ongoing support. Teachers will continue to build capacity through ongoing collaboration and RHS will be viewed by prospective new hires as a professional center of learning. Achievement data, including students' value-added scores, will continue to be analyzed by the Data Committee and Leadership Team, and revisions to the School Improvement Plan will be made based on the findings to keep the focus on increasing student achievement.</p> |
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**School Improvement Grant 13(g)
LEA Application 2010**

**Attachment 2d
Transformation Model**

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| A9. Provide ongoing mechanisms for family and community engagement. | |
| <p>From the data analysis, the School Improvement Grant Team identified a weakness in parental and community involvement. This lack of parental involvement has been a problem at RHS for several years. There is a need to establish effective parental and community involvement through a full-time, in-house parent and community outreach coordinator so that RHS students will do better in school and in life, parents will become empowered, teacher morale will improve, and communication will continue to grow stronger between families, the community, and the school. The parent and community outreach coordinator will need to provide monthly professional development opportunities for parents and community members that will help develop their own knowledge and skills so that they can better support the educational process at home and in the school.</p> <p>Organized parental involvement is the comprehensive and sustained intervention all schools need to succeed. Research (Gutman and Midgley 2000; Shumow and Lomax, 2002) states that when families are engaged in children’s learning, students are more likely to: earn higher grade point averages and higher scores on standardized tests or rating scales, enroll in more challenging academic programs, pass more classes and earn credits, attend school regularly, display more positive attitudes about school, graduate from high school and enroll in post-secondary programs, and refrain from destructive activities such as alcohol use and violence. Henderson and Mapp (2002) further state that parent involvement that is linked to student learning has a greater effect on achievement than more general forms of involvement. In addition, parents need to feel that school staff value their involvement and welcome them into the school community.</p> <p>This research, in addition to the data analysis revealing the lack of parental involvement at RHS (mentioned above), reveals the need to increase meaningful family and community involvement. The School Improvement Grant will provide funding to extend the part-time shared parent coordinator to a full-time, school-based position. The part-time parent coordinator was made available to RHS through The American Recovery and Reinvestment Act (ARRA) Title I Targeted Assistance Program during the 2009-2010 school year. The shared parent coordinator was housed in the feeder middle school and had been employed in that position on a full-time basis at the same middle school prior to the 2009-10 school year. For those reasons, time was never equally split between the two schools, and RHS did not</p> | <p>Timeline:</p> |

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receive the assistance to implement a successful parent and community involvement program. Having the funds to hire and house a full-time parent and community outreach coordinator at RHS will allow the opportunity for home-to-school and school-to-home relationships to improve, parent involvement in relevant programs and activities that impact their children's learning to increase, and community partnerships to grow--all in order to improve the achievement of all students.

Actions:

RHS will increase meaningful family and community involvement through the following:

- Parent and Community Outreach Coordinator: SIG funds will allow the position to be extended from a part-time, shared position to a full-time, school-based position.
 - Parent Outreach duties will include: creating, enhancing, and sustaining a parent and community-friendly school climate (i.e., create a PTO, organize a volunteer network, create an open and direct line of communication between stakeholders); developing, facilitating, and documenting monthly meaningful programs and activities designed to educate and engage parents (i.e., graduation requirements; ELL literacy programs; applying for financial aid; college scholarships; Hope Scholarships; GED programs; services provided by social agencies; teen issues such as bullying, social websites, safe driving, teen pregnancy).
 - Community Outreach duties will include: working with community partners to identify resources for families in the community (i.e., Angel Food Ministries, Care Mission, Primary Healthcare Center, Lions Club, counseling services, family intervention/support, teen resource center), organizing meaningful activities designed to engage the community in improving student achievement (i.e., volunteer tutoring, classroom speakers, job shadowing, work-based study programs, apprenticeships), creating a volunteer network, recruiting and sustaining strong partnerships (i.e., WACOPEP), and enhancing communication with business/community partners.

Year 1: Fall - RHS will hire a full-time parent and community outreach coordinator. The parent and community outreach coordinator will participate with other Walker County parent coordinators in the *Six Facets of Parent Involvement Training and Be There* program training. The parent coordinator will attend monthly meetings and network with other Walker County parent coordinators to discuss and share strategies and programs that are working and those that need revisions. The parent and community outreach coordinator will conduct a RHS volunteer and interest survey to solicit input and information from parents and community partners regarding (1) ways to volunteer inside and outside the classroom, (2) suggestions for focused topics of study that support learning at home, (3) needs of families (regarding family support and/or health-related services), (4) needed educational programs to improve parents' knowledge base regarding instructional practices and post-secondary options for their children, and (5) increased involvement from business and community partners in the learning process (work-based learning opportunities, apprenticeship programs, speaking to students

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about the relevance of coursework to their respective occupations). Results of this initial survey will determine monthly programs to offer and help develop plans of action to show parents and community partners that they are welcomed and valued at RHS by offering their talents, time, and services.

Winter - Monthly programs offered at various times (to accommodate parents' schedules) will continue to focus on parents and community partners increased involvement in the schools' programs. A parent teacher organization (PTO) will be formed to ensure parents have an avenue to voice their concerns and also be able to have represented input into policies that affect their children's education. Volunteer schedules will be created and a communication network will be established. The parent and community outreach coordinator will attend the two-day Georgia Parent Involvement Conference. The conference will provide opportunities for educators, parents, and community leaders to learn strategies for empowering all stakeholders to increase student achievement and to meet the required mandates of the No Child Left Behind (NCLB) Act and to build the capacity of all the participants in the parental involvement arena. The top parental involvement practitioners from around the state will offer presentations demonstrating scientifically based research practices and strategies that will result in increased parental involvement, as well as higher achievement for all students.

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| | <p>Spring - Monthly programs offered at various times (to accommodate parents' schedules), volunteer opportunities, and PTO meetings will continue. Feedback will be obtained in the form of evaluations of the activities and will be used to make needed improvements and revisions. The parent and community outreach coordinator will compile yearly data and report the findings to the Data Committee and Leadership Team. The parent coordinator will network with the two feeder schools to organize upcoming transition activities for the new parents to RHS.</p> <p>Year 2 and 3: Fall, Winter, and Spring - The parent and community outreach coordinator will work to continue to improve parent and community relationships and involvement through previously established programs. Surveys will again be administered to parents and community partners to solicit their needs and determine volunteer opportunities. Results of the surveys will determine the focus of monthly meetings, help set volunteer schedules, and show the increased amount of involvement and participation. The parent and community outreach coordinator will continue to network with the other Walker County parent coordinators and use feedback to make needed improvements in the program. Attendance at the Parent Involvement Conference will continue based on the focus of each conference and its value to the improvement of the RHS program. Yearly data will be collected and reported to the Data Committee and Leadership Team.</p> <p>Sustainability: The parent and</p> |
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From the data review, RHS identified the need for the Parent and Community Outreach Coordinator to establish strong lines of communication with RHS graduates in order to create a RHS Alumni Association that could tap into the input, services, and expertise of its former students. These alumni (some of which are currently parents of RHS students and/or faculty and staff members) can work to engage other alumni and the community to volunteer their time, provide their services, and/or offer monetary donations to improve student achievement, recruit and sustain strong partnerships, and enhance communication with all stakeholders.

Actions:

- Alumni Association: the Parent and Community Outreach Coordinator will work with RHS alumni to establish an alumni association in order to support school academic and extracurricular programs.

community outreach coordinator position will continue to be funded through Title I SWP funds. Programs will continue to be revised (based on survey results and family and community needs), and parents and community partners will continue to feel they are welcomed and valued assets to the RHS overall school program.

Year 1: Winter - The Parent and Community Outreach Coordinator will use various media outlets such as radio, newspaper, RHS website, newsletters, and FaceBook to begin the search for former RHS graduates. Details will include the contact information of the RHS Parent and Community Outreach Coordinator in order to begin to build the database of RHS alumni.

Spring: Local graduates will be contacted and given information by the Parent and Community Outreach Coordinator in reference to an organizational meeting regarding the creation of a RHS Alumni Association. A RHS Alumni Planning Committee will be formed at this time.

Year 2: Fall, Winter, and Spring - The RHS Planning Committee will meet with the Parent and Community Outreach Coordinator on a quarterly basis to continue the creation of the RHS Alumni Association. Officers will be elected, meetings will be scheduled, and all information will be communicated through media channels for public notification and awareness. Graduates (class of 2012) will be given information regarding membership in the Alumni Association and asked to join upon graduation.

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The School Improvement Grant Team determined from the data review that there was a need for RHS to provide students with opportunities for successful transitions to high school and post-secondary options.

Actions:

- Post-secondary Partnership: RHS will maintain a strong partnership with Georgia Northwestern Technical College and Dalton State College to offer dual enrollment opportunities for students, *Move On When Ready* (MOWR) participation (allowing juniors and seniors opportunities to earn high school and college credit), and articulation agreements.

Year 3: Fall, Winter, and Spring - The RHS Alumni Association will be established as a community resource to the RHS faculty and staff. Members will be involved with the continuous overall improvements at RHS, 2013 graduates will be offered membership into the association, and its members will continue to seek information regarding former graduates.

Sustainability: The RHS Alumni Association will continue to grow in size and continue to become more involved with the activities and programs at RHS. Members will support the school improvement efforts by volunteering their time and services to the overall school program.

Year 1, 2, and 3: Ongoing - RHS will continue to maintain strong transitional partnerships with Georgia Northwestern Technical College and Dalton State College by offering dual enrollment classes, articulation agreements, and early enrollment opportunities for RHS students. The colleges will also work with RHS to provide information to parents regarding GED programs, ELL programs, and work-study opportunities. RHS teachers will be able to meet to discuss post-secondary course requirements with the college teachers; and teachers will have opportunities to enroll in courses to improve their

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Through a review of the data, the School Improvement Grant team acknowledged the need for RHS to increase and sustain the number of business, community, and organizational partnerships that can enhance classroom instruction to show relevance in today's work environment.

Actions:

- Rossville Downtown Development Authority (RDDA): RHS will continue its partnership with the RDDA in a joint endeavor to revitalize downtown Rossville through RHS's Project Synergy (see Addendum 8, pages 162-164).

content knowledge, better their instructional practices, take classes to obtain additional certification endorsements, and enroll in courses to meet re-certification requirements.

Sustainability: Partnerships and open lines of communication will continue with Georgia Northwestern Technical College and Dalton State College to ensure successful transition for the RHS graduates who will attend those institutions. Positive working relationships will also continue between RHS and the two colleges to provide continuous college credit-bearing opportunities to students still enrolled at RHS.

Year 1, 2, and 3: Winter and Spring - RHS will continue to partner with the members of the RDDA and Rossville Chamber of Commerce as they seek to find ways to revitalize the city of Rossville. They will work with the RHS faculty and staff to continue Project Synergy, the project-based learning experience that enables all students to offer and display detailed, innovative revitalization proposals to members of the RDDA and Chamber of Commerce for consideration for implementation.

Sustainability: The RDDA and Chamber of Commerce will continue its partnership in Project Synergy with RHS as it continues to seek innovative ideas from future entrepreneurs who envision great improvements and advancements for the city of Rossville. Students will begin to see actual ideas become reality as the RDDA funds the businesses and projects created and proposed

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| | by RHS students. |
| <p>A10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.</p> | |
| <p>In reviewing the drop-out and achievement rate in the data analysis narrative, there is a need to increase the capacity of RHS to collect and record data in a timely and systematic manner so that it can be disaggregated, analyzed, and used to drive school improvement initiatives/data-driven interventions.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Drop-out Prevention Coach: A child welfare advocate, who will serve as the link between school, home, and the community for students and their parents and is equipped (social work and/or certified teacher experience) to address the variety of issues (i.e., social, emotional, adjustment, or attendance issues, as well as issues at home or in the community) that threaten students from earning a high school diploma or cause them to drop out. The drop-out prevention coach will identify and locate students who have dropped out of their respective graduation cohorts, work directly with students and the appropriate school administrators, counselors, teachers, parents, and community agencies to develop, implement, and monitor personalized educational/career plans that will ensure an opportunity to earn a Georgia high school diploma with their respective cohort and help to improve the school's graduation rate. The drop-out prevention coach will also act as a liaison between RHS and Ombudsman Educational Services (OES) regarding high school completion and graduation and coordinate a transition program for students moving from Ombudsman to RHS as they adapt to the rigor of RHS curriculum. The drop-out prevention coach will also connect individual students and their parents with programs such as <i>Communities in Schools</i> and <i>Georgia College 411</i>, as well as area technical colleges. The drop-out prevention coach will be evaluated by CLASS Keys or the state-approved evaluation system and monitored by the Leadership Team to determine effectiveness of the intervention through data analysis. • Data-Entry Paraprofessional: Will help ensure the smooth and efficient handling of the increasing amount | <p>Timeline:</p> <p>Year 1: Hire drop-out prevention coach to help improve the school's graduation rate.</p> <p>Year 2: Drop-out prevention coach continues to support the school improvement goal of increasing the graduation rate, identifies students at-risk for dropping out, and coordinates a successful transition program for students moving from Ombudsman to RHS.</p> <p>Year 3: Drop-out prevention coach continues to work with students to ensure they earn a Georgia high school diploma and to connect them with post-secondary opportunities.</p> <p>Sustainability: Position will be sustained through Title I SWP funds or school allotment for teaching staff.</p> <p>Year 1: Hire data-entry</p> |

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of data that will be collected and recorded as the school improvement initiatives are implemented and analyzed for effectiveness. (Through the SIG needs assessment, the School Improvement Grant Team identified a critical gap in RHS's data process system that has, most likely, hindered the school's ability to make significant school improvements.) Position will require school record-keeping experience and will be monitored by the School Improvement Coach to ensure that feedback based on the data is communicated in an efficient and timely manner to help impact future instructional decision making, curriculum planning, and school improvement initiatives.

There is a need for a technology coach in order to transform RHS into a technology-oriented center of learning and allow new and current teachers to receive ongoing, in-house professional development about the availability of technological resources and how to incorporate them as they plan and develop their curriculums. Lack of funding in previous years has hindered this critical acquisition of technological tools and the respective professional development to enhance student learning opportunities and classroom instruction.

Actions:

- **Technology Coach:** With expertise in hardware and software, one who will increase the level of teachers' proficiency and experience with technology, tools, and software, and help teachers to maximize the impact of peripherals on student achievement and enhance instruction through on-going, in-house professional development. Technology coach will also install and provide maintenance for all technological investments. Technology Coach will be evaluated by CLASS Keys or the state-approved evaluation system (if applicable) and monitored by District and school-based walk-throughs to determine effectiveness of the integration of technology.

paraprofessional to aid with the implementation of the RHS data processing system.

Year 2 and 3: Data-entry paraprofessional continues to support the school improvement initiatives by ensuring efficient data collection, recording, and distribution.

Sustainability: Position will be sustained through Title I SWP funds.

Year 1: Hire technology coach to install new hardware and software and begin providing job-embedding technology training for all staff members.

Year 2: Technology coach continues to provide technology training to new and existing teachers to maximize the impact of technological tools, continues to provide maintenance for all technological investments, and continues to install new hardware and software purchased in Year 2.

Year 3: Technology coach continues to provide support as teachers continue to build their competence and confidence in embedding the use of technology into their classroom practices on a regular basis. Technology coach will continue to provide necessary maintenance on the school-wide

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Based on the achievement data, the School Improvement Grant Team identified a need for RHS to address students' individual performance levels and mastery of GPS through intensive intervention and remediation opportunities (i.e., retired teachers and/or degreed personnel to serve as student coaches, working cooperatively with teachers and one-on-one with students, during regular school hours, providing necessary individualized, data-driven instructional support, altering instruction strategies and focusing on areas that need re-teaching; and working in summer GHS GT remediation programs that provide small group, one-on-one, and pull-out sessions to ensure GPS mastery, fulfilling students' GHS GT and regular diploma requirements).

Actions:

- **Student Coaches:** Provide additional aggressive intervention in critical AYP courses (Math I, II, and III and English I, II, and III) through one-on-one, data-supported, individualized instruction based on students' ability levels and learning styles. Data (i.e., EOCT scores to identify at-risk students; item analysis of pre- and post-practice GHS GT and EOCTs; weekly, commonly-developed formative assessments; practice writing assessments) will be collected, analyzed, and communicated with teachers and students to identify students' strengths and weaknesses, make instructional decisions, and offer remediation as needed. Student coaches will receive training from content specific consultants (with certified teachers) regarding GPS mastery on state-mandated tests and will be monitored by the school improvement coach and principal to ensure the effectiveness of the individualized intervention initiative.

The School Improvement Grant Team identified a need to

technology investment.

Sustainability: Position will be sustained through Title I SWP funds or through the District as a technology resource person.

Year 1: Hire student coaches to work with identified students, school improvement coach, and content-specific teachers to improve the GHS GT proficiency percentages, ensure on-time graduation, and better prepare students for post-secondary options.

Year 2 and 3: Student coaches continue working with identified students, school improvement coach, and content-specific teachers to improve the GHS GT proficiency percentages, ensure on-time graduation, and better prepare students for post-secondary options.

Sustainability: While the number of positions will be reduced as the GHS GT proficiency levels increase, remaining student coach positions will be sustained through Title I SWP funds.

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increase the responsibilities of the graduation coach position to include SIG implementation responsibilities (School Improvement Coach) in order to maximize efforts to improve GHSGT scores and the graduation rate by analyzing data to identify students at-risk; implement school-wide support interventions (i.e., student coaches (retired teachers and/or degreed personnel) and GHSGT summer remediation); work with the drop-out prevention coach in motivating and guiding students through a focused or accelerated graduation plan; oversee the data collection, analysis, monitoring and feedback process; and work with the academic coach to organize professional learning opportunities for staff.

Actions:

- **School Improvement Coach (extended hours):** Responsible for maximizing efforts to improve GHSGT scores and the graduation rate by analyzing data to identify students at-risk; implementing school-wide support interventions (i.e., student coaches and GHSGT summer remediation); working with the drop-out prevention coach in motivating and guiding students through a focused or accelerated graduation plan; overseeing the data collection, analysis, monitoring, and feedback process; and working with the academic coach to organize professional learning opportunities for staff. The school improvement coach, having the appropriate administrative endorsement, experience in serving as a change agent, and serving as a member of the School Improvement Grant Writing Team, will be evaluated by CLASS Keys or the state-approved evaluation system and monitored by the school Leadership Team. The School Improvement Coach position will be used to provide opportunities for remediation and acceleration, coordination of the student coach program, test preparation strategies for students and teachers, and provide teachers with data through formative and summative assessments to drive instruction. Part of the rationale of bringing someone in with administrative certification is to provide the opportunity for succession planning and capacity building for the administrative team at RHS. This position is one of the most important parts of our grants in that this will serve as a catalyst of cultural change at RHS to become informed and data driven thus strengthening student achievement and eliminating barriers towards achievement.

Year 1: Transition graduation coach position into school improvement coach position (upon SIG approval). School improvement coach will oversee the implementation of the Year 1 school improvement initiatives.

Year 2 and 3: School improvement coach will continue to oversee the implementation of the Year 2 and 3 school improvement initiatives, utilizing data to suggest necessary revisions in the school improvement goals, determining the effectiveness of school improvement initiatives, and adjusting action plans accordingly.

Sustainability: With the school improvement coach having administrative certification, the opportunity will be provided for succession planning and capacity building for the administrative team at RHS. Serving as one of the most important parts of the transformational reform, this position will serve as a catalyst of cultural change at RHS, enabling the school to continue using data to make informed decisions concerning school improvement initiatives and increases in overall student achievement.

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There is a need for RHS to increase its capacity for continuous school improvement by providing additional on-going professional learning opportunities and evaluating and sustaining implemented programs and strategies to help RHS support and retain quality teachers who will collaborate in order to make better data-driven decisions, maximize classroom instruction time, become more effective teacher leaders, increase their content and pedagogical knowledge, and better understand, appreciate, and hold high expectations for all students.

Actions:

- Academic Coach (Extended day and summer hours): Organize and facilitate extended day and summer professional learning opportunities for certified staff in order to help teachers maximize instructional time through best practices in order to improve student achievement. Academic coach is currently employed by Walker County Schools (funded through Title I and Title II funds), has served in this capacity at RHS for two years, is a member of the SIG Writing Team, has experience as a change agent, and will be evaluated by CLASS Keys or the state-approved evaluation system and monitored by the school Leadership Team and district walkthroughs.

There is a need to increase the capacity of RHS students to develop tools that will help them resolve conflicts, learn specific communication and relationship models in order to convey their opinions in a positive manner, discover their personal capabilities and learning styles, set goals, and become accountable for their own choices and actions. There is also a need to increase the capacity of RHS teachers to improve the active engagement of students in the educational process by building relationships, utilizing motivational delivery, and incorporating intentional and measured evaluation strategies to help students attain a balance of

Year 1, 2, and 3: Academic coach will expand her role in order to promote and support the SIG initiatives (if approved).

Sustainability: Academic coach extended hours will discontinue and the position will continue to be funded through Walker County Department of Education (Title I and Title II funds).

Year 1: Summer - Three teachers from the Freshman Academy along with the Freshman Academy Principal will attend *Link Crew* three-day implementation training. Training will provide explicit instruction on how to convey the concepts being presented in the training to those with whom they work in the Freshman Academy and/or with those to whom they provide mentoring assistance.

Fall - The three teachers and Freshman Academy Principal will

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academic and life skills.

Actions:

- *Link Crew*: RHS will implement *Link Crew* as part of the 9th grade transition program. *Link Crew* is a proven successful high school transition program that welcomes freshmen to a new campus and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, *Link Crew* teachers train members of the junior and senior classes to be Link Leaders. As positive role models, Link Leaders are motivators, leaders and teachers who guide the freshmen to discover what it takes to be successful during the transition to high school. This program provides the structure for freshmen to receive support and guidance from juniors and seniors who have been through the challenges that high school poses and understand that the transition to a larger school can sometimes be overwhelming. *Link Crew* trained teachers will oversee this transition program, train the selected student Link Leaders, and incorporate the program into the freshman student experience. The trainers will provide ongoing support and continuously plan with the junior and senior student Link Leaders as they acquisition into their positions as exemplary role models. The trained teachers will also share strategies learned during the training to break down social barriers by modeling behavior and using group development methodologies. The goal of the program is to provide RHS with a structure in which students make real connections with each other. Through this program, students learn that people care about them and their success. Results will show an increase in attendance, decrease in discipline referrals, and improved academic achievement.

attend a one-day follow-up training that will provide information for establishing effective academic, social, and leader-initiated contact programs. Training will also focus on strategies involving effective leader meetings and how to keep the student Link Leaders motivated throughout the year.

Year 2: Summer - Three additional Freshman Academy teachers will attend the three-day implementation training (see above). They will also participate in the one-day follow-up training during the fall.

The original participants will attend a two-day refresher training session in order to share ideas with other first year coordinators as well as veterans who have had extensive experience with the program and attend workshops that will sharpen the skill set needed for the RHS program to continually improve each year.

Year 3 and Sustainability: The *Link Crew* program will be poised to continue because the necessary skills have been established in an expanded body of teacher leaders. This will ensure the sustainability of the program long-term. Data will show an increase in attendance, decrease in discipline referrals, and improved academic achievement.

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There is a need for RHS to increase its capacity for student learning through the use of software-based and online curriculum, program applications, and Internet access, increasing students' interest and participation and allowing teachers to assess students in alternative ways. There is also a need to improve teachers' effectiveness in teaching with technological tools for instruction, actively engaging students in the learning process, and enriching their classroom instruction.

Actions:

- *Powerspeak* Language Lab: Online language program offering multiple language instruction (i.e., Spanish, German, French, Chinese, Latin) and facilitated by a highly qualified and certified RHS foreign language teacher who has a Bachelor of Arts in French and a Master of Arts in Foreign Language Education/Second Language Acquisition. (This formal training provides the teacher with the skills to teach various foreign languages and relay the necessary strategies for encouraging students' understanding and fluency.) Students seeking to meet the foreign language requirements for graduation can enroll in the program. In preparing RHS students for a global, technology-based economy, RHS will provide an alternative language program by which students can do more than just become familiar with a second language. RHS students must become fluent so that they will have employable skills. Student will be able to test out of college-level language classes and gain skills that will be fitting with the trends of globalization. *Powerspeak* is aligned to GPS, and students can proceed through the technology-based curriculum at their own pace, allowing the learning to be differentiated, while being monitored and supported by the teacher/facilitator.

There is a need for RHS to increase learning time for students in order to enhance student success. There is a need to provide students with alternative settings and flexible schedules in order to meet learning styles and personal needs.

Year 1: Mobile computer lab will be purchased and dedicated for the *Powerspeak* language program. In addition to French I, II, and III and Spanish I, II, and III, German I and II will be offered.

Year 2: The *Powerspeak* language program will be expanded to include Chinese I and II and Latin I and II.

Year 3: The *Powerspeak* language program will be expanded to include AP Spanish and AP French.

Sustainability: The purchased lab will continue to be dedicated, with open enrollment, for the *Powerspeak* language program.

Year 1, 2, and 3: Summer - Bus transportation provided during the extended day, summer transition and remediation programs.

Sustainability: Bus transportation for summer transition and remediation programs will be funded through Title I SWP funds.

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Actions:

- **Bus Transportation:** Provides all RHS students (64.4% of whom are eligible for free/reduced lunch) with transportation to and from all extended-day opportunities (arriving earlier or leaving later), the GHSGT summer remediation program (improving the school's graduation rate and providing a safety net for students), the 9th Grade Summer Transition Program (to ensure widespread participation in students' acclimation to high school), and the Summer Leadership Super Camp (targeting at-risk students in jeopardy of dropping out).

There is a need to increase the capacity of RHS students to develop tools that will help them to resolve conflicts with family, friends, and peers, learn specific communication and relationship models to convey their needs, opinions, frustrations, and feelings in a positive manner, discover their personal capabilities and learning styles, set goals, and become accountable for their own choices and actions. There is also a need to increase the capacity of RHS teachers to improve the active engagement of students in the educational process by building relationships, utilizing motivational skills, providing a relevant curriculum through effective instructional delivery, and incorporating intentional and measured evaluation strategies to help students attain a balance of academics and life skills.

Actions:

- **Advisory:** RHS Advisory will continue to serve as an advocate program for its students in all grade levels. In addition to ensuring that each student is known well by at least one adult in the building to whom the student can turn for help with both school-related and personal issues, the school-wide Advisory program will expand to include an additional support structure at the junior level. Each certified teacher will be responsible for tracking at least three junior students throughout the year until the spring administration of the GHSGT. Teachers will confer with students regarding attendance, discipline, grades, and any additional information that students wish to share about hindrances to their academic progress. Teachers will serve as student liaisons and advocates, working to resolve/remedy issues surrounding students' academic achievement and well-being. During the GHSGT test week, teachers will continue to monitor and support their respective students and meet with them for a follow-up session after the GHSGT scores return.

Year 1: RHS Advisory program will expand to include the mentoring of junior students for passage of GHSGT. In addition, during the Advisory time, Link Crew and Quantum Learning relationship building activities will occur. This program will continue to be organized by the RHS guidance counselors. Input for revisions to the program will be received from teachers and students at the end of the year through survey results.

Year 2 and 3: Advisory program will continue to serve as an advocate program for RHS students, and capacity will be established through trained teachers and student leaders. Input for revisions to the program will be received from teachers and students at the end of the year through survey results.

Sustainability: The Advisory program will be self-sustaining and ongoing at the conclusion of the SIG.

Year 1, 2, and 3: RHS will continue to celebrate student successes in attendance, conduct,

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There is a need to assess the cultural norms that affect school improvement (i.e., high expectation, appreciation and recognition, celebration), reinforce the positive parts of the school's culture, reshape or eliminate the negative, and sustain the transformed elements to ensure continuous school improvements.

Actions:

- Renaissance Program: RHS will continue to utilize this Josten's sponsored incentive program aimed at increasing student performance, teacher enthusiasm, and raising the level of community participation in the school.

There is a need for RHS to increase its capacity for student learning through the use of software-based and online curriculum, program applications, Internet access, and the utilization of various peripherals (i.e., ActivBoards, iPads or laptops/notebooks/netbooks, document cameras, and student response systems), increasing students' interest and participation and allowing teachers to assess students in alternative ways. There is also a need to improve teachers' capacity for effective teaching through the provision of technological tools for instruction, data analysis, communication, and record keeping (i.e., outside consultants and a technology coach who provides on-going professional development focusing on the use of technology and technology-based instructional strategies, familiarizing teachers with multiple ways that technology can supplement their curriculums, actively engage students in the learning process, and enrich their classroom instruction.) Lack of funding in previous years has hindered this critical acquisition of technological tools and the respective professional development to enhance student learning opportunities and classroom instruction.

Actions:

- Technology: Currently, RHS is unable to meet three necessary requirements for allowing technology to have a significant impact on the educational experiences of its

achievement, and character through the Renaissance Program, which will continue to be overseen by the Renaissance Committee (RHS teachers and principal).

Sustainability: The Renaissance Program will continue to be funded by Josten's.

Year 1: Hire technology coach to install new hardware and software and begin providing job-embedding technology training for all staff members. Technology purchases will include: student iPads, laptops/notebooks (9th grade and 11th grade); MacBooks (teachers and student coaches); ActivClassrooms (Phase I); Language Labs (software and online instruction); mobile computer labs (2); printers (Phase I); Apple accounts (E-books and content area apps); equipment repair/maintenance; graphing calculators; content specific software (ODYSSEYWARE, USATestPrep, Study Island,

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| <p>students. These three requirements are professional staff support, on-going professional learning opportunities, and a consistent and requisite level of access for RHS students and teachers to necessary technological tools.</p> <ul style="list-style-type: none"> ○ Professional staff support: RHS will hire a full-time technology coach to support the everyday use of computers, mobile labs, iPads, laptops/notebooks, ActivBoards and ActiveSlates, LCD projectors, ActivExpressions (student-response systems), document cameras, and other general technical maintenance and support. The technology coach will also provide professional learning opportunities to ensure RHS faculty members have the skills needed to utilize technology productivity tools and are involved in the process of researching and piloting new technology peripherals. The role of the technology coach is key to the effective use of technology by teachers because he will support teachers to take risks in embedding new curriculum tools and support best practices through demonstrated examples, coaching, and professional knowledge. ○ Professional learning opportunities: The technology coach will provide on-going, job-embedded professional development focusing on the use of technology and technology-based instructional strategies, familiarizing teachers with multiple ways that technology can supplement their curriculums, actively engage students in the learning process, and enrich and individualize their classroom instruction. ○ Technological tools: RHS will create a basic technological infrastructure by: (1) providing RHS students with a laptop/notebook/netbook or iPad with basic productivity tools and Internet access, creating a one-to-one, student-to-technology ratio; providing mobile wireless computer labs for classroom use; (2) providing every classroom with LCD projectors and ActivBoards; (3) providing teachers with MacBooks to prepare and research teaching materials and use with instruction, data analysis, communication, and record keeping; (4) purchasing site licenses for curriculum-related software, instructional learning systems, teacher tools, and online tools. This basic infrastructure will promote new ways | <p>Virtual School, Triumph Learning Coach, ACT Prep); technology consultant (Promethean and Apple).</p> <p>Year 2: Technology coach continues to provide technology training to new and existing teachers to maximize the impact of student achievement through technological tools; continues to provide maintenance for all technological investments; and continues to install new hardware and software purchased in Year 2. Technology purchases will include: student iPads, laptops/notebooks (9th grade and 11th grade); ActivClassrooms (Phase II); Apple accounts (E-books and content area apps); printers (Phase II); Language Lab (software and online instruction); software (ODYSSEYWARE, USATestPrep, Study Island, Virtual School, Triumph Learning Coach, ACT Prep); equipment repair/maintenance.</p> <p>Year 3: Technology coach continues to provide support as teachers continue to build their competence and confidence in embedding the use of technology into their classroom practice on a regular basis. Technology coach will continue to provide necessary maintenance on the school-wide technology investment. Technology purchases will include: ActivClassrooms (Phase III); Apple accounts (E-books and content area apps); Language Lab (software and online instruction); software (ODYSSEYWARE, USATestPrep, Study Island, Virtual School, Triumph Learning Coach, ACT Prep); equipment repair/maintenance.</p> <p>Sustainability: Technology</p> |
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of thinking and communicating; affords the opportunity for better interaction and communication between teachers and students; and allows the storage of past and present data, as well as instant assessment feedback. Students will gain a knowledge base that will provide them with challenges, engaged learning, and life skills that will allow them to face real-world experiences.

coach will be sustained through Title I SWP funds or through the District as a technology resource person. Teachers will possess the skills and strategies to continue to embed technology in their classroom instruction, and new teachers will be mentored by experienced teachers and supported by the technology coach. Students will be able to compete in a technology-embedded society with the skills they attained in the RHS technology-enriched high school experience.

Maintenance/replacement equipment will be purchased as needed through District allocated Title I SWP, E-Rate, and grant funding.

Year 1: Purchases: science equipment (Probeware, lab kits, microscopes, safety goggles, safety aprons, consumable supplies); AP flash cards and test review guides (English); classroom libraries; *The Real ACT Prep Guide; Formative Assessment and Standards-based Grading*; postage (for communicating with stakeholders); Scan-Tron answer sheets.

Year 2: Purchases: science equipment (lab kits and microscopes, CBL equipment, probes); AP flash cards and test review guides (science); classroom libraries; *The Princeton Review Prep Guide; The Art and Science of Teaching*; postage (for communicating with stakeholders);

The School Improvement Grant Team has identified a need to increase the capacity of RHS teachers to facilitate the process of student learning.

Actions:

- Other supplies, materials, and resources: In order for maximum student learning to occur to promote school improvement, content specific teachers will be furnished with additional materials and supplies (i.e., science lab kits, microscopes, AP flash cards and test review guides (for open enrollment AP and ACT prep classes),

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| <p>classroom libraries (ELA and Exceptional Education classrooms), scientific and graphing-calculators, Scan-Tron answer sheets, professional development books (<i>Formative Assessment and Standards-based Grading</i> (Marzano); <i>The Art and Science of Teaching</i> (Marzano); <i>Leading for Learning</i> (Scheltch)), computer supplies (toner, adapters, software programs) and computer and printer repair costs).</p> <p>There is a need for RHS to address students' individual performance levels and mastery of GPS through intensive intervention and remediation opportunities.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Safety Nets: To target deficiencies in students' knowledge base, RHS will continue to use its system of safety nets as a means of addressing students' identified weaknesses and offering students "just-in-time" remediation/intervention. Supplemental resources provided for safety net systems include: America's Choice Literacy Navigator materials for identified English II students; USA TestPrep and Study Island software for identified at-risk juniors taking the GHSGT; ODYSSEYWARE online and Ombudsman Educational Service (OES) for credit recovery; Triumph Learning Coach and American Book Company supplemental math and English workbooks for GHSGT and EOCT remediation and Math Support classes; and extended day | <p>Scan-Tron answer sheets.</p> <p>Year 3: Purchases: AP flash cards and test review guides (social studies); classroom libraries; <i>Kaplan ACT Prep Guide</i>; <i>Leading for Learning</i>; postage (for communicating with stakeholders).</p> <p>Sustainability: Consumable supplies and materials will be replenished with Title I SWP funding. Workbooks, classroom libraries, science equipment, and flash cards will continue to be used to impact instruction and student learning.</p> <p>Year 1, 2, and 3: All Safety Nets (described in Actions) will be utilized for identified students when necessary based on teacher documentation and assessments, IEPs, and achievement data.</p> <p>Sustainability: Workbooks will be used as non-consumables; software licenses will be renewed through Title I SWP funds; Ombudsman Educational Service will be District funded; and teacher compensation for extended day credit recovery will be discontinued.</p> |
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| <p>for credit recovery.</p> | |
| <p>A11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p> | |
| <p>RHS will receive on-going, intensive technical assistance and related support from the following sources:</p> <p>From the data review, the School Improvement Team determined there is a need for RHS to increase its capacity for continuous school improvement by acquiring funding for and providing on-going professional learning opportunities, allocating sufficient support resources for proper implementation, and evaluating and sustaining implemented programs and strategies. Job-embedded professional learning will help RHS to support and retain quality teachers who will collaborate in order to make better data-driven decisions, maximize classroom instruction time, become more effective teacher leaders, increase their content and pedagogical knowledge, better understand, appreciate, and hold high expectations for all students, and increase meaningful parental/community involvement.</p> <p>Actions:</p> <p>America’s Choice will serve as RHS’s research-based instructional program and offer on-going technical assistance and periodic data reviews throughout the implementation of the design model. Walker County Department of Education has adopted the workshop model as the common organizing instructional framework throughout the District. To build capacity using this shared framework for instruction and to reflect a shared understanding of what students should know and be able to do and understand in all classrooms, America’s Choice will continue to offer professional development in the instructional delivery model, conferencing, and looking at and analyzing student work. America’s Choice will also offer technical assistance in leadership training and parent involvement during the implementation of the School Improvement Grant, if funded.</p> | <p>Year 1: America’s Choice will provide ten days of technical assistance in the areas of instructional delivery (standards-based instruction, refining and perfecting workshop model), conferencing, looking at and analyzing student work, English 9 Ramp Up to Advanced Literacy refresher training, Leadership Team training, and parent and community involvement. (See sections A4 and A6 for detailed information.)</p> <p>Year 2: America’s Choice will provide six days of technical assistance in the areas of differentiated instructional strategies within the workshop model, looking at and analyzing student work (going deeper),</p> |

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| <p>A review of the data showed the need to increase the capacity of the RHS teachers to improve the active engagement of students by building strong positive relationships, utilizing motivational</p> | <p>English 9 Ramp Up to Advanced Literacy (additional genre studies), Leadership Team training (going deeper with analyzing data to impact instructional changes), and parent and community involvement. (See sections A4 and A6 for detailed information.)</p> <p>Year 3: America’s Choice will provide four days of technical assistance in the areas of building capacity within the workshop model delivery, looking at and analyzing student work (relevant feedback through effective student-led conferencing), leadership team training (building capacity through teacher leaders and sustaining successful programs), and parent involvement (supporting programs in place and increasing community involvement). (See A4 and A6 for detailed information).</p> <p>Sustainability: Strategies will be embedded into teachers’ practices. Teacher leaders will share strategies with new teachers, and capacity will be strengthened through department meetings and study groups within content areas. Sharing successes, asking for and receiving relevant feedback, and self-assessment will be the norm to improve content delivery. In-house and District walkthroughs will serve to evaluate the effectiveness of the instructional model and instructional strategies. The Leadership Team will continue the focus on improving student achievement through analysis of data to inform decision making.</p> |
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skills during classroom instruction, and helping students attain life skills that will help them become accountable for their own learning. To achieve these changes, RSH will seek the services of Quantum Learning (certified for inclusion in the Catalog of School Reform Models by the National Clearinghouse for Comprehensive School Reform, a project of the U.S. Department of Education).

Actions:

- Quantum Learning will serve to supplement the instructional program by providing teachers with additional strategies to focus on students' personal learning and communication styles, character education, relationship building, study skills, time management, motivation, taking ownership, assuming responsibility, creativity, and problem-solving. Data (achievement test scores, attendance and discipline reports, staff and student surveys, walkthroughs, and interviews) will be collected and analyzed to determine the program's effect on attendance rate, discipline referral rate, and overall student achievement.

Year 1: Summer 2011 - Half the faculty will receive five days of training facilitated by Quantum Learning certified trainers which will consist of a wide range of instructional design and delivery methods focusing on effective strategies for presentation, facilitation, and learning and life skills that will be applied in their everyday teaching practices. Quantum Learning support personnel will make two site visits during the year to ensure these skills are being used and reinforced.

Identified at-risk students (grades 9-12) will attend a school-based week long Leadership Super Camp where they will be taught learning and life skills in programs that will be delivered by Quantum Learning facilitators. Site teachers (faculty members) will assist, observe, and debrief daily on the strategies, techniques, and methodologies observed. This will be accomplished in order to set the tone and context for the student level implementation of Quantum Learning. Quantum Learning support personnel will make two site visits during the year to ensure these skills are being used and reinforced.

Year 2: Summer - Remaining half of the faculty will receive five days of Quantum Learning training

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| <p>There is a need for RHS to place more emphasis on post-secondary readiness by implementing the ACT's Educational Planning and Assessment System (EPAS) and Princeton Review's ACT preparatory program and ensuring GPS mastery.</p> <p>There is a need for RHS to consistently utilize common assessments (practice pre- and post-EXPLORE, PLAN, and ACT and actual EPAS) to drive classroom instruction and increase student mastery of GPS and post-secondary readiness.</p> | <p>facilitated by Quantum Learning certified trainers to ensure school-wide implementation of these relationship-building strategies. In addition, identified at-risk students will attend the Leadership Super Camp (as mentioned above). Teachers will take a more prominent roll in the delivery of information to the students while being supported by Quantum Learning facilitators.</p> <p>Year 3: Summer - New hires will participate in the five days of Quantum Learning training facilitated by Quantum Learning certified trainers to ensure the entire faculty has received the Quantum Learning training. Faculty members will lead the Summer Leadership Super Camp for identified students.</p> <p>Sustainability: Programs will be embedded into the teachers' daily teaching practices. Through the previous training from Quantum Learning facilitators, RHS teachers will be able to lead the Summer Leadership Super Camp for identified at-risk students and faculty will be able to share strategies with new-hires through job-embedded professional development and team meetings/study groups. (See sections A4, A7, and A8 for more detailed information.)</p> |
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Actions:

- ACT's Educational Planning and Assessment System (EPAS): To support the America's Choice School Design instructional program, RHS will implement ACT's EPAS to provide a longitudinal systematic approach to educational and career planning, assessment, instructional support, and evaluation. The EXPLORE Test will establish baseline academic data and expose students to educational and career plans after high school. The PLAN Test will help all students (college or work force bound) measure their current academic development, explore career/training options, and make plans for their remaining high school and post-graduation years. The ACT will assess students' general educational development and their ability to complete college-level work. The School Improvement Coach will oversee the implementation of the EPAS program; and the Academic Coach, guidance counselors, and Advisory teachers will assist in the dissemination of the results to students, teachers, and parents.

Year 1: Fall - Purchase EPAS and administer the EXPLORE Test to 9th grade students and the PLAN Test to 10th grade students to establish baseline data. Results will be shared with parents, students, and content specific teachers and will identify areas of strength and need. Areas of need will be addressed through mastery of GPS (Common Core aligned to ACT's College Readiness Standards).

Spring - Administer in-house, practice pre-PLAN Tests to 9th grade students and in-house, practice pre-ACT to 10th and 11th grade students. Pre-test results will be shared with students and teachers to note areas of strength and need.

Year 2: Fall - District will fund the EXPLORE Test for 8th grade students, and RHS will utilize the EXPLORE results to identify students' areas of strength and need and communicate the data to parents, students, and content specific teachers. The PLAN Test will be administered to 10th grade students. Results will be shared with parents, students, and content specific teachers and will identify areas of strength and need. Areas of need will be addressed through mastery of GPS (Common Core aligned to ACT's College Readiness Standards).

In-house, practice pre-ACT will be administered to 11th and 12th grade students. Pre-test results will be shared with students and teachers to note areas of strength and need.

Spring - Administer in-house,

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practice pre-PLAN Tests to 9th grade students and in-house, practice pre-ACT to 10th and 11th grade students. Pre-test results will be shared with students and teachers to note areas of strength and need.

Year 3: Fall - District will fund the EXPLORE Test for 8th grade students, and RHS will utilize the EXPLORE results to identify students' areas of strength and need and communicate the data to parents, students, and content specific teachers. PLAN Tests will be administered to 10th grade students. Results will be shared with parents, students, and content specific teachers and will identify areas of strength and need. Areas of need will be addressed through mastery of GPS (Common Core aligned to ACT's College Readiness Standards).

In-house, practice pre-ACT will be administered to 11th and 12th grade students.

Spring - Administer in-house, practice pre-PLAN Tests to 9th grade students and in-house, practice pre-ACT to 10th and 11th grade students. Pre-test results will be shared with students and teachers to note areas of strength and need.

Sustainability: District will continue to fund the EXPLORE Test for 8th grade students, and RHS will continue to utilize EXPLORE and PLAN Test results as well as pre- and post-tests to determine mastery of college readiness skills. Results will be shared with students, parents, and teachers. Areas of need will be addressed through mastery of GPS

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Actions:

- Princeton Review training will provide teachers with proven Princeton Review ACT test-taking strategies focusing on ACT content, enabling RHS to offer live-instruction courses through Princeton Review certified teachers. Live-instruction is supplemented through the On-line Student Center support. Princeton Review provides technical assistance by assessing students' progress through three full-length, diagnostic, practice ACTs, providing individual score reports detailing students' strengths and weaknesses, and providing a summative analysis of the program by comparing Princeton Review data with the students' actual ACT sub- and composite scores. Teachers (certified school-based Princeton Review trainers) will work with School Improvement Coach and directly with Princeton Review support personnel to share data, get results, and communicate the progress to students on an ongoing basis.

(Common Core aligned to ACT's college readiness standards).

Year 1, 2, and 3: Fall - Princeton Review ACT preparatory program will be implemented with 40 juniors and seniors during an extended day opportunity and taught by RHS teachers who have received the school-based Princeton Review certification. Princeton Review diagnostic tests covering English, math, reading, science, and writing will be administered during the following months: August—diagnostic test #1 (baseline data); October—diagnostic test #2 (progress); November—diagnostic test #3 (progress and predictor of actual ACT score); December—actual administration of the ACT.

Year 1, 2, and 3: Spring - Princeton Review ACT preparatory program will be implemented with 40 sophomores and juniors during an extended day opportunity and taught by RHS teachers who have received the school-based Princeton Review certification. Princeton Review diagnostic tests covering English, math, reading, science, and writing will be administered during the following months: January—diagnostic test #1 (baseline data); February—diagnostic test #2 (progress); March—diagnostic test #3 (progress and predictor of actual ACT score); April—actual administration of the ACT.

Sustainability: ACT preparatory classes will be incorporated into the school's master schedule, and Princeton Review certified teachers will continue to use the

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There is a need for RHS teachers to frequently and routinely collect and analyze student performance data in order to identify patterns of performance by various subgroups, differentiate instruction appropriately, capture incremental improvements, and provide concrete evidence of accomplishments.

Actions:

- **Value-Added Assessment System:** This assessment system will provide a statistical analysis of achievement data (up to five years) to produce a precise and reliable estimate of student progress (eliminating the confounding impact of demographic variables such as economic status or racial/ethnic group) and effectiveness of instruction over time (even though overall achievement rates may be below AYP performance) that will allow RHS to make relevant instructional decisions for all groups of students. This value-added assessment system will also provide an accurate and unbiased estimate of the average annual addition teachers make to their students' abilities in each of their subjects. This research-based assessment system (developed by William Sanders for yearly assessment and evaluation of teachers' effectiveness and student growth in Tennessee) will be adapted for use with Georgia assessments and will be used to perform the same type of evaluation for RHS teachers and students. John White, a constituent of William Sanders, will be the consultant hired to oversee the value-added assessment process for RHS and will collaborate with the principal, School Improvement Coach, Academic Coach, Data Committee, and Leadership Team to share student results that will impact decision-making. Teacher's individual scores will be shared with the principal and the individual teachers and used in the formal yearly evaluation process.

strategies learned during their initial training. In-house data analysis will continue utilizing the results of in-house practice ACTs.

Year 1: Fall - John White will be hired as the consultant to oversee the RHS value-added assessment system. Baseline data will be collected from the previous five years (CRCT scores and EOCT scores). The School Improvement Coach will work with Mr. White in the data collection process.

Spring - Value-added scores will be calculated from Year 1 EOCT and GHSGT data. Baseline data results will be shared with teachers, administrators, and students. Data results will be used to make predictions for future scores and students' data will be shared with teachers to inform future instruction.

Year 2: Fall - Value-added scores from Year 1 will be disseminated to the respective content teachers and the principal. This data will be included as a part of the content teachers' formal evaluation, serve as a predictor for future student progress, and aid teachers' curricular decision-making and instructional delivery. Data will continue to be collected by Mr. White to constantly assess student progress and teacher effectiveness.

Spring - Value-added scores will be calculated from Year 2 EOCT and GHSGT data. Data results

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In completing the data review, the School Improvement Team identified the need for teachers and administrators to receive training in CLASS Keys (or the future state-approved evaluation system) and for administrators to receive training in Leader Keys in order to acquire a common understanding of the requirements needed to obtain at least a satisfactory score on yearly evaluations.

Actions:

- Class Keys or the state approved evaluation system will ensure a fair and thorough evaluation process through self-assessment and reflection, multiple observations, feedback, data analysis of student

will be used to make predictions for future scores and students' data will be shared with teachers to inform future instruction.

Year 3: Fall - Value-added scores from Year 2 will be disseminated to the respective content teachers and the principal. This data will be included as a part of the content teachers' formal evaluation, serve as a predictor for future student progress, and aid teachers' curricular decision-making and instructional delivery.

Spring - Value-added scores will be calculated from Year 3 EOCT and GHSGT data. Data results will be used to make predictions for future scores and students' data will be shared with teachers to inform future instruction.

Sustainability: Year 3 Value-Added scores will be disseminated to the respective content teachers and the principal. This data will be included as a part of the content teachers' formal evaluation, serve as a predictor for future student progress, and aid teachers' curricular decision-making and instructional delivery. The value-added assessment system will be funded by the District.

Year 1: Begin study of CLASS Keys and Leader Keys but continue use of GTEP for SY 2010-11 teacher evaluation.

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| <p>performance, and assessment of other duties and responsibilities. This tool provides assistance to teachers and administrators for guiding professional growth plans and improving overall professional practice. Technical assistance and initial training will be provided by Beth Johnston, Program Specialist, GaDOE.</p> <p>Outside Consultants</p> <p>A review of the achievement data revealed the need of RHS core-content teachers to improve the level of instructional rigor through research-based strategies that promote a deeper understanding of the curriculum. In addition, the data indicated the need to improve student expectation by using multiple teaching methods and higher-level thinking skills.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Content specialists from the GaDOE (William Cranshaw, Social Studies Program Manager, and Juan | <p>August 10, 2010 - Beth Johnston (DOE) full day CLASS Keys training with all certified teachers at RHS.</p> <p>Fall 2010 - Beth Johnston (DOE) Leader Keys training with all district principals, assistant principals and district leaders including Superintendent.</p> <p>Teacher training CLASS Keys - use DVD modules each month in Quality Circle meetings during teacher planning blocks led by Academic Coach.</p> <p>Year 2 and 3: Fall - Implement CLASS Keys or the state approved evaluation system and Leader Keys.</p> <p>August 2011 and August 2012 - New teacher CLASS Keys or the state approved evaluation system training led by HR Director during District Induction sessions and follow up by Academic Coach. New administrator training on Leader Keys by District Personnel Department and follow up by RHS Principal.</p> <p>Sustainability: Continue to request support from DOE staff as needed. Academic Coach and department chairs will support CLASS Keys training/teacher quality improvement efforts.</p> <p>Year 1: Fall - Two days for English, Science, Social Studies content specialists; three days for</p> |
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| <p>Carlos Aguilar, Science Program Manager, have been contacted and have agreed to provide on-site training), Georgia Office of Educational Support and Improvement (Beth Johnston, Program Specialist, Division of Teacher and Leader Quality, has been contacted and has agreed to provide on-site training in CLASS and Leader Keys), other Office of Educational Support and Improvement consultants (based on need), NWGA RESA School Improvement Specialists (Martha Templeton, Sherry Bandy, and Karen Faircloth have been contacted and have agreed to provide on-site training), and/or other paid consultants (Claire Pierce, retired from the GaDOE and Marzano Research Laboratory consultants), will be hired to systematically address the needs (mentioned above) in the respective content areas and offer training in the delivery of effective instructional strategies and programs. This on-going professional development provided through this technical support will enable teachers to deepen their content knowledge, improve pedagogy skills, and offer students more rigorous and relevant curriculums. The instructional strategies learned will also improve student performance, engagement, and accountability.</p> <p>During the three-year period, consultants will give relevant feedback to teachers to improve their instructional practices on a continuous basis. Content teachers will collaborate in study groups to continually assess their delivery of instruction and agree to participate in peer observations for additional feedback. School-based walkthroughs and District walkthroughs will occur to note implementation of these standards-based instructional strategies.</p> <p>During Year 1 of the School Improvement Grant, Marzano Research Laboratory consultants will be hired to conduct on-site professional development to continue the training begun in Spring, 2010, focusing on <i>Differentiation, Standards, and Assessment</i>. This additional training will be to deepen teachers' understanding of developing and using alternate forms of formative assessments based on the four-point grading scale format (addressed in the book study, <i>Formative Assessment and Standards Based Grading</i>). During Year 2, Marzano consultants will provide on-site professional development (to accompany the book study, <i>The Art and Science of Teaching</i>) to focus on ensuring effective teaching in all classrooms, building background knowledge for all students, and building academic vocabulary (in specific content areas, both horizontally</p> | <p>Math content specialist; Winter - three days for Math content specialist; Spring - two days for English, Science, Social Studies, and Math content specialists. Specialists in the content areas will address specific content strands and delivery of the content in the workshop model (addressing more rigorous delivery methods, modeling the instructional delivery, and emphasizing that the closing become more student led). Implementation of strategies will be observed during in-house and district walkthroughs. Follow-up, two day on-site training led by Marzano Research Laboratory consultants will be held in the fall and focus on alternate forms of formative assessments (using the four-point grading scale).</p> <p>Year 2: Fall - Two days for English, Science, Social Studies content specialists; three days for Math content specialist; Winter - three days for Math content specialist and two days for English, Science, and Social Studies content specialists. Consultants will address embedding the frameworks and tasks into the daily instruction and collaborate with teachers to develop strategies to engage students in active learning. Two day on-site training led by Marzano Research Laboratory consultants will be held in the fall to focus on effective teaching in every classroom, building background knowledge for all students, and building academic vocabulary (to coincide with the book study, <i>The Art and Science of Teaching</i>).</p> <p>Year 3: Fall - Two days for English, Science, Social Studies,</p> |
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| <p>and vertically).</p> <p>A review of the data analysis revealed at least 63% of the SWDs needed to be placed in a least restrictive environment for 80% of the school day (with the current standing being at 50%). In order to achieve this state requirement, the regular education teachers and co-teachers need opportunities for collaboration and extensive training to ensure that differentiated instruction is provided to meet the needs of all students and SWDs are appropriately scheduled in the general education settings as noted in students' IEPs.</p> <p>Actions:</p> <ul style="list-style-type: none">• NW GLRS/RESA will provide on-going technical assistance through co-teaching scheduling training to a team from RHS to ensure that SWDs are appropriately placed in general education settings as noted in students' IEPs. Follow-up training focusing on effective co-teaching delivery and effective differentiated instruction will be offered to regular education and exceptional education teachers (working together in a co-teaching setting) in order to continue to increase the AYP status of | <p>and Math content specialists; Winter - two days for English, Science, Social Studies, and Math content specialists. Consultants will work with teachers to review and revise their curriculums and pacing of the content to ensure students' mastery of the GPS (looking at teacher data over a three-year period).</p> <p>Sustainability: At the end of the SIG, strategies will be embedded into the teachers' instructional practices. Teachers will serve in leader rolls as mentors to new staff and will continue to build team capacity by meeting to review and revise, if needed, content delivery. Successes in teacher effectiveness will be celebrated (through observations and analyzing student achievement data), and areas needing improvement will be addressed through teacher support teams and study groups. Consultants will continue their work through the GaDOE, RESA, or private consultation.</p> <p>Year 1: Fall - Regular education and exceptional education teachers will attend District-wide training facilitated by RESA technical support personnel to enhance cooperative/team teaching, appropriately schedule students according to their IEPs, and better understand the rolls of regular</p> |
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SWDs at RHS. This training will also provide strategies for RHS to move from its current standing of 50% to the state target of at least 63% of SWDs being placed in the least restrictive environment for 80% of the school day.

education and special education teachers in a co-teaching setting.

Year 2: Fall - Regular education and exceptional education teachers will attend District-wide training facilitated by RESA technical support personnel to plan ways to effectively collaborate, design learning environments that meet students' IEPs, and increase student productivity.

Year 3: Fall - Regular education and exceptional education teachers will attend District-wide training facilitated by RESA technical support personnel to obtain strategies to increase the quality of instruction, better understand multiple learning styles, assess students using alternative tools/methods, and analyze the results to make data-driven decisions that will impact future instruction.

Sustainability: With the training received, RHS will effectively schedule students according to their IEPs and regular education and exceptional education teachers will continue to utilize effective strategies in their instructional practices. Trained teachers will provide on-going, in-house support to new hires and veteran teachers through study groups and/or team meetings; and the AYP status of SWDs will increase.

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

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| C. Align additional resources with the interventions. | |
| <ul style="list-style-type: none"> • For SY 2009-2010, RHS was allocated \$324,310 through American Recovery and Reinvestment Act (ARRA) Title I Targeted Assistance funds. For SY 2010-2011, RHS will receive \$420,000. • For SY 2009-2010, RHS was awarded the Georgia Appalachian Center for Higher Education (GACHE) Grant for \$2,000 to provide college-readiness activities for students. RHS will reapply for 2010-2011 GACHE Grant funding in spring 2010. • For SY 2009-2010, E-Rate funding totaled \$130,000. • For SY 2009-2010, School Improvement funds totaled \$124,797. • RHS was allotted \$8,000 (professional development), and \$41,000 for half of the academic coach salary from Title II funds for professional development. • SPED - Both VIB and ARRA monies are allotted for RHS for Ewalk, Study Island, | <p>Timeline:</p> <p>ARRA: 2010 - 2011</p> <p>GACHE: 2010 - 2013</p> <p>E Rate monies: Disbursed yearly for District needs</p> <p>School Improvement Funds: 2010 - 2013</p> <p>Title II: 2010 - 2013</p> <p>SPED: 2010 - 2013</p> <p>Title I: Applied for SWP to begin 2010 school year</p> |

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and the Co-Teaching Academy.

- The Rossville Alumni Association, through the Rossville Downtown Development Authority (RDDA), provided monetary awards to the student winners of RHS's Project Synergy.
- RHS applied for a Title I School-wide Program (SWP) waiver, converting the Targeted Assistance funds to School-wide Program funds for SY 2010-2011.

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LEA Application 2010

Attachment 2d Transformation Model

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| D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively. | |
| <p>Actions:</p> <ul style="list-style-type: none"> ○ All Walker County Board of Education procedures and policies were reviewed and none were determined to restrict the ability of the Central Office staff or the RHS staff to implement the requirements of the transformation intervention model. ○ The Walker County School Board, Superintendent, and Central Office staff are committed to supporting the successful implementation of the RHS interventions and improvement strategies required by and outlined in the grant. ○ The Walker County School Board, Superintendent, and Central Office staff are committed to remaining flexible in removing any barriers that would possibly interfere with implementing the requirements of the transformations intervention model. | <p>Timeline:</p> <p>March - April, 2010</p> <p>March 26, 2010 Board Meeting</p> <p>March 26, 2010 Board Meeting</p> |
| E. Sustain the reform after the funding period ends. | |
| <p>RHS will sustain the necessary support personnel, technology, and successful programs implemented under the SIG Transformation Model by continuing to qualify for Title I school-wide status. Professional development received during the SIG period will be sustained through teachers' on-going instructional practice and through the support of the academic coach. Through the creation of a school-wide professional learning community, new teachers will be appropriately mentored and trained in order to be successful in the classroom. In sustaining the dynamic school culture transformation, student achievement will continue to improve, parents and the community will increase their meaningful involvement in the education process, teachers will continue to motivate and engage students in active learning, and teacher leaders, as well as the administration, will continue to serve as change agents and effective instructional leaders.</p> | <p>Timeline:</p> <p>Ongoing - 2014</p> <p>Sustainability for each Action included in the School Improvement Grant is noted after Year 3 in the Timelines.</p> |

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LEA Application 2010

Attachment 2d Transformation Model

LEA Name: Walker County Schools

School Name: Ridgeland 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 (currently 87.8% GHSGT)

2010-2011 School Year

For SY 2010-11, the percentage of students scoring basic, advanced, or honors proficiency on the Reading/English Language Arts section of Georgia High School Graduation Test will increase a minimum of 10% from the 2009-10 baseline percentage used for the School Improvement Grant.

2011-2012 School Year

For SY 2011-12, the percentage of students scoring basic, advanced, or honors proficiency on the Reading/English Language Arts section of Georgia High School Graduation Test will increase a minimum of 10% from the percentage obtained in SY 2010-11.

2012-2013 School Year

For SY 2012-13, the percentage of students scoring basic, advanced, or honors proficiency on the Reading/English Language Arts section of Georgia High School Graduation Test will increase a minimum of 10% from the percentage obtained in SY 2011-2012 (not to exceed 100%).

Mathematics (currently 74.7% GHSGT)

2010-2011 School Year

For SY 2010-11, the percentage of students scoring proficient or advanced on the Mathematics section of Georgia High School Graduation Test will increase a minimum of 10% from the 2009-10 baseline percentage used for the School Improvement Grant.

2011-2012 School Year

For SY 2011-12, the percentage of students scoring proficient or advanced on the Mathematics section of Georgia High School Graduation Test will increase a minimum of 10% from the percentage obtained in SY 2010-11.

2012-2013 School Year

For SY 2012-13, the percentage of students scoring proficient or advanced on the Mathematics section of Georgia High School Graduation Test will increase a minimum of 10% from the percentage obtained in SY 2011-12.

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| Graduation Rate (currently 64.7%) |
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| <p>2010-2011 School Year</p> <p>For SY 2010-11, the graduation rate will increase a minimum of 10% from the 2009-10 baseline percentage used for the School Improvement Grant.</p> |
| <p>2011-2012 School Year</p> <p>For SY 2011-12, the graduation rate will increase a minimum of 10% from the percentage obtained in SY 2010-11.</p> |
| <p>2012-2013 School Year</p> <p>For SY 2012-13, the graduation rate will increase a minimum of 10% from the percentage obtained in SY 2011-12.</p> |

LEA Name: Walker County Schools
School Served: Ridgeland High School
Intervention Model: Transformation

Tier Level: Tier I

| Object Class | Object Code | Sec. Ref. | Student Achievement Focus | Item Description | Year 1 | Year 2 | Year 3 |
|--------------|-------------|-----------------|--|--|-------------------|-------------------|-------------------|
| 100 | 117 | A7, A10 | Data and interventions | School Improvement Coach (additional days) | 14225.00 | 14225.00 | 14225.00 |
| | 117 | A8 | Academic and career advisement | Counselor (additional days) | 3232.89 | 3232.89 | 3232.89 |
| | 117 | A4, A10 | Job embedded professional development and interventions | Academic coach (additional days) | 3169.74 | 3169.74 | 3169.74 |
| | 117 | A8 | Academic camps, data, and interventions | Freshman Administrator (additional days) | 3728.58 | 3728.58 | 3728.58 |
| | 161 | A5, A9 | Data Entry | Data Entry Clerk | 20434.18 | 20434.18 | 20434.18 |
| | 161 | A4, A5, A7, A10 | Technology integration, data, assessment, instruction | Technology coach (salary) | 25275.30 | 25275.30 | 25275.30 |
| | 140 | A10, A8 | Parent Involvement | Parent and Community Outreach Specialist (salary) | 25275.30 | 25275.30 | 25275.30 |
| | 180 | A8, A10 | 2 weeks of freshman camp | Bus Drivers (Freshman Camp and GHSGT Summer Program) | 24320.00 | 24320.00 | 24320.00 |
| | 116 | A7, A8 | Teaching student camps, interventions, using data to adapt instruction, assessment, tutoring | Teacher Stipends | 100343.00 | 90343.00 | 90343.00 |
| | 110 | A8, A10 | Credit recovery pathways for drop-outs to graduate with cohort | Drop-out Prevention Coach (salary) | 52477.00 | 52477.00 | 52477.00 |
| | 113 | A4, A5 | Increased differentiation opportunities | Substitutes for co-teaching academy and materials | 10000.00 | 10000.00 | 8000.00 |
| | 113 | A4, A5 | Formative assessment, building background knowledge | Substitutes for conferences and peer observation | 10000.00 | 10000.00 | 10000.00 |
| | 199 | A3, A5 | Advisement, tutoring, data analysis, instruction | Teacher incentives | 121000.00 (1,000) | 121000.00 (1,000) | 121000.00 (1,000) |
| | | | | TOTAL | 413,480.99 | 403,480.99 | 401,480.99 |
| Object Class | Object code | Sec. Ref. | Student Achievement Focus | Item Description | Year 1 | Year 2 | Year 3 |

LEA Name: Walker County Schools
School Served: Ridgeland High School
Intervention Model: Transformation

Tier Level: Tier I

| Object Class | Object Code | Sec. Ref. | Student Achievement Focus | Item Description | Year 1 | Year 2 | Year 3 |
|--------------|-------------|-----------------|--|---|-----------|-----------|-----------|
| 200 | 210,220 | A7, A10 | Data and interventions | School Improvement Coach (additional day benefits) | 22590.00 | 22590.00 | 22590.00 |
| | 210, 220 | A8 | Academic and career advisement | Counselor (additional day benefits) | 591.99 | 591.99 | 591.99 |
| | 210, 220 | A4, A10 | Job embedded professional development and interventions | Academic coach (additional day benefits) | 600.03 | 600.03 | 600.03 |
| | 210, 220 | A8 | Academic camps, data, and interventions | Freshman Administrator (additional day benefits) | 705.82 | 705.82 | 705.82 |
| | 210, 220 | A5, A9 | Parent Involvement | Parent and Community Outreach Specialist (benefits) | 5820.83 | 5820.83 | 5820.83 |
| | 210, 220 | A4, A5, A7, A10 | Technology integration, data, assessment, instruction | Technology coach (benefits) | 4265.33 | 4265.33 | 4265.33 |
| | 210,220 | A10, A8 | Data entry | Data entry clerk | 4265.33 | 4265.33 | 4265.33 |
| | 210, 220 | A7, A10 | At-risk students | Student Coaches | 20672.40 | 17227.40 | 17227.40 |
| | 210, 220 | A8, A10 | Credit recovery pathways for drop-outs to graduate with cohort | Drop-out Prevention Coach (benefits) | 19456.11 | 19456.11 | 19456.11 |
| | 210, 220 | A3, A5 | Advisement, tutoring, data analysis, instruction | Teacher incentives | 9256.50 | 9256.50 | 9256.50 |
| | | | | TOTAL | 88,224.34 | 84,779.34 | 84,779.34 |
| Object Class | Object code | Sec. Ref. | Student Achievement Focus | Item Description | Year 1 | Year 2 | Year 3 |

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LEA Application 2010

Attachment 4
Budget Detail

LEA Name: Walker County Schools
School Served: Ridgeland High School
Intervention Model: Transformation

Tier Level: Tier I

| Object Class | Object code | Sec. Ref. | Student Achievement Focus | Item Description | Year 1 | Year 2 | Year 3 |
|--------------|-------------|-----------------|--|---|----------------|----------------|----------------|
| 300 | 361 | A4, A6, A11 | Math Instruction | Claire Pierce | 13600.00 | 10200.00 | 6800.00 |
| | 321 | A8, A10 | Interventions, data analysis, formative assessment, test prep | Student Coaches | 261072.00 (12) | 222000.00 (10) | 222000.00 (10) |
| | 300 | A4 | School leadership preparation | Leadership Academy | - | 35000.00 | - |
| | 300 | A7, A11 | College readiness, career opportunities | EPAS | 13755.00 | 13755.00 | 13755.00 |
| | 324 | A4, A10 | Educational Technology Integration Training | Technology Training (Promethean/Apple) | 10000.00 | 5000.00 | 2500.00 |
| | 321 | A8 | Interventions, data analysis, formative assessment, test prep | GHSCT Camp (4 coaches) | 7200.00 | 7200.00 | 7200.00 |
| | 324 | A4, A8 | Maximizing scheduling for student opportunities | Scheduling (Creative and PS) | 6000.00 | 2000.00 | - |
| | 310 | A4, A11 | Consultative opportunities for best practices to increase student achievement | Consultant for Science, SS, CLASS Keys, Parent Involvement – transportation and lodging expenses, if applicable | 2500.00 | - | - |
| | 300 | A4, A7, A8, A11 | Data analysis, test prep | Princeton Review (students and teachers) | 15000.00 | 25000.00 | 25000.00 |
| | 300 | A4, A8, A10 | 9 th grade mentoring program for transition | Link Crew | - | 13000.00 | - |
| | 300 | A4, A7 | Increase pedagogical strategies and course offerings | AP Training | - | 8000.00 | 8000.00 |
| | 300 | A4 | Increase pedagogical strategies and FTE weights | Gifted Training | - | 5000.00 | 2500.00 |
| | 300 | A7, A11 | Predictor Analysis of standardized tests, formative and summative | Value Added | 6000.00 | 6000.00 | 6000.00 |
| | 300 | A4, A11 | Technology integration, Parent Involvement, Formative Assessment, Marzano Research Group | Conferences and consultants (Quantum Learning) | - | 39770.00 | 39770.00 |

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|--------------|-------------|-------------|--|----------------------------|------------|------------|------------|
| | 300 | A10 | (busses, drop out mileage and postage for newsletters) | Transportation and Postage | 31260.00 | 31260.00 | 31263.67 |
| | 300 | A4, A6, A11 | Professional development on pedagogy to increase student achievement | America's Choice | - | 22000.00 | 22000.00 |
| | | | | TOTAL | 366,387.00 | 445,185.00 | 386,788.67 |
| Object Class | Object code | Sec. Ref. | Student Achievement Focus | Item Description | Year 1 | Year 2 | Year 3 |

LEA Application 2010

Attachment 4
Budget Detail

LEA Name: Walker County Schools
School Served: Ridgeland High School
Intervention Model: Transformation

Tier Level: Tier I

| Object Class | Object code | Sec. Ref. | Student Achievement Focus | Item Description | Year 1 | Year 2 | Year 3 |
|--------------|-------------|-----------|---|--|----------|----------|----------|
| 600 | 610 | A10 | Science Equipment | Probes (motion sensors and temperature probes), microscopes, lab kits, electronic timers, safety aprons, safety goggles, consumables (chemicals, glassware), CBL (calculator based laboratory) | 15000.00 | 5000.00 | - |
| | 610 | A10 | AP test review | AP Flash Cards | 1000.00 | 1000.00 | 1000.00 |
| | 610 | A10 | AP test review | AP Test Review Guides | 5000.00 | 5000.00 | 5000.00 |
| | 610 | A10 | Reading achievement, genre studies | Classroom Libraries for ELA classes | 10000.00 | 8000.00 | 6000.00 |
| | 610 | A11, A7 | ACT test review | ACT Prep Guides | 10000.00 | 10000.00 | 10000.00 |
| | 642 | A4, A11 | Pedagogical strategies to improve student achievement | Professional Dev. Books | 2000.00 | 2000.00 | 2000.00 |
| | 615 | A10 | To ensure availability of resources for all students | Equipment/ Computer repair | 5000.00 | 10000.00 | 10000.00 |
| | 610 | A4, A6 | | Ramp-up (Literacy Navigator) | 5000.00 | - | - |
| | 615 | A10 | To ensure availability of resources for all students | Macbooks and Macbook Pro (approximately 70) | 75000.00 | 12000.00 | 12000.00 |
| | 615 | A10 | To ensure availability of resources for all students | Mobile Labs (2) | 70796.00 | - | - |
| | 615 | A10 | To ensure availability of resources for all students | ActivClassrooms | 30000.00 | 25000.00 | 25000.00 |
| | 615 | A10 | | Toner | 3381.00 | - | - |

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|--------------|-------------|-----------|--|---|------------|------------|----------|
| | 610 | A10 | Test review | Coach Books for Test Prep | 5005.00 | - | - |
| | 615 | A10 | Math Achievement | Graphing Calculators | 17250.00 | - | - |
| | 615 | A10 | Science and Math Achievement | Scientific Calculators | 2693.00 | - | - |
| | 610 | A10 | Test review | American Book Co. | 5000.00 | - | - |
| | 615 | A10 | To ensure availability of resources for all students | Apple accounts for Ipads for book and app downloads | 8250.00 | 8250.00 | 8250.00 |
| | 610 | A10 | Data input for snap shots | Scantron | 3000.00 | 2000.00 | - |
| | 615 | A10 | Credit recovery, and attainment | Language Lab – offering students multi-lingual course opportunities during the regular-day and extended day. The addition of German will enable students to compete for future jobs at the Chattanooga Volkswagen plant (less than 20 miles away) and show the commitment of RHS for community/business support and partnerships by including additional foreign language options for entering students from other countries. | 16325.00 | 32650.00 | 32650.00 |
| | 615 | A10 | To ensure availability of resources for all students | Ipads/Student Laptops/Notebooks – approximately 900 will be purchased with SIG funds | 300895.67 | 148,625.67 | - |
| | 615 | A10 | To ensure availability of resources for all students | Printers | 4058.00 | 2500.00 | - |
| | 615 | A10 | To ensure availability of resources for all students | Software | 7400.00 | 7400.00 | 7400.00 |
| | | | | TOTAL | 602,053.67 | 279,425.67 | 119,300 |
| Object Class | Object code | Sec. Ref. | Student Achievement Focus | Item Description | Year 1 | Year 2 | Year 3 |
| | | | | TOTAL | 1,470,146 | 1,212,871 | 992,349 |

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Addendum 1

RHS School Improvement Grant Team Current School Standing Analysis and Future Needs

In order to determine Ridgeland High School's capacity for utilizing SIG funds, the transformation team identified elements that currently impact the school positively and elements that need to be addressed and sustained in order for improvement to be continuous.

Staff (Resources, Content Knowledge and Instructional Strategies, and Related Support):

Current Status:

- The RHS staff is composed of 119 certified teachers who possess Georgia Educator Certificates in their respective content areas. In order to renew their certificates, all teachers are required to attend on-going staff development or complete college course work through an accredited college in order to receive 10 Professional Learning Units (PLUs) every five years (which equates to 100 professional development hours per teacher to enhance their individual content knowledge). Of the 119 teachers, 99% are highly qualified. Currently, nine teachers are gifted certified and two are working toward gifted certification. Three teachers have attended week-long Advanced Placement Institutes in their respective content areas (English and social studies).
- The entire RHS certified staff has received America's Choice professional learning for the past two years (4 days in total) in standards-based instruction.
- During the past two years, content specific professional learning has been provided for math, English, science, and social studies teachers to implement the America's Choice School Design programs (i.e., Literacy Navigator, Writer's Workshop, Argument Study, Ramp-Up to Advanced Literacy, Genre Studies—Robert Frost, Math Support Training, Literacy in the Content Areas—Social Studies and Science, Science Academy).
- For the past two years, the RHS Leadership Team has received a total of five days of training from America's Choice covering: developing teacher leaders, creating a positive professional learning community, writing short-term action plans, and collaboration.
- RHS has a 9th Grade Academy consisting of two separate teams with common planning for core content teachers within each team. Nine teachers and 184 students compose the RHS Honors Academy in which only honors and AP courses are offered.
- For the past two years, RHS has received an Advanced Placement (AP) Teacher Training Grant which provided support for teachers (one each year) to receive training to attend a week-long Summer Institute and, in turn, be able to offer additional AP courses to students.
- The level of implementation of the America's Choice School Design areas is evaluated twice each year (mid- and end-of-year; 2 years in total) during a Quality Review using the Diagnostic and Assessment Tool (DAT).
- Informal (school-based) and district level walk-throughs are scheduled and feedback is provided to gauge progress in implementing standards-based instruction.
- RHS staffs an academic coach to facilitate high quality job-embedded learning that improves teacher practice through monthly quality circle meetings, modeling,

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collaborative learning and planning, analysis of student work, and observations with feedback.

- Through Targeted Assistance Title funding, RHS staffs a math interventionist who provides on-going support and assistance to the Math II Support teachers during and after the regular school day. The math interventionist also works with identified Math II Support students utilizing data to address specific weaknesses, basic computation skills, and mastery of GPS through individual and/or small group instruction.
- RHS staffs a graduation coach whose role is to identify at-risk students and provide the necessary interventions to meet the graduation requirements.
- RHS staffs a part-time technology support person who installs and maintains technology in the school.
- Through Targeted Assistance Title funding, RHS staffs a part-time parent coordinator (housed at the feeder middle school of which she also serves) who has worked to develop programs and activities designed to engage families.
- The RHS administrative staff consists of a principal, one assistant principal to oversee curriculum, two assistant principals to deal primarily with discipline, and one assistant principal who serves as the vocational director.
- Walker County's Coordinator of School Improvement oversees all district school improvement efforts, maintaining accountability, serving as a liaison between the schools and district and district and state, collecting and disseminating data, and supporting administrations and leadership teams in making appropriate data-driven decisions.
- Due to RHS's NCLB status (NI-2), NWGA RESA provides school support once a week to guide school improvement.
- RHS Math II Support teachers received five days of professional learning through NWGA RESA personnel to focus on the standards and elements of the Math II curriculum, preview the frameworks, and embed them into the curriculum.

Needs:

- In order to build capacity for continuous school improvement, there is a need for RHS to develop and foster a professional learning community through intense, on-going, school-wide professional development in the following areas: CLASS Keys or the state approved evaluation system, data analysis, evaluation of student work, engagement and motivation of students through best practices, relationship building, rigorous and relevant curriculum, focus teaching, alternative forms of assessments and test-taking strategies, technology-embedded instructional strategies, vertical and horizontal alignment, developing effective teacher leaders, RTI, ELL, and inclusion.
- There is a need for RHS English teachers to continue with America's Choice literacy training (Ramp-Up to Advanced Literacy, Genre Study of Standardized Testing, assessing writing style components, and holistic scoring).
- There is a need for all RHS math teachers to receive additional in-house, technical support from NWGA RESA personnel or outside consultants through classroom observations, model lessons, feedback, explicit instruction, and suggestions for next steps.

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- There is a need for NWGA RESA, GaDOE technical support personnel, or outside consultants to provide RHS science and social studies teachers with in-house professional development focusing on GPS in their respective content courses, developing and incorporating frameworks that fit their individual teaching styles, and maximizing student learning.
- There is a need for additional RHS teachers to participate in the gifted certification program, Princeton Review ACT training, and data analysis training that accompanies ACT's EPAS and the value-added assessment system.
- There is a need for additional RHS teachers to attend the College Board-endorsed AP and Pre-AP Summer Institutes to provide teachers with the support and training needed to teach additional AP courses and to utilize Pre-AP teaching strategies.
- There is a need to provide RHS certified staff with time for collaboration opportunities and instructional planning.
- There is a need for RHS administrators to provide opportunities for identified teachers to participate in professional learning to support improvement in teacher deficiencies as identified through the CLASS Keys (or the state approved evaluation) process and, ultimately, obtain a satisfactory score on their annual evaluation.
- There is a need for the academic coach to collaborate with teams of teachers through additional extended day or job-embedded professional learning opportunities (i.e., mentoring new teachers, pre- and post-observation conferences, standards-based instructional strategies, developing formative assessments, analyzing data and student work).
- There is a need to increase the responsibilities of the graduation coach position to include SIG implementation responsibilities (School Improvement Coach) in order to maximize efforts to improve GHSGT scores and the graduation rate by analyzing data to identify students at-risk; implement school-wide support interventions (i.e., student coaches (retired teachers and/or degreed personnel) and GHSGT summer remediation); work with the Drop-out Prevention Coach in motivating and guiding students through a focused or accelerated graduation plan; oversee the data collection, analysis, monitoring and feedback process; and work with the Academic Coach to organize professional learning opportunities for staff.
- RHS needs a full-time parent and community outreach coordinator to create, enhance, and sustain a parent and community-friendly school climate, develop meaningful programs and activities designed to engage parents and the community in improving student achievement, recruit and sustain strong partnerships, and enhance communication with all families and business-community partners.
- RHS needs a full-time technology coach in order to transform into a technology-oriented center of learning and allow new and current teachers to receive on-going, in-house professional development about the availability of technological resources and how to incorporate them as they plan and develop their curriculums.
- There is a need for a drop-out prevention coach, a child welfare advocate, who will serve as the link between school, home, and the community for students and their parents and is equipped to address the variety of issues (i.e., social, emotional, adjustment, or attendance issues, as well as issues at home or in the community) that threaten students from earning a high school diploma or cause them to drop out. The drop-out prevention coach will identify and locate students who have dropped out of their respective graduation cohorts, work directly with students and the appropriate

School Improvement Grant 1003(g)

school administrators, counselors, teachers, parents, and community agencies to develop and implement personalized educational plans that will ensure an opportunity to earn a Georgia state high school diploma with their respective cohort and help to improve the school's graduation rate.

- As evidenced by the success of the math interventionist position in the ability to increase student achievement in Math II Support classes, there is a need to provide additional aggressive intervention through the use of student coaches (retired teachers and/or degreed personnel) in critical courses (Math I, II, and III and English I, II, and III) that are tied to the school's AYP status. The student coaches will provide one-on-one, data-supported, individualized instruction based on the students' various ability levels and learning styles.
- There is a need for the RHS leadership staff to increase its capacity to strengthen the school improvement planning process by receiving on-going professional development through America's Choice leadership training and the GaDOE Leadership Academy.
- There is a need for Walker County's Coordinator of School Improvement to collaborate with the RHS principal on a regular basis in order to assess and modify, if necessary, the full and effective implementation of the SIG transformational model.
- There is a need for a certified teacher to be located in the Media Center to run a credit recovery lab.

Facilities:

Current Status:

- In SY 2008-2009, RHS underwent a \$4.3 million school-wide aesthetic and mechanical refurbishment (i.e., painting, flooring, ceiling, wiring, and ventilation system) and the construction of a new wing consisting of ten additional classrooms.
- RHS certified staff have been assigned 82 permanent, general purpose classrooms, including portable classrooms. There are also 5 dedicated science laboratories. There are 8 co-teachers who share classrooms the entire day, and there are 7 teachers who utilize other teachers' classrooms (float) during those teachers' planning blocks.
- RHS has ten classrooms that are currently equipped with SmartBoards and accompanying peripherals.
- RHS has two dedicated, career center/instructional computer labs and a media center with six computers that supports classroom instruction.

Needs:

- For SY 2010-2011, RHS needs additional classroom portables to house the five exceptional education teachers, one mathematics teacher, the student coaches, the parent and community outreach coordinator, and the drop-out prevention coach.
- There is a need for the district to update the science laboratory facilities to be properly equipped to engage students and enable them to master GPS standards.
- With the exception of ten general purpose classrooms, all other classrooms need to be equipped with ActivBoards and accompanying peripherals to maximize student learning.

School Improvement Grant 1003(g)

- There is a need for RHS to have appropriate classroom signage and student work display areas to increase school pride, build a positive climate, and communicate successes. (Funding for this is not being sought with School Improvement Grant monies.)

Technology Resources:

Current Status:

- For SY 2008-2009, E-Rate funding enabled RHS to purchase 10 SmartBoards, 35 Laptops and 60 desktops
- For SY 2009-2010, E-Rate funding will provide \$130,000 to purchase 36 ActivBoards, 20 LCD projectors, 10 laptops, 6 desktops, 15 student-response systems, 15 document cameras, 6 ActiveSlates, 1 poster maker, 6 laser printers, and 2 digital video cameras.
- For SY 2009-2010, School Improvement funds (\$34,770) purchased 6 ActivBoards with corresponding training for 15 teachers, 6 LCD projectors, 2 student-response systems, 2 ActiveSlates, 5 laser printers, 6 document cameras, 4 digital video cameras, 2 desktop computers, 4 Texas Instrument SmartView Emulator software packages, a site license for USA Test Prep software for the GHSGT, 2 CD/DVD players, and 2 Texas Instrument Viewscreen Panels.
- All teachers have a desktop or laptop for school use.
- Email is the primary mode of communication used among RHS staff, district personnel, parents, students, and other stakeholders. Additionally, the web-based program, PowerSchool, allows parents and students to view course grades and communicate with teachers.
- The RHS Honors Academy received the Title IID Engaging AP Students through Mobile Handheld Computing Grant (\$64,600) and utilized this funding to purchase 120 Ipods for student use.
- RHS houses two dedicated career center/instructional computer labs and a media center with six computers for student use.

Needs:

- With the exception of ten general purpose classrooms, all other classrooms need to be equipped with ActivBoards and accompanying peripherals to maximize student learning.
- RHS needs a full-time technology coach in order to transform into a technology-oriented center of learning and allow new and current teachers to receive on-going, in-house professional development about the availability of technological resources and how to incorporate them as they plan and develop their curriculums.
- While RHS's Title I feeder schools have been able to support the technological needs of their students and teachers through SWP funding, RHS has not received similar funding to enhance instruction and promote student learning.

Additional Funding Resources:

Current Status:

School Improvement Grant 1003(g)

- For SY 2009-2010, RHS was allocated \$324,310 through American Recovery and Reinvestment Act (ARRA) Title I Targeted Assistance funds. For SY 2010-2011, RHS will receive \$420,000.
- For SY 2009-2010, RHS was awarded the Georgia Appalachian Center for Higher Education (GACHE) Grant for \$2,000 to provide college-readiness activities for students. RHS will reapply for 2010-2011 GACHE Grant funding in spring 2010.
- For SY 2009-2010, E-Rate funding totaled \$130,000.
- For SY 2009-2010, School Improvement funds totaled \$124,797.
- RHS was allotted \$8,000 (professional development), and \$41,000 from Title II funds for professional development.
- SPED- Both VI-b and ARRA monies are allotted for RHS for Ewalk, Study Island, and the Co-Teaching academy.
- The Rossville Alumni Association, through the Rossville Downtown Development Authority (RDDA), provided monetary awards to the student winners of RHS's Project Synergy.
- RHS applied for a Title I School-wide Program (SWP) waiver, converting the Targeted Assistance funds to School-wide Program funds for SY 2010-2011.

Needs:

- There is a need for RHS Title I SWP status to continue so that effective SIG implemented programs can be sustained.
- There is a need for the district to continue its support of RHS through yearly allocation of funding.
- The donation of time and resources from RHS community and business partners needs to increase and continue in order to complement the overall school program.

Leadership Staff Knowledge of Working Collaboratively and Leading Effective Change:

Current Status:

- The RHS Leadership Team (which includes administrators, department chairs, graduation coach, academic coach, parent coordinator, students, and NWGA RESA representative) meets bi-monthly throughout the school calendar year. Meeting minutes are communicated through emails to all faculty members and in departmental meetings that occur on alternate weeks. Feedback is received by the representative leadership team members and discussed prior to finalizing decisions.
- The RHS Leadership Team has received seven days of professional learning through America's Choice technical support personnel to establish the team's ability to create a professional learning culture, take collective responsibility for monitoring student progress, allocate the school's resources, involve and gain the support of the entire faculty in school-wide reform, and use data to maintain a relentless focus on driving instruction and improving student performance. This training has only been provided since the implementation of the America's Choice School Design reform model in spring 2008 through Title I funding.

Needs:

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- RHS leadership staff needs to continue professional learning through America's Choice technical support personnel and the GaDOE Leadership Academy.
- Administrative staff needs to receive training in the new evaluation instrument: Leader Keys.
- The leadership team needs to include additional stakeholders (i.e., students, parents, community members, and business partners) and establish effective, on-going communication with the stakeholders they represent.
- RHS needs to build teacher-leader capacity to support and sustain the academic coach's efforts through modeling, mentoring, coaching, observing, and offering professional learning in their respective content areas (emphasizing math and English) through job-embedded or extended day learning opportunities.
- Additional leadership team members need professional training with basic and creative master scheduling in order to build and offer flexible scheduling options to promote maximum efficiency within the school day and/or extended day.

Recruit New Principal to Implement Transformation Model:

Current Status:

- Due to RHS graduation rate increases and student achievement gains since the placement of the current principal in SY 2007-2008, the principal will continue his leadership at Ridgeland High School through the implementation of the transformation model, if the SIG application is approved.
- RHS experienced a high administrative turnover in the eight years prior to the current principal's placement in 2007-2008. During that time period, RHS had four different principals, which proved detrimental to long-term program stability.

Needs:

- There is a need for the principal to receive on-going district level support (i.e., sufficient operating flexibility; hiring, retention, and/or replacement of staff; distribution of incentives; and allocation of resources) during the implementation of the SIG transformation model (if approved).
- The principal needs to receive CLASS Keys or the state approved evaluation system training in order to acquire a common understanding of the requirements with the staff.

School Board Commitment:

Current Status:

- For the past two years, the school board approved Title I funding for the implementation of America's Choice School Design reform model.
- The school board approved the use of Title funds to place an academic coach at RHS for the past two years.
- The school board approved district funding for a graduation coach to be placed at RHS for the past three years.

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- The school board approved the use of Title funds to provide RHS with a part-time parent coordinator for SY 2009-2010.
- The school board approved the use of district funds to provide RHS with a part-time technology support person for the past three years.
- The school board encouraged and approved the SIG application process and the transformation model design for RHS.
- The school board demonstrates a spirit of openness to school innovation, risk-taking, and out-of-the-box thinking to promote total school reform.
- The school board supported the superintendent's decision to not pursue the SIG if the RHS principal had to be replaced.
- The school board supports the use of RHS facilities for parent, community, and organizational involvement during and outside school hours.

Needs:

- The school board needs to provide continued support for the hiring, retention, and/or replacement of staff based on principal recommendation as specified in the transformation model.
- The school board needs to provide support for flexible calendar options (i.e., before, after, and, and summer school programs; student and staff scheduling).
- There is a need for the school board to sustain effective SIG programs through district and/or SWP Title funding.

Community and Organizational Support and Partnerships:

Current Status:

- RHS actively partners with the Walker County Chamber of Commerce, Rossville Chamber of Commerce, the Rossville Downtown Development Authority (RDDA), and various local business and community WACOPEP (Walker County Partners for Education Process) members.
- The Walker County Sheriff's Department provides RHS with a part-time school resource officer (SRO).
- RHS has an established partnership with Dalton State College and Georgia Northwestern Technical College that provides services for teachers (i.e., classes for PLU credit and/or enrichment; participation in the Math and Science Partnership (MSP) grant) and students (i.e., dual or early enrollment; articulation for college credit).
- Rossville High School Alumni Association supports Ridgeland High School's Project Synergy, devoted to the revitalization of downtown Rossville, Georgia.
- Local business partners provide performance-based learning and job shadowing opportunities for RHS Career, Technical, Agricultural Education (CTAE) students.
- RHS partners with the United State Air Force, under the guidance of the Department of Defense, to offer JROTC courses.
- Local social agencies provide RHS with valuable assistance to RHS staff and students on an as needed basis.

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- The School and Community Council meets monthly at RHS.

Needs:

- An alumni association needs to be established for RHS to tap into the input, services, and expertise of former students.
- RHS needs to establish a PTO to build strong communication lines and solicit donations of time and resources.
- RHS needs a full-time parent and community outreach coordinator to help the school develop a community-friendly school climate, develop programs and activities designed to engage the community in improving student achievement, recruit and sustain strong partnerships, and enhance communication with all stakeholders.
- There is a need for RHS to increase and sustain the number of business, community, and organizational partnerships that can enhance classroom instruction to show relevance in today's work environment.

Addendum 2

Publications and Agendas

Local Newspaper

<http://www.timesfreepress.com/news/2010/apr/15/walker-seeks-grant-for-ridgeland/>



Walker seeks grant for Ridgeland

Thursday, April 15, 2010



By:
[Ben Benton](#)
([Contact](#))

A \$6 million school improvement grant would help Ridgeland High School move forward in student achievement and graduation rates, officials said.

Nancy Lance, director of curriculum, instruction and professional learning in Walker County Schools, said today is the deadline to apply for the grant. Awards will be announced in May.

"It's possibly \$2 million a year for three years," Ms. Lance said.

School officials said Ridgeland qualifies because it is classed as a "persistently low-achieving school" according to Georgia education standards. It is a Title I school in "needs improvement" status under No Child Left Behind federal guidelines, school officials said.

Ridgeland failed to make adequate yearly progress in test scores for three consecutive years, and its graduation rate averaged less than 60 percent over three years.

Ridgeland posted a 54 percent graduation rate in 2006 and 57.5 percent in 2007-08. Rates hit 64.7 percent in 2008-09

"We've pulled our graduation rate up almost 10 percent in the past three years," Ms. Lance said, but the improvement still doesn't satisfy average yearly progress standards.

In November, Walker school officials recognized Ridgeland for having the second-highest average SAT score in the region, for ranking eighth in the state for improvement on the state U.S. history end-of-course test and for putting up eight of the county's 10 student nominees to Gov. Sonny Perdue's honors program, records show.

If awarded, "this grant would certainly give us some resources to continue the direction we're going," principal Robert Smith said.

The money mostly would be used to improve the school's graduation rate, but also could be used for technology, staff

Addendum 3

LEADERSHIP TEAM MEETING

March 29, 2010

AGENDA

- Use of Data Room (confidentiality concerns)
- America's Choice Subcommittee Report - Gary Record
- District Walkthrough Debriefing Information - Christy Evans
- School Improvement Grant Information - Robert Smith
- "Differentiation, Standards, and Assessment" Training (May 12 and 13)
 - Participants
 - Webinar
 - Distribution of books - homework assignment
 - PIUs
- Cares and Concerns

Upcoming Dates

Principal's Wall - Foreign Language - March 29 - April 2
Vocational/ROTC - April 12 - 16
Fine Arts/PE - April 19 - 23
Combination of All - April 26 - 30
Exceptional Education - May 3 - 7
Honors Academy - May 10 - 14

GHSGT - March 29 - April 2

Next Leadership Team Meeting - April 19

Next Quality Circle Meeting - Monday, April 19

America's Choice Technical Support Visit - Tom Whitten, Tuesday, April 27

America's Choice End-of-Year Review - Wednesday, April 28

Addendum 4

Board Item of Information

ITEM OF INFORMATION

Date: March 26, 2010

Item: Intent to pursue a School Improvement Grant for Ridgeland High School

Ridgeland High School has been identified by the state as a Tier I School (persistently low achieving school). This determination is due to the fact that RHS is a Title I school in Needs Improvement status (not achieving AYP three consecutive years) in addition to having a graduation rate below 60% over three years (average).

School Improvement Model Selected- Transformational (see chart and guidance pages 22-27)
Note: permission granted by state and feds to retain current principal due to progress made over past three years.

Potential Award: 6 million (2 million per year over 3 years)

Timeline: Grant due: April 15, 2010 Notification of award: May 2010

Discussed possible areas of focus:

- System for obtaining and effectively using student performance data to drive instruction
- Increase time and amount of technology used by students in class in order to increase engagement and therefore achievement (i.e. mobile lab, ipod, ipad, student response etc.)
- Increase on-going professional development to implement best practices and increase teacher effectiveness
- Flexible hours for teachers to provide math and English recovery classes/teacher formative assessment development during planning
- Implement Explore, Plan and ACT program
- Implement Princeton Review training for teachers and students
- Implement GHSGT rewind and retake opportunities for 11th grade students
- Increase Safety Nets for 9th and 10th grade students
 - Parent Involvement full time position
 - Student Coaches as Math and Reading Interventionists
 - Summer Camp for upcoming freshman
 - Staff-wide Advisement/Mentor program

CALLED SESSION

The Walker County Board of Education met in a called session on Friday, March 26, 2010, at 5:00 p.m. at the Walker County Department of Education Building in LaFayette, Georgia. Board members present were Ms. Patty Hart Chairperson, Ms. Phyllis Hunter, Vice Chairperson, Ms. Susan Wells, and Mr. James Alonzo Smith. Ms. Melissa Mathis, Superintendent, was also present. Mr. Mike Carruth was not present.

Ms. Hart called the meeting to order and welcomed those present.

Mr. Smith gave the invocation.

Item of Information – School Improvement Grant – Ridgeland High School: Ms. Nancy Lance, Director of Curriculum, Instruction, and Professional Learning, presented information to the Board concerning the pursuit of a School Improvement Grant for Ridgeland High School. Ridgeland High School has been identified by the State of Georgia as a Tier I School, a persistently low-achieving school. This determination is due to the fact that Ridgeland High School is a Title I school in Needs Improvement status. Ridgeland has not achieved AYP for three consecutive years, in addition to having an average graduation rate below 60% over three years.

The potential award would be \$6 million in total. Ridgeland High School would receive up to \$2 million per year for three years. The grant application is due to the State of Georgia by April 15, 2010, and the notification of award will be received by May 2010. Possible areas of focus are:

- System for obtaining and effectively using student performance data to drive instruction
 - Increase time and amount of technology used by students in class in order to increase engagement, and therefore achievement
 - Increase on-going professional development to implement best practices and increase teacher effectiveness
 - Flexible hours for teachers to provide Math and English recovery classes/teacher formative assessment development during planning
 - Implement EXPLORE, PLAN and ACT programs
 - Implement Princeton Review training for teachers and students
 - Implement GHSGT rewind and retake opportunities for 11th grade students
 - Increase Safety Nets for 9th and 10th grade students
 - Parent Involvement – full-time position
 - Student Coaches as Math and Reading Interventionists
 - Summer Camp for upcoming freshman
 - Staff-wide Advisement/Mentor Program
-

Ms. Mathis stated that the School Improvement Grant would be patterned after Race to the Top, and all monies will be competitive. Ms. Mathis also said that she wants to point out that current data and initiatives show how well Ridgeland High School is doing.

All Board members who were present were in agreement that funding through the School Improvement Grant should be sought for Ridgeland High School.

Executive Session: Ms. Hart called for a motion to enter into executive session for the purpose of discussing personnel. Ms. Hunter made a motion to enter into executive session, and Ms. Wells seconded the motion. The motion was approved unanimously.

At the conclusion of executive session Ms. Hunter made a motion to return to regular session. The motion was seconded by Ms. Wells and approved unanimously.

Personnel Recommendations: Ms. Hart called for a motion to approve the Personnel Report dated March 26, 2010, with Certificated Personnel. After a motion by Mr. Smith and second by Ms. Wells, the personnel report was unanimously approved.

Adjourn: A motion to adjourn was made by Ms. Hunter and seconded by Ms. Wells. The motion was approved unanimously.

CHAIRPERSON

SECRETARY

Addendum 6

Graphs/Data

ACT

[Search Again](#)
[More Information](#)

2008-2009 REPORT CARD

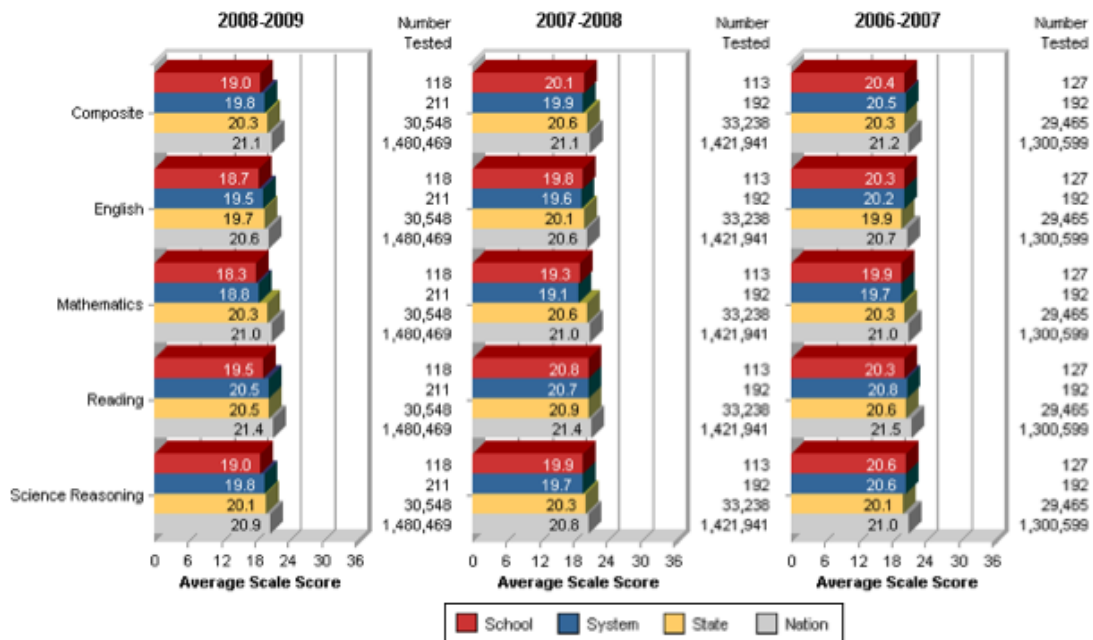
Ridgeland High School

Walker County

Grade Range: 09, 10, 11, 12

Enrollment: 1,324

Average ACT Scores (Composite & Subtest) for All Students at the School, System, State, and National Levels



EOCT

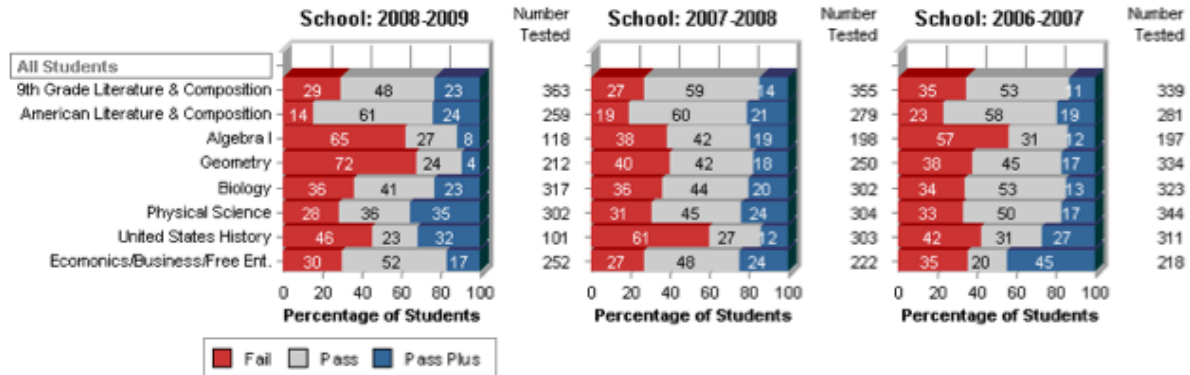
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[More Information](#)

2008-2009 REPORT CARD

Ridgeland High School
 Walker County
 Grade Range: 09, 10, 11, 12
 Enrollment: 1,324

[Compare](#)

End-of-Course Tests All Students



GHSGT

[Search Again](#)
[More Information](#)

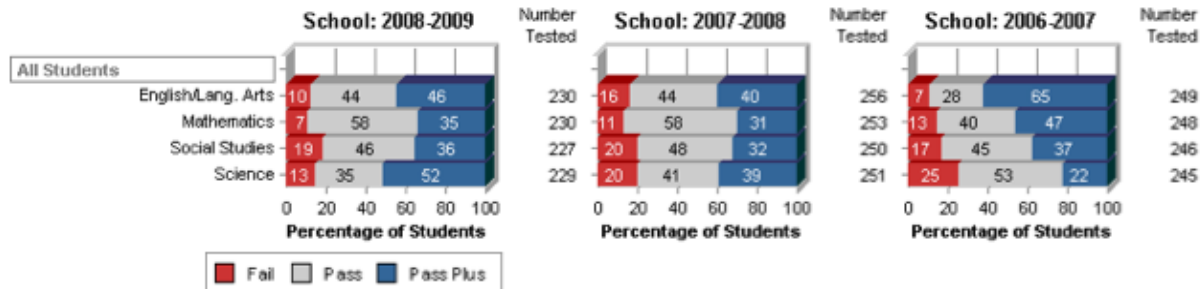
2008-2009 REPORT CARD

Ridgeland High School
 Walker County
 Grade Range: 09, 10, 11, 12
 Enrollment: 1,324

[Compare](#)

GHSGT Math AMO = 74.90%
 GHSGT ELA AMO = 87.7%

Georgia High School Graduation Tests (GHSGT)
 Percentage of 11th-Grade 1st-Time Test Takers at Each Performance Level:
 Comparison For All Students



Bubble Kids Data Analysis

Bubble Kids Information

Original Bubble List – 116 junior students (first-time test takers)

Revised List (updated closer to the test) contained 71 students – contained 17 additional students (15 juniors and 2 seniors who weren't included on the original list)

Total Number of students contained in the data analysis – **131 juniors**

Eighty-nine (89) students passed all four of the GHSGT (67.9% of the total number of Bubble Kids). This total included students who scored above 500 (student accountability) on the Math Test.

Of those 89, 74 passed the Writing Assessment (first time) – which dropped the percentage of students passing all four tests and the Writing Assessment to 56.5%. After the Writing Assessment was given the second time, 11 Bubble Kids passed. This raised the percentage of students passing all four GHSGT and the Writing Assessment to 64.9%.

For School Accountability, the GHSGT math score has to be ≥ 516 . Of those 89 Bubble Kids who passed all four tests, nine (9) scored below 516 on the Math Test (80 students, 61.1%).

Of the 74 Bubble Kids who passed all four tests and the Writing Assessment (first time), 9 students scored below 516 (School Accountability). This dropped the number of students passing all four tests (with a score of at least 516 in math) and the Writing Assessment to 65 students (49.6%).

No. of students failing 1 test – 29 (22.1%) – or, 77.9% passed 3 out of 4 tests

No. of students failing 2 tests – 6 (4.5%) – or, 95.5% passed 2 out of 4 tests

No. of students failing 3 tests – 3 (2.3%) – or, 97.7% passed 1 test

By Test (percentages based on 131 students)

English – 10 students did not pass – 7.6% - or, 92.4% passed the English Test; Writing Assessment (first time takers) – 21 did not pass – 16% - or, 84% passed the Writing Assessment on the first time.

Math – (Student Accountability) – those scoring ≥ 500 – 6 students did not pass – 4.6% - or, 95.4% passed the Math Test with a score of 500 or more

Math – (School Accountability) – those scoring ≥ 516 – 38 students did not pass – 29% - or, 71% passed the Math Test with a score of 516 or more

Science – 19 did not pass – 14.5% - or, 85.5% passed the Science Test

Social Studies – 27 did not pass – 20.6% - or, 79.4% passed the Social Studies Test

Walk-Through Analysis

March 18 - District Walkthrough Debriefing Notes

Celebrations (as noted by observers in reference to the classes they visited):

- Strong, positive caring relationship between teachers and students (and vice versa)
- Excellent example of student-led closing (team-taught class with co-teacher leading the closing)
- Workshop model was observed in all five classes observed (Honors Academy)
- Essential question and standards posted in classrooms
- Teachers observed referred to standards throughout the lesson
- Making standards relevant to real-life
- Use of LOTS
- Peer interaction very positive
- Assessing, re-teaching, and conferencing
- Standards-based bulletin boards with teacher commentary
- Standards-based bulletin boards with student commentary
- Seamless transitions from whole group to small group
- CBVI class—students held to high expectations and also held accountable for standards; learning real-world concepts and learning to be successful
- Students actively engaged and taking responsibility for their learning
- Student work posted
- Many opportunities to be successful were heard mentioned (opportunities to attend before- and after-school tutoring and/or opportunities provided to re-take tests)
- LOTS (in resource class)
- High energy level (teachers); good job of getting students back on track and staying focused on the lesson
- Discipline handled well; good classroom management
- Bell-to-bell, engaging instruction taking place

Next Steps (as noted by observers in reference to the classes they visited):

- Lots of conferencing; very little recording of it—suggested to record conferencing to help guide instruction
- Students are ready to tackle writing student commentary
- Equipment/technology/building needs—in chemistry class (burners, lab stations that are up-to-date); technology in all classes; math class was hindered by lack of technology; build a wall in the gym to separate the weight room
- Continue to encourage students working together to go deeper with learning (specific reference to a math class)
- More student-led closings
- More planned closings (allowing time for the closing to occur)
- Use of more instructional strategies to keep students engaged throughout the entire lesson
- Be deliberate in work to be posted and displayed

Addendum 7

**Ridgeland High School
2009-10 Bell Schedule**

| | Main | Club/Morning Activity | Afternoon Activity |
|------------------|-------------|------------------------------|---------------------------|
| Transition | 7:50 - 8:00 | 7:50 - 8:00 | 7:50 - 8:00 |
| Warning Bell | 7:59 | 7:59 | 7:59 |
| 1st Block Begins | 8:00 | 8:00 | 8:00 |
| 1st Block Ends | 9:36 | 9:28 | 9:30 |
| Activity Begins | | 9:33 | |
| Activity Ends | | 9:58 | |
| Warning Bell | 9:42 | 10:05 | 9:36 |
| 2nd Block Begins | 9:43 | 10:06 | 9:37 |
| 2nd Block Ends | 11:13 | 11:32 | 11:07 |
| Warning Bell | 11:19 | 11:38 | 11:13 |
| 3rd Block Begins | 11:20 | 11:39 | 11:14 |
| A Lunch Begins | 11:13 | 11:32 | 11:07 |
| A Lunch Ends | 11:38 | 11:57 | 11:34 |
| B Lunch Begins | 11:48 | 12:02 | 11:39 |
| B Lunch Ends | 12:13 | 12:27 | 12:04 |
| C Lunch Begins | 12:23 | 12:32 | 12:09 |
| C Lunch Ends | 12:48 | 12:57 | 12:34 |
| D Lunch Begins | 12:58 | 1:02 | 12:39 |
| D Lunch Ends | 1:23 | 1:27 | 1:04 |
| 3rd Block Ends | 1:23 | 1:27 | 1:04 |
| Warning Bell | 1:29 | 1:33 | 1:10 |
| 4th Block Begins | 1:30 | 1:34 | 1:11 |
| 4th Block Ends | 3:00 | 3:00 | 2:30 |
| Activity Begins | | | 2:30 |
| Activity Ends | | | 3:00 |

Addendum 7

**Ridgeland High School
2010-11 Bell Schedule**

| Block | Main | Club/Morning Activity | Afternoon Activity |
|------------------|-------------|------------------------------|---------------------------|
| Sunrise | 7:02 - 7:54 | 7:02 - 7:54 | 7:02 - 7:54 |
| Transition | 7:54 - 8:00 | 7:54 - 8:00 | 7:54 - 8:00 |
| Warning Bell | 7:59 | 7:59 | 7:59 |
| 1st Block Begins | 8:00 | 8:00 | 8:00 |
| 1st Block Ends | 9:43 | 9:43 | 9:43 |
| Activity Begins | | 9:48 | |
| Activity Ends | | 10:08 | |
| Warning Bell | 9:48 | 10:13 | 9:47 |
| 2nd Block Begins | 9:49 | 10:14 | 9:48 |
| 2nd Block Ends | 11:32 | 11:57 | 11:31 |
| Warning Bell | 11:37 | 12:01 | 11:35 |
| 3rd Block Begins | 11:38 | 12:02 | 11:36 |
| A Lunch Begins | 11:32 | 11:57 | 11:31 |
| A Lunch Ends | 12:03 | 12:22 | 11:56 |
| B Lunch Begins | 12:13 | 12:27 | 12:01 |
| B Lunch Ends | 12:38 | 12:52 | 12:26 |
| C Lunch Begins | 12:48 | 12:57 | 12:31 |
| C Lunch Ends | 1:13 | 1:22 | 12:56 |
| D Lunch Begins | 1:23 | 1:27 | 1:01 |
| D Lunch Ends | 1:48 | 1:52 | 1:26 |
| 3rd Block Ends | 1:48 | 1:52 | 1:26 |
| Warning Bell | 1:53 | 1:56 | 1:30 |
| 4th Block Begins | 1:54 | 1:57 | 1:31 |
| 4th Block Ends | 3:37 | 3:37 | 3:07 |
| Activity Begins | | | 3:12 |
| Activity Ends | | | 3:37 |
| Sunset (1) | 3:45 - 4:37 | | |
| Sunset (2) | 4:08 - 5:00 | | |

Addendum 7

Ridgeland High School, Walker County

Summer Program Schedules

| | <u>Year 1</u> | <u>Year 2</u> | <u>Year 3</u> |
|---|--------------------------------------|-------------------------------------|--------------------------------------|
| 9th Grade Summer Transition Camp | July 11-15, 2011 July 18-22, 2011 | July 9-13, 2012 July 16-20, 2012 | July 15-19, 2013 July 22-26, 2013 |

Time: 9:00 a.m. – 1:00 p.m.

Transportation will be provided.

| | <u>Year 1</u> | <u>Year 2</u> | <u>Year 3</u> |
|---|------------------|------------------|------------------|
| GHS GT Review/Retake (R²) Program | July 11-15, 2011 | July 16-20, 2012 | July 15-19, 2013 |

(Coincides with GHS GT Summer Testing Schedule)

Morning Sessions: 9:00 a.m. – 12:00 noon

Afternoon Sessions: 12:30 a.m. – 3:30 p.m.

Transportation will be provided.

| | <u>Year 1</u> | <u>Year 2</u> | <u>Year 3</u> |
|---|------------------|-----------------|------------------|
| Quantum Learning Leadership Super Camp | July 18-22, 2011 | July 9-13, 2012 | July 22-26, 2013 |

Time: 9:00 a.m. – 3:30 p.m.

Transportation will be provided.



**PROJECT
SYNERGY**

Sponsored by the GOED and Walker County Chamber of Commerce



RIDGELAND ROSSVILLE

R³

REVITALIZATION

Community-Business Partnership

March 4, 2010

"The entrepreneurs of tomorrow planning Walker's future today"

Addendum 8

Ridgeland's Rossville Revitalization (R³) Project

Purpose

The purpose of the *R³ Project* is to involve Ridgeland High students in the future development of Rossville and its surrounding area through entrepreneurial ideas and creative project planning.

Objective

Ridgeland High students will work according to teacher specifications to develop a six-part project aimed at revitalizing the Rossville area. Students will choose one of the “suggested items for improvement as given by the citizens attending the Town Hall Gathering” and submit a plan/proposal for review and judging by representatives of the Rossville Revitalization Committee. In addition, students will also be permitted to submit an idea of their own choosing related to revitalizing the Rossville area.

Plans/proposals must address the GPS within the respective content areas and must document how it is an extension of the course curriculum. Winners will be eligible for monetary prizes and also have their proposals considered for actual implementation in the Rossville community. Students may work individually or in pairs as they develop their plan/proposal.

Project

Student plan/proposals must meet the following requirements for judging:

Part I – Plan/Proposal

Students must submit a 50-100 word written proposal briefly outlining their ideas. The proposal should (1) clearly explain what the idea is, (2) clearly explain its purpose, (3) tell how it will benefit the citizens of the Rossville community, and (4) explain why it would be practical to implement the plan/proposal in the near future. This plan/proposal should also include the related content GPS and explain how it extends the learning (instruction) of the classroom. Approval of this proposal must be obtained from the sponsoring teacher before the student can continue with the project.

Part II – Project Essay

Students must submit a five-paragraph persuasive essay convincing the Rossville Revitalization Committee why it should consider your plan/proposal and work to make it a reality. Essays must be no less than two pages written or one page typed. Handwritten essays must be written in blue or black ink. Each essay should include the author's name, grade, and teacher. Essays should likewise be titled and identify the plan/proposal for which they are being judged.

Part III – Project Pitch

Students must submit ten 3” x 5” note cards that follow the attached proposal presentation format. Students must have the note cards present at the presentation time and use them to “sales pitch” for student plan/proposal ideas.

Part IV – Project Visual

Students must submit a visual display that attempts to communicate the idea for preview/judging. Visuals should include (1) the student's name, grade, class, and sponsoring teacher's name; (2) be descriptive, creative, and colorful, and (3) display the business essay. Triboards are acceptable as well as Items III and/or IV contained in the “Optional” category listed below.

Optional Items (based on teacher specifications) – Plan/Proposal must include at least two of the following:

Item I – Plan/Proposal Survey

Students may submit a ten-question survey that identifies/rates stakeholder interest in the student's plan. Surveys may not be given to RHS students. Survey responses must be based on the Likert scale noted below:

5-Very Interested 4-Somewhat Interested 3-Neutral 2-Not Very Interested 1-Not At All Interested

Students must collect a minimum of 25 responses. Students must then graph the responses. Graphs can be hand drawn or computer generated and can be in any form (bar, line, pie, etc.). This survey and accompanying graph must be included in the displayed visual.

Item II – Plan/Proposal Petition

Students may submit a petition. Petition should have a one-sentence summary of the plan/proposal and places for people to sign (example attached). At least 25 signatures must be obtained and petition signatures cannot be from RHS students.

Item III – Plan/Proposal Locale

Students may submit a “to-scale” drawing of their plan/proposal/idea and state its proposed location in the Rossville community. Students who are creating plans for cooperative partnerships between businesses may submit a flow chart showing how they might cooperatively work together.

Item IV – Plan/Proposal Model

Students may submit a three-dimensional model of their plan/proposal. The model should clearly represent the student's idea, product, improvement, or partnership development.

Awards

Plans/Proposals will be displayed for judging in the large commons during the day of March 4. Members of the Rossville Revitalization Committee and Chamber of Commerce will announce the winners during the RHS Academic Fair scheduled the evening of March 4.

Winners will receive monetary awards and certificates. Winners will also be eligible for project implementation by the Rossville Revitalization Committee.

Addendum 9



The Impact of Quantum Learning

by Bobbi DePorter, Founder and President, Quantum Learning

The perpetual question facing our education system is how to improve student engagement and academic performance, enhance instructional delivery practices, increase student achievement overall and promote better classroom management while building a strong culture of learning in the school. No small order!

What's working and by what evidence?

A recent study, *Quantum Learning's Impact on Achievement in Multiple Settings*, was completed by William Benn. Benn, an External Evaluator for Program Improvement Schools, approved by the California Department of Education, studied the impact of the Quantum Learning model elementary, middle and high schools in four states (California, Texas, Illinois, and Wyoming).

The schools were chosen for their degree of commitment to Quantum Learning. All had implemented Quantum Learning *over a number of years* with a majority of their staff participating. High implementation and 'buy-in' from staff is a key component that correlates to the success of any method.

Schools in this study showed educationally significant gains following Quantum Learning experiential learning programs for Teachers and administrators and ongoing use of QL teaching methodology in the classrooms. They include one high school and two elementary in California; three elementary and three high schools in Illinois; seven elementary, three middle and five high schools in Wyoming; and two elementary and one high school in Texas.

In all of the schools, Benn's study found that the Quantum Learning model demonstrated a **consistent pattern of positive impact on student achievement**. These outstanding results ranged from statistically and **educationally significant gains in reading, mathematics**, writing to more comprehensive measures of core academic achievement. **Students who attend schools that use the Quantum Learning model show a pattern of greater achievement than comparison sample students that have not been taught these strategies.**

What is the Quantum Learning (QL) system?

Quantum Learning is a comprehensive system that covers educational theory, extensive application of brain research learning models, experiential learning methodology, and immediate classroom implementation. It integrates research-based best practices into a unified whole, making content more meaningful and relevant to students' lives.

Quantum learning is about bringing joy to teaching and learning with ever-increasing 'Aha' moments of discovery. It helps teachers to present their content in a way that engages, involves and energizes students. This model also integrates learning and life skills, resulting in students who become effective lifelong learners.

Quantum Learning is the orchestration of a system for effective instruction and classroom management that incorporates the following components:

FADE – Foundation, Atmosphere, Design and Environment

PFULL – Presentation, Facilitation, Learning and Life Skills

Foundation – Policies, procedures, classroom rules and agreements that are established at the beginning of the school year and reinforced all year

Atmosphere – The process of establishing a safe, caring, supportive learning environment. This environment is depending on the teacher and the sense of belonging he/she creates and reinforces throughout the school year.

Design – Includes the Quantum Learning Lesson Design Frame:

The QL Design Frame that drives the presentation and facilitation of content was formulated from many years of research on effective delivery methods and is the structural frame upon which content is designed to ensure student mastery.

Enroll—Use teacher moves that capture the interest, curiosity and attention of the students.

Experience—Create or elicit a common experience, or tap into common knowledge to which all learners can relate. Experience before Label creates schema on which to build new content. Experiential learning is key to student learning.

Label—Present, sequence and define the main content. Students learn labels, thinking skills and academic strategies. Students add new content to their existing schema.

Demonstrate—Give students an opportunity to demonstrate and apply their new learning.

Review—Use a variety of effective, multi-sensory review strategies and empower students to process their new content through reflection.

Celebrate—Acknowledge the learning. It cements the content and adds a sense of completion.

Environment – They physical environment that is created in the classroom includes use of lighting, seating arrangements, peripherals, and other components that enhance the learning space.

FADE is the context of the Quantum Learning methodology. Like the fruit bowl that holds the fruit in place, all Quantum Learning best instructional and classroom management practices fit within the context that is established with effectively implementing the FADE system.

The Quantum Learning delivery methodology includes:

Presentations – How to deliver powerful presentations and know when to present and when to facilitate

Facilitation – Effectively engaging and involving students in Q and A, discussions, lessons and activities.

Learning – Teaching learning-to-learn skills as a part of the curriculum delivery strategy

Life Skills – Incorporating important life skills into the curriculum.

Specific methods and strategies based on extensive research are taught that help teachers establish these best practices in their classrooms:

Quantum Learning begins with a strong foundation built on the principles of the 8 Keys of Excellence for building a strong school culture. It holds the beliefs that: All people can learn, people learn differently, and learning is effective when it is joyful, engaging and challenging. The 8 Keys of Excellence include: **Integrity, Commitment, Failure Leads to Success, Ownership, Speak with Good Purpose, Flexibility, This Is It! and Balance.** The 8 Keys of Excellence can be integrated into all subjects and grade levels. The 8 Keys are best implemented when parents and community leaders support and reinforce the Keys.

The Quantum Learning framework for student learning is expressed in **QL 5 Tenets of Effective Teaching:**

Everything Speaks: Everything, from surroundings and tone of voice to distribution of materials, conveys an important message about learning.

Everything is On Purpose: Everything we do has an intended purpose.

Experience Before Label: Students make meaning and transfer new content into long-term memory by connecting to existing schema. Learning is best facilitated when students experience the information in some aspect before they acquire labels for what is being learned.

Acknowledge Every Effort: Acknowledgment of each student’s effort encourages learning and experimentation.

If It’s Worth Learning, It’s Worth Celebrating! Celebration provides feedback regarding progress and increases positive emotional associations with the learning.

Quantum Learning creates an empowering atmosphere of trust, safety and a sense of belonging. Establishing engaging, focused traditions creates a sense of belonging and safety and is an effective strategy for classroom management, focusing attention and motivating students to increase participation in learning.

The key is to create empowering school environments that build engaging and dynamic communities of learning. The results are enhanced teacher capacity and increased student achievement.

For more information about Quantum Learning, contact Carol Fetzer at (800) 285-3276 Ext 106 or, in Utah, at 319-0866. Or go to www.qln.com e mail cfetzer@qln.com



Statement of Work

Proposal to deliver: QUANTUM LEARNING FOR TEACHERS

June 2, 2010

Presented by: Quantum Learning Education

Carol Fetzer
Quantum Learning Senior Programs Consultant
(800) 285-3276 ext 106
cfetzer@qln.com

Contents:

1. Introduction
2. Description of Services
3. Research and Testimonials
4. QL information

I. Introduction

Quantum Learning has a deep appreciation for the opportunity to provide you with information about Quantum Learning for Teachers and other staff development programs.

The following statement of work will reflect some of the strategies and methodologies that we propose to provide your staff and students. Our work over the past 30 years with students from various socio-economic backgrounds has given us the experience of being able to MAKE GREAT KIDS GREATER!

We look forward to working with you and your group in helping to create a unique learning environment where there is safety, support and a sense of belonging felt by all who take part.

II. Description of Services –

Quantum Learning for Teachers Levels 1 through 5 focuses on the design and effective and engaging delivery of curriculum, including the how-to's of building a strong foundation, positive atmosphere, rapport, respect and a supportive environment. It continues with specific teaching strategies, content delivery, curriculum design and learning skills. Each day is presented as a level that builds upon the previous one, and the entire training can be scheduled as consecutive days or spread out over the course of a school year. Program participants receive corresponding manuals per day of the program. *Maximum participants for workshops are limited to 80, unless otherwise approved.*

Quantum Learning for Teachers Staff Development Program:

- Provides teachers with new skills to engage students and get them excited about learning
- Is an orchestration of teacher moves and patterns that lead students to many more "moments of learning"
- Provides a proven research-based approach to the design and delivery of curriculum and the teaching of learning and life skills

- Synthesizes the best teaching practices into an effective, comprehensive model, turning abstract theory into practical techniques that can be immediately applied in a classroom

Additional programs and services include:

- The Implementation Workshop- recommended to follow after two days of Quantum Learning for Teachers staff development program
- Observation and Coaching Days – recommended after at least one day of Quantum Learning for Teachers staff development program
- One-Day topic-specific trainings (from the Quantum Learning for Teachers curriculum) including Effective Classroom Management, Dynamic Lesson Design, Building a Culture of Learning, Purposeful Presentation and Learning and Masterful Learning Tools

III. Testimonials

“I was part of the most exciting and compelling conference this past week in our district with unbelievable presenters from over the country talking about Rigor, Relevance and Relationships (RRR). The message was there can be no Relevance without Relationships, and there can be no Rigor without Relevance. No other training we offer in the district demonstrates this premise and, most importantly, gives teachers the foundation and skills to accomplish this than Quantum Learning. Your group is the leader in the district for the practical skills to support this most important mission.” **Linda Merrell, Senior Director, Staff Development, Cypress Fairbanks ISD, Houston, TX**

“Quantum Learning offers strategies that are meaningful and meet different learning styles. Our student population is a challenging one—100% at-risk teenagers who have dropped out of traditional schools. We are finding that Quantum Learning is the first workshop to make a significant difference in our at-risk students’ achievement ratings.” **Richard Halpin, Executive Director, American Youth Works, Austin**

“The only thing different that we did in Robert E. Lillard between 2005 and 2006 was Quantum Learning. Our school went from ranking 47th in the district to 7th! I attribute this to the implementation of Quantum Learning school wide, and our commitment to incorporate the methods we learned in all of our classrooms.” **Dr. Carlene Rees, Principal, Robert E. Lillard School, Metro Nashville Public Schools, Tennessee**

“Over 90% of our teachers have successfully implemented aspects of Quantum Learning into their classrooms and report phenomenal results, especially in reaching kids they never reached before. These events have drawn the largest turnout of any staff development workshop we’ve offered.” **Brenda Jones, Executive Director, South Cook Service Center, Cook Cty., IL**

“This workshop will appeal to educators and students, alike. It is based on some of the most profound research I have learned about in a long time.” **Leslie Elmore, Dean of Instruction, Corpus Christi, TX**

“This training was amazing! I would tell anyone ‘Go – as fast as you can – get this training!’” **Christina Hoover, Math teacher, Spillane Middle School, Cypress, TX**

"This is the singularly most effective method I've ever seen around – sound science; respectful of students as learners and people and solid behavioral principals. The techniques were embedded in the learning so that we experienced what was being taught. This is energizing and renewing work." **Renee' DeLupp, Intervention Counselor, Union Co. Public Schools, Knoxville, TN**

"In my 23-year career as both a teacher and administrator, Quantum Learning is the most effective professional development program I've ever seen. My teachers are excited about the results they're seeing in student achievement, and I mean school-wide -- not just in a few classrooms. I've never seen anything like it. When teachers and students get excited, I know we've stumbled onto a good thing. We're experiencing growth and positive changes that have exceeded all expectations." **Ken Jones, Principal, Powell, WY**

"I've been an educator for 32 years. From 1970 until now there has been a lot of innovation that has occurred. However, Quantum Learning is the best package I have ever seen put together. For those of us who have been in education for many years, it validates our experience." **Audrey Lakin, Systems Support Facilitator, Carpentersville, IL**

"This is the best training I have attended in 20 years! It is powerful for learning and taking responsibility for learning!! **Linda von Wiesenthal, Academic Achievement Specialist, Department Chair, Math Aragon Middle School, Houston, TX**

"This is the most valuable workshop that I have attended in 8 years as an educator." **Tracy DiSario, Assistant Principal, McDonough, GA**

"If you want to motivate your students to learn, go to Quantum Learning! If you want to motivate yourself to be a better teacher, go to Quantum Learning. It is the best training I have ever attended!" **Catherine Redix, Teacher, Houston, TX**

"Jump fiercely at any opportunity to participate in a Quantum Learning workshop. Every minute will be time well spent. It is the perfect balance of information and hands-on activity." **Rebecca Smith, Teacher Specialist, Jordan School District, Utah**

Scheduling

Workshops can be scheduled on district in-service/professional development days, Saturdays, holidays and during the summer. Two or more schools can also partner on bringing in the workshop. Quantum Learning for Teachers is a powerful kick-off training before the new school year!

Instructors

Quantum Learning instructors generally reside across the U.S. in many states. All of our instructors are either current or former teachers and/or principals and have generally worked with Quantum Learning in our student and professional development programs. Their hundreds of hours of training in Quantum Learning methodology and curriculum afford them a powerful education in leading edge teaching and learning technology and current brain-research based applications.

Logistics

Once a workshop is scheduled, Quantum Learning will send out a contract along with some logistical information so that our hosts have good ideas for planning their workshops. This includes a checklist and ideas to support the staff who will be attending to have the best possible training experience.

Research

Quantum Learning began in 1981 in Oceanside, California with programs for students called SuperCamp. Since 1981, various levels of evaluation studies and research have been conducted in a number of settings including in elementary schools, middle schools, high schools, and through follow up research after the SuperCamp programs. Over 20 doctoral and masters studies have also been conducted with impressive findings on student achievement of SuperCamp graduates. Quantum Learning for Teachers was developed in 1991, and Quantum Leadership for Administrators in 2000. In 2003 William Benn, Independent Educational Evaluator for the state of California, conducted a rigorous four state/18 school study. The overall results showed “educationally significant gains” on test scores in math, science, social studies and reading (see attached summary of study) in Quantum Learning classrooms over non-Quantum Learning classrooms. A more complete version of the study can be mailed to you. Quantum Learning is currently in partnership with George Mason University in Virginia in a Literacy research project and pilot. As a result of a number of these studies and findings, Quantum Learning was selected in 2004 by the Northwest Regional Educational Laboratory for inclusion in their catalog of recommended comprehensive school reform models.

The Quantum Learning Network (QLN)

QLN is the formal name for the Quantum Learning and SuperCamp organization. Bobbi DePorter, author of 12 educational books including *Quantum Teaching – Orchestrating Student Success* and *Quantum Learning – Unleashing the Genius in You* is the founder and organizational leader. The Quantum Learning Foundation is a non-profit sister organization which provides scholarships to deserving students to attend SuperCamp in the summer. Over 47,000 students have completed SuperCamp, and over 40,000 educators have completed Quantum Learning trainings. Additionally, more than 2 million students have been positively impacted by these programs. Our headquarters are in Oceanside, California.

Contact Information

Your Quantum Learning senior consultant is **Carol Fetzer**.

She can be reached at (800) 285-3276 Ext 106 or cfetzer@qln.com

This document contains proprietary information that Quantum Learning has developed. All material contained is strictly confidential, and is intended for internal use only.



What is Quantum Learning?

Quantum Learning for Teachers is a research-based, integrated model of teaching and learning resulting in accelerated student achievement. It is a comprehensive approach to teaching that incorporates research, instructional best practices, proven content delivery methods, classroom management tools and techniques, strategies for increasing student engagement, collaboration models...and the orchestration of all of these into a system

Quantum Learning methods

1. increase student learning
2. improve student behavior
3. prepare students for school success through classroom participation and study techniques and strategies
4. teach students how to prepare for and successfully take tests – without undue stress
5. build character, improve behavior and help students develop life skills for emotional and social maturity

The Outcome of Quantum Learning: To increase learning, comprehension and retention as well as interest in and desire to learn on the part of students. To inspire, motivate and guide teachers to be more effective and successful and to bring joy and enthusiasm back to teaching.

Facts about Quantum Learning:

- Over 50,000 educators have been trained in Quantum Learning through school-wide, district-wide, regional and public programs.
- Accredited by: Commission on International and TransRegional Accreditation (CITA), the same agency that accredits schools. Also accredited by the, North Central Association of Colleges and Schools.
- Graduate credit is offered at sponsoring universities.
- The Quantum Learning Comprehensive School Reform Model is only one of four models selected in 2004 by the Northwest Regional Educational Laboratory for their national Catalog of School Reform Models.

- Over 55,000 students have attended Quantum Learning programs for students in both public program offerings and customized, on-site programs.

Participants learn:

- important history and applications of brain research and how students actually learn
- how to accelerate learning in students
- a powerful repertoire of teaching strategies to gain student engagement
- how to use effective traditions and rituals to habituate desired behavior in students. Change student “state” and keep them anticipating
- how to more effectively facilitate learning retention
- how to promote responsible classroom participation and dramatically improve classroom behavior
- how to infuse joy into learning and teaching
- how to make content more meaningful and relevant to life for students
- methods to support standards-based curriculum
- strategies to improve student test scores
- proven best practices for closing the achievement gap among learners
- the steps to building rapport and respect, and a positive classroom and school atmosphere
- how to bring even the most challenging curriculum to life for students.

Please request additional information if you are interested in Quantum Learning for Students programs.
Call 1 800 285-3265 Ext 106 to receive information. E mail Carol Fetzer at cfetzer@qln.com