

Rutland High School

Executive Summary

Rutland High School is a high school in Macon, GA (Bibb County). It houses grades 9-12, and its current enrollment is approximately 1125 students. As of the 2008-2009 school term, Rutland was classified as a NI-3 school. For the past three years, Rutland has missed the graduation rate (two years), math (two years), and ELA (one year) targets. It should also be noted that the percentage of students absent over 15 days over the past three school terms has been around 22%.

A new principal was selected to lead the implementation of the Transformation Model for Rutland High School. Administrators and teachers at Rutland will be trained and have input into a rigorous, transparent, and equitable evaluation system (Georgia's Class Keys). The evaluation system will take into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective to student achievement and increased high school graduation rates.

School leaders, teachers, and other staff who, in implementing the Transformation Model at Rutland High School, have increased student achievement and high school graduation rates will be identified and rewarded. Those who, given ample opportunities to improve professional practice, but have not done so, will be removed from the school. Rewards will include the opportunity to attend state and local conferences and monetary rewards for classroom resources. In addition to financial incentives, there will be increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school. Teachers will be paid at their state rate of pay for any work done during off-contract-hours.

Data will be used 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. The data will be continuous (formative, interim, and summative assessments) in order to inform teachers and assist them in differentiation of instruction to meet the academic needs of individual students. Rutland High School will establish schedules and strategies to meet the need for increased learning time. The master schedule will incorporate an additional 30 minutes daily for the academic support of students. A summer Bridge program will begin in July 2011, providing additional time for 9th graders as they transition to high school.

The Rutland staff will be provided on-going, 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 the school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies for Rutland. Some examples of training will include Gifted Endorsement, AP Certification, Teaching in the Block, Literacy Training, Mathematics Training, Exemplars training, and training in infusing technology to transform learning.

The integration of technology into the core curriculum will be used as a method to offer differentiated, individualized, and timely instruction. We anticipate transformation of the teaching and learning environment. The proposed technology tools and training are thoughtfully linked to research-based effective teaching practice. Professional learning opportunities will be focused on establishing and sustaining professional learning communities, collaborating during webinars, and discussing research within and across SIG schools, the state, the nation, the world.

Technical assistance and professional support will be on-going from the Central Office to the school. Professionals at all levels (central office staff, the school improvement specialist, principals, school-based academic coaches, and technology coordinators) will support teacher growth by actively participating and monitoring the job-embedded professional learning along the way. For example, having regular access to technology specialists during the planning and implementation process should lead teachers to feel more confident and supported when integrating technology in their teaching. It also will ensure that all relevant staff members are aware of decisions about technology as the school makes progress toward reaching the expressed goals, which mesh with district visions for technology and learning.

Rutland High School will implement on-going mechanisms for family and community engagement. Such programs will include the adoption of the 360 Degree of Parent Engagement program with the support of the Georgia PTA and Title I. As a result, the staff will engage families and community representatives more frequently, more meaningfully, more intentionally, and more strategically to increase student learning at school, at home, and in the community.

Rutland High School will be given sufficient flexibility (such as staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially-improve student achievement outcomes and increase high school graduation rates. For example, teacher contracts will be extended as needed to assist with professional learning. Teachers' work-day will be extended for 2 days per week to allow for collaboration and planning. Practices and policies will be modified, if necessary, to enable the school to implement the interventions fully and effectively. Additional resources will be aligned with the interventions contained in the grant.

The plan for Rutland High School requires that processes, procedures, training, and collaboration take place to support capacity growth for the system and school staff. The plan for improvement outlined in the grant provides a platform of support for teacher professional growth, instructional improvements, innovative implementation of technology, student support for achievement, and leadership responsibility.

**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

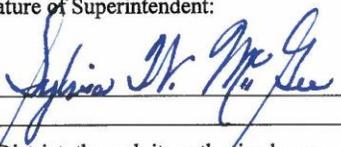
Paperwork Burden Statement

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]

School Improvement Grant 1003(g)

School Improvement Grant 1003(g)

Part II: LEA Application 2010

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| LEA Name: Bibb County School District | LEA Mailing Address: 484 Mulberry Street Macon, GA 31201 |
| LEA Contact for the School Improvement Grant Name: Catherine B. Magouyrk, Ed. D. Position and Office: Deputy Superintendent for Teaching and Learning Contact's Mailing Address: 484 Mulberry Street, Macon, GA 31201 Telephone: 478-765-8514 Fax: (478) 765-8729 Email Address: cmagouyrk@bibb.k12.ga.us | |
| Superintendent (Printed Name): Sylvia W. McGee | Telephone: 478-765-8502 |
| Signature of Superintendent: X  | Date: April 15, 2010 |
| The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application. | |

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LEA Application 2010

LEA Name: Bibb County School System

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

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

| School Name | NCES ID# | Tier I | Tier II | Tier III | Intervention Models (Tier I and Tier II Only) | | | |
|---------------------|----------|--------|---------|----------|-----------------------------------------------|---------|---------|----------------|
| | | | | | Turnaround | Restart | Closure | Transformation |
| Rutland High School | 2601 | X | | | | | | X |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

School Improvement Grant 1003(g)

LEA Application 2010

LEA Name: Bibb County School System

School Name: Rutland 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.

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.
Complete the School Profile (Attachment 1a: High School Profile, Attachment

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LEA Application 2010

Attachment 1c
High School Profile

District Name: Bibb County
School Name: Rutland High School
Grades: 09, 10, 11, 12
School Enrollment Total: 1247

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

Enter data for all highlighted fields.

☐ All data should be available.

| SCHOOL DATA | | | | | | | |
|------------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
| AYP status | N | N | N | | | | |
| AYP targets the school met | ELA, Math | SI | ELA | | | | |
| AYP targets the school missed | SI | ELA, Math | Math, SI | | | | |
| School improvement status | NI-2 | NI-2 | NI-3 | | | | |
| Number of days within the school year | 180 | 180 | 180 | 180 | | | |
| Number of minutes within the school day | 420 | 420 | 420 | 420 | | | |
| Number of minutes within the school year | 75,600 | 75,600 | 75,600 | 75,600 | | | |

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

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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 | | 10 | 0 | | | | |
| Graduation rate (percentage) | 51.1 | 64.1 | 64.5 | | | | |
| Dropout rate (percentage) | 9 | 6.1 | 7.3 | | | | |
| Student absent over 15 days rate (percentage) | 24 | 23.9 | 21.8 | | | | |
| Number of students completing advanced coursework (AP) | 281 | 339 | 344 | 419 | | | |
| Percentage of students completing advanced coursework (AP) | 14.2% | 16.2% | 18.6% | 23.1% | | | |
| Number of students completing advanced coursework (IB) | NA | NA | NA | NA | | | |
| Percentage of students completing advanced coursework (IB) | NA | NA | NA | NA | | | |

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LEA Application 2010

*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 |
| Number of students completing advanced coursework (early-college high schools) | NA | NA | NA | NA | | | |
| Percentage of students completing advanced coursework (early-college high schools) | NA | NA | NA | NA | | | |
| Number of students completing advanced coursework (dual enrollment classes) | NA | NA | NA | NA | | | |
| Percentage of students completing advanced coursework (dual enrollment classes) | NA | NA | NA | NA | | | |
| College enrollment rate | NA | NA | NA | | | | |
| Number of discipline incidents coded as 900 as reported to state | 13 | 13 | 11 | NA | | | |
| Number of truants | 24% | 23.9% | 21.8% | NA | | | |
| Teacher attendance rate | 97% | 97.2% | 96.2% | NA | | | |

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LEA Application 2010

*Attachment 1c
High School Profile*

All data should be available.

Data as of 3/31/10.

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

| <i>Distribution of Certified Staff by Performance Level as Designated on the LEA's Certified Staff Evaluation System</i> | | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
| Number of certified staff | 91 | 81 | 77 | 82 | | | |
| Number of teachers evaluated | 72 | 69 | 67 | 72 | | | |
| <i>Certified Staff Evaluated at Each Performance Level</i> | | | | | | | |
| Percentage rated Satisfactory | 96.7% | 96.3% | 97.4% | 96% | | | |
| Percentage rated Unsatisfactory | 5.3% | 3.7% | 2.6% | 4% | | | |
| Percentage non-renewed | 0 | 0 | 0 | 0 | | | |

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*Attachment 1c
High School Profile*

Grade 11 GHS GT English

Percent of Students Who Met or Exceeded

| Subgroups | 2006-2007 | | | 2007-2008 | | | 2008-2009 | | | 2009-2010 | | | 2010-2011 | | | 2011-2012 | | | 2012-2013 | | |
|---------------------------------------|-----------|-----|------|-----------|-----|------|-----------|-----|------|-----------|---|---|-----------|---|---|-----------|---|---|-----------|---|---|
| | N | D | % | N | D | % | N | D | % | N | D | % | N | D | % | N | D | % | N | D | % |
| Percentage Black | 70 | 77 | 90.9 | 67 | 81 | 82.7 | 90 | 102 | 88.2 | | | | | | | | | | | | |
| Percentage White | 104 | 109 | 95.4 | 98 | 108 | 90.7 | 93 | 97 | 95.9 | | | | | | | | | | | | |
| Percentage Hispanic | | | | | | | | | | | | | | | | | | | | | |
| Percentage Asian | | | | | | | | | | | | | | | | | | | | | |
| Percentage American Indian | | | | | | | | | | | | | | | | | | | | | |
| Percentage Multiracial | | | | | | | | | | | | | | | | | | | | | |
| Percentage Students with Disabilities | 10 | 15 | 66.7 | 6 | 14 | 42.9 | 5 | 15 | 33.3 | | | | | | | | | | | | |
| Percentage Economically Disadvantaged | 72 | 80 | 90 | 71 | 88 | 80.7 | 88 | 101 | 87.1 | | | | | | | | | | | | |

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

D - Denominator (FAY Students with test scores)

% - Percentage (Meets Exceeds Rate in percent)

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

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LEA Application 2010

*Attachment 1c
High School Profile*

Grade 11 GHSQT 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 | 83 | 83 | 100 | 86 | 88 | 97.7 | 107 | 109 | 98.2 | | | | | | | | | | | | |
| Percentage White | 111 | 112 | 99.1 | 112 | 115 | 97.4 | 100 | 101 | 99 | | | | | | | | | | | | |
| Percentage Hispanic | | | | | | | | | | | | | | | | | | | | | |
| Percentage Asian | | | | | | | | | | | | | | | | | | | | | |
| Percentage American Indian | | | | | | | | | | | | | | | | | | | | | |
| Percentage Multiracial | | | | | | | | | | | | | | | | | | | | | |
| Percentage Students with Disabilities | 16 | 16 | 100 | 14 | 17 | 82.4 | 15 | 15 | 100 | | | | | | | | | | | | |
| Percentage Economically Disadvantaged | 81 | 82 | 98.8 | 95 | 97 | 97.9 | 104 | 106 | 98.1 | | | | | | | | | | | | |

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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LEA Application 2010

*Attachment 1c
High School Profile*

| <i>Grade 11 GHSGT Mathematics</i> | | | | | | | | | | | | | | | | | | | | | |
|------------------------------------------------|-----------|-----|------|-----------|-----|------|-----------|-----|------|-----------|---|---|-----------|---|---|-----------|---|---|-----------|---|---|
| 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 | 42 | 77 | 54.5 | 41 | 81 | 50.6 | 58 | 102 | 56.9 | | | | | | | | | | | | |
| Percentage White | 95 | 109 | 87.2 | 87 | 108 | 80.6 | 78 | 98 | 79.6 | | | | | | | | | | | | |
| Percentage Hispanic | | | | | | | | | | | | | | | | | | | | | |
| Percentage Asian | | | | | | | | | | | | | | | | | | | | | |
| Percentage American Indian | | | | | | | | | | | | | | | | | | | | | |
| Percentage Multiracial | | | | | | | | | | | | | | | | | | | | | |
| Percentage Students with Disabilities | 6 | 15 | 40 | 1 | 14 | 7.1 | 4 | 15 | 26.7 | | | | | | | | | | | | |
| Percentage Economically Disadvantaged | 54 | 80 | 67.5 | 47 | 88 | 53.4 | 58 | 101 | 57.4 | | | | | | | | | | | | |

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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*Attachment 1c
High School Profile*

Grade 11 GHSMT 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 | 86 | 86 | 100 | 87 | 89 | 97.8 | 107 | 108 | 99.1 | | | | | | | | | | | | |
| Percentage White | 111 | 112 | 99.1 | 112 | 115 | 97.4 | 100 | 101 | 99 | | | | | | | | | | | | |
| Percentage Hispanic | | | | | | | | | | | | | | | | | | | | | |
| Percentage Asian | | | | | | | | | | | | | | | | | | | | | |
| Percentage American Indian | | | | | | | | | | | | | | | | | | | | | |
| Percentage Multiracial | | | | | | | | | | | | | | | | | | | | | |
| Percentage Students with Disabilities | 16 | 16 | 100 | 14 | 17 | 82.4 | 15 | 15 | 100 | | | | | | | | | | | | |
| Percentage Economically Disadvantaged | 83 | 84 | 98.8 | 97 | 99 | 98 | 105 | 106 | 99.1 | | | | | | | | | | | | |

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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LEA Application 2010

*Attachment 1c
High School Profile
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.

| <i>Mathematics I: Algebra/Geometry/Statistics</i> | | | | | | | |
|---------------------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
| Percentage passed course | NA | NA | NA | 66% | | | |
| Percentage passed EOCT | NA | NA | NA | 52.4% | | | |

| <i>Mathematics II: Geometry/Algebra II/Statistics</i> | | | | | | | |
|-------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
| Percentage passed course | NA | NA | NA | 83.1% | | | |
| Percentage passed EOCT | NA | NA | NA | 35.4% | | | |

*****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.

| <i>English Language Arts: Ninth Grade Literature and Composition</i> | | | | | | | |
|----------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
| Percentage passed course | 75.2% | 67.9% | 63.7% | 51.5% | | | |
| Percentage passed EOCT | 64% | 65% | 65% | 66.9% | | | |

| <i>English Language Arts: American Literature and Composition</i> | | | | | | | |
|-------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
| Percentage passed course | | 87.9% | 86.4% | 87.9% | | | |
| Percentage passed EOCT | 83% | 83% | 84% | 81.6% | | | |

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1b: Middle School Profile, Attachment 1c: High School Profile).

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.

Because of competing priorities, a central office decision was made to postpone the conducting of GAPSS analyses in non-state directed Bibb County Schools. Upon being identified as a School Improvement Grant eligible school, a decision was made to have Middle Georgia RESA conduct the GAPSS study. This GAPSS analysis, which was conducted on April 8-9, 2010, provided useful data, and validated many of the concerns expressed through lagging data indicators as well as through stakeholder conversations. The review found that Georgia Performance Standards were driving the curriculum in all content areas. It was revealed that predictor tests are used to successfully analyze individual student strengths and weaknesses and to design remediation for the GHSGT. Similarly, summative assessment data is used to measure and improve the effectiveness of Georgia Performance Standards. Data is used to identify at-risk students and organize placements into the “Beat the Odds” program to increase student success on the high school graduation test. Enhancers to effective implementation of this grant are that the school leadership supports a professional learning environment, a variety of leadership teams are currently in place, and the schools Better-Seeking Team acts as a positive agent for organizational implementation and change.

The GAPSS review also identified areas for growth. The report found that more opportunities for teachers to collaborate on curriculum and evaluation of student work are needed. A recommendation was also made to expand the spectrum of opportunities for students on and off campus to ensure student engagement and increase graduation through such initiatives as advanced placement, online courses, ombudsman, and vocational/career/technology courses.

The use of a data room was identified as a need in order to systematically analyze student achievement and monitor implementation of a standards-based classroom as was the need to utilize a common benchmark assessment process to monitor student achievement progress. Likewise, the GAPSS recommendation report identified a need to focus on the use of research-based diagnostic assessment and interventions to regularly monitor individual student growth in order to improve achievement of Tier 2 and Tier 3 students.

Three areas of need emerged from the GAPSS analysis related to instruction. These identified needs were consistent with needs perceived from stakeholder groups. The first, a need to promote engagement of students in the learning process and increase the use of higher order thinking skills, was the primary need identified by student groups, especially the group of at-risk students. The second need identified, which is closely linked to the first, related to differentiation of instruction and the use of multiple forms of assessments to monitor mastery of skills and provide meaningful commentary. Thirdly, the integration of technology in classroom instruction to support the diverse strengths and needs of all learners was recommended. This need was supported through conversations with the instructional staff that expressed frustration with the lack of technology available and the inability to keep the technology that is available in working

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condition. Job-embedded professional learning in technology integration was a related suggestion by the GAPSS team.

Needs related to planning and organization were found to have a significant impact. The GAPSS review team strongly suggested that a systematic process be established to guide collaborative planning that maintains a consistent focus on student learning, ensuring a rigorous curriculum for all students. This process should include the use of a system of formative and summative assessments to monitor the implementation of strategies and interventions contained in the school improvement plan. It was also revealed through this analysis that there is a pervasive need to ensure rules, policies, and procedures are consistently and effectively articulated, communicated and implemented in all facets of the school. Considering the needs of the school and organizational structure, the GAPSS team made a recommendation that the current school schedule be examined to address concerns regarding block scheduling, start time, bell schedules, and common planning times for all teachers.

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

Rutland High School is a high school in Macon, GA (Bibb County). It houses grades 9-12, and its current enrollment is approximately 1125 students. As of the 2008-2009 school term, Rutland was classified as a NI-3 school. For the past three years, Rutland has missed the graduation rate (two years), math (two years), and ELA (one year) targets. It should also be noted that the percentage of students absent over 15 days over the past three school terms has been around 23%.

| 2006-2007 | | | 2007-2008 | | | 2008-2009 | | |
|-----------|----------------|------|-----------|----------------|------|-----------|----------------|------|
| AYP | Targets Missed | GR | AYP | Targets Missed | GR | AYP | Targets Missed | GR |
| N | SI | 51.1 | N | ELA/ MATH | 64.1 | N | MATH/ SI | 64.5 |

| 2006-2007 | | 2007-2008 | | 2008-2009 | |
|--------------------------|-------------------------|--------------------------|-------------------------|--------------------------|-------------------------|
| Math AMO 68.6 | ELA AMO 84.7 | Math AMO 74.9 | ELA AMO 87.7 | Math AMO 74.9 | ELA AMO 89.3 |
| All Students | All Students | All Students | All Students | All Students | All Students |
| 74.7 | 93.8 | 68.0 | 87.2 | 68.4 | 92.0 |

Data reveals both strengths and areas for growth at Rutland High School. Overall, the school does well in the area of English Language Arts with 87-93% of students meeting or exceeding standards on the Georgia High School Graduation Test (GHSGT) in this area over the past three years. A disparity in this area, however, is in the success rate of students with disabilities, where only 33.3% of students met or exceeded standards in 2008-09 (reflecting a significant decrease over the past 2 years' results).

End of Course Tests (EOCT) results in language arts related subjects were inconsistent. Thirty-five percent (35%) of students failed the 9th Grade Literature and Composition test. On this test, significant achievement gaps were detected between white and black students with 74% of white students and 55% of black students posting pass rates. A tight correlation exists between black students and economically disadvantaged students with a pass rate of 45% for both subpopulations. The largest gaps were found when comparing students with disabilities against students without disabilities where reports reveal pass rates of 68% for students without disabilities and 29% for students with disabilities. Overall pass rates were significantly higher (84%) in American Literature and Composition, although gaps were still evident when

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comparing specific subpopulations. Results indicate that 91% of white students passed this test on the first attempt compared to 77% of black students. Again, a close correlation between black students and economically disadvantaged students was evidenced with 74% of ED students posting a passing score. A continuing trend, the largest gaps were found when comparing the pass rates of students with disabilities (31%) against students without disabilities (88%).

Math is an area where consistency in achievement has been difficult. While 68.4% of student met or exceeded expectations in math on the GHS GT, large gaps exist between subpopulations of students where reports indicate that 56.9% of black students and 79.6% of white students met or exceeded standards (a gap of 23.3%). As in the areas related to language arts, there was a close correlation noted in the success rate in mathematics on the GHS GT of black students (56.9%) and economically disadvantaged students (57.4%). Students with disabilities were the least successful in this area with 26.7% meeting or exceeding standards.

End of Course test in Algebra I and Geometry support the identification of math as an area in need of growth. Thirty percent (30%) of first time test-takers passed the EOCT in Algebra I with gaps identified in the success rate between black students (20%) and white students (40%). Twenty-four percent (24%) of economically disadvantaged students passed this test on the first try while 19% of students with disabilities were successful.

Twenty-six percent (26%) of first-time test takers passed the EOCT in Geometry with significant gaps identified among subpopulations. Eighteen percent (18%) of black students passed the Geometry EOCT compared to 34% of white students. As in other areas, students with disabilities posted the lowest pass rate (5%).

In addition to analyzing lagging data indicators and results from the GAPSS analysis, multiple interviews and community forums were held with stakeholder groups. Board members, student leaders, at risk students, representative teacher groups, parent representatives, and school leaders were interviewed to solicit data as to perceived needs and ideas for creating an exemplary high school. Board members made it clear that they did not want just “more of the same.” The expectation was that true transformation would take drastic reform and they committed themselves to making the difficult decisions to ensure success of implementation. These interviews resulted in several recurring themes. Overall school climate, effective classroom instructional strategies, and safety and discipline emerged as overarching concerns. A need for full implementation of standards based classrooms was apparent with students especially expressing a desire to be actively engaged in the learning process through a variety of teaching strategies that meet individual needs. The instructional staff expressed frustration regarding a lack of common planning time, time for providing additional help for at-risk students, or time for job-embedded professional learning. All stakeholder groups felt that students needed more options in course offerings, with additional emphasis being placed on foreign languages, credit recovery, credit repair, remediation of unmastered skills, test-taking skills, accelerated courses, and vocational partnerships.

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Provide rationale for the intervention model selected.

The definition of *transformation* means a complete change, usually into something with an improved appearance or usefulness. When applied to the transformation of a school, *transformation* means to change remarkably the appearance or form of the organization often by replacing an established set of variables. These definitions clearly articulate the dream for Rutland High School. Board members have been relentless in their intentions regarding this transformation – it cannot be more of the same. The changes must result in a *complete* change. As one board member articulated, “What will be so different that students will know on the first day of school that this is a new place?” In essence, what variables are going to be replaced to transform Rutland High School into an organization that successfully and remarkably meets its intended goals? Schlechty (2009) clearly differentiates between reformation and transformation, building a strong case for the transformational model. According to Schlechty, reform involves “installing innovations that will work within the context of existing structures and/or cultures of the school.” Transformation, on the other hand, requires that a school “adopt a radically different means of doing the work it has traditionally done.”

Rutland High School has been in existence for seven years. Within this time it has had a rotating door of leadership with three principals having served within this brief span of time. The school has not had the opportunity to bond, either as a staff or as a community. When this school was formed, it drew from a highly diverse population of students with some students coming from a strong allegiance to the former high school. This intense rivalry was exacerbated by the location of the school that was built in a more affluent sub-rural population of the county. Inner city students and rural students from far reaches of the county were bused in and parents, especially from the inner city, did not feel welcomed in this environment. Again, the location prohibited many parents living in the inner-city from visiting the school as public transportation is not available to this area. This intense diversity presented a tremendous challenge for new staff members who were ill-equipped to handle the inevitable problems that would occur.

Within the past two years, the school has begun to show progress in both the bonding of stakeholder groups and in overall gains in several areas. The school’s Better Seeking Team has led in efforts to address deficiencies through the use of a Balanced Score Card and a School Improvement Plan that targets specific areas of concern. Overall, the percentage of students meeting and exceeding Standards for 2008-09 was 88.61% that reflected a gain of 5.8% over the prior year. The graduation rate, which is still below the state average at 64.5%, has risen from 51.5% since 2006-07. Under the leadership of the current principal, numerous initiatives focused on areas of need have been instituted and are receiving positive results. Current staff members are committed to improving opportunities for all students and have the overwhelming support of parent and student stakeholder groups.

The recent successes experienced have occurred even though Class Keys have not been implemented and standards-based instructional practices not fully embraced. It is believed that by providing a strategic plan to use Class Keys and fully utilizing research-based practices identified for standards-based instruction in all classrooms, significant growth in student

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achievement will occur. A three year plan for full integration of aligned practices will ensure fidelity of implementation at a level far beyond simple compliance.

School and district leaders are convinced that far more than 51% of teachers are meeting with success and that the vast majority of teachers are committed to doing whatever it takes to create a school of excellence. Stakeholder groups, when publicly confronted with the requirements of the grant, were adamantly opposed to uprooting their school yet again by removing a principal that they felt was bringing healing to their community, and they certainly did not see value in removing effective teachers that they perceive as caring about their children. Parents and staff alike spoke with passion using data to support their position of supporting the Transformation Model. Since the time of stakeholder input sessions, the sitting principal has retired.

Agreeing that the school needed more time to stabilize and grow as a team, a recommendation was made to the Board of Education to adopt the Transformation Model for Rutland High School. The Board approved this recommendation. To ensure that administrators, teachers and staff understood the dire sense of urgency, which prompted identification within this grant, the district determined that all administrators and teachers would be required to sign a memorandum of understanding as a term of employment at the school. First, however, central office administrators modeled their commitment to the success of this initiative by agreeing to a set of core principles that would guide their actions. These core principles, developed from an analysis of successful turnaround models, were accompanied by a set of expectations letting the district and Rutland High School know what they could expect in terms of support from this level, thereby established their own MOU. A parent compact and a student compact will be developed to encourage a deep level of commitment from our most critical stakeholders. When told of this plan, Board Members also requested an MOU, stating their desire to commit themselves publicly to successful implementation. This commitment to the agreed upon expectations, initiatives, and beliefs related to student success creates a foundation for continuous improvement and builds a collaborative environment of ownership and mutual accountability.

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.

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 application process for the School Improvement Grant has been one of district, school, and stakeholder involvement. The school system is committed to the successful implementation of the school improvement grant, the professional growth of teachers and administrators, and the improved achievement of students. Once the grant is approved, timelines, expectations, procedures and practices will be integrated into the school's comprehensive improvement plan. Specific sources for support have been explored at the school and district level. School board members have eagerly embraced the opportunity to create a sense of urgency for school and district transformation. The Board demonstrated their support of this transformation by

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approving a mandatory Memorandum of Understanding for all certified staff, which outlined specific performance expectations and requested a similar Memorandum of Understanding for themselves. The board also committed to being flexible in removing barriers that could hinder the improvement process. To stay informed and monitor progress, board members suggested that implementation updates from SIG schools become a standing monthly agenda item.

The central office will provide support, monitoring, and a foundation for sustainability through the superintendent, the department of Teaching and Learning, and zoned Assistant Superintendents for School Administration. Central office administrative staff will sign a memorandum of understanding to ensure clear communication of their commitment of support and willingness to remove surmountable barriers. Specific personnel to be involved in this process include subject-area coordinators (mathematics, science, English/language arts, and social studies) and directors (Teaching and Learning, Special Programs, Gifted, and Special Education). They will work with the school in multiple ways including developing common assessments, conducting bi-weekly walk-throughs with follow-up feedback sessions, providing demonstration lessons, and facilitating professional learning study groups (based on analysis of data and identified needs).

A system-level school improvement specialist will be hired utilizing SIG funding to manage, monitor, and measure the successful implementation and fidelity of the process. This specialist will work with the academic coaches, administration, and teaching staff at all schools in the SIG process. The specialist's primary responsibilities will include, but not be limited to, ensuring that the school is meeting all the requirements of the SIG in a timely manner, monitoring the use of available resources (human, material, fiscal, technical, time), coaching/mentoring school-based academic coaches, providing for and attending trainings that build capacity and ensure sustainability in identified growth areas, and ensuring that a plan is in place to cascade the learning throughout the school. Monitoring will take place utilizing weekly classroom walk-throughs, discussions with the principal and academic coach, and a monthly review of academic coach logs. This person will report directly to the Deputy Superintendent for Teaching and Learning.

The principal will hire three school-based academic coaches. The academic coaches will be certified in the content areas of math, science, and ELA/social studies, respectively. The academic coaches will work with the teachers and principals to deliver professional development, work with professional learning communities, collaborate with teams of teachers regarding student data, lesson planning and assessment development, and conduct model lessons. They will also be actively involved in the implementation of class keys. Finally, they will have the responsibility of working with teachers to ensure professional development implementation and the fidelity of strategies and methodology. Monitoring fidelity and implementation will take place through walk-throughs, data collection and evaluation, collaboration meetings, and through individual meetings with teachers. The academic coaches report to the principal.

The job descriptions for the school-based academic coaches and the system-level school improvement specialist are included in the appendix.

Other central office personnel will provide specific assistance including oversight and support for human and fiscal accountability. The system's human resources office will recruit and hire

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staff that meet highly qualified standards, agree to and sign the memorandum of understanding and demonstrate willingness to be held to a higher level of accountability for student learning. The principal will use a competency matrix, the expertise of central office curriculum specialists, and the input of a school level interview team in the final selection of instructional personnel. Assistant Superintendents for Administration will provide support to the principal through aligned professional development and coaching identified in the principal's individual growth plan. The Special Programs Office (Title I) will regularly monitor interventions and provide reports of expenditures associated with the implementation of the SIG.

Outside support from groups such as Macon State College's Georgia Educator Support Alliance (GESA), Georgia Leadership Institute for School Improvement (GLISI), and the Georgia Department of Education will strengthen the capacity of the school and district, assisting the district and Rutland' staff in its focus on student achievement. These outside agencies will provide oversight to the system's efforts to monitor ongoing success of implementation through the eyes of external evaluators who are removed from the day-to-day process of school and system operations. Through this comprehensive evaluation model, the focus for improvement will remain laser-like even through changes, including the attrition of personnel. All funds received through the grant will be used to support the outlined plan for improvement.

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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:

Is there evidence of past failures of the LEA to support school improvement initiatives?

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?

Is there a School Improvement Specialist working in the LEA?

Has the LEA demonstrated support of the School Improvement Specialist's efforts?

Is there a person at the LEA level that has been hired to work specifically with school improvement efforts?

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.

All Tier I schools are being served.

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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 Design and implement the interventions consistent with the final requirements of the model selected for each school.

Recruit, screen, and select external providers, if applicable, to ensure their quality.

Align other resources with the interventions.

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

Sustain the reforms after the funding period ends.

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.

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.

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.

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

The Bibb County School District – in partnership with the grant writers – identified early on for the need of stakeholder engagement in the preparation and implementation of School Improvement Grant 1003(g)

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for Rutland High School. At every step of this process, stakeholders – both internal and external – have been informed of all available information and input has been sought regarding upcoming decisions.

Engagement has come in the form of several objectives:

- 1) Become informed on grant and impact to district and school
- 2) Inform internal & external stakeholders of possible changes and solicit input
- 3) Develop & present Superintendent’s recommendation to the Board of Education
- 4) Prepare grants & budgets with stakeholder engagement and involvement
- 5) Inform stakeholders at identified Tier III schools of possible future changes & impact

All information provided to the public (including presentations, federal guidelines, and announcements of community meetings) has been made available through the district’s web site, www.bibb.k12.ga.us. The district’s dedicated e-mail address (improvementgrantinput@bibb.k12.ga.us) was also posted there, along with input forms to download.

Become informed on grant and impact to district

Once the district was informed of the grant, the writing team began meeting with each other, the principals of the impacted schools, legal counsel, and the Department of Education to obtain a more in-depth understanding of the possible impact to the district.

| Date | Engagement Method |
|-------------|------------------------------------------------------------------------------------|
| March 1 & 8 | Met with the Department of Education |
| March 9 | Informed principals at impacted schools of grant and impact |
| March 13 | Grant writing team meeting to determine stakeholder engagement & writing time line |

Inform internal & external stakeholders of possible changes and solicit input

With a presentation provided by the Department of Education and an understanding of the possible impact to the schools, the district began presenting the information to district administrators, internal & external stakeholders at the impacted schools, and the general community. At each meeting, input was solicited regarding thoughts, questions, and concerns. An e-mail address was set up to solicit input from the general community and stakeholders unable to attend the meetings.

| Date | Engagement Method |
|-----------------|-----------------------------------------------------------------------------------|
| March 10 | Disseminate information to & solicit input from all principals & administrators |
| | Over information to faculty & staff at Rutland High School |
| | Press release sent to administrators & media |
| March 11 | Information & DOE Presentation made available to public & media |
| | Public Information Session schedule distributed to public & media |
| | Presentation on options & impacts made to Board of Education |
| | Dedicated e-mail address created to solicit input |
| March 12 | Letter sent to Rutland High School parents announcing Public Information Sessions |

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|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| March 15 | Automated call sent to impacted school stakeholders with reminder of Public Information Sessions |
| March 16 | Public Information Sessions held at Rutland High School Cafeteria |
| March 24 | group meetings held with stakeholders and facilitated by grant writers (student leaders, cross-representational group of students/at risk students, Better Seeking Team, cross-representational group of staff, parents/stakeholders) |
| April 6 | Meeting with Grant Writers and content/department specialists from BOE |
| April 6 & 7 | Open public meetings held at BOE to solicit input an answer questions |
| April 8 | Meeting with school representatives and grant writer (Macon State College) |
| April 9 | Meeting with school Better Seeking Team and grant writer (RHS) |
| April 12 | Meeting with Board of Education members and grant writers |

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

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:

Implement the selected model in each Tier I and Tier II school it commits to serve.

Conduct LEA-level strategies designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools.

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.

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

The LEA must assure that it will:

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

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

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

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 2d
Transformation Model

LEA Name: Bibb County School System

School Name: Rutland High School

The LEA must:

| A1. Replace the principal who led the school prior to commencement of the transformation model. | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| <p>Actions:</p> <p>Amid strong internal and external stakeholder support, the sitting principal initially expressed a desire to remain as principal at Rutland High School. Evidence revealed that the school was beginning to make progress under her direction and agreed to allow her to remain. After submitting the grant, this principal made a decision to retire. Following this announcement, the following protocol was followed in selecting a new principal.</p> <p>The job description and vacancy announcement were developed for the position of principal using prioritized competencies from the Eight Roles of Leadership, with a primary emphasis on competencies from the areas of Change Leader, Curriculum, Assessment, and Instruction Leader, and Relationship Leader. From the competencies, a rubric and interview questions were crafted for the principal interview process. The posting for the principal vacancy was listed March 27-April 12. A committee was formed to evaluate the principal applications and qualified applicants were selected. Interviews were conducted April 19-21. An interview committee made up of the Assistant Superintendent of Human Resources, Assistant Superintendent of Student Support Services, Assistant Superintendents of Operations (2), Deputy Superintendent of Teaching and Learning and a high school principal was organized. After the initial interview process, the top two applicants were contacted to participate in a structured site visit which occurred during the school day. The school council and school leadership team then interviewed the applicants. Following the interviews, the school interview teams ranked their choices and submitted their ratings to the superintendent. After meeting with each of the finalist, the superintendent made a recommendation to the board.</p> | <p>Timeline:</p> <p>March, 2010</p> |

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JOB ANNOUNCEMENT



| | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|-------------------------------------------------|
| Title: High School Principal [SIG] | | |
| Posting Date: MARCH 27, 2010 | Closing Date: APRIL 23, 2010 | Effective Date: 2010—2011 SCHOOL YEAR |
| <p>JOB SUMMARY: Under the direction of the LEA, state and federal guidelines, this individual will lead internal and external stakeholder groups in the development and implementation of the Transformational Model identified in School Improvement Grant 1003G at the high school level. The individual will be a change agent, responsible for ensuring that the school establishes appropriate measurable targets, identifies solutions, and implements agreed upon solutions with fidelity. A process for utilizing leading and lagging indicators will be used for monitoring success of implementation. This principal will participate in and oversee a performance-based salary structure for school personnel.</p> | | |
| REPORTS TO: Assistant Superintendent-School Administration | | School/Department: Multiple Locations |
| <p>QUALIFICATIONS: 1. Must possess (or meet qualifications for) L-5 Georgia educational certification in Education Leadership or higher. 2. Minimum of five (5) years of experience in the field of public education, including at least three (3) years experience as a classroom teacher. 3. Must have experience as either an assistant principal or principal.</p> | | |
| <p>SALARY/TERMS/BENEFITS: 230 day work year (11 month position). Start Date: July, 2010 Salary based on certification and experience Excellent benefits package (including health insurance; free dental and life insurance; employee assistance program); personal and sick leave; membership in Teachers' Retirement System.</p> | | |
| <p>APPLICATION REQUIREMENTS Complete a certified online application at: https://hr.bibb.k12.ga.us/hr/index.asp 1) Submit [or attach], professional certificates, transcripts, and three (3) professional evaluations and/or reference letters. 2) Submit a resume and cover letter to Sonja Hollingsworth in Human Resources in one of the following ways:</p> <p>Mail to: Bibb County Public Schools P.O. Box 6157 Macon, GA 31208-6157 ATTN: Sonja Dawkins, Human Resources</p> <p>Email to: sdawkins@bibb.k12.ga.us</p> <p>Attachment to Application: You may attach your cover letter and resume in the space provided at the bottom of your online application.</p> | | |
| <p>Screening/Consideration for employment will begin after closing date. An eligibility list will be created and will include only the candidates who meet the established qualifications. Chosen candidates will be contacted for interviews.</p> | | |
| <p>"An Equal Opportunity Employer"</p> | | |

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Candidate Selection Scoring Guide

| <i>Candidate Name:</i> | | <i>Interviewer:</i> | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Position: High School Principal (SIG 1003g)</i> | | <i>Total Score:</i> | |
| TASK/COMPETENCY | DOES NOT MEET COMPETENCIES (AWARD 0-1 POINTS) | MEETS COMPETENCIES (AWARD 2-3 POINTS) | EXCEEDS COMPETENCIES (AWARD 4-5 POINTS) |
| <p>Requirements specified in the job description related to: <i>Curriculum, Assessment, and Instructional Leader</i></p> <p>Possesses extensive knowledge of instruction and educational principles and procedures including Georgia Performance Standards and local curriculum</p> <p>Leads the faculty to communicate the rigor and expectations of the standards and curriculum maps to students, parents, and stakeholders.</p> <p>Leads faculty to ensure additional, differentiated, and accelerated instructional support is provided to students</p> <p>Leads teams to design effective curriculum maps or units by grade level or by content area to align with standards</p> | | | |
| <p><i>Tell us how you have led staff members in effectively implementing the Georgia Performance Standards within their classrooms.</i></p> <p><i>How do you go about examining staff plans to attest for rigor in an instructional program?</i></p> <p><i>How would you involve your staff and stakeholders in designing appropriate lessons to meet GPS standards?</i></p> <p><i>What would you expect to see in a Standards-Based Classroom?</i></p> | <p>Candidate has little or no experience leading a staff in implementation of GPS.</p> <p>Candidate has minimal knowledge of elements of a Standards-Based Classroom and has little/no evidence of leading a team in this process.</p> <p>Candidate is unfamiliar with mapping curriculum.</p> <p>Candidate has little or no understanding of how to ensure rigor in the curriculum.</p> <p>Candidate has had little or no experience leading teams of teachers in differentiating instruction through remediation or acceleration.</p> | <p>Candidate has some experience leading a staff in implementation of GPS.</p> <p>Candidate has some knowledge of elements of a Standards-Based Classroom and has some experience leading a team in this process.</p> <p>Candidate is somewhat familiar with mapping curriculum and has participated in this process.</p> <p>Candidate has some understanding of how to ensure rigor in the curriculum.</p> <p>Candidate has had some experience leading teams of teachers in differentiating instruction through remediation or acceleration and can provide some examples of effective differentiation strategies.</p> | <p>Candidate has a wealth of experience leading a staff in implementation of GPS and can effectively articulate steps in this process.</p> <p>Candidate has exceptional knowledge regarding elements of a Standards-Based Classroom and can articulate how he/she has effectively led a team of teachers in this process.</p> <p>Candidate has had extensive experience in mapping a curriculum and can articulate steps in this process.</p> <p>Candidate has specific ideas regarding how to increase rigor in the curriculum and can provide evidence of successfully leading a team in this process.</p> <p>Candidate has extensive experience leading teams of teachers in differentiating instruction through remediation or acceleration and can provide multiple effective differentiation strategies that have been proven successful.</p> |

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Candidate Selection Scoring Guide

| TASK/COMPETENCY | DOES NOT MEET COMPETENCIES (AWARD 0-1 POINTS) | MEETS COMPETENCIES (AWARD 2-3 POINTS) | EXCEEDS COMPETENCIES (AWARD 4-5 POINTS) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Requirements specified in the job description related to: <i>Data Analysis Leader</i></p> <p>Uses technology to identify problems from data and develop appropriate solutions to solve the immediate root causes</p> <p>Develops measures and metrics to assess progress of change and develops a system of rewards and recognitions to influence change</p> <p>Leads groups to determine gaps in performance of various subgroups</p> <p>Lead teams implement the Plan-Do-Check-Act improvement process using data</p> <p>Leads the school leadership team to research and set benchmarks for core school processes by comparison with similar schools, best in class school, etc.</p> | | | |
| <p><i>Tell us about your use of technology.</i></p> <p><i>If you were the principal and your math scores had declined over the past 3 years, what steps would you take to improve student achievement in this area?</i></p> <p><i>Tell us about a time you instituted a change within your organization. How did you get people to buy into the change? How did you determine if the change resulted in your desired outcomes?</i></p> <p><i>In your current setting (or in a previous position), what gaps exist(ed) between subpopulations of students? What initiatives do (did) you have in place to eliminate these gaps?</i></p> <p><i>How would you use your leadership team in identifying and prioritizing initiatives? How would you create an ongoing monitoring system to check for progress?</i></p> | <p>Little evidence of extensive use of technology. Mainly restricted to email and word processing.</p> <p>Little evidence of experience with leading change. Unable to articulate a change initiative that was significant to school improvement.</p> <p>Gaps in achievement among subgroups may be identified but no evidence of effective initiatives to eliminate gaps.</p> <p>Few effective ideas for using a team-based approach for identifying areas of concern by data disaggregation, analyzing causes, and establishing initiatives based on causal analysis.</p> <p>Limited ability to articulate how to set measurable goals to monitor for progress.</p> | <p>Some evidence that candidate uses technology to identify problems from data.</p> <p>Cites anecdotal experiences indicating knowledge of how to identified areas in need of growth based on data and provides evidence of ability to recommend appropriate solutions.</p> <p>Evidence of some experience leading change. Able to articulate a change initiative that was significant to school improvement and use of teams in developing steps used in the improvement process.</p> <p>Gaps in achievement among subgroups are identified from past experiences and there is evidence that effective initiatives were suggested to eliminate gaps.</p> <p>Has specific knowledge and ideas for how to use a leadership team to identify areas of concern by data disaggregation, analyzing causes, and establishing initiatives based on causal analysis.</p> | <p>Cites extensive evidence that technology has been used to identify problems from data.</p> <p>Cites experiences where problems have been identified based on data and appropriate solutions have been developed based on root causes.</p> <p>Evidence of extensive experience leading change. Able to articulate a successful change initiative that significantly improved an identified need and articulates steps in the process, including the use of a distributed leadership model.</p> <p>Recognizes gaps in achievement among subgroup from past experiences and provides evidence that effective initiatives were implemented and monitored.</p> <p>Advocates use of a plan, do, check, act cycle for monitoring effective implementation of initiatives.</p> <p>Provides evidence of leading a team to identify areas of concern by data disaggregation, analyzing causes, and establishing initiatives based on causal analysis.</p> <p>Cites evidence of experience leading a team to research and set benchmarks for core school processes.</p> |

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| TASK/COMPETENCY | DOES NOT MEET COMPETENCIES (AWARD 0-1 POINTS) | MEETS COMPETENCIES (AWARD 2-3 POINTS) | EXCEEDS COMPETENCIES (AWARD 4-5 POINTS) |
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| <p>Requirements specified in the job description related to: <i>Process Improvement Leader</i></p> <p>Aligns initiatives to improve teaching and learning and organizational effectiveness, ensuring that programs, grade levels, and departments are aligned with the master improvement plan</p> <p>Creates buy-in for individual and collective accountability</p> <p>Leads faculty to apply appropriate modifications to support the learning of individual students</p> <p>Develops individual improvement plans that target high levels of learning for all students</p> <p>Leads team(s) to develop the comprehensive improvement plan</p> | | | |
| <p><i>How have you worked with departments in your school to set goals?</i></p> <p><i>What ideas do you have for establishing an accountability process for individual and collective success?</i></p> <p><i>What are some things you have done to support struggling students?</i></p> <p><i>Describe any experiences you have had in implementing a comprehensive school improvement plan?</i></p> <p><i>What were the outcomes (gains)?</i></p> <p><i>What were the barriers?</i></p> | <p>Has little prior experience aligning initiatives to improve teaching and learning.</p> <p>Indicates minimal experience leading teams to set measurable goals.</p> <p>Does not feel a need for creating buy-in for individual and collective accountability.</p> <p>Has limited ideas for making modifications to support the learning of individual students.</p> <p>Has limited experience leading teams to develop a comprehensive (or school) improvement plan.</p> | <p>Has some prior experience aligning initiatives among grade levels and department to improve teaching and learning.</p> <p>Indicates some experience leading teams to set measurable goals.</p> <p>Acknowledges a need for creating buy-in for individual and collective accountability and has some ideas about how to get staff involved in this process.</p> <p>Shares specific ideas for making modifications to support the learning of individual students.</p> <p>Has some experience leading teams to develop a comprehensive (or school) improvement plan that includes measurable goals.</p> | <p>Has some prior experience aligning initiatives to improve teaching and learning and sees the line of sight between district level and school level goals</p> <p>Indicates extensive experience leading teams to set measurable goals and shares success in this area.</p> <p>Exudes passion and urgency for creating buy-in for individual and collective accountability and has creative ideas about how to get staff involved in this process.</p> <p>See modifications to support the learning of individual students as a critical component to success and has extensive experience in this process.</p> <p>Has extensive experience leading teams in developing a comprehensive (or school) improvement plan that includes measurable goals and provides evidence of prior success.</p> |

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| Requirements specified in the job description related to: <i>Learning & Performance Development Leader</i> Communicates effectively both orally and in writing instructional and organizational expectations (performance measures). Creates a plan for developing leaders at all levels Identifies strengths and weaknesses in student performance to inform professional development and planning using assessment FOR and OF learning. | | | |
| <p><i>How do you make sure the instructional staff in your school knows what is expected of them?</i></p> <p><i>Give a specific example of how you have developed potential leaders in your current environment. How did you encourage and support them?</i></p> <p><i>How have you used professional development to support an identified instructional need within your school?</i></p> <p><i>How have you used assessment FOR learning and assessment OF learning in the learning process?</i></p> | <p>Does not reveal a need to communicate instructional or organizational expectations to others or has limited ideas for communicating this information with others.</p> <p>Does not indicate value in creating leaders within the building or has no plan for how this might be done.</p> <p>Is unable to identify strengths and weaknesses in student performance and has limited knowledge as to how to inform professional development based on needs.</p> <p>Has limited understanding of using assessment FOR learning and assessment OF learning in the learning process.</p> | <p>Provides evidence of understanding the need to communicate instructional or organizational expectations to others or has some ideas for communicating this information with others.</p> <p>Indicates value in creating a distributed model of leaders within the building and has some ideas as to this might be done.</p> <p>Is able to identify strengths and weaknesses in student performance and has some knowledge as to how to inform professional development based on needs.</p> <p>Has some understanding of using assessment FOR learning and assessment OF learning in the learning process.</p> | <p>Provides extensive evidence of understanding the need to communicate instructional or organizational expectations both orally and in writing to internal and external stakeholders.</p> <p>Cites experience and success in creating a distributed model of leadership within the building and provides steps for how to accomplish this process with success.</p> <p>Is able to identify strengths and weaknesses in student performance and has extensive experience and understanding as to how to inform professional development based on needs.</p> <p>Has extensive experience and understanding of using assessment FOR learning and assessment OF learning in the learning process.</p> |

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| <p>Requirements specified in the job description related to: <i>Relationship Leader</i></p> <p>Interacts courteously and diplomatically with students, school and system employees, and the general public</p> <p>Exhibits flexibility in anchoring new approaches in the culture, while displaying sensitivity and respect for others' points of view</p> <p>Makes presentations and speaks before groups of all ages</p> <p>Develops communication protocols, ensuring that appropriate channels of communication are utilized to reach stakeholders</p> <p>Uses communication to create a positive school image and build a positive atmosphere where relationships can thrive</p> <p>Establishes and maintains effective working relationships with employees, students, community groups, and others along with building collegiality and consensus around the need for change</p> <p>Builds engaging relationships with external partners and alliances to implement change</p> | | | |
| <p><i>What are some ways you communicate with stakeholders in order to promote support for school improvement?</i></p> <p><i>Give examples of how you have developed partnerships with external stakeholders? How do you sustain and maximize these partnerships?</i></p> <p><i>What, in your opinion, are the most important ingredients in developing and maintaining a positive working relationship with parents, employees, community groups, and students?</i></p> | <p>Provides little or no evidence of having experiences developing and nurturing stakeholder relationships.</p> <p>Displays inadequate communication skills: i.e. appears distracted and ill-at-ease, responses are not consistent with questions asked, does not speak clearly, lacks confidence, uses negative body language, does not maintain eye contact when responding.</p> <p>Is unable to effectively articulate how he/she has established and maintained successful working relationships with supervisors, employees, students, and others.</p> <p>Does not mention the need for building collegiality and consensus around the need for change.</p> | <p>Provides some evidence of having experiences developing and nurturing stakeholder relationships and can give some insight into how to sustain and maximize partnerships.</p> <p>Uses acceptable communication skills: i.e. listens and responds appropriately, speaks clearly, body language is congruous with responses, responds with eye contact.</p> <p>Articulates how he/she has established and maintained successful working relationships with supervisors, employees, students, and others and includes the importance of building collegiality and consensus around the need for change.</p> | <p>Provides significant evidence of having experiences developing and nurturing stakeholder relationships, is able to articulate steps in this process, and provides a wealth of insight into how he/she has strategically sustained and maximized partnerships.</p> <p>Uses outstanding communication skills: listens intently, speaks clearly and with confidence, smiles when appropriate, has warm body language, responds with eye contact, answers the questions that are asked, puts others at ease in the interview process.</p> <p>Provides anecdotal evidence of how he/she has established and maintained successful working relationships with supervisors, employees, students, and others. Refers to the need for collegiality and consensus as critical to enacting sustainable change.</p> |

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| <p>Requirements specified in the job description related to: <i>Performance Leader</i> Administers, coordinates, and directs a high school and all of its operations, leading stakeholder teams in setting and achieving high goals Utilizes failures as opportunities to solve problems and refrains from accepting failures as excuses Commits to the success of the school as a whole (students, faculty, and staff).</p> | | | |
| <p><i>Tell about a time you did not succeed in meeting an objective? How did you respond? What did you learn from that situation?</i></p> <p><i>In your school each instructional staff member has 9-week performance objectives. A very nice teacher does not meet her objectives the first nine weeks. What would you do?</i></p> <p><i>How do you know if teachers are requiring enough of students? How do you ensure rigor?</i></p> <p><i>You are the new principal of a SIG High School. According to your data there are significant gaps in achievement between students with disabilities (SWD) and other subpopulations. What actions would you take?</i></p> | <p>Does not acknowledge failures or does not provide evidence of having grown from negative experiences. Sees failure as a means of “catching someone doing something wrong”, instead of opportunities for growth.</p> <p>Does not appear to place value on measurable outcomes and is reluctant to address non-performance.</p> <p>Cannot provide specific “look-fors” when identifying elements of a rigorous curriculum and has a limited repertoire of how one might increase rigor for all students.</p> <p>Makes excuses for students with disabilities and is reluctant to hold them to the same level of accountability as other students.</p> | <p>Acknowledge failures and provides some evidence of having grown from negative experiences. Utilizes failures as opportunities to solve problems and does not accept excuses.</p> <p>Places value on measurable outcomes and guides others in establishing and reaching attainable goals.</p> <p>Is able to articulate elements of a rigorous curriculum and is able to share ideas for ensuring and monitoring a rigorous curriculum for all students.</p> <p>Expresses confidence in the ability of SWD students and their teachers to meet established goals. Uses data to identify deficient areas and suggests development of an action plan to strategize for improvement.</p> | <p>Readily acknowledge failures and provides evidence of having grown from negative experiences, using past struggles to help others grow. Utilizes failures as opportunities to solve problems and does not accept excuses.</p> <p>Places a high value on measurable outcomes, revealing a desire for setting and attaining personal goals and is eager to collaborate with others in establishing and reaching attainable goals.</p> <p>Stresses the importance of a performance culture where all stakeholders are constantly learning and collaborating on best practices.</p> <p>Speaks knowledgeably regarding elements of a rigorous curriculum and is readily shares multiple strategies for ensuring and monitoring a rigorous curriculum for all students.</p> <p>Expresses confidence in the ability of SWD students and their teachers to meet established goals. Uses data to identify deficient areas, leads teams in conducting root cause analyses, and suggests development of an action plan to address root causes.</p> |

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| <p>Requirements specified in the job description related to: <i>Operations Leader</i></p> <p>Possesses knowledge related to school administration</p> <p>Possesses knowledge of management and supervision of personnel and operations</p> <p>Budgets and manages multiple account functions</p> <p>Establishes and implements, rules, policies, regulations, procedures, and expectations for all staff (including nay-sayers and saboteurs)</p> <p>Assures compliance with GHSA governing rules for sports and other extra curricular events</p> | | | |
| <p><i>What kind of discipline plan have you used? How was it developed? How did you ensure it was consistently implemented?</i></p> <p><i>Tell how you go about managing a budget and maximizing your resources to fit the needs of your school.</i></p> <p><i>Tell about a time when you were faced with dealing with an ineffective employee?</i></p> <p><i>What are some ways you have successfully recruited quality teachers?</i></p> <p><i>How do you make sure good teachers want to stay in your school?</i></p> | <p>Has limited or no experience implementing an effective discipline plan.</p> <p>Has limited or no experience managing a budget or aligning resources to the needs of the school.</p> <p>Has limited or no experience dealing with ineffective employees or appears reluctant to confront non-performance.</p> <p>Has limited or no experience recruiting or hiring personnel.</p> <p>Shows no evidence of having had a plan in place for retaining quality staff.</p> | <p>Has some experience implementing and monitoring an effective discipline plan and provides evidence of collaboration in the development process.</p> <p>Has some experience managing a budget and aligning resources to the school improvement plan.</p> <p>Has experience dealing with ineffective employees and is not afraid to confront non-performance.</p> <p>Has experience recruiting and hiring personnel and can provide specific information regarding the process.</p> <p>Shows evidence of having a plan in place for retaining quality staff, utilizing a system of both tangible and non-tangible rewards and recognitions.</p> | <p>Has extensive experience implementing and monitoring an effective discipline plan, provides evidence of collaboration in the development process, and provides data to substantiate effectiveness.</p> <p>Has extensive experience managing multiple budgets and account functions, showing evidence of alignment of resources to the school improvement plan.</p> <p>Has experience dealing with ineffective employees and is not afraid to confront non-performance. Cites specific instances of successfully managing non-performance and gives outcome results (employee improved performance, was terminated, etc.)</p> <p>Has extensive experience recruiting and hiring high quality personnel and can provide specific information regarding the process and caliber of employees hired.</p> <p>Shows evidence of having a plan in place for retaining quality staff, utilizing a system of both tangible and non-tangible rewards and recognitions.</p> |

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| <p>Requirements specified in the job description related to: <i>Change Leader</i></p> <p>Takes initiative and is persistent in motivating, training, directing, and supervising school faculty and staff</p> <p>Possesses analytical skills and abilities and seeks input on unintended consequences related to anticipated changes</p> <p>Takes corrective action as necessary to sustain change, while supporting transition to new roles or exit strategies for incumbents to support change</p> <p>Leads faculty and staff to continually shape the organizational culture to adapt to and sustain change, while acknowledging success and solutions</p> <p>Confronts inappropriate words and behaviors while managing conflict effectively insofar as these procedures are consistent with the policy of the board concerning discipline of students and staff</p> <p>Expresses the need for and gains the commitment of improvement/change/risk taking through trust and openness</p> <p>Develops, organizes, and directs instructional programs and activities to support change.</p> | | | |
| <p><i>You are the new principal of a Transformational High School. The staff is reluctant to institute the changes required? How would you go about encouraging buy-in? What would you do about those who are trying to sabotage your efforts?</i></p> <p><i>Tell about a time that you had to manage a conflict between two staff members. What did you do? What was the outcome?</i></p> <p><i>How do you develop trust and openness with your staff and students?</i></p> | <p>Indicates minimal commitment or knowledge regarding motivating, directing, and supervising faculty and staff through the change process.</p> <p>Is reluctant to confront those trying to sabotage change efforts.</p> <p>Does not include steps for taking corrective action to shape the organizational culture to adapt to and sustain change.</p> <p>Does not identify a process or need to recognize and reward success and solutions.</p> <p>Has limited ideas for creating an environment of trust and openness with staff and students.</p> | <p>Indicates some commitment and shares knowledge and ideas about how he/she would motivate, direct, and supervise faculty and staff through the change process.</p> <p>Indicates a willingness to confront those trying to sabotage change efforts.</p> <p>Include specific steps for taking corrective action to shape the organizational culture to adapt to and sustain change.</p> <p>Includes ideas regarding and acknowledges a need to recognize and reward success and solutions.</p> <p>Has some ideas for creating an environment of trust and openness with staff and students.</p> | <p>Indicates a strong commitment and shares extensive knowledge and creative ideas about how he/she would motivate, direct, and supervise faculty and staff through the change process.</p> <p>Indicates a willingness to confront those trying to sabotage change efforts and is willing to make hard decisions regarding keeping staff who might undermine efforts.</p> <p>Leads faculty and staff to continually and strategically shape the organizational culture and to adapt to and sustain change.</p> <p>Recognizes the importance of rewarding success in the change process and provides specific ideas regarding how this might be done.</p> <p>Recognizes the importance of creating an environment of trust and openness and gives examples of how to make this happen.</p> |

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Second part of interview included a writing prompt.

High School Principal – SIG Writing Prompt Interviewing Candidate: _____

As the principal for a high school beginning the transformation process, explain the most critical actions that would need to take place in your role as a transformational principal. Please address at least 3 areas you would focus upon as the new principal of this high school.

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- A2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that
- (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and
 - (2) Are designed and developed with teacher and principal involvement.

Actions:

TIMELINE: JUNE 2010-JUNE 2013

School-building leaders can transform their schools and make considerable improvements to the quality of teaching by using evidential reasoning and more appropriate tools to capture evidence to inform decision making.

The Bibb County School District's participation in Class Keys as an evaluation and instructional instrument is intended to bring sustainable change to Rutland High School. Efforts outlined in this proposal will increase student achievement by establishing a systematic and principled way to assess teachers' practices and leadership capacity for measuring, managing, and monitoring the process. Furthermore, the processes and procedures for assessment and evaluation designed to increase student achievement and graduation rates align with the identification of job-embedded professional development as well as rewards and compensation components.

It is the desire of the Bibb County School System to create a performance culture of continuous improvement where district instructional support leaders, school level administrators, and school-based certified personnel have individual growth plans that are specifically tailored to identified areas of need. The intent is to ensure that all those responsible for educating our students are adequately equipped with the skills and knowledge needed to ensure that all students are successful through attainment of personal, targeted goals. To ensure continued growth and teacher reflection of skills, peer observations and shadowing will be available for teachers so that they can observe instruction, the management of instruction, as well as the utilization and integration of technology.

It is imperative that the evaluation instrument for teachers and school level instructional staff be aligned to expectations for growth with emphasis on effective implementation of a standards based classroom. For this reason, Georgia's Class Keys will be used as a model for teacher evaluation. Because this is new for Bibb County, training for both administrators and teachers in the evaluation process will be necessary.

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Using data from the GAPSS analysis along with leading and lagging data indicators, personal and collective areas of strength and identified targeted areas for improvement will be determined. An addendum will be added to the Class Keys instrument/contracts that will reflect specific goals for each year to include both professional development requirements and student achievement. Subjects that have GHSGT and EOCT scores attached to them will have specific performance goals related to student performance on these exams. All other subjects will include achievement goals linked to specific performance indicators within their discipline.

A Principled Approach

Bibb County School District will create and adopt a set of core principles and systematic process as a shared vision of performance assessment. Systemic transformation will result from teachers, teacher leaders, school leaders, and principal efforts centered on school-wide improvement defined by a set of common frameworks. The frameworks will better define the standards of performance required to increase student achievement.

Evidential Reasoning & Decision Support (ERDS) is designed to link leadership, teaching practices, and student achievement, provide tools through which these links can be made productive in the mutual support provided, and use evidence of student learning and teaching practices as the cornerstones of planning, implementing, and assessing quality teaching-learning practices. There are four stages:

Stage 1. Trigger. A trigger is a signal or cue that emerges from an event that causes a person to think about support for teacher growth and success.

Stage 2. Marshalling evidence. Marshalling evidence includes identifying, collecting, and using a wide array of evidence known to help explain events (Schum, 1994) such as planning (lesson plans), teaching (video of practice), and learning (student work samples or student achievement data).

Stage 3. Interpretation: Making sense of the evidence. Sense making can be enhanced by using teaching practices that are aligned with a common framework [CLASS KEYS] that amplify critical attributes known to influence student learning.

Stage 4. Course of action. Select and implement intervention or resource appropriate for improving deficiencies and replicating success in teaching practices.

Action: Teacher and Leader Performance Assessment. To increase teacher and principal effectiveness and improve student achievement, implement

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a fair, rigorous, and objective process to assess teacher and principal performance

TIMELINE: JUNE 2010-JUNE 2013

Instructional Practices- Training on the following: (CLASS KEYS), AP strategies, other measures identified by Rutland HS in consultation with Bibb central office, Principal, Better Seeking Leadership Team, and Teachers:

- Teachers will analyze leading and lagging data indicators to determine personal areas of strength and identify targeted areas for improvement.
- An addendum will be added to the Class Keys instrument/contracts that will reflect specific goals for each year to include both professional development requirements and student achievement.
- Subjects that have GHSGT and EOCT scores attached to them will have specific performance goals related to student performance on these exams.
- All other subjects will include achievement goals linked to specific performance indicators within their discipline.

TIMELINE: IMPLEMENTATION: YEAR 2 AND 3 (2011-2013)

Video is a powerful form of evidence for capturing actual events for live or post-event analysis. In this section we demonstrate how existing technologies give instructional leaders a tool to systematically link triggers, foci, and video evidence to understand with increased certainty and explain events as they really occurred.

The Video Analysis Tool (VAT) is a tool for capturing teaching and learning as it happened. A video camera is easily set up to capture the events and then the video is transferred to the system where it is made available for the teacher, academic coach, peer, and school leader. Directly through the graphical interface, each person is then able to provide high quality feedback, identify and share successes, and provide specific feedback for improvement. This system has been used by thousands of educators in Georgia and across the United States. Veteran and novice teachers alike are able to see their teaching and understand what really happened and therefore make improvements.

In summary, the following illustrates how VAT directly supports ERDS:

VAT for Learning Triggers:

Educators learn about triggers by watching pre-captured events (i.e.,

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instructional strategies not aligned to expected practices) with an instructional leader who points out the specifics of an event that are important. Users also learn to gauge sensitivity to triggers and to act accordingly.

Instruments within the VAT system assist educators' alignment of triggers to standards of practice – thus increasing granularity and clarifying the focus on improving a specific attribute of practice.

VAT for Collecting and Using Evidence:

Live capture and post event upload of video evidence is permitted for the user to see and share classroom practices. Users can capture evidence within close proximity of the actual event (e.g., camera focused on the student group conducting an experiment as it happens in the class). Furthermore, VAT allows for continuous replay and permanent storage for future access.

VAT for Interpretation and Explanations:

Teaching frameworks (teaching and learning standards) and instruments (validated for measuring progress) can be uploaded into the system for subsequent codification of events. The process allows users to assess self and others' practices, gauge progress, and determine specific needs for support.

The system will follow the currently adopted administrator evaluation instrument (Bibb Leadership Evaluation Instrument) for evaluating the principal and assistant principals during the first year of implementation. This instrument, which is aligned to CLASS KEYS and Interstate School Leaders Licensure Consortium (ISLLC) Standards, will be revised during the summer to ensure individualization of expectations based on strengths and needs. During year one of implementation of the grant, the district will explore transitioning to LEADER KEYS.

Providing opportunities for stakeholder involvement in further refining and adopting a shared set of principles to guide efforts to increase student achievement through systematic interpretation of evidence of performance, practice, and organizational structures will be ongoing. Leaders, teachers, and learner will create a stakeholder task force to explore options for providing evidence-informed decision making about professional development, compensation, and systemic matters of performance.

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Clearly, successful implementation and sustainability rests with the school system's ability to tap the existing capacity of Macon State College's Georgia Educator Support Alliance, Georgia Partnership for Excellence in Education (GPEE), Georgia Leadership Institute for School Improvement (GLISI), Regional Educational Service Agencies (RESA), Education Technology Training Centers (ETTC), and the rich environment of Schools of Education who train future teachers and who already act as a network of dissemination, professional learning, and sustained contact with local educators. Second, an integral part of the transformation process is for Bibb County to rebuild its capacity to self sustain continuous improvement. The system will build capacity through the use of academic coaches and a system-wide school improvement specialist. The coaches and specialist will work with the staff to support instruction, assessment, lesson planning and redelivery of professional development. The coaches will facilitate professional learning communities, model classroom instruction, and conduct walk-throughs to monitor the fidelity of professional learning implementation. As the administration and teachers at Rutland institutionalize these new practices, their capacity will be strengthened and the changes can be sustained.

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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>In any system that rewards school faculty and staff for increasing student achievement and the graduation rate, the first concern is how to formulate a reward system that is both fair and equitable. To ensure both fairness and equitability the school staff will be trained in Class Keys during the 2011-2012 school year. This will ensure that the incentive and reward system measures student achievement consistently with all certified staff members in the implementation of the GPS through standards-based instruction. In order to document achievement gains, measurable goals will be set for all teachers in all disciplines. A system that measures growth in both the academic areas as well as fine arts, CTAE, and PE has been established and will be implemented beginning with the 2011-2012 school year (refer to Attachment A3-a below). SMART goals that delineate the standards of growth for each department and teacher will become part of the school's comprehensive school improvement plan. The reward system will be a tiered reward system (refer to Attachment A3-b below).</p> <p>Note: Level 2 includes Level 1 criteria and Level 3 includes Levels 1 and 2 criteria.</p> | <p>Timeline:</p> <p>2011-2012</p> <p>2012-2013</p> |

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Attachment A-3a Employee Goals

| Employee Type | Level 1 | Level 2 | Level 3 |
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| Certified – Non-Classroom Based | | | |
| Media Specialists | Satisfactory CLASS Keys Evaluation | <p>Meet or Exceed the Exemplary Media Program State Developed Rubric (DOE Evaluation)</p> <p>Increase in books checked out from media center by 5%</p> <p>Completion of special project involving students with narrative of project noting number of students reached and evaluation of project by students</p> <p>Shows evidence of working with students where GHSGT scores increased by 5% in all subjects</p> | <p>Shows evidence of working with students where GHSGT scores met school goals</p> <p>Completes Individual Professional Growth Plan</p> <p>Increase in books checked out from media center by more than 5%</p> |
| Counselors | Satisfactory CLASS Keys Evaluation | <p>Shows evidence of working with students where EOCT scores increased 5% in all subjects</p> <p>Shows evidence of working with students where GHSGT scores increased by 5% in all subjects</p> <p>Show evidence of working with students where percent of students graduating on time increased by 5%</p> <p>Students' attendance rate increased by 5%</p> <p>Meet a minimum of 2 times per year with assigned students</p> | <p>Shows evidence of working with students where EOCT scores in all subjects increased by more than 8%</p> <p>Shows evidence of working with students where GHSGT scores met school goals</p> <p>Student attendance increased by more than 5%</p> <p>Classroom disruption referrals decreased more than 5%</p> <p>Completes Individual Professional Growth Plan</p> |

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| | | Develop, implement, and monitor a program targeted to a group of students who are behind in completing graduation. The group will be selected through data and administrative input | |
| Academic Coaches | Satisfactory CLASS Keys Evaluation | <p>Percent of students passing GHSGT increased by 5% in all subjects</p> <p>Percent of students passing EOCT in all subjects increased by 5%</p> <p>Percent of students graduating on time increased by 5%</p> <p>Classroom disruption referrals decreased 5% Graduation rate increased by 5%</p> | <p>Classroom disruption referrals decreased more than 5%</p> <p>Completes Individual Professional Growth Plan</p> <p>EOCT scores in all subjects increased by more than 8%</p> <p>GHSGT scores met school goals</p> |
| Administrators | <ul style="list-style-type: none"> Satisfactory Evaluation | <p>Student attendance increased 5%</p> <p>Student referrals decreased by 5%</p> <p>Increase the number the number of opportunities for parents to be engaged in decision making and in activities improving student achievement by 5%</p> <p>EOCTs increased by 5% in all subjects</p> <p>GHSGT increased by 5% in all subjects</p> <p>Graduation rate increased by 5%</p> | <p>Student attendance increased by more than 5%</p> <p>Classroom disruption referrals decreased more than 5%</p> <p>EOCT scores in all subjects increased by more than 8%</p> <p>GHSGT scores met school goals</p> <p>Completes Individual Professional Growth Plan</p> <p>Increase the number the number of opportunities for parents to be engaged in decision making and in activities improving student achievement by more than 5%</p> |

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| Certified Teachers | | | |
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| <p>Core Academic Teachers Foreign Language Teachers Other Title I/Special Education Certified Instructional Personnel</p> | <p>Satisfactory CLASS Keys Evaluation</p> | <p>EOCTs increased 5% in subject taught for core academic teachers</p> <p>System-wide summative test in content courses without EOCT with 70% pass rate</p> <p>GHSGT increased 5% in all core academic areas</p> <p>For science teachers, increase the number of students participating in system science fair by 10%</p> <p>Graduation rate increased by 5%</p> <p>Other Title I/Special Education personnel increase the EOCTs by 5% in subject area where providing student support</p> <p>Other Title I/Special Education personnel increase the GHSGT by 5% in subject area where providing student support</p> <p>Other Title I/Special Education personnel increase system-wide summative test in content courses without EOCT with 70% pass rate</p> | <p>GHSGT scores met school academic goals</p> <p>Other Title I/Special Education personnel increase the EOCTs by more than 5% in subject area where providing student support</p> <p>Completes Individual Professional Growth Plan</p> |
| <p>Health Teachers</p> | <p>Satisfactory CLASS Keys Evaluation</p> | <p>Shows evidence of working with students and teachers where GHSGT increased 5% in all core academic areas</p> <p>Graduation rate increased by 5%</p> | <p>Shows evidence of working with students and GHSGT scores met school goals</p> <p>Completes Individual Professional Growth Plan</p> |

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| | | System-wide summative test in content courses without EOCT with 70% pass rate | |
| PE Teachers | Satisfactory CLASS Keys Evaluation | Shows evidence of working with students and teachers where GHSGTs in all subjects increased 5% Graduation rate increased by 5% System-wide summative test in content courses without EOCT with 70% pass rate | Shows evidence of working with students where GHSGT scores met school goals Completes Individual Professional Growth Plan |
| Fine Arts Teachers | Satisfactory CLASS Keys Evaluation | Shows evidence of working with students where GHSGTs in all subjects increased 5% Program participation increased by 5% Students participate in regional/state/national competitions increased by 5% Graduation rate increased by 5% System-wide summative test in content courses without EOCT with 70% pass rate | Shows evidence of working with students where GHSGT met school goals Completes Individual Professional Growth Plan |
| CTAE Teachers | Satisfactory CLASS Keys Evaluation | Students participate in regional/state/national competitions increased by 5% Shows evidence of working with students and teachers where GHSGTs in all subjects increased 5% | Shows evidence of working with students where GHSGT scores met school goals Completes Individual Professional Growth Plan |

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| | | <p>80% of CTAE students will score Level 4 or above in the Applied Math and Reading for Information sections of Key Train</p> <p>Increase CTSO participation by 5%</p> <p>Graduation rate increased by 5%</p> | <p>Increase CTSO participation by more than 5%</p> |
| JROTC Teachers | Satisfactory CLASS Keys Evaluation | <p>Shows evidence of working with students and teachers where GHSGTs in all subjects increased 5%</p> <p>Students participate in regional/state/national competitions increased by 5%</p> <p>Student attendance increased by 5% with assigned students</p> <p>Graduation rate increased by 5%</p> <p>System-wide summative test in content courses without EOCT with 70% pass rate</p> | <p>Shows evidence of working with students where GHSGT scores met school goals</p> <p>Completes Individual Professional Growth Plan</p> |

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| Incentives | | | |
|----------------------------------|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Employee Type | Level 1 | Level 2 | Level 3 |
| Certified Teacher Incentives | One day with one additional planning time per semester | Department representatives (2-3) to attend a state/local conference (\$500) \$300 for classroom resources (ex. Math Manipulatives, Science supplies, etc.) | \$750 monetary award Department representatives (2-3) to attend a national conference (\$1,000) |
| Certified Non-Teacher Incentives | One day with one additional planning time per semester | Department representatives (2-3) to attend a state/local conference (\$500) \$150 for department resources (counseling pamphlets, planning guides, etc.) | \$750 monetary award Department representatives (2-3) to attend a national conference (\$1000) |
| Classified | School Spirit Shirt (other funding) | \$50 monetary award | \$250 monetary award |

School Improvement Grant 1003(g) Transformation Model

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.

Actions:

At its core, the school performance improvement effort must involve significant changes in teaching and learning in the classroom that cannot occur without providing teachers and principals with new instructional practices and tools – and the knowledge, safe practice, coaching, feedback, and skills to use them effectively. Accomplishing this requires a systemic and integrated approach of linking goals and strategies to assessed needs, providing professional development to build skills, including coaching, feedback, and support, and ensuring opportunities for safe and collaborative practice.

English Language Arts scores on the GHSGT were 12.1% below the state AMO in 2009, and considering the reading levels in the content areas of social studies and science, teachers must teach reading and writing across the content areas to support student achievement. Professional development for teachers in mathematics, social studies and science must provide opportunities for teachers to learn how to develop lessons that increase student engagement and provide opportunities for problem-solving. Additionally, teachers must learn how to link student performance data to instruction and how to construct assessments that reflect the language of the Georgia Performance Standards.

According to Haycock (1998), teacher effectiveness has been found to play a significant role in student achievement. Students with the best prepared teachers make the greatest gains in standardized assessments. This type of support for students comes about when teachers have strong verbal skills and deep content knowledge. Teachers need to see the connections across fields and to everyday life and be able to tap into student interests to help students see those connections (Darling-Hammond, 1998). Additionally, training in inquiry helps teachers consider multiple perspectives and to use this knowledge to reach all students, particularly those with diverse backgrounds (Darling-Hammond, 1998).

To assist teachers in becoming more effective in providing more meaningful student learning experiences, research on professional development shows:

- Teachers must be actively involved in the learning process
- Teachers must see connections between the learning and their teaching
- The learning must be sustained, ongoing, and intensive

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- Professional learning must be collaborative and allow opportunities for teachers to share knowledge and information with one another (Little, 2003)

Timeline: Years 1 – 3 (2010-13)

To improve the instruction and student achievement at Rutland High school, it is important that staff see the connection between practice and learning. Avenues for implementation, practice, and fidelity must be put in place to ensure capacity for sustaining what is learned and practiced in the 21st learning environment beyond this three year grant cycle. Staff training in technology integration will be conducted in Year 1 with plans for additional technology integration being implemented in Year 2. This will include the purchase of iPods, iPads, and MacBooks in years 2 and 3.

The three-year professional development plan includes practices that will sustain the learning and pedagogy of teachers as well as improve student achievement.

All professional development goals focus upon instructional and assessment practices such as, but not limited to:

- The nature and structure of learning assignments
- Styles of instructional delivery
- Decisions about how to plan and deliver instruction
- Emphasis teachers place on various types of knowledge (connecting GPS with application to problem-solving and everyday experiences)
- Ways teachers assess students' understanding
- Ways teachers provide feedback to students
- Teachers' use of technology in the classroom
- Managing the classroom environment to increase student learning and participation

The academic coaches will work with the teachers and principals to deliver professional development, work with professional learning communities, collaborate with teams of teachers regarding student data, lesson planning and assessment development, and conduct model lessons. They will also be actively involved in the implementation of class keys. Finally, they will have the responsibility of working with teachers to ensure professional development implementation and the fidelity of strategies and methodology. Monitoring fidelity and implementation of practices learned through professional learning will take place through walk-throughs, data collection and evaluation, collaboration meetings, and through individual meetings with teachers.

The academic coaches will play a vital role in the fidelity of professional learning redelivery. Having them in the building with teachers will allow them

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to be able to redeliver professional learning activities during teacher planning periods. This will limit teachers from being out of class and students missing quality instruction. The coaches will also ensure that strategies and instructional plans are implemented consistently throughout the building. While the coaches will be providing support to teachers, their role in the successful implementation of the grant cannot be minimized.

Implementing the Georgia Performance Standards through standards-based instruction is critical for students to not only learn content and skills, but to be able to apply and retained what they have learned. There will be an expectation that standards-based instruction take place consistently and pervasively with fidelity throughout the building. Student achievement data indicates that students do not understand content at the mastery level.

Professional development will focus upon standards-based instruction, differentiation, rigor, math content and pedagogy, literacy instruction, class keys, assessment, and the integration of technology over the next three years.

Professional learning will take place as extended learning time after school, during planning time, during the school day on professional learning days, and before and after the school year.

Timeline: Years 1-3 (2010-2013)

Gifted Endorsement Training

All staff will participate in gifted endorsement training over the three years of the grant. Through the gifted training teachers will gain a greater understanding of differentiation and the individual learning styles and strengths of the students they teach. The teachers will receive their endorsements at the end of the third year.

Timeline: Summer 2010, 2011, 2012

AP Certification

To increase rigor in the classroom, all teachers who do not teach a course that has AP certification, will receive instruction in Pre-AP strategies to increase rigor in their instruction. All teachers who teach a course that can be taught as an AP course will participate in AP training during the summers of 2010 and 2011. Due to the lateness of the initial SIG implementation, teachers were offered the opportunity to select between the 2 summers for training. The two summers of training will also allow teachers to become AP certified in more than one subject if desired.

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Timeline: Year 1 – 2010-2011

Class Keys

All teachers and administrators will participate in Class Keys training with School Keys scaffolded for teachers who have not had School Keys professional development. Through participation in the Class Keys Evaluation training, teacher quality will be increased in the areas of:

- Curriculum and Planning
- Standards-Based Instruction
- Assessment of Student Learning
- Professionalism
- Student Achievement

Timeline: Year 1 – 2010-2011

Teaching in the block will be provided to all teachers through the subject areas. For all courses except mathematics, students take classes in a 4X4 block schedule. Completing a course in one semester requires the student to be present everyday and teachers to maximize the instructional time. There is a high failure rate on EOCTs (over 60%), which indicates that students are not mastering content. An overall training will be conducted with follow-through provided by the academic coaches. The academic coaches will receive training and then work with teachers within each subject area to identify classroom instructional procedures specific to the subject. Maximizing instructional time is the only way to ensure that all students have every opportunity possible to be successful in learning and mastering the GPS.

Timeline: Year 1 – 2010-2011

Literacy

Improving student's ability to comprehend and express their ideas both verbally and through written text prepares them for opportunities in work and post-secondary learning. Additionally, it is important to provide opportunities for students to embrace a love for reading and life long learning, both of which will not occur if students cannot comprehend and read fluently. Finally, through improved literacy students will have greater success in content area studies.

To support students in literacy, active literacy training through the GADOE will take place during the three years of the grant.

Timeline: Year 1 – 2010-2011

Active Literacy Training – This training is offered to teachers and leaders. The training shows teachers – at every grade level and in every subject area –

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how to integrate the teaching of literacy skills into their daily curriculum. With an emphasis on schoolwide collaborative planning, the training shows how curriculum mapping sustains literacy between grade levels and subjects. The training offers teaching strategies to help students in primary through high school do the following:

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

Timeline: Year 1 – 2010-2011

Reading and Writing Across the Curriculum will take place through the individual departments so that specific writing and reading topics can be discussed in relation to the content-driven curriculum.

To support Reading Across the Curriculum Initiatives, the school will participate in a One Book Campaign where a famous author will conduct sessions within the school all day with teachers and students and in evenings with school community. Each student will receive a book for school-wide book study.

Timeline: Years 1-3 – 2010-2013

Mathematics

Student achievement in the area of mathematics has been weak with as much as a 48% failure rate in Math I and Math II on tests.

Eight research-based components contribute to students' long-term success in mathematics:

- Increased instructional time
- Increased teacher content knowledge
- Common aligned assessments
- Common planning times
- Coaching and professional development
- Utilizing technology to motivate students
- Curriculum integration
- Administrator/Parental support

The Math I curriculum has been in place for 2 years and Math II for 1 year. The greatest change in the mathematics is that the content strands are now integrated as opposed to taught in isolated strands (Algebra I, Geometry, Algebra II, Calculus, etc.). This change has required teachers to be able to integrate the strands and be highly proficient in all areas of mathematics.

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Additionally, teachers are required to apply multiple representations of mathematics, alternative approaches to problem solving, and the appropriate use of technology in order to achieve the specified goals of the curriculum.

Math I and Math II support classes require a different approach to math than what is offered in the Math I or II classroom. Students who take Math Support have already demonstrated difficulty in understanding what is presented in the Math I or II classroom. More of the same for Math Support will not help students in understanding content.

The mathematics professional development and resources will focus heavily on differentiation, scaffolding, and acceleration.

Timeline: Years 1-3

The America's Choice Georgia Mathematics 1 and 2 Support Program will be used to help students succeed in Georgia Mathematics 1 and 2 Support Math classes by addressing the prerequisites as well as the concepts and skills introduced in the Math 1 and 2 core program. This year long program ties two key components of performance standards – content standard and illustrative tasks – and perfectly aligns with Georgia Mathematics 1 and 2 so that students can take what they learn in Support and apply it immediately in their Core classes. Students take Math Support because they are failing Math I, II, or III. Content must be presented differently and scaffolding and acceleration must be used to assist students in understanding new content while filling in gaps from prior learning. Teachers will be required to participate in professional development so that resources are used in the manner they were developed. Proper implementation is necessary to see desired results.

Standards-Based Problem Solving for Assessment and Instruction

Level 1 Training for Teachers

Introduction to Standards-based Performance Assessment and Instruction:

The training for Exemplars will take place through the Exemplars Company. This training focuses on the essentials of standards-based performance assessment and instruction to assess both mathematical concepts and skills and to assess problem solving and mathematical communication. Participants gain a better understanding of the NCTM process standards to help build mathematical understanding and to demonstrate the underlying concepts and processes behind this teaching/learning approach. Participants become familiar with performance tasks, mathematical communication and using Exemplars rubrics and benchmark papers for both assessment and instruction. The vocabulary for problem solving, standards and assessment are defined, and problem-solving strategies are explored. Mathematical communication and application of mathematical concepts across math strands, as well as across

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disciplines, will be shown through performance tasks and student work.

Discussion focuses on the link between:

- assessment results,
- standards,
- student involvement,
- problem solving,
- communication,
- student's ability to assess his/her own work, and
- teaching to improve student performance.

The Broad Agenda

- Define the vocabulary of problem solving, standards and assessment
- Gain an understanding of the Exemplars math assessment rubric
- Assess student work using the Exemplars rubric
- Link assessment results to standards and instruction to improve student performance
- Investigate problem-solving strategies
- Differentiate problems to provide appropriate opportunities for all students
- Identify student strengths, weaknesses and mathematical understanding and provide appropriate feedback to students, parents and administrators
- Use Exemplars rubrics to promote peer- and self-assessment

Classroom Modeling: Classroom Modeling allows teachers to actually observe Exemplars being used by students in the classroom, under the tutelage of an *Exemplars* consultant. Components of Classroom Modeling include:

- getting students to communicate their math thinking/reasoning,
- differentiating instruction to meet the needs of students at varying developmental levels,
- helping students become better self-assessors,
- learning to manage the standards-based classroom, and
- using Exemplars for multiple purposes.

This process should be ongoing throughout the professional development plan.

Classroom Observation: This process allows Exemplars Consultants to gain valuable insight into the teaching and learning habits by observing first-hand the classroom practices being implemented. The observation process is invaluable in guiding the focus for subsequent professional development and making appropriate suggestions for improved teaching and learning techniques. This process should be ongoing throughout the professional development plan.

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Timeline: Years 1-3

The Standards-Based Classroom: What to Look For and How to Support Your Teachers:

This workshop provides an opportunity for leaders and administrators to understand the basics of standards-based assessment and instruction and problem solving in their schools' classrooms and learn how to support teachers with the process. Topics include:

- What to look for in a standards-based classroom and how to question students about their mathematical problem-solving and communication;
- Ways to move mathematical problem-solving and communication forward as a whole staff;
- The vocabulary of mathematical problem solving, assessment and communication;
- Types of assessment that an educator incorporates in her/his teaching;
- Applying the Exemplars NCTM-based scoring rubric;
- Linking the Exemplars tasks and scoring rubric to state grade-level expectations (depth of knowledge, state release items, etc.)

The Broad Agenda

- Discuss what to look for in a standards-based classroom and how to question students about their mathematical problem solving and communication
- Discuss ways to move mathematical problem solving and communication forward as a whole staff
- Define the vocabulary of mathematical problem solving, assessment and communication
- Define the types of assessment that an educator incorporates in her/his teaching
- Study and apply the Exemplars NCTM-based scoring rubric
- Link the Exemplars tasks and scoring rubric to state grade-level expectations (depth of knowledge, state release items, etc.)

Level 2 Follow Up Training for Teachers

Using Assessment to Improve Results: Assessing Your Own Students' Work:

For this session participants will bring their own students' work with them to assess. The focus is on examining this work to determine what level students are performing. Strategies for improving learning opportunities are explored. Time is spent addressing specific questions pertaining to the Exemplars assessment rubric to improve scoring validity and reliability. Teachers learn how to embed problem solving into the regular curriculum.

The Broad Agenda

- Assess participants' student work brought from their classrooms to
- inform instruction
- Discuss strengths and weaknesses evident in student work

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- Develop and share strategies for improving learning opportunities
- Address specific questions pertaining to Exemplars assessment rubric to improve scoring validity and reliability
- Learn how to embed problem solving into the regular curriculum
- Investigate strategies for increasing student communication
- Review resources for working/assessment portfolios and use of preliminary data.

Year 1

Exemplars Training

Manipulative Training for Algebraic Concepts - July/August/September 2010-11

Two-day Session, Grades 9–12

Exemplars Problem Solving, Level 1 Teacher Training (One-day Session w/ Classroom Observation)

One-day Session, High School Administrators-*The Standards-Based Classroom: What to Look For and How to Support Your Teachers*

Manipulative Training for Geometric Concepts October/November 2010-11

Follow Up

Two-day Session, Grades 9–12

Exemplars Problem Solving, Level 2 Teacher Training

Classroom Modeling

Manipulative Training for Statistics/Probability January/February 2011

Follow Up - One-day Session

Planning Day With School Leaders and Teachers: Reflections

May 2011 Follow Up - One-day Session, Grades 9–12 –

Planning Day: Next Steps

America's Choice Math Support Training -July and December 2010

Math 1: 5 days PD

Math 2: 5 days PD

Year 2 and 3

TI Math Forward

TI MathForward™ Utilizing TI Specialist – TI provides a certified Instructor and Implementation Specialist to oversee all aspects of the program. They work directly with the campus administrator and mathematics department to schedule training, coaching, and support. This model includes:

- MathForward™ Mathematics Content (one set per teacher)

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- Teacher Training Materials (one set per teacher)
- Activities Exchange Integration - lesson plans/activities aligned to state & district standards
- Administrator Training
- Unlimited Access to the Online Resource Center (includes video mathematician)
- Up to 18 days of Professional Development –Technology Integration – This can be adjusted based on needs of teachers
- 5 days of Professional Coaching (in classroom)

Year 3

TI Math Forward

TI MathForward™ Utilizing TI Specialist – Year 2

- Additional copies of the content and teacher materials
- Unlimited Access to the Online Resource Center (includes video mathematician)
- 11 days of Professional Development – Advanced Technology Integration

In summary, Rutland faculty and Staff will participate in the following professional learning experiences:

- GaDOE Leadership Academy at Callaway Gardens (Administration and Leadership Team) (4 days) – Years 1-3
- Data Team Training (Administration and Data Team) – (See A7)- Years 1-3
- Understanding the use of Data – Full staff (– See A7) – Years 1-3
- Standards Based Classroom/Class Keys – Full Staff (Year 1 – throughout the year) – new staff will be trained in years 2 and 3 (based on staff attrition)
- Teaching in the Block – Full staff (throughout the year)
- AP Training – (Summer Year 1 or Year 2)
- Pre AP Strategies (GADOE) – Full staff (Years 1-3)
- Gifted endorsement – Full staff (Year 1 and Year 2 throughout the year)
- Instructional Leadership (Administration and Academic Coaches) – (Through state, throughout Years 1-3)
- Reading and Writing Across the Curriculum – Years 1-3
- Integrating Technology – Years 1-3

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Attachment A4-b: Professional Learning Calendar

Professional Learning Support

Year 1

| Activity | Description | Person(s)/Group Facilitating | Staff Members Involved | Timeline | Evaluation |
|---------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| GaDOE Leadership Training | Work with the school Leadership Team to review improvement initiatives | GaDOE | Principal Assistant Principals Leadership Team | June 8-11, 2010 Callaway Gardens | Successful implementation of the Transformational model |
| Class Keys Training | Teachers and administrators will be trained in the use of the Class Keys Evaluation System | Karen Wyler- GaDOE Academic Coaches | Administrators Academic Coaches | 3 days for Principal, Asst. Principal and up to 6 Building Leaders: July 23, 2010; Sept. 14, 2010; Spring 2011 redelivery during teachers' planning time 1 day per week for 4 weeks | Classroom Observations; Formal and Informal Walkthroughs |
| Academic coaches Training | Training of Academic coaches to improve job skills | GaDOE (ICCK Academy) | Academic coaches | As scheduled by GADOE | Academic coaches will be evaluated by performance reviews throughout the year |
| AP Summer Institute | Training in Advanced Placement for teachers in their areas of certification | Tandi Pressley, Gifted Director, Bibb County | Open to content area teachers | Summer 2010 July 19 - 23 | Classroom Observations; Formal and Informal Walkthroughs |
| Pre AP Strategies | Training in the use of Pre AP strategies to improve instruction | Dr. Ann Levett, Macon State College | For teachers who do not teach an AP content area | July 26- Early Return Professional Learning | Classroom Observations; Formal and Informal Walkthroughs |
| Gifted Endorsement | Training in Gifted Teaching Strategies | Tandi Pressley, Gifted Director, Bibb County | All | 2 hours per week-for 20 weeks (after school) | Classroom Observations; Formal and Informal Walkthroughs |
| Teaching in the Block | Training in strategies for effective teaching in a 90-minute block | Academic coaches | All | Academic coaches will train during teachers' planning time 1 day per week for 4 weeks by end of Sept. | Classroom Observations; Formal and Informal Walkthroughs |

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| Technology | Training in the integration of technology | ETC | All | November 2010 | Classroom Observations; Formal and Informal Walkthroughs |
| Teacher Evaluation Training (ERDS) | Training in teacher evaluation strategies and the use of videos for teacher evaluation | Dr. Ann Levett, Macon State College | Academic Coaches to redeliver during selected planning periods first semester | 1 st Semester during planning period | Classroom Observations; Formal and Informal Walkthroughs |
| Peer Observations | Teachers will observe peers within their departments at their present school and at other schools | Assistant Principal will coordinate scheduling | All | two -1/2 day scheduled peer observations within the school year | Classroom Observations; Formal and Informal Walkthroughs |
| Shadowing | Teachers will shadow other teachers and/or business partners as appropriate | Assistant Principal will coordinate scheduling | All | in two ½ day scheduled shadowing experiences within the school year | Classroom Observations; Formal and Informal Walkthroughs |
| Active Literacy Training | Training in the use of literacy skills across all curriculum area | Academic coaches | All | Academic coaches will train during teachers' planning time 1 day per week for 4 weeks- (by end of Oct) | Classroom Observations; Formal and Informal Walkthroughs |
| Manipulative Training for Algebraic Concepts | Training in the use of manipulatives for teaching algebraic concepts | Lynn Janes, Math Coordinator, Bibb County | Select Math Teachers | Saturday - Prior to Algebra unit in Math I – Math III | Classroom Observations; Formal and Informal Walkthroughs |
| Manipulative Training for Geometric Concepts | Training in the use of manipulatives for teaching geometric concepts | Lynn Janes, Math Coordinator, Bibb County | Select Math Teachers | Saturday - Prior to Geometry unit in Math I-III | Classroom Observations; Formal and Informal Walkthroughs |
| Manipulative Training for Statistics/Probability | Training in the use of manipulatives for teaching statistics/probability | Lynn Janes, Math Coordinator, Bibb County | Select Math Teachers | Saturday - Prior to Statistics/Probability Unit in Math I-III | Classroom Observations; Formal and Informal Walkthroughs |
| America's Choice Math I Support Training | Training in the support of Math I | Lynn Janes, Math Coordinator, Bibb County | Select Math Teachers + Math III support | July 26, 27, 28- 3 days of Early Return; December 15, 16 (2 days of Furlough) | Classroom Observations; Formal and Informal Walkthroughs |
| America's Choice Math II Support Training | Training in the support of Math II | Lynn Janes, Math Coordinator, Bibb County | Select Math Teachers | July 26, 27, 28- 3 Days of Early Return; | Classroom Observations; Formal and Informal |

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| | | | | December 15, 16 (2 days of Furlough) | Walkthroughs |
| Reading and Writing Across the Curriculum | Training in the integration of reading and writing across all curriculum areas | Academic Coaches | All | TBA - To be concluded by end of October During planning, after school, or Saturday | Classroom Observations; Formal and Informal Walkthroughs |
| Data Analysis/School Improvement Planning | Planning and Training with Teachers in the Analysis of Data | Administrators; Academic Coaches | All | On-going throughout the year for formative and summative data review and school improvement planning- Concludes Day 7 and 8 of furlough days | Classroom Observations; Formal and Informal Walkthroughs |

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Professional Learning Support

Year 2

| Activity | Description | Person(s)/Group Facilitating | Staff Members Involved | Timeline | Evaluation |
|---------------------------|---------------------------------------------------------------------------------------------------|------------------------------------------------|------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| GaDOE Leadership Training | Work with the school Leadership Team to review improvement initiatives | GaDOE | Principal Assistant Principals Leadership Team | Summer 2011 | Successful implementation of the Transformational model |
| AP Summer Institute | Training in Advanced Placement for teachers in their areas of certification | Tandi Pressley, Gifted Director, Bibb County | Open to content area teachers | Summer 2011 | Classroom Observations; Formal and Informal Walkthroughs |
| Gifted Endorsement | Training in Gifted Teaching Strategies | Tandi Pressley, Gifted Director, Bibb County | All | 2 hours per week-for 20 weeks (after hours) | Classroom Observations; Formal and Informal Walkthroughs |
| Teaching in the Block | Training in strategies for effective teaching in a 90-minute block | Academic coaches | New teachers or teachers that need review | Academic coaches will train during teachers' planning time 1 day per week for 4 weeks | Classroom Observations; Formal and Informal Walkthroughs |
| Technology Training | Training in the integration of technology | ETC | All | 1 Day- Early Return Professional Learning | Classroom Observations; Formal and Informal Walkthroughs |
| Peer Observations | Teachers will observe peers within their departments at their present school and at other schools | Assistant Principal will coordinate scheduling | Select Teachers | All teachers will be scheduled to participate in two -1/2 day peer observations within the school year | Classroom Observations; Formal and Informal Walkthroughs |
| Shadowing | Teachers will shadow other teachers and/or business partners as appropriate | Assistant Principal will coordinate scheduling | Select Teachers | All teachers will be scheduled to participate in two ½ day shadowing experiences within the school year | Classroom Observations; Formal and Informal Walkthroughs |
| Active Literacy Training | Training in the use of literacy skills across all curriculum area | Academic coaches | Teachers who did not receive training in Year One | Academic coaches will train during teachers' planning time 1 day per week for 4 weeks | Classroom Observations; Formal and Informal Walkthroughs |
| Math Exemplars Training | Training in the use of math exemplars to | Lynn Janes, Math Coordinator, Bibb | All Math Teachers | 2 days of Early Return; plus 2 days Oct/Nov | Classroom Observations; Formal and Informal |

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| | improve instruction | County | | 1-day session for administrators for support | Walkthroughs |
| Math Forward Year One | Training in the integration of technology in the mathematics classroom | Lynn Janes, Math Coordinator, Bibb County | All Math Teachers | 12 days professional learning during summer and school year- dates TBA | Classroom Observations; Formal and Informal Walkthroughs |
| Data Analysis/School Improvement Planning | Planning and Training with Teachers in the Analysis of Data | Administrators; Academic coaches | All | May 2012 | Classroom Observations; Formal and Informal Walkthroughs |
| Teacher Evaluation Training (VAT) | Training in teacher evaluation strategies and the use of videos for teacher evaluation | Dr. Ann Levett, Macon State College | Academic Coaches to redeliver during selected planning periods first semester | 1 st Semester during planning period | Classroom Observations; Formal and Informal Walkthroughs |

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Professional Learning Support

Year 3

| Activity | Description | Person(s)/Group Facilitating | Staff Members Involved | Timeline | Evaluation |
|-------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------|-------------------------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------------------------------|
| GaDOE Leadership Training | Work with the school Leadership Team to review improvement initiatives | GaDOE | Principal Assistant Principals Leadership Team | Summer 2013 | Successful implementation of the Transformational model |
| AP Summer Institute | Training in Advanced Placement for teachers in their areas of certification | Tandi Pressley, Gifted Director, Bibb County | Open to content area teachers | Summer 2013 | Classroom Observations; Formal and Informal Walkthroughs |
| Gifted Endorsement | Training in Gifted Teaching Strategies | Tandi Pressley, Gifted Director, Bibb County | Teachers who did not receive training in Year Two | 2 hours per week-for 20 weeks (after hours) | Classroom Observations; Formal and Informal Walkthroughs |
| Technology | Training in the integration of technology | ETC | Select Teachers | 1 Day- Early Return Professional Learning | Classroom Observations; Formal and Informal Walkthroughs |
| Math Exemplars Training- Year Two | Training in the use of math exemplars to improve instruction | Lynn Janes, Math Coordinator, Bibb County | All Math Teachers | 2 days of Early Return; plus 1 day- January | Classroom Observations; Formal and Informal Walkthroughs |
| Math Forward Year Two | Training in the integration of technology in the mathematics classroom | Lynn Janes, Math Coordinator, Bibb County | All Math Teachers | 16 days professional learning during summer and school year- dates TBA | Classroom Observations; Formal and Informal Walkthroughs |
| Data Analysis/School Improvement Planning | Planning and Training with Teachers in the Analysis of Data | Administrators; Academic coaches | All | May 2013 | Classroom Observations; Formal and Informal Walkthroughs |
| Teacher Evaluation Training (ERDS) | Training in teacher evaluation strategies and the use of videos for teacher evaluation | Dr. Ann Levett, Macon State College | Academic Coaches to redeliver during selected planning periods first semester | 1 st Semester during planning period | Classroom Observations; Formal and Informal Walkthroughs |

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

Actions: Rutland High School is committed to recruiting and retaining a highly qualified and dedicated staff. A positive consequence to being identified for this grant was that it created a sense of urgency within the staff. They had never viewed themselves as being in need of severe help. The general feeling among many staff members and the community was that most students were doing fine. This pressure has been a positive catalyst in forcing the staff to take a “brutal look at reality.” The leadership team has been very vocal about the need to ensure that there will be support for the principal in eliminating ineffective teachers in a timely manner. They have been assured that there will not only be support, but that this is indeed the expectation.

While incentive options and plans for recognizing excellence will be developed during the summer retreat by the staff, other support opportunities have already been identified:

As Rutland High School transitions to a Professional Learning Community model, the need for teacher leaders will be greater than ever. This distributed leadership model of school improvement will provide opportunities for professional growth and will be formally recognized by the district as leadership roles, thereby qualifying these teacher leaders to seek advanced degrees in educational administration, should they so desire.

As a requirement of employment, all Rutland High School teachers would be required to work extended hours to allow for collaborative planning time, job-embedded professional learning, and parent and student conferencing. This time would be compensated at a rate commensurate with their pay scale.

Teachers would receive stipends for participating in professional learning opportunities and staff planning sessions held on off-contract days.

Teachers will be provided the opportunity to serve as coaches for each other, observing other teachers against clear criteria and providing specific, non-threatening feedback, thus creating a performance culture where each member learns from others. Additionally, a mentoring program for new teachers will be developed and implemented to ensure support structures are in place in addition to that received from within the Professional Learning Communities.

In any system that rewards school faculty and staff for increasing student achievement and the graduation rate, the first concern is how to formulate a reward system that is both fair and equitable. To ensure fairness and equitability, the school staff will be trained in CLASS Keys during the 2010-11 school year. This will ensure that the incentive and reward system

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August 2013

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| <p>measures student achievement consistently with all certified staff members in the implementation of GPS through standards-based instruction. In order to document achievement gains, measurable goals will be set for all teachers in all disciplines. A system that measures growth in the core academic areas through all subjects has been established and will be implemented beginning with the 2011-2012 school year. SMART goals that delineate the standards of growth for each department and teacher will become part of the school's comprehensive school improvement plan. The reward system will be a tiered reward system consisting of 3 tiers.</p> <p>The first tier provides one additional period of planning for one day per semester with a successful Class Keys evaluation and a minimum of 80% of their students achieving 75% on system-wide benchmark assessments.</p> <p>At the second level, teachers gain opportunities for additional professional learning experiences and materials for their classrooms if the school sees 5% gains on EOCTs and GHSGT in all subject areas.</p> <p>Certified staff who reach tier three will receive a \$750 monetary award and opportunities to attend a national conference if the school reaches its school goal.</p> | |
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| A6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. | |
| <p>Actions:</p> <p>The goal of the instructional program is not only to increase academic progress, but also to have more students remain in high school and finish on time. The instructional program for Rutland is designed to improve student achievement as 21st Century learners. The graduation rate over the past three years has moved from 43.8 to 53 percent.</p> <p>The key to preparing students for college or post-secondary learning is a rigorous high school course of study. Therefore, teachers must set college-ready expectations for students, teach rigorous content so that students can apply knowledge in new situations, and use teaching methods that engage students in learning to reason, write, and use information in complex ways. To accomplish this, teachers must use the GPS to guide their planning, instruction, and the development of assessments.</p> <p>In the twenty-first century, students need at least some postsecondary education to earn a decent wage. Most manufacturing jobs, long a good option for high school dropouts to earn a living wage, now require postsecondary training and skills and it is important that high school students know this.</p> <p>The instructional model reflects three broad approaches to teaching and learning:</p> | <p>Timeline:</p> |

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- **Core academics:** a rigorous core academic college-preparatory program for all students that provides opportunities for project-based learning and technology-embedded instruction;
- **Relevance:** a curriculum that is relevant to student interests and/or the world in which they live; and
- **Personalization:** personal relationships between adults and students are fostered to ensure all students are known well by at least one adult.

Timeline: Years 1-3

Beginning in ninth grade, all students will:

- Participate in a common program of study with a rigorous curriculum. Core academic content is organized in specialized subjects, with the expectation that all teachers will teach literacy skills through their content area. Curriculum is presented through a standards-based approach. Technology is integrated for student use and increased understanding
- Meet with a counselor to select a career path that will provide a focus for study and graduation
- Participate in a Teachers as Advisors Program which ensures that the student has a relationship with at least one adult. The Teachers as Advisors Program redelivery will take place during the school year; this is a system-wide initiative that began in the 2010 school year.
- Have opportunities for academic assistance, acceleration, and credit and attendance recovery
- Beginning with the 2011 school year, 9th grades will also participate in the Bridge Program which is a program to support students transitioning from middle school

Students in grades 10-12 will :

- Study common programs of study with a rigorous curriculum. Core academic content is organized in specialized subjects, with the expectation that all teachers will teach literacy skills through their content area. Curriculum is presented through a standards-based, approach. Technology is integrated for student use and increased understanding.
- Meet with a counselor to follow-up on career path on career path and credit progress
- Participate in a Teachers as Advisors Program which ensures that the student has a relationship with at least one adult. The Teachers as Advisors Program redelivery will take place during the school year; this is a system-wide initiative that began in the 2010 school year.
- Have opportunities for academic assistance, acceleration, and credit and attendance recovery

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| <p>Academic Data Points Student achievement in the area of reading has been decreasing over the past 3 years and science and social studies achievement scores on the GHSGT indicate a weakness in science (70% did not meet) and social studies (80% did not meet). Mathematics has been a struggle for Rutland students with only 44.9% of the students meeting expectations. With the AMO rising each year in math, it will be critical to provide math support to students. Additionally, the GHSGT will change next year in the area of mathematics and students will be assessed over Math I, II, and III.</p> <p>To improve student achievement in the classroom and on high-stakes tests, the right questions need to be asked and the right data collected. An education framework will be established which will result in academic growth for students. By using a framework for instruction, the teachers can make better instructional decisions and improve student achievement on a continuing basis.</p> <p>The framework has three major components:</p> <ul style="list-style-type: none">• Curriculum mapping and alignment: What are we going to teach?• Curriculum benchmarking: Did students master the content?• Differentiation: What teaching methods are best for each student? <p>Timeline: Years 1-3 Curriculum Mapping and Alignment Instruction will be based on the Georgia Performance Standards. Teachers will follow the subject pacing guide within each department to ensure that students have equal access to content, resources, and information.</p> <p>Use of Data Data will be used to plot progress, plan and execute instructional interventions, report results, and hold students, teachers, administrators, and school system accountable. Common assessments, both during and after units of study will allow teachers to monitor the academic progress of students. It will allow teachers to identify students who have mastered skills and those who have not. Assessments will be aligned with the GPS will allow teachers to collect data throughout the school year. The data will inform teachers help teachers to plan remediation, tutoring and enrichment.</p> <p>Data driven decisions allow teachers to accurately point out problems, identify students needing intervention, and find solutions.</p> <p>Differentiation As teachers review the assessment data, adjustments will be made in instruction and planning. Differentiated instruction will allow students to access the same classroom curriculum by providing entry points, learning</p> | <p>2010-2013</p> <p>2010-2013</p> <p>2010-2013</p> |
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| <p>tasks, and outcomes based on student needs. The integration of technology to be a valuable tool in helping teachers differentiate instruction for students based on their individual needs.</p> <p>Elements necessary for a supportive transition to high school are personalization, academic assistance, and instruction content practice and support.</p> | <p>2010-2013</p> |
| <p>Timeline: Years 1-3 Personalization</p> <p>A positive school climate — where students and adults know each other well and where adults express care and concern for students’ well-being, intellectual growth, and educational success — is a key motivational element in the learning process for adolescents. Feeling connected to teachers and classmates is a factor that influences student attendance and persistence.</p> | <p>2010-2013</p> |
| <p>Assistance for students who enter high school with poor academic skills</p> <p>Large numbers of students enter urban high schools poorly prepared for academic success. Simply transitioning to high school, with all of its social and academic complexities, leaves many students, especially those who are less academically successful, feeling lost and anonymous and often results in feelings of alienation. These problems may be exacerbated for ninth-graders leaving behind the more family-like environment of middle school.</p> | <p>July 2011-13</p> |
| <p>The summer Bridge program will begin in July 2011. Ninth graders will begin their school year five days earlier than other students. Counselors and teachers will meet with rising ninth grade students and their parents over the summer prior to school to engage in academic planning. Team building activities, goal setting, and an overall introduction to the high school will help to build a foundation for their new high school experience. The students will meet and work with their academic teachers and have an accelerated overview of what they will be studying during the first quarter with explanations about how their learning connects to future academic requirements and opportunities beyond high school.</p> | <p>2010-2013</p> |
| <p>Timeline: Years 1-3 Improving instructional content and practice</p> <p>Technology plays a fundamental role in changing teaching and learning and preparing our students to live and work in the 21st century. Technology can be used for practical and contextual solutions, including: providing access to engaging and rigorous digital content, improving teacher effectiveness, using real-time, on-going data to individualize instruction, creating data and accountability systems to measure student and system performance and developing supportive communities that foster the home, school and</p> | |

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community connection.

Twenty-first century learning environments promote interactive learning, higher level thinking skills and student engagement, whether students are learning math, writing, reading, science or history.

The use of iPod Touch, iPad, and Flip recorder handheld devices will provide another tool to assist our students become more successful learners. This state-of-the-art technology will serve as a catalyst to engage our students as well as our teachers. There are myriad applications for both devices, which address the need for remediation, drill-and-practice, and enhancement. In conjunction with more engaging lessons designed with integrated technologies, it is anticipated that students will benefit from learning tools which provide:

- innovative learning support as new concepts are introduced in class;
- dynamic access to information available on the Web;
- opportunities to collaborate with classmates during classroom activities which foster critical thinking skills;
- authentic resources to support students who return from being absent;
- customized differentiated instruction to supporting students who may benefit from alternative pedagogy due to readiness, interest, and learning styles;
- ongoing learning support for students suspended in-school and out-of-school;
- appropriate and valid learning support for homebound students; and,
- valid learning support for students with special needs

With the use of the Flip recorder, students and teachers can record myriad classroom activities and lessons in high resolution. The video can be downloaded to a computer as an MP4 file and distributed to other students via download directly or from the iTunes repository. The growing collection of podcasts available online provides students with additional resources to compliment the school classroom lessons. Students may choose to download podcasts to their iPods and iPads in order to view them outside of class for remediation and enhancement. Furthermore, students can use the voice recorder feature to capture audio notes.

Timeline: Years 1-3

Literacy Instruction:

Reading is central to learning—in school, in the workplace, and in everyday life. How well children learn to read sets the foundation for their future success. All content knowledge teachers can help their students become better content readers by using reading strategies. Research has shown that when students are given instruction in strategies they make significant gains on measures of reading comprehension over students trained with conventional instruction.

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| <p>Reading strategies draw on the different approaches that good readers use to read actual text in their classrooms. These strategies include making connections, questioning, inferring, determining importance, visualizing, synthesizing, and monitoring for meaning.</p> <p>Literacy instruction in all the content areas will be a focus at Rutland.</p> <p>To support Reading Across the Curriculum Initiatives, the school will participate in a One Book Campaign where a famous author will conduct sessions within the school all day with teachers and students and in evenings with school community. Each student will receive a book for school-wide book study.</p> <p>Timeline: Years 1-3 Mathematics</p> <p>Given the high number of students who are not meeting expectations, Math I and Math II support classes require a different approach to math than what is offered in the Math I or II classroom. Students who take Math Support have already demonstrated difficulty in understanding what is presented in the Math I or II classroom. More of the same for Math Support will not help students in understanding content. Professional Development and resources will focus heavily on differentiation, scaffolding, and acceleration.</p> <p>The Bibb County School District’s plan includes the most critical elements of the most effective high school reform models. We have put together these elements to make a comprehensive intervention of our own. These components are linked directly to the needs indicated by the data of Rutland High School.</p> | <p>2010-2013</p> |
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| <p>A7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> | |
| <p>The continuous use of both leading and lagging data sources is critical to ensuring sustainable academic gains for all students. Teachers must receive training in disaggregating data and viewing data from the perspectives of overall data, data by subpopulations, data their own teaching directly impacted, and data for the individual students they are currently instructing. A critical component to data training will involve setting school improvement goals and conducting root causal analyses based on needs identified through data disaggregation. Once identified, the instructional staff must then understand implications for planning, monitoring, and adjusting the instructional program based on a triangulation of results.</p> | <p>Timeline: 2010-2013</p> |

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Information from the GAPSS analysis identified needs for improvement related to the use of assessments. Based on these recommendations, the following actions will be taken:

- Establish and utilize a data room to analyze student achievement and monitor implementations of standards-based instruction
- Establish and utilize a common benchmark assessment process to drive collaborative instructional planning and to assist in identifying and grouping at-risk students
- Focus on using research-based diagnostic assessments (i.e. software) and interventions on a regular basis to monitor individual student growth in order to improve student achievement.

To ensure that student data is reviewed regularly and used to inform instructional delivery decisions, the data based decision making process at Rutland must be formalized. This will allow teachers to not only exam their student data, but to help them answer the questions, “What are the implications for teaching, learning, and increasing student success?”, and “What specific changes must I make in my instruction to ensure I meet the learning needs of my students?” A formal and well executed process will help teachers identify connections between what is missing, what needs to change and what is working. The expectation is that the staff will exam data from benchmark assessments, universal screenings of basic math and reading skills, classroom assessments, and other available data.

Timeline: Years 1-3

Throughout the grant period the academic coaches will work with teachers collaboratively during planning sessions to provide data training. This will be supported through a district-wide expansion of the 8-step process. The district is focusing its attention on the 8 step process which has been successfully implemented at the elementary and middle school levels, but has not been implemented with fidelity at the high school level. The implementation includes specific attention to disaggregating data to identify gaps in student learning, using formative assessments, and monitoring continued improvement using periodic assessments. The 8 step process professional learning initiative is a district endorsed initiative from which Rutland staff members will use in their daily planning and evaluation of instruction. This process includes the following steps:

- Disaggregating data to identify gaps in student learning
- Developing and using timelines for the teaching process
- Developing and using a school wide instructional focus calendar
- Using formative and summative assessments of student learning
- Developing and providing tutorial activities
- Developing and providing enrichment activities

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| <ul style="list-style-type: none"> • Developing and monitoring a maintenance program • Monitoring continued improvement via periodic assessments <p>To strengthen this critical component of the Rutland High School improvement effort, three major recommendations are proposed. They are:</p> <ul style="list-style-type: none"> ▪ Stronger support for and implementation of the standards based classroom ▪ Understanding and implementation of the GaDOE school improvement process ▪ Creation and use of a school data team <p>Year 1</p> <p>To strengthen this critical component of the Rutland High School improvement effort, the following recommendations are proposed in order to create a 21st Century learning environment:</p> <ul style="list-style-type: none"> • Staff training on data- redelivery by leadership team that attended GADOE Leadership Summer Academy. • Disaggregate data to identify gaps in student learning • Use formative and summative assessments of student learning • Monitor continued improvement via periodic assessments • Provide consistent support and expectations for and implementation of the standards based classroom by all teachers • Strengthen the design and use of formative assessments to modify instruction to meet the needs of individual students. • Use ongoing collaboration, data analysis and review of student work, products and performances to inform instruction. • Use student work and formative assessment to modify instruction to meet student’s needs. • Expand the use of a variety of assessments to monitor student progress and inform instruction. • Integrate the use of technology into instruction <p>The need to ensure that the teachers at Rutland High School know the Georgia Performance Standards and understand the value of a standards based classroom is essential. A professional learning plan for helping the Rutland High School teachers understand and implement the standards based classroom will be executed over year one and continued through years two and three.</p> <p>The new principal at Rutland High School will identify a school data team and determine how it will function. A formal data team should be formed by June 30, 2010. Suggested members might include department chairpersons,</p> | <p style="text-align: center;">Year 1</p> <p style="text-align: center;">June 2010</p> <p style="text-align: center;">June 2010 , June 2011, June 2012</p> |
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| <p>academic coaches, and the other designated personnel. The newly formed team should receive professional development so that they will be able to begin serving the school as the new school year begins. The training gained from the Leadership Academy will provide a foundation for the data team's work.</p> <p>Timeline: Years 1-3 <i>Standards Based Classroom/School Keys/Georgia Performance Standards</i></p> <p>The principal and team will attend the GaDOE Summer Leadership Academy to strengthen the skills of the leadership team in the use of data and research based school improvement processes and tools.</p> <p>After the principal and leadership team complete the GaDOE Summer Leadership Academy in June, they will replicate the training for the entire teaching staff on the school improvement process with specific attention given to the use and analysis of data. This will be conducted in July 2010 prior to the beginning of school. This team will continue to review the information throughout the year across all three years of the grant.</p> <p>Several sources of data will be used to determine whether students are making progress and instruction has been effective. Teachers to inform changes in their instructional planning and delivery can use the data from these sources.</p> <p>The academic coaches will work with teachers collaboratively to assist teachers in designing assessments that measure student understanding of the GPS. Teachers will examine samples of student work, results from unit tests, results from quizzes, and mid-terms tests. Grade distribution reports will also be reviewed to determine whether progress is made and student achievement goals are being met.</p> <p>Thinkgate, benchmark development and data collection software, will be used as a tool to create and monitor benchmark tests and other assessment data at the classroom level, school level, and district level. This application will store information from multiple data sources and differentiate between students' misunderstandings in application or basic skill knowledge. This tool will compare learning from classroom to classroom, enabling collaboration to focus on student achievement as well as effective instructional practices. Benchmark and formal tests can be designed with specific elements of standards taught in a given time. This data will then be used to identify specific skills in need of remediation for specific students as well as to identify students who need acceleration.</p> | August 2010 |
| <p>PSAT, SAT, and ACT score reports will also be reviewed and analyzed to determine student instructional needs and appropriate instructional adjustments.</p> | 2010-2013 |

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School Data Team

The principal and staff will:

- Select the members of the school data team.
- Establish duties and responsibilities of the team.
- Ensure that the data team members receive professional development.
- Identify tools, materials, and processes that will be critical to the data work
- Arrange professional development in the use of data analysis for the full faculty.
- Establish calendars, practices, and processes for the team

School Data Team

1. The data team meets at least twice monthly.
2. Teachers share student achievement results within departments on an ongoing basis.
3. The departments focus on what is working and what is not regarding curriculum alignment.
4. The data team establishes goals based on analysis of data.
5. The data team selects and recommends instructional strategies to meet goals.
6. The data team determines student results indicators.
7. The data team works with administrators to ensure the recommendations are adopted, implemented, and monitored.

Data Collection

1. Data collection includes state assessment reports.
2. Data collection includes formative assessment results.
3. Data collection includes cause data (teacher behaviors that engage students in learning).
4. Data collection includes effect data (student performance).
5. A balance of assessments is used to collect evidence to inform instruction.
6. Data results are publicly communicated throughout our school.
7. Formative assessments are embedded in instruction.
8. Classroom assessments are aligned with learning objectives/Georgia Performance Standards.
9. Learning objectives and Georgia Performance Standards are clearly stated in lesson plans.

Data Analysis

1. Student data are analyzed to determine areas of strength in student performance.

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2. Cause data (adult behaviors) are analyzed to identify replicable practices.
3. Student data are analyzed to determine areas of weakness in student performance.
4. Cause data (adult behaviors) are analyzed to identify problematic practices or policies to address.
5. We examine cohort data to evaluate changes as students move through the school.

Response to Analysis

1. Instructional decisions are based, in part, on formative assessments of prior learning.
2. Instructional decisions are based, in part, on embedded assessments during instruction.
3. Strategies are prioritized to reflect research-based strategies that will have the greatest impact.

Professional learning experiences, including daily coaching and feedback, will be based on the results and recommendations presented by the data team. The findings from classroom monitoring will be provided to teachers throughout the school year.

Years Two and Three

During Years Two and Three, the following should be considered based on the results of year one:

- Continued professional development on using a standards based classroom
- Enhancing the proficiency of the data team through additional professional learning opportunities, possible expansion of the team itself, and additional areas of responsibilities.

The data team will move into advanced data interpretation by:

- examining multi-year data for trends among grades or groups of students.
- using multiple measures to triangulate evidence of trends, strengths and/or weaknesses.
- using multiple measures of student performance to triangulate evidence of students' learning needs.

The data team will redeliver data training to teachers during extended day professional learning sessions.

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| <p>A8. Establish schedules and strategies that provide increased learning time (as defined in this notice).</p> | |
| <p>Actions: Through the Rutland transformation proposal, extended learning will take place as follows:</p> <ul style="list-style-type: none"> • The master schedule will incorporate an additional 30 minutes, daily for the academic support of students. The additional time will be incorporated as a study skills period each day in the morning. Time will be added to the school day by extending the dismissal time. The study skills period will take place during the supervision period with the supervision teacher using school plans designed by the teaching staff. • Summer Bridge- The summer Bridge program will begin in July 2011. Ninth graders will begin their school year five days earlier than other students. Counselors and teachers will meet with rising ninth grade students and their parents over the summer prior to school to engage in academic planning. Team building activities, goal setting, and an overall introduction to the high school will help to build a foundation for their new high school experience. The students will meet and work with their academic teachers and have an accelerated overview of what they will be studying during the first quarter with explanations about how their learning connects to future academic requirements and opportunities beyond high school. • After School Tutoring – After school tutoring will be offered two days per week. Students will have 2.5 hours twice a week for tutoring and acceleration. To ensure full participation, transportation will be available to all students. • Credit or Attendance Recovery will be offered during the school day and also after school three days per week for 2.5 hours each day. To ensure full participation, transportation will be available to all students. • Virtual classes will be available for student seeking advance classes that may not be available onsite. Students will also be encouraged to participate in the USG e-Core program and the Move On When Ready programs <p>The Rutland transformation initiatives not only look at extending learning time, but also focus attention on maximizing the amount of academic learning time during the school day and year. Strategies included in this proposal such as improving standards based instruction throughout the high school curriculum, hands-on instruction, linking content to real life applications, the infusion of technology, and maximizing instructional</p> | <p>Timeline: Years 1-3</p> <p>August 2010</p> <p>July 2011</p> <p>September 2010-2013</p> <p>September 2010-2013</p> <p>September 2010-2013</p> |

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| <p>time all have research-based evidence positively linked to student achievement. The ultimate result will be increased learning time for all students with a focus on rigor and differentiation.</p> <p>Counselors and staff will use days prior to the start of school, between semesters, furlough days, and after the close of school to meet individually with students and families to provide academic counseling and other guidance services. This would be especially critical for students new to the school, those with special needs, or those who are having difficulty in the traditional school setting.</p> | <p>August 2011-13</p> |
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A8 Master Schedule

RUTLAND HIGH SCHOOL

School for International Studies

2009-2010 Regular Bell Schedule

Regular Bell Schedule

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| 7:25 | Warning Bell |
| 7:30-7:45 | Morning Announcements |
| 7:45-9:15 | First Block |
| 9:15-9:20 | Class Change |
| 9:20-10:50 | Second Block |
| 10:50-10:55 | Class Change |
| 10:55-12:55 | Third Block/Lunch |
| 12:55-1:00 | Class Change |
| 1:00-2:30 | Fourth Block |

Lunch Schedule

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|------------------------|-------------|
| 1 st Lunch: | 11:00-11:25 |
| 2 nd Lunch: | 11:30-11:55 |
| 3 rd Lunch: | 12:00-12:25 |
| 4 th Lunch: | 12:30-12:55 |

2010-2011 Regular Bell Schedule

Regular Bell Schedule

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|-------------|-------------------|
| 7:30 | Warning Bell |
| 7:30-9:00 | First Block |
| 9:00-9:30 | Study Skills |
| 9:30-9:35 | Class Change |
| 9:35-11:05 | Second Block |
| 11:05-11:10 | Class Change |
| 11:10-1:10 | Third Block/Lunch |
| 1:10-1:15 | Class Change |
| 1:15-2:45 | Fourth Block |

Lunch Schedule

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|------------------------|-------------|
| 1 st Lunch: | 11:10-11:40 |
| 2 nd Lunch: | 11:40-12:10 |
| 3 rd Lunch: | 12:10-12:40 |
| 4 th Lunch: | 12:40-1:10 |

A8 – Transformation – Increased Learning Time

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| Activity | Description | Groups Involved | Estimated Extended Learning Time |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Daily Instructional Support | Master schedule increased by 30 minutes, daily | All Students | 176 days for additional 30 minutes (88 hours of additional instruction) |
| Summer Bridge | One week prior to school opening to provide support for students in transition from middle school to high school | 9 th grade students | 30 hours |
| After school extended day learning opportunities | tutoring, acceleration, credit and attendance recovery provided to students 3 days per week – 2.5 hours per day | All students | *225 hours *This time can increase for students who have internet access at home as E2020 instructional activities are web-based |
| Virtual classes | Recovery/acceleration | All students | Same as above |

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A9. Provide ongoing mechanisms for family and community engagement.

In the GAPSS analysis report, Rutland is commended for its outreach to parents. (SFC1). As noted in this report, Rutland should continue to create a formal parent teacher organization to allow parents a greater voice in school governance and problem solving. (SFC2).

Like many secondary schools, Rutland High School suffers from a decline in family involvement in their students' education. School representatives report extensive efforts made to involve and engage parents, with disproportionately low returns on their efforts. Some parents report that their efforts to be involved have been rebuffed by the present administration and they feel locked out. All stakeholders, including students, report that the school suffers from a negative perception in the community.

Rutland staff notes that they enjoy the support of several community organizations and has alliances with several area businesses dedicated to providing support for positive change and enhancing its educational program.

Timeline: Years 1-3

The school system is adopting the program 360 Degree of Parent Engagement with the support of the Georgia PTA and Title I. The purpose of the program will be to:

- Offer the most recent research, tools and strategies for successfully wrapping school, home and the community engagement around student achievement outcomes.
- Demonstrate how to consistently target measurable outcomes by relying on guidance from Family Engagement Standards and Factors.
- Coach on how to reach a full circle of accountability and sustainability by activating a synergy of partners from Pre-K to post-secondary.

The objective will be to increase student achievement by engaging and empowering parents to be actively involved in their children's education across all grade levels.

Strategies will include:

- Embed sustainable family, school, and community engagement initiatives in school improvement work to increase student achievement.
- Increase communication between home, school and community through training and collaborative activities that meet the needs of families.

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Fall 2010

Before the beginning of the 2011 school year, principal and staff will name a School, Family, and Community Partnerships Team to provide leadership in this area and develop a plan to increase parent, family and community engagement that includes, but may not be limited to:

- Missions and vision for school, family, and community partnerships
- Guidelines for membership, roles, responsibilities
- Measurable outcomes
- Accountability measures
- Learning and engagement opportunities for staff and parents

The family engagement coordinator and principal will lead the team. A critical function of the team will be to design, plan and provide professional development on family and community engagement researched based practices. These professional development experiences will enhance the school staffs' ability to engage families from diverse backgrounds and parents' abilities to engage effectively with the school and support students' learning. This team will also be charged with developing the work plans, including success indicators, and ensuring resources are available for all required actions by the end of first semester of school year 2010-2011.

As a result of this team's work, the staff will engage families and community representatives more frequently, more meaningfully, more intentionally and more strategically to increase student learning at school, at home, and in the community. Through this work, over the three year period, representatives of families and the general school community will be included in school decisions, planning, activities, visioning, communication, and other school-related activities. This will allow Rutland High School to tap into valuable community resources that can help improve the school. The school staff will also learn how to create and maintain a more welcoming environment for everyone.

This action plan should be available for review by beginning of the 2011 school year. Parent and staff representatives have indicated that they would like to host several successful activities that have been held annually for the past several years. The activities include general school orientation sessions, grade group parent information meetings, open houses, as well as other community outreach events. Parent Visitation Days would be a new component for 2010-2011.

In addition to the usual elements of an action plan, this tentative action plan will reflect:

- The use of a wider variety of communication methods to increase the number of participating families.

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- Specific sessions and publications dedicated to sharing information with the community on the school reform and academic improvement plans.
- Staff development opportunities for identified parent leaders
- Staff development opportunities, which emphasize effective home school communication for staff and parent leaders.
- The use of surveys to evaluate the effectiveness of the school's outreach and programming efforts and focus groups to determine how to increase parent involvement.

Year One

Create the School and Family and Partnerships Team. Once established, the team will be trained to build and execute a comprehensive plan for involving all stakeholders, which mirrors and supports the mission of Rutland High School and the direction of where Rutland High School is in Years 2 and 3.

- Establish team composition
- Establish goals, objectives, timelines, and outcomes
- Develop a two to three year outline that will link the team's activities with the school's goals and reform plan.
- Design and implement an evaluation system of the school's efforts to increase and improve family and community engagement.

Given the feedback from current stakeholders in the Rutland High School community, the following general practices should be considered for adoption and implementation by the principal and staff:

Communication

Use a variety of accessible communication tools on a regular basis, seeking to facilitate clear, two-way interaction through each type of medium.

Establish a calendar of opportunities for families and educators to share "partnering" information such as student strengths and learning preferences.

Provide clear information regarding course expectations and offerings, student placement, school activities, student services, and optional programs in orientation sessions, public television broadcasts, podcasts, radio, public media, school information packages, etc.

Strengthen and formalize the process for providing regular progress reports to families as well as providing support services and follow-up conferences as needed.

Disseminate information on school reform/improvement plans and progress, policies, discipline procedures, assessment tools, and school goals, and engage

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families and community representatives in related decision-making processes when possible.

Schedule and hold conferences with family members at least once every nine weeks (with follow-up as needed) accommodating work schedules and child care needs.

Encourage immediate contact between family members and teachers when concerns arise and as school and district policies require.

Regularly distribute student work for parental/family members' comments and review, particularly during student led conferences, open houses, etc.

Communicate regularly with families regarding positive student behavior and achievement, not just regarding misbehavior or failure.

Provide opportunities for families to communicate with principals and other administrative staff upon request with adequate notice.

Respond to all parent/family member inquiries within two (2) business days.

Enhance the school web site so that it is easy to navigate and contain staff contact information (phone and e-mail) and times to call.

Promote use of software programs (such as Calling Post) that can be customized for pertinent messages to families about school calendars, schedules, events, etc. and Infinite Campus for student grade reports.

Use surveys to assess the community's perception of the school and its effectiveness

Programming

Design and offer a variety of planned, goal oriented programs to engage all parents in their children's education:

- parenting (strategies to promote effective parenting practices at home)
- communicating (strategies to promote positive school-home communication)
- volunteering (opportunities for parents to volunteer or be an audience at school)
- learning at home (learning activities to involve parents with students at home)
- decision making (opportunities to engage in decision making, governance, and advocacy roles at both the school and system level)
- collaborating with the community (activities/events that foster school-community partnerships)

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| <p>Promote informal activities at which families, staff, and community members can interact.</p> <p>Provide professional development opportunities for parent leaders.</p> <p>Offer services to families through the System Family Resource Center.</p> <p>Years Two and Three</p> <p>The outline of the plan for years two and three will be created by the School and Family Partnership Team and the Community Engagement Team based on the following:</p> <ul style="list-style-type: none"> • Established goals and objectives • Expressed needs and those identified through data analyses • Outcomes and evaluation results from work done in year one | |
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| <p>A10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.</p> | |
| <p>Actions:</p> <p>Rutland High School will have sufficient operational flexibility to determine how to best meet the needs of its students. Teacher contracts will be extended a minimum of 12 days, which will assist with professional learning. In addition, teachers will have 2 extended days (4 hours) per week for collaboration and professional learning. Rutland will provide extended hours to allow multiple opportunities for remediation, enrichment, and enhancement for its students after school. There will be operational flexibility for programs such as Bridge and the 3 after school tutoring/credit recovery/attendance recovery/acceleration program.</p> | <p>Timeline:</p> <p>July 15, 2010- June 30, 2011</p> <p>July 2011- June 2012</p> <p>July 2012 – June 2013</p> |

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| <p>A11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p> | |
| <p>Actions:</p> <p>The Bibb County School System will work to ensure effective implementation of the transformation model at Rutland by making certain the following levels of technical assistance and professional support are provided to the school:</p> <ul style="list-style-type: none"> • The Deputy Superintendent for Teaching and Learning will oversee the School Improvement Grant process. Through weekly touch base meetings with the Directors of Teaching and Learning, Gifted, Special | <p>Timeline:</p> <p>Years 1-3</p> |

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Education, and Special Programs, and the System-Wide Improvement Specialist, a focused monitoring of program implementation will be followed. During meetings, progress and adjustments can be made as needed. The deputy superintendent will also meet with the Rutland principal a minimum of once per month to discuss the progress of the grant and steps taken to ensure fidelity of implementation. The deputy superintendent will work with Macon State College, GLISI, and the Department of Education in the coordination of professional development and benchmarking progress. GLISI and Macon State will serve as outside monitors in the review of the fidelity of implementation and progress toward student achievement.

- The Assistant Superintendent of School Administration will conduct walk-throughs at least 2 times per month with the Rutland principal. A major role of the assistant superintendent will be to remove barriers that may be inhibiting the progress of the grant or student achievement.
- The Director of Teaching and Learning and the subject area coordinators will work directly with Rutland in the collection and analysis of data in the making decisions about instructional delivery. The school district uses Thinkgate to align assessments with the standards and produce consistent evaluation across the system. Unit and mini assessments will be scored through Thinkgate to allow quick data collection and focused monitoring of instruction and student achievement. The director and coordinators will assist teachers in the creation of common assessments and will meet with teachers and academic coaches to discuss results.
- The Director of Special Education will conduct a self-monitoring assessment of Rutland to ensure that resources and staff are able to provide the necessary services to students. Co-teaching professional development began in the 2010 school year and the director will work with the staff to ensure fidelity and provide training to any new staff members. The director will assign a coordinator to work with the school to make sure that IEPs are followed and that the needs of the students are addressed through the grant program offerings.
- The Director of the Gifted Education will provide support as the teachers participate in the 3-year study in gaining gifted endorsements. Teachers who already have a gifted endorsement will work with the director to conduct walk-throughs, provide support to teachers in implementing strategies learned, and model lessons for teachers who may have difficulties with strategy implementation.
- The System-Wide School Improvement Specialist for School Improvement will also work with the coaches in examining data and monitoring the planning of teachers. The focus of planning will be the increase of rigor, student engagement, and the transfer of learning to real life situations. The improvement specialist will follow-up with coaches conducting walk-throughs, observing instruction for transfer

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of skills learned through professional learning, and ensure that timelines are followed within the school.

- The Director of Special Programs will work with the principal to make sure that resources and personnel required under the grant are provided. She will also assign a coordinator to work with the school tracking data and meeting with teachers to ensure that the plans established in the grant are followed with fidelity.
- The Bibb County Technology Department will commit extensive time to Rutland to ensure technology needs are addressed with immediate response to work order submittals for operational issues based on prioritization. A district technician will be identified as the direct connect for Rutland. Additionally, the Instructional Technology division will coordinate professional learning support in the area of technology to ensure staff members have the skills and knowledge necessary to fully integrate technology in the classroom.
- The district's Response to Intervention model includes the administration of Aimsweb as the universal screener to determine skill deficits or strengths for individual students, particularly ninth grade students. The RTI System-Wide Coordinator will work with teachers to assist them in identifying interventions and progress monitoring.
- The district will continue to support the credit recovery program, E2020. Additionally, the district will provide support and training to the teachers in the eight step process and 360 degree family engagement program.

The district will align its human, material, and fiscal resources with the interventions included in the transformation model at Rutland to ensure implementation of a curriculum that enables students to achieve expectations for learning, to meet special needs, and to maintain compliance with local, state, and federal regulations. As Rutland revisits and revises its school improvement plan, the Leadership Team will include these district level resources and sources of funding and support for initiatives included in the SIG and subsequently in the plan.

Rutland will receive technical assistance from Macon State College's Georgia Educator Support Alliance (GESA), a professional development unit in the School of Education, and Georgia Leadership Institute for School Improvement (GLISI). Representatives from these organizations will serve as individual hands-on consultants, working with school administration, academic coaches, and faculty to guide the school through the improvement process. GESA and GLISI will work alongside the central office School Improvement Specialist and the Deputy Superintendent for Teaching and Learning to create a collaborative and positive school environment by developing increased leadership capacity in administrators and by building content knowledge in teachers to establish and maintain teaching-learning

Years 1-3

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community. GESA and GLISI will use a broad knowledge of evidence-based resources to address the range of administrative, curricular, or instructional needs that might be present on the school campus. They will act as an external, objective “set of eyes” that provide input and recommendations for school improvement by:

- Building administrator and teacher capacity
- Promoting and facilitating practices that lead to increased school achievement
- Focusing the entire learning community on student achievement

M. Ann Levett, Ed.D. serves as Executive Director of GESA. A Georgia native with considerable experience at all levels of secondary education and administration, Dr. Levett also has a successful history of leading a turnaround Georgia high school, leading a national school reform program at Yale University (Yale School Development Program), and working with schools and districts across the United States and Europe in their reform efforts. GESA is already involved deeply in providing services to Bibb County and is well-positioned to collaborate with and coordinate services that area service providers will offer to the schools in the improvement process.

GLISI, the Georgia Leadership Institute for School Improvement, will be working to align and improve school improvement initiatives. They will provide assistance in building capacity and developing solutions to improve education leadership at all levels, including district leaders, school level administrators, and teacher leaders. GLISI advocates a practice-based learning model and appreciative inquiry as interventions for leader performance improvement. Because sustainable change must be modeled, measured, managed, and supported by leaders, GLISI works with these leaders and their change teams to develop capacity to create and sustain leadership performance processes: Penny Smith, a former award winning Bibb County principal, will continue to serve the system throughout this process. Her expertise is in working with teams to develop a performance culture where data is analyzed, root causes identified, and action plans developed which are consistently managed, measured, and monitored.

GESA and GLISI will provide an outside perspective and expertise in research based practices for improved academic performance. They will provide outside monitoring and assist in the ongoing assessment of the implementation for each plan as approved by the Georgia Department of Education. Each school will receive 36 days of service per academic year. These days will include classroom walkthroughs, feedback sessions based on classroom observations, job embedded professional development as dictated by school needs, school data reviews, monitoring and providing feedback and guidance on action plans, and monthly meetings with school principals, academic coaches, and school leadership teams to discuss progress on implementation of their school improvement efforts.

The following six critical elements of successful student achievement and the

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| B. Conduct a rigorous review process to recruit, screen, and select an external provider to ensure quality. | |
| Actions: Do not complete this section. This item does not apply to the transformation model. | Timeline: |
| C. Align additional resources with the interventions. | |
| Actions: Years 1-3 The Rutland staff members will continue their professional learning in the 8-step process. The district is expanding prior professional learning to a system-wide study of the 8 step process, which includes specific attention to disaggregating data to identify gaps in student learning, using formative assessments, and monitoring continued improvement using periodic assessments. The 8 step process professional learning initiative is a district-endorsed initiative from which Rutland staff members will use in their daily planning and evaluation of instruction. This process includes the following steps: <ul style="list-style-type: none"> • Disaggregating data to identify gaps in student learning • Developing and using timelines for the teaching process • Developing and using a school wide instructional focus calendar • Using formative and summative assessments of student learning • Developing and providing tutorial activities • Developing and providing enrichment activities • Developing and monitoring a maintenance program • Monitoring continued improvement via periodic assessments <p>Rutland High School has access to Title I and Title II funding along with state instructional and staff development monies. Allotments are made based on a system formula to ensure equity of staff across the district. The funding will allow for the schools to employ additional teachers to reduce class size, provide additional opportunities for teachers to choose individual professional development, and to allow other support resources and staff to be identified to increase student achievement.</p> <p>Through local funding, the school has access to the Thinkgate data management software program, which will be used to manage data and design content-related assessments. Reporting data must provide information on items, standards, and performance levels disaggregated by District, School, Teacher, Class, Student, Demographic, State Standards and AYP subgroups. It is this type of powerful data coupled with true standards based instruction that increase student achievement. Thinkgate is used to design benchmarks (both quarterly and as mini assessments) to determine student understanding of the GPS. Additionally, AIMS web will be used as a progress monitoring system based on direct, frequent and continuous student assessment of ninth grade students. The results are reported to students, parents, teachers and administrators via a web-based data management and reporting system to</p> | Timeline: Years 1-3 |

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determine response to instruction. This strategic monitoring system is a data-driven model providing both the universal screening measures and Curriculum-Based Measurement (CBM) providing progress monitoring probes with web-based data management and reporting applications. Together, these components provide a complete system to benchmark and monitor student's acquisition of essential academic skills.

The school system is adopting the program 360 Degree of Parent Engagement with the support of the Georgia PTA and Title I. The program will operate outside the SIG, but will be part of the school's Title I program for family engagement.

Professional learning will take place through the parent engagement facilitator. The purpose of the program will be to:

- Offer the most recent research, tools and strategies for successfully wrapping school, home and the community engagement around student achievement outcomes.
- Demonstrate how to consistently target measurable outcomes by relying on guidance from Family Engagement Standards and Factors.
- Coach on how to reach a full circle of accountability and sustainability by activating a synergy of partners from Pre-K to post-secondary.

The objective will be to increase student achievement by engaging and empowering parents to be actively involved in their children's education across all grade levels.

Strategies will include:

- Embed sustainable family, school, and community engagement initiatives in school improvement work to increase student achievement.
- Increase communication between home, school and community through training and collaborative activities that meet the needs of families.

Before the beginning of the 2011 school year, the principal and staff will create a School, Family, and Community Partnerships Team to provide leadership in this area and develop a plan to increase parent, family and community engagement that includes:

- Missions and vision for school, family, and community partnerships
- Guidelines for membership, roles, responsibilities
- Measurable outcomes
- Accountability measures
- Learning and engagement opportunities for staff and parents

The family engagement coordinator and principal will lead the team. A critical function of the team will be to design, plan and provide professional

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development on family and community engagement researched based practices. These professional development experiences will enhance the school staffs' ability to engage families from diverse backgrounds and parents' abilities to engage effectively with the school and support students' learning. This team will also be charged with developing the work plans, including success indicators, and ensuring resources are available for all required actions by the end of first semester of school year 2010-2011.

As a result of this team's work, the staff will engage families and community representatives more frequently, more meaningfully, more intentionally and more strategically to increase student learning at school, at home, and in the community. Through this work, over the three-year period, representatives of families and the general school community will be included in school decisions, planning, activities, visioning, communication, and other school-related activities. This will allow Rutland High School to tap into valuable community resources that can help improve the school.

In addition to the usual elements of an action plan, this action plan will reflect:

- The use of a wider variety of communication methods to increase the number of participating families.
- Specific sessions and publications dedicated to sharing information with the community on the school reform and academic improvement plans.
- Staff development opportunities for identified parent leaders
- Staff development opportunities, which emphasize effective home school communication for staff and parent leaders.
- The use of surveys to evaluate the effectiveness of the school's outreach and programming efforts and focus groups to determine how to increase parent involvement.

The Teacher/Family Resource Center provides support to teacher and parents in supporting students. The Resource Center is open to teachers, parents, and students, daily and one Saturday per month. The center provides training, technology, and project support-to-support student achievement.

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LEA Application 2010

Attachment 2d
Transformation Model

| D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively. | |
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| <p>Actions: When the district receives approval of the application, the district leadership team will examine every aspect of each plan to determine the specific practices or policies that are needed to implement the intervention fully and effectively.</p> <p>Based on the applications submitted, the district leaders will need to examine transportation schedules, adopted school calendars, school start and end times across the district, the staff evaluation system and timelines, the staff transfer policy and timeline, compensation systems, teacher assignment practices, central office staff assignments, and several other practices or policies. The Superintendent will make the recommendations to the Board of Education on any appropriate and needed policy changes and direct staff to make the necessary changes in practices to ensure the interventions can be carried out successfully.</p> <p>The school's current leadership team should review the completed and approved application for the needed changes within a week of receiving the information from the district. Some changes may require immediate action. When the new principal is selected and the leadership team is assembled, the group will also examine the application for needed changes, exam the findings of the current school leadership team, and review the changes made by the district in response to the applications. This should happen within the first ten days of the principal's tenure.</p> <p>At least two changes in practices have already occurred. There are new criteria being used to hire the new principals of three of four high schools. A new competency matrix has been created for evaluating candidates for these positions. The interview process will be modified to ensure a stronger match between the school and the candidate.</p> <p>A new memorandum of understanding has been created for use in the district that specifies duties, responsibilities, and expectations for all staff related to working at schools involved in the school improvement process. Additional memoranda will be developed for use with parents, students, and community organizations.</p> | <p>Timeline: May 1, 2010</p> |

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| E. Sustain the reform after the funding period ends. | |
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| <p>Actions:</p> <p>The school improvement plan requires that processes, procedures, training, and collaboration take place to support capacity growth for the system and school staff. Instructional and leadership growth will be paramount to sustain the change outlined in the plan.</p> <p>The plan for improvement outlined in the grant provides a platform of support for teacher professional growth, instructional improvements, student support for achievement, and leadership responsibility. The plan will be embedded into the school's Title I school improvement plan.</p> <p>Following the outline of the plan with deliberate implementation and fidelity will build a foundation for sustained reform at the end of the grant's funding period. The use of outside agencies will allow the system to monitor the fidelity of the implementation through the eyes of outside evaluators removed from the day-to-day process of school and system operations. Through those supports the focus for improvement will remain laser-like even through changes may occur in the attrition of personnel.</p> <p>Academic coaches will work with the staff to establish practices that will be sustained after the grant time. The principal will establish a plan for monitoring and ensuring an implementation that is consistent and pervasive.</p> <p>By providing a designated time for tutoring and credit and attendance recovery, students will become more successful and targeted towards on-time graduation.</p> <p>The professional learning, tutoring, and overall student and teacher support will continue beyond the grant. Additionally, it is hoped that the intensity will be able to be lessened the extent that existing Title I and Title II funds will support improvement for teachers and students. The lessening of intensity will be due to the scope of the grant; the consistent implementation and fidelity of implementation of the programs, professional development, and strategies; the increased capacity of the teaching and administrative staff, and improved student achievement.</p> | <p>Timeline:</p> <p>Years 1 - 3</p> |

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LEA Application 2010

Attachment 2d
Transformation Model

LEA Name: Bibb County School System

School Name: Rutland High School

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| Annual Goals: The LEA must establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics to be used to monitor Tier I and Tier II schools. Write the annual goals below. |
| Reading/English Language Arts |
| 2010-2011 School Year The percentage of All students' meeting/exceeding standards in Reading/ELA on the GHSGT will increase 5% or more from the 2010 test results. |
| 2011-2012 School Year The percentage of all students' meeting/exceeding standards on the in Reading/ELA GHSGT will increase 5% or more from the 2011 test results. |
| 2012-2013 School Year The percentage of all students' meeting/exceeding standards on the in Reading/ELA GHSGT will increase 5% or more from the 2012 test results. |
| Mathematics |
| 2010-2011 School Year The percentage of all students' meeting/exceeding standards in Mathematics on the GHSGT will increase at least 10% from the 2010 test results. |
| 2011-2012 School Year The percentage of all students' meeting/exceeding standards in Mathematics on the GHSGT will increase at least 10% from the 2011 test results. |
| 2012-2013 School Year The percentage of all students' meeting/exceeding standards in Mathematics on the GHSGT will increase at least 10% from the 2012 test results. |
| Graduation Rate |
| 2010-2011 School Year The graduation rate for all students will increase at least 10% from the 2010 graduation rate. |
| 2011-2012 School Year The graduation rate for all students will increase at least 10% from the 2011 graduation rate. |
| 2012-2013 School Year The graduation rate for all students will increase at least 10% from the 2012 graduation rate. |

LEA Application 2010

Attachment 4

| LEA Name: Bibb County School District | | | |
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| School Served: Rutland High School | | | |
| Intervention Model: Transformational | | Tier Level: I | |
| Fiscal Year: July 1, 2010 | | through June 30, 2011 | |
| <p>Instructions: Please provide a comprehensive three-year budget for each school to be served with SIG funds. Each fiscal year should be represented by a separate budget detail page. Please provide an accurate description of the services, personnel, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the chosen intervention model. Please reference Appendix B.</p> | | | |
| Object Class | Item Description | Costs | |
| 100 Personnel Services (Salaries) | After- School Tutoring/Credit Recovery/Credit Repair/Attendance Repair Purpose: To provide after school tutoring, credit recovery/repair, attendance repair to all students. For tutoring/attendance recovery: 10 PM Teachers, 2 days a week for 2.5 hours each day for 30 weeks beginning August 30 and ending May 1; teachers will be paid at hourly state rate to provide academic assistance and attendance recovery in identified core content areas for 2 hours with an additional 30 minutes allotted for planning and progress monitoring. (Avg. state rate: \$31 per hour) | 46,500 | |
| | For Credit Recovery/Repair: 4 teachers/3 days a week for 2.5 hours each day for 30 weeks beginning August 30 and ending May 1; teachers will be paid at hourly state rate to provide academic assistance for students who need credit recovery or repair. Teachers will provide services for 2 hours with an additional 30 minutes allotted for planning and progress monitoring. (Avg. state rate: \$31 per hour) | 27,900 | |
| | Transportation: To provide transportation for students participating in after school tutorial/credit recovery program. Bus drivers will be paid at hourly rate. \$13.00 hour/3 busses/2 hours- 3 days per week for 30 weeks | 7,020 | |
| | Staff Retreat 5 days Stipend – 81 Staff members who participate will be paid at their daily state rate (avg. state rate: \$239 per day) | 96,795 | |
| | Teacher/Administrator Evaluation (Class Keys) Training Stipend. One day for 6 teachers at daily state rate. (\$239 per day) | 1,434 | |
| | Substitutes for Class Keys Training- 6 subs for 1 day at daily state rate = \$80 per day | 480 | |
| | AP Summer Institute Stipend – 5.5 days at average state daily rate (\$239 per day) - 12 Teachers in 4 core content areas will participate for 4.5 days with a 1-day follow-up. | 15,774 | |
| | Gifted Endorsement Training Stipend – 72 Teachers will participate 2 hours per week for 20 weeks for a total of 40 hours at state hourly rate (Avg. state rate: \$239 per day) | 89,280 | |
| | Early Return Professional Development 5 days for 81 teachers at avg. state daily rate (\$239 per day) | 96,795 | |
| | Professional Learning Collaboration: 81 teachers will participate in 2 hours of professional learning collaboration per week for 30 weeks at average state hourly rate (avg. state rate = \$31 per hour) | 150,660 | |
| | Professional Learning during 8 Furlough Days at average state daily rate (avg. state rate =) for 81 teachers x 8 days (E2020 training, class keys training, data analysis training, math training, etc- see professional learning grid) | 154,872 | |
| | Substitutes for teacher peer observations: 67 teachers for 2 half-days, \$40 sub cost for half day | 5,360 | |
| | Substitutes for Shadowing- 67 teachers for 2 half-days, \$40 sub cost for half day | 5,360 | |
| | System School Improvement Specialist (1/4 of cost) | 18,750 | |
| | Academic Coach (3)- ELA/Social Studies, Math, Science- Contracted – 200 days, avg. yearly salary: 75,000 | 225,000 | |
| | | | Object Total |
| | | | \$941,980 |

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| 200 | Benefits | PM TEACHERS | 3,813 | |
| | | <p>Tutoring: 10 PM Teachers, 2 days a week for 2.5 hours each day for 30 weeks beginning August 30 and ending May 1; teachers will be paid at hourly state rate to provide academic assistance and attendance recovery in identified core content areas for 2 hours with an additional 30 minutes allotted for planning and progress monitoring. (Avg. state rate:)</p> <p>Credit Recovery = 4 teachers/3 days a week for 2.5 hours each day for 30 weeks beginning August 30 and ending May 1; teachers will be paid at hourly state rate to provide academic assistance for students who need credit recovery or repair. Teachers will provide services for 2 hours with an additional 30 minutes allotted for planning and progress monitoring. (Avg. state rate:)</p> | 2,288 | |
| | | PM Program Bus Drivers \$13.00 hour/3 busses/2 hours | 576 | |
| | | Staff Retreat 5 days Stipend (81 Teachers) | 7,937 | |
| | | Teacher/Administrator Evaluation (Class Keys) Training | 118 | |
| | | Substitutes- Class Keys- 6 Subs | 39 | |
| | | AP Summer Institute Stipend (12 Teachers) | 1,294 | |
| | | Gifted Endorsement Training Stipend (72 Teachers) | 7,321 | |
| | | Early Return Professional Development 81 teachers x 5 days | 7,937 | |
| | | Professional Learning Collaboration | 12,354 | |
| | | Professional Learning- 8 days (81 teachers) | 12,700 | |
| | | Substitutes- Peer Observations 67 half-day subs | 440 | |
| | | Substitutes- Shadowing- 67 half-day subs | 440 | |
| | | System School Improvement Specialist (1/4 of cost) | 7,367 | |
| | | Academic Coach (3) | 88,403 | |
| | | | | Object Total |
| | | | | \$153,027 |
| 300 | Purchased & Technical Services | Technical Support for Bibb County School District implementation of the School Improvement Grant 1003g GA Educators Support Alliance (GESA) and Georgia Leadership Institute for School Improvement (GLISI)- GESA and GLISI will provide technical assistance, external evaluation services, and progress monitoring. (Allocation includes 18 service days per agency per year for a total of 36 days of service at a \$1000 per day) | 36,000 | |
| | | Teacher Evaluation Training- ERDS and VAT training | 5,000 | |
| | | E2020 Training (picked by S. Spaid) | 500 | |
| | | Manipulative Training for Algebraic Concepts | 900 | |
| | | Manipulative Training for Geometric Concepts | 900 | |
| | | Manipulative Training for Statistics/Probability | 900 | |
| | | America's Choice Math I Support Training | 7,500 | |
| | | America's Choice Math II Support Training | 7,500 | |
| | | Apple Professional Development for integration of technology so that teachers have access to engaging and rigorous digital content for students and to improve the effectiveness of their instruction | 10,000 | Object Total |
| | | | | \$69,200 |
| 500 | Other Services | Professional Development Travel for continued SIG Professional Development as directed by DOE (Leadership Training, State Principal Meetings, Active Literacy Training, Coaches Training) | 3,000 | |
| | | | | Object Total |
| | | | | \$ 3,000 |

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|------------|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|---------------------|
| 600 | Supplies | Tutoring/Credit Recovery Instructional Materials | 3,000 | |
| | | Staff Retreat | 5,000 | |
| | | AP Summer Institute | 1,563 | |
| | | Pre- AP Strategies | 500 | |
| | | Gifted Endorsement Training – book for every teacher | 1,563 | |
| | | Teaching in the Block Materials | 500 | |
| | | One Book Campaign – To promote literacy and an appreciation for reading, a book will be purchased for every student to engage in a book study. The author will come to the school and work with students and teachers and will remain in the evening to work with families. | 20,000 | |
| | | E2020 Lab- mobile cart with laptops and supporting equipment utilizing E2020 software to use in classrooms during the day and in the afternoons for remediation and differentiation tutoring/credit recovery/credit repair. | 45,928 | |
| | | PM Program Transportation (gas) | 24,000 | |
| | | 10 Flip Video UltraHD to be used to video classroom lessons | 1,760 | |
| | | 7 MacBook Pro 15, 2.4GHz Intel Core i5 | 11,192 | |
| | | 7 Microsoft Office 2008 Academic Open License | 363 | |
| | | 21 AppleCare Protection Plan for MacBook Pro- Auto Enroll | 1,472 | |
| | | 21 Bretford PowerSync Cart for iPod | 42,503 | |
| | | 15 iPad Wi-Fi 16GB- 10 pack w/AppleCare Protection Plan | 83,700 | |
| | | 80 iPod Touch, 32 GB | 73,674 | |
| | | 7 Parallels Desktop 5.0 for Mac (Academic) | 493 | |
| | | 7 Airport Extreme | 980 | |
| | | Equipment Tracking Software | 5,000 | |
| | | Equipment Scanner | 500 | |
| | | Wireless connectivity (power over Ethernet switches, wireless drops, wireless access points) | 25,000 | |
| | | Electronic supplemental book downloads for electronic readers | 10,000 | |
| | | Professional Learning Books | 2,000 | |
| | | Exemplars Training CD's (contain differentiated tasks for use in instruction) | 815 | |
| | | Manipulative Training for Algebraic Concepts Resource Book \$50 per teacher x 12 teachers | 600 | |
| | | Manipulative Training for Geometric Concepts Resource Book \$50 per teacher x 12 teachers | 600 | |
| | | Manipulative Training for Statistics/Probability Resource Book \$50 per teacher x 12 teachers | 600 | |
| | | America's Choice Math I Support Student Workbook \$90 per student x 250 students | 22,500 | |
| | | America's Choice Math II Support Student Workbook \$90 per student x 145 students | 13,050 | |
| | | ewalks –used to enhance Learning Walks through handheld technology \$200 per device (10) | 2,000 | |
| | | | | Object Total |
| | | | | \$400,856 |
| 700 | Property | | | |
| | (Capitalized Equipment) | | | |
| | | | | Object Total |
| | | | | \$ 0 |
| 800 | Other Objects | | | |
| | | Staff Retreat 5 days | 25,000 | |
| | | Registration AP Summer Institute | 42,000 | |
| | | Registration Gifted Endorsement Training | 6,250 | |

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|------------|-------------------|--------------------------------|--------|---------------------|
| | | Registration One Book Campaign | 20,000 | |
| | | Site License E2020- Year 1 | 40,014 | |
| | | | | Object Total |
| | | | | \$133,264 |
| 900 | Other Uses | | | |
| | | | | |
| | | | | Object Total |
| | | | | \$ 0 |
| | | | | |
| | | School Total | | \$1,701,327 |

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| LEA Name: Bibb County School District | | | |
| School Served: Rutland High School | | | |
| Intervention Model: Transformational | | Tier Level: I | |
| Fiscal Year: July 1, 2011 | | through June 30, 2012 | |
| Instructions: Please provide a comprehensive three-year budget for each school to be served with SIG funds. Each fiscal year should be represented by a separate budget detail page. Please provide an accurate description of the services, personnel, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the chosen intervention model. Please reference Appendix B. | | | |
| Object Class | Item Description | | Costs |
| 100 Personnel Services (Salaries) | <p>After- School Tutoring/Credit Recovery/Credit Repair/Attendance Repair Purpose: To provide after school tutoring, credit recovery/repair, attendance repair to all students. For tutoring/attendance recovery: 10 PM Teachers, 2 days a week for 2.5 hours each day for 30 weeks beginning August 30 and ending May 1; teachers will be paid at hourly state rate to provide academic assistance and attendance recovery in identified core content areas for 2 hours with an additional 30 minutes allotted for planning and progress monitoring. (Avg. state rate: \$31 per hour)</p> <p>For Credit Recovery/Repair: 4 teachers/3 days a week for 2.5 hours each day for 30 weeks beginning August 30 and ending May 1; teachers will be paid at hourly state rate to provide academic assistance for students who need credit recovery or repair. Teachers will provide services for 2 hours with an additional 30 minutes allotted for planning and progress monitoring. (Avg. state rate: \$31 per hour)</p> | | 46,500 |
| | | | 27,900 |
| | Transportation: To provide transportation for students participating in after school tutorial/credit recovery program. Bus drivers will be paid at hourly rate. \$13.00 hour/3 busses/2 hours- 3 days per week for 30 weeks | | 7,020 |
| | Transportation: To provide transportation for students participating in Bridge Program. Bus drivers will be paid at hourly rate of \$13.00 per hour/ 3 busses/ 2 hours for 5 days | | 390 |
| | Staff Retreat 5 days Stipend – 81 Staff members who participate will be paid at their daily state rate (avg. state rate: \$239 per day) | | 96,795 |
| | AP Summer Institute Stipend – 5.5 days at average state daily rate –(\$239 per day) 12 Teachers in 4 core content areas will participate for 4.5 days with a 1-day follow-up. | | 15,774 |
| | Gifted Endorsement Training Stipend – 72 Teachers will participate 2 hours per week for 20 weeks for a total of 40 hours at state hourly rate (avg. state rate: \$239 per day) | | 89,280 |
| | Early Return Professional Development- 81 teachers for 5 days at average state daily rate (avg. state rate = \$239 per day) | | 96,795 |
| | Bridge Teachers for 7 days (only 9 th grade teachers) for 15 teachers for 7 days at average state daily rate (\$239 per day) | | 25,095 |
| | 6 Professional Learning Days with stipend at average state daily rate (avg. state rate = \$239 per day) for 81 teachers- math training, technology training, class keys training, etc) | | 116,154 |
| | Substitutes for teacher peer observations-1/2 of staff; (other observations during planning period) 34 teachers for 2 half-days, \$40 sub cost for half day | | 2,720 |
| | Substitutes for Shadowing-1/4 staff (17 teachers) for 2 half-days; \$40 sub cost for half day | | 1,360 |
| | Certified Teacher Incentives \$750 monetary reward for 67 classroom teachers | | 50,250 |
| | Classified incentives \$50 monetary reward for 5 paraprofessionals | | 250 |
| | Classified incentives \$250 monetary reward for 5 paraprofessionals | | 1,250 |
| | Classified incentives \$50 monetary reward for 14 nutrition workers, 7 custodians, 7 clerk/secretaries (27 total) | | 1,400 |
| | Classified incentives \$250 monetary reward for 14 nutrition workers, 7 custodians, 7 clerk/secretaries (27 total) | | 7,000 |
| | Non-teacher incentives \$750 monetary reward for 3 counselors and 1 instructional coach and 3 academic coaches and (1)Performance Learning Coach (PLC) (8 Total) | | 6,000 |
| | Non-teacher incentives \$750 monetary reward for 1 media specialist, 1 tech specialist (2 total) | | 1,500 |

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|------------|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|---------------------|
| | | Non-teacher incentives \$750 monetary reward for principal | 750 | |
| | | Non-teacher incentives \$750 monetary reward for 3 assistant principals | 2,250 | |
| | | System School Improvement Specialist (1/4 of cost) | 18,750 | |
| | | Academic Coach (3)- ELA/Social Studies, Math, Science- Contracted – 200 days, avg. yearly salary: 75,000 | 225,000 | Object Total |
| | | | | \$840,183 |
| 200 | Benefits | <p>After- School Tutoring/Credit Recovery/Credit Repair/Attendance Repair Purpose: To provide after school tutoring, credit recovery/repair, attendance repair to all students. For tutoring/attendance recovery: 10 PM Teachers, 2 days a week for 2.5 hours each day for 30 weeks beginning August 30 and ending May 1; teachers will be paid at hourly state rate to provide academic assistance and attendance recovery in identified core content areas for 2 hours with an additional 30 minutes allotted for planning and progress monitoring. (Avg. state rate: \$31 per hour)</p> <p>For Credit Recovery/Repair: 4 teachers/3 days a week for 2.5 hours each day for 30 weeks beginning August 30 and ending May 1; teachers will be paid at hourly state rate to provide academic assistance for students who need credit recovery or repair. Teachers will provide services for 2 hours with an additional 30 minutes allotted for planning and progress monitoring. (Avg. state rate: \$31 per hour)</p> | <p>3,813</p> <p>2,288</p> | |
| | | Transportation: To provide transportation for students participating in after school tutorial/credit recovery program. Bus drivers will be paid at hourly rate. \$13.00 hour/3 busses/2 hours- 3 days per week for 30 weeks | 576 | |
| | | Transportation: To provide transportation for students participating in Bridge Program. Bus drivers will be paid at hourly rate of \$13.00 per hour/ 3 busses/ 2 hours for 5 days | 32 | |
| | | Staff Retreat 5 days Stipend (81 teachers) | 7,937 | |
| | | AP Summer Institute Stipend (12 teachers) | 1,294 | |
| | | Gifted Endorsement Training Stipend (72 teachers) | 7,321 | |
| | | Early Return Professional Development (81 teachers) | 7,937 | |
| | | Bridge Teachers for 7 Days (15 teachers) | 2,058 | |
| | | 6 Professional Learning Days with stipend | 9,525 | |
| | | Substitutes- Peer Observations (34 teachers) | 223 | |
| | | Substitutes- Shadowing (17 teachers) | 112 | |
| | | Certified Teacher Incentives \$750 monetary reward for 67 classroom teachers | 4,121 | |
| | | Classified incentives \$50 monetary reward for 5 paraprofessionals | 21 | |
| | | Classified incentives \$250 monetary reward for 5 paraprofessionals | 103 | |
| | | Classified incentives \$50 monetary reward for 14 nutrition workers, 7 custodians, 7 clerk/secretaries (27 total) | 115 | |
| | | Classified incentives \$250 monetary reward for 14 nutrition workers, 7 custodians, 7 clerk/secretaries (27 total) | 574 | |
| | | Non-teacher incentives \$750 monetary reward for 3 counselors, 1 instructional coach, 3 academic coaches and 1 performance learning coach | 492 | |
| | | Non-teacher incentives \$750 monetary reward for 1 media specialist, 1 tech specialist (2 total) | 123 | |
| | | Non-teacher incentives \$750 monetary reward for principal | 62 | |
| | | Non-teacher incentives \$750 monetary reward for 3 assistant principals | 185 | |
| | | System School Improvement Specialist | 7,367 | |
| | | Academic Coach (3) | 88,403 | |
| | | | | Object Total |
| | | | | \$144,682 |
| 300 | Purchased & Technical Services | Technical Support for Bibb County School District implementation of the School Improvement Grant 1003g GA Educators Support Alliance (GESA) and Georgia Leadership Institute for School Improvement (GLISI)- GESA and GLISI will provide technical assistance, external evaluation services, and progress monitoring (Allocation | 24,000 | |

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| | | includes 12 service days per agency per year for a total of 24 days of service at a \$1000 per day) | | |
| | | Apple Professional Development for integration of technology so that teachers have access to engaging and rigorous digital content for students and to improve the effectiveness of their instruction | 5,000 | |
| | | Math Exemplars Training- Year 1 All mathematics teachers will be trained in Exemplars Problem Solving. Follow-up will be provided through classroom observations, modeling, planning, and administrative support. | 9,905 | |
| | | TI Math Forward-teacher training will be provided on the integration of technology in the mathematics classroom. Follow-up will be provided through classroom observations, coaching, and administrative support. Teachers will have unlimited access to the online resources center. | 16,000 | |
| | | | | Object Total |
| | | | | \$54,905 |
| 500 | Other Services | Professional Development Travel for continued SIG Professional Development as directed by DOE (Leadership Training, State Principal Meetings, Active Literacy Training, Coaches Training) | 3,000 | |
| | | | | Object Total |
| | | | | \$3,000 |
| 600 | Supplies | Tutoring/Credit Recovery Instructional Materials | 3,000 | |
| | | Staff Retreat | 5,000 | |
| | | Bridge Program Supplies (Teacher and student instructional supplies) | 3,000 | |
| | | AP Summer Institute | 1,563 | |
| | | Gifted Endorsement Training – book for every teacher | 1,563 | |
| | | One Book Campaign – To promote literacy and an appreciation for reading, a book will be purchased for every student to engage in a book study. The author will come to the school and work with students and teachers and will remain in the evening to work with families. | 20,000 | |
| | | PM Program Transportation (gas) | 24000 | |
| | | Bridge Transportation (gas) | 6720 | |
| | | Electronic supplemental book downloads for electronic readers | 5,000 | |
| | | Professional Learning Books | 2,000 | |
| | | Teacher Incentives \$300 classroom resources for 72 teachers | 21,600 | |
| | | Non-Teacher Incentives \$150 classroom resources for 3 counselors, 1 instructional coach, 1 performance learning coach and 3 academic coaches | 1,200 | |
| | | 10 Flip Video Ultra to be used to video classroom lessons | 1,760 | |
| | | 7 Mac Book Pro 15, 2.4GHz Intel Core i5 | 11,192 | |
| | | 7 Microsoft Office 2008 Academic Open License | 363 | |
| | | 21 Apple Care Protection Plan for MacBook Pro- Auto Enroll | 1,472 | |
| | | 21 Bretford PowerSync Cart for iPod | 42,503 | |
| | | 15 iPad Wi-Fi 16GB- 10 pack w/Applecare Protection Plan | 83,700 | |
| | | 80 iPod Touch, 32 GB | 73,673 | |
| | | 7 Parallels Desktop 5.0 for Mac (Academic) | 493 | |
| | | 7 Airport Extreme | 980 | |
| | | | | Object Total |
| | | | | \$310,782 |
| 700 | Property (Capitalized Equipment) | | | |
| | | | | Object Total |
| | | | | \$0 |

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|------------|----------------------|------------------------------------------|---------------|---------------------|
| 800 | Other Objects | Staff Retreat 5 days | 25,000 | |
| | | Registration AP Summer Institute | 42,000 | |
| | | Registration Gifted Endorsement Training | 6,250 | |
| | | Registration One Book Campaign | 20,000 | |
| | | Site License E2020 (Year 2) | 3,334 | |
| | | | | Object Total |
| 900 | Other Uses | | | 96,584 |
| | | | | |
| | | | | Object Total |
| | | | | \$ 0 |
| | | | | |
| | | | | \$1,450,136 |
| | | School Total | | |

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| LEA Name: Bibb County School District | | | | |
| School Served: Rutland High School | | | | |
| Intervention Model: Transformational | | | Tier Level: I | |
| Fiscal Year: July 1, 2012 | | through June 30, 2013 | | |
| Instructions: Please provide a comprehensive three-year budget for each school to be served with SIG funds. Each fiscal year should be represented by a separate budget detail page. Please provide an accurate description of the services, personnel, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the chosen intervention model. Please reference Appendix B. | | | | |
| Object Class | | Item Description | Costs | |
| 100 | Personnel Services (Salaries) | <p>After- School Tutoring/Credit Recovery/Credit Repair/Attendance Repair Purpose: To provide after school tutoring, credit recovery/repair, attendance repair to all students. For tutoring/attendance recovery: 10 PM Teachers, 2 days a week for 2.5 hours each day for 30 weeks beginning August 30 and ending May 1; teachers will be paid at hourly state rate to provide academic assistance and attendance recovery in identified core content areas for 2 hours with an additional 30 minutes allotted for planning and progress monitoring. (Avg. state rate: \$31 per hour)</p> <p>For Credit Recovery/Repair: 4 teachers/3 days a week for 2.5 hours each day for 30 weeks beginning August 30 and ending May 1; teachers will be paid at hourly state rate to provide academic assistance for students who need credit recovery or repair. Teachers will provide services for 2 hours with an additional 30 minutes allotted for planning and progress monitoring. (Avg. state rate: \$31 per hour)</p> | 46,500 | |
| | | | 27,900 | |
| | | Transportation: To provide transportation for students participating in after school tutorial/credit recovery program. Bus drivers will be paid at hourly rate. \$13.00 hour/3 busses/2 hours- 3 days per week for 30 weeks | 7,020 | |
| | | Transportation: To provide transportation for students participating in Bridge Program. Bus drivers will be paid at hourly rate of \$13.00 per hour/ 3 busses/ 2 hours for 5 days | 390 | |
| | | Staff Retreat 5 days Stipend – 81 Teachers who participate will be paid at their daily state rate (avg. state rate: \$239 per day) | 96,795 | |
| | | AP Summer Institute Stipend – 5.5 days at average state daily rate (\$239 per day) - 12 Teachers in 4 core content areas will participate for 4.5 days with a 1-day follow-up. | 15,774 | |
| | | Gifted Endorsement Training Stipend – 72 Teachers will participate 2 hours per week for 20 weeks for a total of 40 hours at state hourly rate (avg. state rate: \$31 per hour) | 89,280 | |
| | | Early Return Professional Development- 81 teachers for 5 days at average state daily rate (avg. state rate = \$239 per day) | 96,795 | |
| | | Bridge Teachers for 7 days (only 9 th grade teachers) for 15 teachers for 7 days at average state daily rate- \$239 per day | 25,095 | |
| | | Professional Learning during 6 Professional Learning Days at average state daily rate (avg. state rate = \$239 per day) for 81 teachers: math training, technology training) | 116,154 | |
| | | Certified Teacher Incentives \$750 monetary reward for 67 classroom teachers | 50,250 | |
| | | Classified incentives \$50 monetary reward for 5 paraprofessionals | 250 | |
| | | Classified incentives \$250 monetary reward for 5 paraprofessionals | 1,250 | |
| | | Classified incentives \$50 monetary reward for 14 nutrition workers, 7 custodians, 7 clerk/secretaries (27 total) | 1,400 | |
| | | Classified incentives \$250 monetary reward for 14 nutrition workers, 7 custodians, 7 clerk/secretaries (27 total) | 7,000 | |
| | | Non-teacher incentives \$750 monetary reward for (3) counselors, (1) instructional coach, 3 academic coaches (1) Performance Learning Coach(8 Total) | 6,000 | |
| | | Non-teacher incentives \$750 monetary reward for 1 media specialist, 1 tech specialist (2 total) | 1,500 | |
| | | Non-teacher incentives \$750 monetary reward for principal | 750 | |
| | | Non-teacher incentives \$750 monetary reward for 3 assistant principals | 2,250 | |
| | | System School Improvement Specialist (1/4 of cost) | 18,750 | |
| | | Academic Coach (3)- ELA/Social Studies, Math, Science- Contracted – 200 days, avg yearly salary: 75,000 | 225,000 | Object Total |

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|------------|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|---------------------|
| | | | | \$836,103 |
| 200 | Benefits | <p>After- School Tutoring/Credit Recovery/Credit Repair/Attendance Repair Purpose: To provide after school tutoring, credit recovery/repair, attendance repair to all students. For tutoring/attendance recovery: 10 PM Teachers, 2 days a week for 2.5 hours each day for 30 weeks beginning August 30 and ending May 1; teachers will be paid at hourly state rate to provide academic assistance and attendance recovery in identified core content areas for 2 hours with an additional 30 minutes allotted for planning and progress monitoring. (Avg. state rate:)</p> <p>For Credit Recovery/Repair: 4 teachers/3 days a week for 2.5 hours each day for 30 weeks beginning August 30 and ending May 1; teachers will be paid at hourly state rate to provide academic assistance for students who need credit recovery or repair. Teachers will provide services for 2 hours with an additional 30 minutes allotted for</p> | 3,813 | |
| | | | 2,288 | |
| | | Transportation: To provide transportation for students participating in after school tutorial/credit recovery program. Bus drivers will be paid at hourly rate. \$13.00 hour/3 busses/2 hours- 3 days per week for 30 weeks | 576 | |
| | | Transportation: To provide transportation for students participating in Bridge Program. Bus drivers will be paid at hourly rate of \$13.00 per hour/ 3 busses/ 2 hours for 5 days | 32 | |
| | | Staff Retreat 5 days Stipend (81 teachers) | 7,937 | |
| | | AP Summer Institute Stipend (12 teachers) | 1,294 | |
| | | Gifted Endorsement Training Stipend (72 teachers) | 7,321 | |
| | | Early Return Professional Development (81 teachers) | 7,937 | |
| | | Bridge Teachers for 7 Days (15 teachers) | 2,058 | |
| | | Professional Learning during 6 Professional Learning Days | 9,525 | |
| | | Certified Teacher Incentives \$750 monetary reward for 67 classroom teachers | 4,121 | |
| | | Classified incentives \$50 monetary reward for 5 paraprofessionals | 21 | |
| | | Classified incentives \$250 monetary reward for 5 paraprofessionals | 103 | |
| | | Classified incentives \$50 monetary reward for 14 nutrition workers, 7 custodians, 7 clerk/secretaries (28 total) | 115 | |
| | | Classified incentives \$250 monetary reward for 14 nutrition workers, 7 custodians, 7 clerk/secretaries (28 total) | 574 | |
| | | Non-teacher incentives \$750 monetary reward for 3 counselors, 1 instructional coach, 3 academic coaches and 1 performance learning coach | 492 | |
| | | Non-teacher incentives \$750 monetary reward for 1 media specialist, 1 tech specialist (2 total) | 123 | |
| | | Non-teacher incentives \$750 monetary reward for principal | 62 | |
| | | Non-teacher incentives \$750 monetary reward for 3 assistant principals | 185 | |
| | | System School Improvement Specialist | 7,367 | |
| | | Academic Coach (3) | 88,403 | |
| | | | | Object Total |
| | | | | \$144,347 |
| 300 | Purchased & Technical Services | <p>Technical Support for Bibb County School District implementation of the School Improvement Grant 1003g GA Educators Support Alliance (GESA) and Georgia Leadership Institute for School Improvement (GLISI)- GESA and GLISI will provide technical assistance, external evaluation services, and progress monitoring as described in the text. See section A3 and Section B, p. (Allocation includes 6 service days per agency per year for a total of 12 days of service at a \$1000 per day)</p> | 12,000 | |
| | | Apple Professional Development for integration of technology so that teachers have access to engaging and rigorous digital content for students and to improve the effectiveness of their instruction | 5,000 | |
| | | Math Exemplars Training Year 2-All mathematics teachers will be trained in exemplars problem solving and assessing student work. Follow-up will be provided through classroom observations, modeling, planning, and administrative support. | 9,905 | |

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| | | TI Math Forward-teacher training will be provided on the advanced integration of technology in the mathematics classroom. Follow-up will be provided through classroom observations, coaching, and administrative support. Teachers will have unlimited access to the online resources center. | 19,250 | |
| | | | | Object Total |
| | | | | 46,155 |
| 500 | Other Services | Professional Development Travel for continued SIG Professional Development as directed by DOE (Leadership Training, State Principal Meetings, Active Literacy Training, Coaches Training) | 2,000 | |
| | | Certified Teacher Incentives- Travel for national conferences related to subject (\$1400 x 6 people x 10 departments) | 84,000 | |
| | | Certified Teacher Incentives- Travel for state conferences related to subject (\$700 x 6 people x 10 departments) | 42,000 | |
| | | Certified Non-Teacher Incentives- Travel for national conferences related to subject (\$1400 x 2 counselors, 1 instructional coach, 1 performance learning coach, 3 academic coaches, 2 assistant principals, 1 principal) | 14000 | |
| | | Certified Non-Teacher Incentives- Travel for state conferences related to subject (\$700 x 2 counselors, 1 instructional coach, 1 performance learning coach, 3 academic coaches, 2 assistant principals, 1 principal) | 7000 | |
| | | | | Object Total |
| | | | | \$149,000 |
| 600 | Supplies | Tutoring/Credit Recovery Instructional Materials | 3,000 | |
| | | Staff Retreat | 5,000 | |
| | | Bridge Program Supplies (Teacher and student instructional supplies) | 3,000 | |
| | | AP Summer Institute | 1,563 | |
| | | Gifted Endorsement Training – book for every teacher | 1,563 | |
| | | One Book Campaign – To promote literacy and an appreciation for reading, a book will be purchased for every student to engage in a book study. The author will come to the school and work with students and teachers and will remain in the evening to work with families. | 20,000 | |
| | | PM Program Transportation (gas) | 24,000 | |
| | | Bridge Transportation | 6,720 | |
| | | Electronic supplemental book downloads for electronic readers | 5,000 | |
| | | Professional Learning Books | 2,000 | |
| | | Teacher Incentives \$300 classroom resources for 72 teachers | 21,600 | |
| | | Non-Teacher Incentives \$150 classroom resources for 2 counselors, 1 instructional coach, 1 performance learning coach, 3 academic coaches | 1,050 | |
| | | 10 Flip Video UltraHD to be used to video classroom lessons | 1760 | |
| | | 7 MacBook Pro 15, 2.4GHz Intel Core i5 | 11,192 | |
| | | 7 Microsoft Office 2008 Academic Open License | 363 | |
| | | 21 AppleCare Protection Plan for MacBook Pro- Auto Enroll | 1,472 | |
| | | 21 Bretford PowerSync Cart for iPod | 42,503 | |
| | | 15 iPad Wi-Fi 16GB- 10 pack w/AppleCare Protection Plan | 83,700 | |
| | | 80 iPod Touch, 32 GB | 73,674 | |
| | | 7 Parallels Desktop 5.0 for Mac (Academic) | 492 | |
| | | 7 Airport Extreme | 979 | |
| | | | | Object Total |
| | | | | \$310,631 |
| 700 | Property (Capitalized Equipment) | | | |
| | | | | |
| | | | | Object Total |

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|------------|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|---------------------|
| | | | | \$ 0 |
| 800 | Other Objects | | | |
| | | Staff Retreat 5 days | 25,000 | |
| | | Registration AP Summer Institute | 42,000 | |
| | | Registration Gifted Endorsement Training | 6,250 | |
| | | Registration One Book Campaign | 20,000 | |
| | | Site License E2020 (Year 3) | 3,334 | |
| | | Certified Teacher Incentives- Registration fees for national conferences related to subject (\$700 x 6 people x 10 departments) | 42,000 | |
| | | Certified Teacher Incentives- Registration fees for state conferences related to subject (\$300 x 6 people x 10 departments) | 18,000 | |
| | | Certified Non-Teacher Incentives- Registration fees for national conferences related to subject (\$700 x 3 counselors, 1 instructional coach, 1 performance learning coach, 3 academic coaches, 3 assistant principals, 1 principal) | 8,400 | |
| | | Certified Non-Teacher Incentives- Registration fees for state conferences related to subject (\$300 x 3 counselors, 1 instructional coach, 1 performance learning coach, 3 academic coaches, 3 assistant principals, 1 principal) | 3,600 | |
| | | | | Object Total |
| | | | | \$168,584 |
| 900 | Other Uses | | | |
| | | | | |
| | | | | Object Total |
| | | | | \$0 |
| | | | | |
| | | School Total | | \$1,654,820 |

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| Bibb County Public Schools | |
| Job Description | |
| Official Title: SIG High School ELA/Social Studies Academic Coach | Job Code: |
| Working Title: SIG High School ELA/Social Studies Academic Coach | Salary Grade: Salary based on certification and experience; placement on the Georgia Annual Salary Schedule and position supplement(s). |
| Length of Work Year: 200 | Reports To: Building Principals |
| Summary Description of Classification: The SIG High School Academic ELA/Social Studies Coach is a key figure in recognizing, developing, and implementing effective, continuing, and supportive professional development to promote student academic achievement. Must have knowledge of Georgia Performance Standards, standards-based classroom instruction, effective teaching strategies, learning theory, measurement and statistics, adult training strategies, and communication with adults. Human relations, public speaking and writing skills. Problem-solving abilities, ability to organize and conduct staff training programs. Knowledge of technology. | |
| Minimum Qualification Standards | |
| Knowledge, Abilities and Skills: Knowledge of Georgia Performance Standards and current research in ELA/Social Studies. Ability to effectively assess levels of student achievement, analyze test results, and prescribe actions for improvement. Basic knowledge and understanding in the use of current technology, including disaggregation of data. Skills in oral and written communication with students, parents, and others. Ability to plan and implement activities for maximum effectiveness. Ability to work effectively with peers, administrators and others. Demonstrate success in training other professionals. | |
| Education, Training and Experience: Bachelor’s Degree in Secondary ELA or Social Studies Education/Master’s Degree preferred. Valid GA Teacher’s Certificate with certification in Secondary ELA or Social Studies. A minimum of 5 years teaching experience with highly effective evaluations. Experience in working with diverse student populations and programs including RTI and accommodations for varying learning. Other combinations of applicable education, training, and experience which provide the knowledge, abilities, and skills necessary to perform effectively in the position may be considered. | |
| Certificate and License Requirements: Bachelor’s Degree in Secondary ELA or Social Studies/Master’s Degree preferred; Gifted Endorsement and/or Advanced Placement Certification preferred | |
| Physical Demands: While performing the duties of this job, the employee is frequently required to stand and use hands to finger, handle or feel. The employee is occasionally required to walk; sit; reach with hands and arms; climb or balance; stoop, kneel, crouch, or crawl; and talk or hear. The employee must occasionally lift and/or move up to 10 lbs. Specific vision abilities required by this job include close vision and ability to adjust focus. | |
| Special Requirements: Meetings outside of the normal school workday and work week. | |
| Paid Overtime (Y/N): N | |
| Duties and Responsibilities: <ul style="list-style-type: none"> • Modeling best teaching methods and strategies based on the latest research and data • Acting as a resource for strategies and demonstrations for all ELA/Social Studies teachers • Assisting with implementing ELA/Social Studies strategies specific to and across curriculum areas in standards-based classrooms • Providing on-going professional development based on the needs of the school through data analysis and teacher’s identified areas of need • Partnering with local universities/community colleges to connect professional development and teacher preparation • Working with staff to identify students needing additional support • Scaffolds the development of an effective assessment system based on regular examination of professional practice through analysis of student work, focused on effective feedback, and designed to support all | |

teachers and students

- Conducting model lessons, coaching, performing ongoing observations, and providing support to teachers in the standards-based classroom
- Providing classroom follow-up with individual teachers between team meetings and following professional development activities based on teacher need, e.g. modeling, critiquing videos, co-teaching, etc.
- Researching current academic issues, providing teachers with up-to-date research and instructional strategies in the standards-based classroom
- Designs on-going, site-based professional development where teachers support each others' professional growth, focus on the school's unique goals and needs, and move the school improvement plan forward
- Collaborating with teachers to design both formative and summative assessments to determine the impact of the school improvement plan, including its professional learning component on increasing student achievement
- Establishing a relationship with middle school ELA and Social Studies teachers to develop an articulation plan to support student transition from the middle school ELA and Social Studies curriculum to High School ELA and Social Studies
- Maintaining a weekly schedule/log of activities
- Perform other duties as assigned

Class Established:

Date(s) Revised: 5/10

The Bibb County School District will provide reasonable accommodations to qualified individuals with disabilities to allow them to perform the essential functions of the job when such individuals request an accommodation so long as the accommodation does not create an undue financial hardship for the district.

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| Bibb County Public Schools | |
| Job Description | |
| Official Title: SIG High School Math Academic Coach | Job Code: |
| Working Title: SIG High School Math Academic Coach | Salary Grade: Salary based on certification and experience; placement on the Georgia Annual Salary Schedule and position supplement(s). |
| Length of Work Year: 200 | Reports To: Building Principals |
| Summary Description of Classification: The SIG High School Academic Math Coach is a key figure in recognizing, developing, and implementing effective, continuing, and supportive professional development to promote student academic achievement. Must have knowledge of Georgia Performance Standards (GPS), standards based classroom instruction, effective teaching strategies, learning theory, measurement and statistics, adult training strategies, and communication with adults. Human relations, public speaking and writing skills. Problem-solving abilities, ability to organize and conduct staff training programs. Knowledge of technology. | |
| Minimum Qualification Standards | |
| Knowledge, Abilities and Skills: Knowledge of Georgia Performance Standards (GPS) and current research in Mathematics. Ability to effectively assess levels of student achievement, analyze test results, and prescribe actions for improvement. Basic knowledge and understanding in the use of current technology, including disaggregation of data. Skills in oral and written communication with students, parents, and others. Ability to plan and implement activities for maximum effectiveness. Ability to work effectively with peers, administrators and others. Demonstrate success in training other professionals. | |
| Education, Training and Experience: Bachelor's Degree in Secondary Math Education/Master's Degree preferred. Gifted Endorsement and Advanced Placement certification preferred. Valid GA Teacher's Certificate with certification in Secondary Education and Mathematics. A minimum of 5 years teaching experience with highly effective evaluations. Experience in working with diverse student populations and programs including RTI and accommodations for varying learning. Other combinations of applicable education, training, and experience which provide the knowledge, abilities, and skills necessary to perform effectively in the position may be considered. | |
| Certificate and License Requirements: Bachelor's Degree in Secondary Education and Mathematics /Master's Degree preferred; Gifted Endorsement and Advanced Placement certification preferred. | |
| Physical Demands: While performing the duties of this job, the employee is frequently required to stand and use hands to finger, handle or feel. The employee is occasionally required to walk; sit; reach with hands and arms; climb or balance; stoop, kneel, crouch, or crawl; and talk or hear. The employee must occasionally lift and/or move up to 10 lbs. Specific vision abilities required by this job include close vision and ability to adjust focus. | |
| Special Requirements: Meetings outside of the normal school workday. | |
| Paid Overtime (Y/N): N | |
| Duties and Responsibilities: <ul style="list-style-type: none"> • Modeling best teaching methods and strategies based on the latest research and data • Acting as a resource for strategies and demonstrations for all Math teachers • Assisting with implementing math strategies specific to and across curriculum areas in standards-based classrooms • Providing on-going professional development based on the needs of the school through data analysis and teacher's identified areas of need • Partnering with local universities/community colleges to connect professional development and teacher preparation • Working with staff to identify students needing additional support • Scaffolds the development of an effective assessment system based on regular examination of professional | |

practice through analysis of student work, focused on effective feedback, and designed to support all teachers and students

- Conducting model lessons, coaching, and performing ongoing observations, and providing support to teachers in the standards based classroom
- Providing classroom follow-up with individual teachers between team meetings and following professional development activities based on teacher need, e.g. modeling, critiquing videos, co-teaching, etc.
- Researching current academic issues, providing teachers with up-to-date research and instructional strategies in the standards based classroom
- Designs on-going, site-based professional development where teachers support each others' professional growth, focus on the school's unique goals and needs, and move the school improvement plan forward
- Collaborating with teachers to design both formative and summative assessments to determine the impact of the school improvement plan, including its professional learning component on increasing student achievement
- Establishing a relationship with middle school Math teachers to develop an articulation plan to support student transition from GPS Math 8 to High School Math 1
- Maintaining a weekly schedule/log of activities
- Perform other duties as assigned

Class Established:

Date(s) Revised: 5/10

The Bibb County School District will provide reasonable accommodations to qualified individuals with disabilities to allow them to perform the essential functions of the job when such individuals request an accommodation so long as the accommodation does not create an undue financial hardship for the district.

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| Bibb County Public Schools | |
| Job Description | |
| Official Title: SIG High School Science Academic Coach | Job Code: |
| Working Title: SIG High School Science Academic Coach | Salary Grade: Salary based on certification and experience; placement on the Georgia Annual Salary Schedule and position supplement(s). |
| Length of Work Year: 200 | Reports To: Building Principals |
| Summary Description of Classification: The SIG High School Academic Science Coach is a key figure in recognizing, developing, and implementing effective, continuing, and supportive professional development to promote student academic achievement. Must have knowledge of Georgia Performance Standards(GPS), standards based classroom, effective teaching strategies, learning theory, measurement and statistics, adult training strategies, and communication with adults. Human relations, public speaking and writing skills. Problem-solving abilities, ability to organize and conduct staff training programs. Knowledge of technology. | |
| Minimum Qualification Standards | |
| Knowledge, Abilities and Skills: Knowledge of Georgia Performance Standards (GPS) and current research in Science. The Science Coach will provide support to teachers implementing the GPS and direct instructional services related to scientific literacy and inquiry-based instruction for students. Emphasis will be on utilizing the coaching model to facilitate the successful implementation of researched based scientific literacy instruction. Ability to effectively assess levels of student achievement, analyze test results, and prescribe actions for improvement. Basic knowledge and understanding in the use of current technology, including disaggregation of data. Skills in oral and written communication with students, parents, and others. Ability to plan and implement activities for maximum effectiveness. Ability to work effectively with peers, administrators and others. Demonstrate success in training other professionals. | |
| Education, Training and Experience: Bachelor’s Degree in Secondary Science Education/Master’s Degree preferred. Gifted Endorsement and Advanced Placement certification preferred. Valid GA Teacher’s Certificate with certification in Secondary Education and Science. A minimum of 5 years teaching experience with highly effective evaluations. Experience in working with diverse student populations and programs including RTI and accommodations for varying learning. Other combinations of applicable education, training, and experience which provide the knowledge, abilities, and skills necessary to perform effectively in the position may be considered. | |
| Certificate and License Requirements: Bachelor’s Degree in Secondary Education and Science/Master’s Degree preferred; Gifted Endorsement and Advanced Placement certification preferred. | |
| Physical Demands: While performing the duties of this job, the employee is frequently required to stand and use hands to finger, handle or feel. The employee is occasionally required to walk; sit; reach with hands and arms; climb or balance; stoop, kneel, crouch, or crawl; and talk or hear. The employee must occasionally lift and/or move up to 10 lbs. Specific vision abilities required by this job include close vision and ability to adjust focus. | |
| Special Requirements: Meetings outside of the normal school workday. | |
| Paid Overtime (Y/N): N | |
| <p>Duties and Responsibilities:</p> <ul style="list-style-type: none"> • Modeling best teaching methods and strategies based on the latest research and data • Acting as a resource for strategies and demonstrations for all Science teachers • Assisting with implementing Science strategies specific to and across curriculum areas in standards-based classrooms • Providing on-going professional development in Science content and pedagogy to assist classroom teachers with delivery and coordination of Science resources based on the needs of the school through data analysis and teacher’s identified areas of need • Plans and implements a professional development schedule to include topics related to Science standards, reading in content areas, inquiry-based instruction, effective implementation of differentiated instruction, | |

and analyzing and utilizing student assessment data

- Partnering with local universities/community colleges to connect professional development and teacher preparation
- Working with staff to identify students needing additional support
- Scaffolds the development of an effective assessment system based on regular examination of professional practice through analysis of student work, focused on effective feedback, and designed to support all teachers and students
- Conducting model lessons, coaching, and conducting ongoing observations and providing support to teachers in the standards based classroom
- Providing classroom follow-up with individual teachers between team meetings and following professional development activities based on teacher need, e.g. modeling, critiquing videos, co-teaching, etc.
- Researching current academic issues, providing teachers with up-to-date research and instructional strategies in the standards based classroom
- Designs on-going, site-based professional development where teachers support each others' professional growth, focus on the school's unique goals and needs, and move the school improvement plan forward
- Collaborating with teachers to design both formative and summative assessments to determine the impact of the school improvement plan, including its professional learning component on increasing student achievement
- Establishing a relationship with middle school Science teachers to develop an articulation plan to support student transition from Middle grades Science to High School Science
- Maintaining a weekly schedule/log of activities
- Perform other duties as assigned

Class Established:

Date(s) Revised: 5/10

The Bibb County School District will provide reasonable accommodations to qualified individuals with disabilities to allow them to perform the essential functions of the job when such individuals request an accommodation so long as the accommodation does not create an undue financial hardship for the district.

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| Bibb County Public Schools | |
| Job Description | |
| Official Title: System-Wide School Improvement Specialist for School Improvement High Schools | Job Code: |
| Working Title: | Salary Grade: Salary based on certification and experience; placement on the Georgia Annual Salary Schedule and position supplement(s). |
| SIG System-Wide School Improvement Specialist | |
| Length of Work Year: 200 | Reports To: Deputy Superintendent for Teaching and Learning |
| Summary Description of Classification: The SIG System-Level School Improvement Specialist is a key figure in recognizing, developing, and implementing effective, continuing, and supportive professional development to promote student academic achievement. Must have knowledge of Georgia Performance Standards, standards-based classroom instruction, effective teaching strategies, learning theory, measurement and statistics, adult training strategies, and communication with adults. Human relations, public speaking and writing skills. Problem-solving abilities, ability to organize and conduct staff training programs. Knowledge of technology. | |
| Minimum Qualification Standards | |
| Knowledge, Abilities and Skills: Knowledge of Georgia Performance Standards and current research. Ability to effectively assess levels of student achievement, analyze test results, and prescribe actions for improvement. Basic knowledge and understanding in the use of current technology, including disaggregation of data. Skills in oral and written communication with students, parents, and others. Ability to plan and implement activities for maximum effectiveness. Ability to work effectively with peers, administrators and others. Demonstrate success in training other professionals. | |
| Education, Training and Experience: Master’s Degree in Secondary ELA, Mathematics, Science, or Social Studies/Master’s Degree. Valid GA Teacher’s Certificate with certification in Secondary ELA, Mathematics, Science, or Social Studies. A minimum of 7 years teaching experience with highly effective evaluations. Experience in working with diverse student populations and programs including RTI and accommodations for varying learning. Other combinations of applicable education, training, and experience which provide the knowledge, abilities, and skills necessary to perform effectively in the position may be considered. | |
| Certificate and License Requirements Master’s Degree in Secondary ELA, Mathematics, Science, or Social Studies; gifted endorsement and/or Advanced Placement Certification preferred | |
| Physical Demands: While performing the duties of this job, the employee is frequently required to stand and use hands to finger, handle or feel. The employee is occasionally required to walk; sit; reach with hands and arms; climb or balance; stoop, kneel, crouch, or crawl; and talk or hear. The employee must occasionally lift and/or move up to 10 lbs. Specific vision abilities required by this job include close vision and ability to adjust focus. | |
| Special Requirements: Meetings outside of the normal school workday and work week. | |
| Paid Overtime (Y/N): N | |
| Duties and Responsibilities: | |
| <ul style="list-style-type: none"> • Modeling best teaching methods and strategies based on the latest research and data • Acting as a resource for principals, teachers and academic coaches • Assisting with implementing instructional strategies specific to and across curriculum areas in the classrooms • Providing on-going professional development based on the needs of the SIG school staffs and academic coaches through data analysis and teachers’ identified areas of need • Partnering with local universities/community colleges to connect professional development and teacher preparation • Working with SIG academic coaches and principals to identify areas of need to improve student | |

achievement

- Scaffolds the development of an effective assessment system based on regular examination of professional practice through analysis of student work, focused on effective feedback, and designed to support SIG academic coaches and teachers
- Conducting model lessons, coaching, performing ongoing observations, and providing support to SIG coaches and teachers in the standards-based classroom
- Providing follow-up with coaches and principals after key assessments, planning sessions, or professional development activities to establish benchmarks for fidelity
- Researching current academic issues, providing teachers with up-to-date research and instructional strategies in the standards-based classroom
- Designs on-going, site-based professional development with SIG coaches to support professional growth, focus on the SIG school's unique goals and needs, and move the school improvement plan forward
- Collaborating with SIG school-based academic coaches to design both formative and summative assessments to determine the impact of the school improvement plan, including its professional learning component on increasing student achievement
- Ensures that assessments to monitor progress, plans, and professional learning plans are met by the SIG High Schools as outlined in the School Improvement Grants
- Maintaining a weekly schedule/log of activities
- Perform other duties as assigned

Class Established:

Date(s) Revised: 5/10

The Bibb County School District will provide reasonable accommodations to qualified individuals with disabilities to allow them to perform the essential functions of the job when such individuals request an accommodation so long as the accommodation does not create an undue financial hardship for the district.