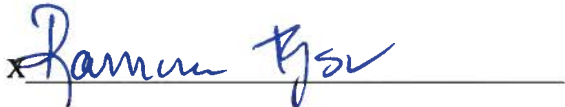


School Improvement Grant 1003(g)

Part II: LEA Application 2010

LEA Name: DeKalb County School System	LEA Mailing Address: DeKalb Schools Administration and Instruction Complex 1701 Mountain Industrial Boulevard Stone Mountain, GA 30083
LEA Contact for the School Improvement Grant: Name: Ramona Tyson Position and Office: Interim Superintendent Contact's Mailing Address: 3770 N. Decatur Rd., Decatur, GA 30032 Telephone: 678.676.1200 Fax: 678.676.0394 Email Address: Ramona_Tyson @fc.dekalb.k12.ga.us	
Superintendent (Printed Name): Ramona Tyson (Interim)	Telephone: 678.676.1200
Signature of Superintendent: 	Date: 4/15/2010
The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.	

School Improvement Grant 1003(g) LEA Application 2010

LEA Name: DeKalb 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
Clarkston HS		x						x
McNair HS		x						x
Elizabeth Andrews HS			x					
Southwest DeKalb HS			x					x

School Improvement Grant 1003(g)

LEA Name: DeKalb County School System

School Name: Southwest DeKalb High School

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

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

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

c) Provide a narrative describing the outcomes of analyzing the data (school needs).
As a result of analyzing the data from the 2008 GAPSS Analysis, the Target Areas for Improvement will be addressed through implementation of the Transformation Model as such:

A comprehensive needs assessment of Southwest DeKalb High School shows that the school would benefit from strategies, programs, and organizational initiatives that would benefit the large non-magnet/residential population and the students with disabilities. Approximately 59.6% of the student population is economically disadvantaged however we are not designated as a Title I school. Achievement gaps in all content areas must be addressed, particularly in Math, which negatively impacted our AYP status for the 2008-2009 school year. A review of the *High Schools That Work* Technical Assistance Visit for 2008-2009 indicates a need for instructional improvement in the area of rigor, high expectations, flexible grouping, differentiation, providing clear standards for quality work, and preparing students for college or work. Professional learning would benefit from in-depth application and monitoring. Classroom instruction would also benefit from improving classroom management techniques and revamping discipline and tardy policies. School culture results show that recognizing teachers for accomplishments, increasing parental involvement and boosting school/community pride will benefit the entire school program. Data also shows that it would be beneficial to provide opportunities for immediate remediation for failing students through alternative scheduling in an effort to graduate students in four years.

- d) Provide rationale for the intervention model selected.

The transformation model allows us to implement radical change without replacing the principal or dramatically replacing instructional staff. We believe that the administrative team and a majority of staff members have shown significant growth in moving the school forward. Although some staff may need to be replaced, we believe that job-embedded professional development opportunities, providing incentives for faculty and staff, improving communication with all stakeholders, implementing a comprehensive instructional reform and providing a

School Improvement Grant 1003(g)

flexible schedule can contribute to improving staff effectiveness.

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

DCSS has experience and proven success in managing grant funds and supporting staff in the implementation of new strategies. The framework is in place for grant implementation to begin as soon as funds are disbursed. The proposed budget for this grant includes one budget analyst to ensure allowable expenses and one Transformation Specialist to facilitate programmatic grant activities, due to necessary personnel cuts within the district.

The principal will work with the Transformation Specialist to ensure that funds fully support the transformation model. The school administration and staff will work with the Department of Teaching and Learning (high school division), the Office of School Improvement and Title I as well.

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

2. Complete the appropriate portion of Attachment 2 (2a: Turnaround Model, 2b: School Closure Model, 2c: Restart Model, 2d: Transformation Model) that corresponds to the model selected for each Tier I and Tier II school. Attachment 2 addresses the LEA's actions it has taken, or will take, to:
 - a. Design and implement the interventions consistent with the final requirements of the model selected for each school. Provide support to individual schools to support selected interventions. (Prof. learning, OSI, T and L)
 - b. Recruit, screen, and select external providers, if applicable, to ensure their quality.
 - c. Align other resources with the interventions.
 - d. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively. LEA will allow flexibility?
 - e. Sustain the reforms after the funding period ends.

3. 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.

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

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

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

Upon notification of eligibility for School Improvement Grants, the DCSS Interim Superintendent, Deputy Chief Superintendent for School Operations, Deputy Superintendent for Teaching and Learning, Associate Superintendent for Instructional Transition, Area Assistant Superintendents, Executive Director of the Office of School Improvement, Director of High School Instruction, Director of Research and Evaluation, and the principals involved met to discuss the opportunity. The group met several more times to explore the various implementation models and to create a communications plan. The Interim Superintendent notified the Board of Education, shared information, and solicited feedback. Principals held staff meetings to inform the staff of the opportunity and then worked with school teams on several occasions to develop plans. The Executive Director of the Office of School Improvement met with a school council as well. District senior staff, along with Area Assistant Superintendents, attended community meetings held by principals to announce the opportunity and solicit input. (The agenda and minutes from the Southwest DeKalb HS community meeting are attached to this application.)

School Improvement Grant 1003(g)

LEA Application 2010

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

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

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

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

The LEA must assure that it will:

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

School Improvement Grant 1003(g)

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.

School Improvement Grant 1003(g)

LEA Application 2010 Attachment 2d

LEA Application 2010

Attachment 2d

Transformation Model

LEA Name: DeKalb County School System

School Name: Southwest DeKalb High School

The LEA must:

<p>A1. Replace the principal who led the school prior to commencement of the transformation model.</p>	
<p>Please Note: GaDOE School Keys and implementation resource performance actions are referenced throughout this document to reflect this application’s alignment with the Georgia standards.</p> <p>The senior staff of the DeKalb County School system collaborated and selected the Transformation Model for the School Improvement Grant for Southwest DeKalb High School. This model requires replacing the principal, unless assigned to the school for two years or less as provided in the guidance from the GaDOE, page 19 of 22.</p> <p>Actions: The current principal of Southwest DeKalb High School has completed one year therefore, she is eligible to remain in her position for the sake of this grant.</p>	<p>Timeline:</p> <p>Fall 2010 – Spring 2011</p> <p>Fall 2011 – Spring 2012</p> <p>Fall 2012 – Spring 2013</p>
<p>A2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that</p> <p>(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and</p> <p>(2) Are designed and developed with teacher and principal involvement.</p>	
<p><i>School Keys Leadership Standard 1:</i> The principal and school administrators will provide leadership that reinforces a commitment to high expectations for student achievement while promoting the school as a true community of learning.</p> <p>L 1.4 The school leadership will coach, supervise, and monitor curriculum, assessment, and instruction through the use of Class Keys.</p>	<p>Timeline:</p> <p>Fall 2010 – Spring 2011</p> <p>Fall 2011 – Spring 2012</p> <p>Fall 2012 – Spring 2013</p>

School Improvement Grant 1003(g)

Actions:

(1)

- Utilize the Georgia School Keys and the GAPSS analysis to assess performance at the school level in the areas of Curriculum, Assessment, Instruction, Planning and Organization, Student, Family, and Community, Professional Learning, Leadership, and School Culture as well as High Impact Practices (HIP)
- Utilize the School Keys Implementation Resource and the DCSS Implementation Resource Supplement to analyze school needs and select the appropriate interventions
- Utilize the Georgia Teacher Evaluation Process (GTEP) and implement the use of the Georgia Class Keys to assess teachers' levels of performance in the areas of Curriculum and Planning, Standards-Based Instruction, Assessment of Student Learning, Professionalism, and Student Achievement.
- Utilize the Georgia Leadership Evaluation Instrument (GLEI) to evaluate the administrative team and implement the use of the Georgia Leader Keys as an evaluative tool.
- Assess teachers continuously through observation and benchmark results. This occurs through the use of instructional focused walks, classroom observations, and data assessment meetings.
- Utilize specific components of the America's Choice model to serve specific needs at the classroom and school-wide level. The components that will be used include Instructional Leadership, Literacy Navigator, Literacy Ramp- Up, Mathematics Navigator, and Mathematics Ramp-Up. This includes the collection and analysis of formative, summative, observational, and perception data on on-going basis that provides systematic feedback and follow-up.
- Review the district expectations to ensure that all teachers are in compliance with the goals mandated by the board and school district. Teachers will collaborate in department meetings to create common instructional objectives, modeling techniques, lesson sequencing, independent practice standards and assessments for their discipline based on the performance. Departmental policies will be based on research-based assignments. Vertical alignment will be evident at the high school level through a progression of research skills, writing, and documentation beginning in the freshman year.

(2)

- Teachers will evaluate the results of standardized assessments. During departmental meetings, each

School Improvement Grant 1003(g)

<p>department will be advised to break into groups based on the courses taught. Teachers will then collaborate on which standards, format, and content will be used in each assessment. During that period of collaboration, teachers will compare data and discuss what was successful. Teachers will then collaborate with department chair and compile a report for administrative team to evaluate. Principal will then monitor and address any areas in need of support. Principal will provide any necessary professional development for course content and/or pedagogy. In doing so, teachers will be given an opportunity to make improvements in delivering instruction and implementing assessments.</p>	
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<p>A3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>	
<p><i>School Keys Leadership Standards 1 and 3:</i> The principal and school administrators provide leadership that reinforces a commitment to high expectations for student achievement while promoting the school as a true community of learning. School governance and leadership are distributed and school improvement is viewed as a collective responsibility.</p> <p><i>School Keys School Culture Standard I:</i> The school culture reflects norms, values, standards, and practices that reinforce the academic, social, emotional, and relational growth of each student and commitment to the professional growth for all educators.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Collect and analyze data to ascertain the specific needs of students. • Establish a Pay for Performance protocol for instructional staff and support staff linked to students' achievement and academic growth. Faculty and staff will receive incentives if school reaches the targeted goals for improvement with the drop out rate, graduation rate, and significant increase in the GHSGT Math, ELA, Science, Social Studies <p>Increase Graduation Rate by 5% each year</p> <p>Increase GHSGT Mean Scale Scores by 5% for students with disabilities and students with Free and Reduced Lunch in all areas to meet State Standards</p>	<p>Fall 2010 – Spring 2011</p> <p>Fall 2011 – Spring 2012</p> <p>Fall 2012 – Spring 2013</p>

School Improvement Grant 1003(g)

- Provide a \$75 per hour supplement for administrators that serve as the Local School Community Outreach Liaison on Saturdays and weeknights. Saturday programs will be scheduled from 9:00 a.m. – 12 noon. We will conduct up to eighteen (18) Saturday sessions per year. Evening sessions will be scheduled from 6:00 p.m.– 8:00 p.m. We will conduct up to eighteen (18) evening sessions per year. The responsibilities of this position would involve organizing and providing coverage for community workshops such as Resume Writing/Interviewing Skills, Parenting Classes, Health Screenings, Literacy Workshops, Financial Seminars, Computer/Technology classes, and Saturday Tutorials for Students. Session titles may change based upon the needs of the student body and community needs.
- Utilize the Georgia Teacher Evaluation Process (GTEP) and implement the use of the Class Keys Performance Appraisal Process to identify teacher performance and to facilitate professional growth
- Utilize the DCSS Moving Towards Excellence (MTE) process to monitor and support staff members who have consistently demonstrated a need for improvement. This process entails support for teachers with instructional deficiencies from local and central office instructional staff. This tiered process allows for job-embedded professional learning opportunities, modeling, coaching, and remediation.
- Utilize the MTE process to facilitate the removal of staff members who have not improved their professional practices after ample opportunities have been provided to them. This process allows for the development of Professional Development Plans that support improved instructional practice; however, failure to evidence improvement will lead to removal from the school.

School Improvement Grant 1003(g)

LEA Application 2010 Attachment 2d

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.

School Keys Professional Learning Standard 3 : The content—the what—of professional learning reinforces educators' understanding and use of strategies for promoting equity and high expectations for all students, application of research-based teaching strategies and assessment processes, and involvement of families and other stakeholders in promoting student learning.

PL 3.2 Teachers will gain a deep understanding of subject matter and instructional strategies through content area coaches, America's Choice, and other necessary training to implement the model.

Actions:

Curriculum:

Vertical Alignment by Chair and Coach

Curriculum 1.1; PA 1 Teachers study GPS in Collaborative Groups

Teachers work during pre-planning to look at requirements in pre-requisite courses and subsequent courses to plan focus standards, performance tasks, and skills

Depth of Knowledge (DOK) levels analyzed:

Benchmark Analysis Sheets and Online Analysis

Curriculum 1.2; PA 2 Teachers align state curriculum with local curriculum and state assessments used to guide instruction and provide additional support.

Teachers use county designed, standards-based benchmarks that are aligned to EOCT domains and labeled with DOK level.

Developing interdisciplinary units

Smaller Learning Community (SLC) Teachers; SLC Instructional change coach; SLC Coordinator

Curriculum 1.2; PA 4 Content area teachers across teams plan integrated units of study.

Academy teachers work across content areas to develop at least

Timeline:

Fall 2010 – Spring 2011

Fall 2011 – Spring 2012

Fall 2012 – Spring 2013

School Improvement Grant 1003(g)

one interdisciplinary unit per semester enabling students to make connections from subject to subject.

Curriculum 1.3; PA 1

Leadership team and teachers build consensus regarding rigor and relevance in the standards-based classroom.

Increased rigor and relevance in classrooms

Awareness walks are conducted regarding rigor and relevance evaluating teacher plans, board postings, performance tasks, teacher questions and student work

Data Analysis Training in Professional Learning Communities (PLC)

Teacher Reflection; Data Analysis Sheet

Curriculum 3.1; PA 2

Formative and summative assessment data are routinely disaggregated to adjust and improve instruction

Collaborative team data talks are held once per unit to review data collected from pre and post benchmarks and classroom formative and summative assessments as reflected in gradebook

Assessment:

Awareness walk/data

Assessment 1.1; PA 1

Student data from state assessments is disaggregated to identify patterns.

Dept. chairs, coaches and dept. members meet to disaggregate data regarding all EOCT subjects, GHSWT, and GHSGT regarding overall progress for the past several years and to monitor subgroups and at-risk groups of students.

Differentiated Instruction and Data Analysis

August – May

Collaboration Logs

Assessment 3.1; PA 2

Teachers participate in on-going gathering and analysis of data to

School Improvement Grant 1003(g)

define goals and develop strategies

Teachers work during common collaborative planning time to develop units, performance tasks w/ rubrics, models, and assessments. They analyze student work to determine rigor and find exemplars. They develop differentiated strategies and use best practices to meet the needs of all students. They analyze and disaggregate data collected from benchmark, formative and summative assessments.

Portfolios in PLC's August – May

Portfolios in classrooms; Awareness walks

Assessment 3.1; PA 3

Students maintain a record of their work for the purpose of noting progress in meeting standards

Teachers and students keep academic portfolios documenting student mastery of standards over the length of a course. Students also include revised work.

Informal GHSWT

(Math, ELA and Writing) rubric and scoring;

Data Analysis

Teachers provide low bubble students with Lunch and Learn, Saturday School, After School and Advisement Tutorials throughout the year leading up to the GHSWT and the GHSWT.

Raising the Standards Training

Conferencing Data

Assessment 3.1; PA 5

Teachers conference with students about their work and set targets for improvement through verbal/ written commentary. Teachers conference with students regularly using student portfolios and conferencing logs to review work and set targets for improvement

Instruction-Planning conferences and PLC's

Awareness Walks, Collaboration Logs, Agendas

Instruction 2.1; PA 1

Leadership team and teachers determine school-wide expectations

School Improvement Grant 1003(g)

in the delivery/ routines of lessons

All teachers use follow the same instructional framework: bell-to-bell instruction, opening/ work period/ closing, standards posted, essential question posted, flexible grouping, differentiated instruction, conferencing, academic portfolios, co-teaching, reading strategies.

ICE training; Co-teaching training; Flexible grouping training

Agendas, Awareness Walks, Unit Plans

Teachers present content in a logical and sequential process using a variety of delivery models.

1. Teachers use flexible grouping based on data
Teachers use preferred co-teaching models to deliver instruction and monitor student work

Lesson Studies **Twice a Year**

Agenda

Instruction 2.3; PA 1

Teachers participate in professional learning on differentiated instruction.

In collaborative teams, led by the instructional coach, teachers complete 2 lesson studies a year that examine standards and delivery methods to ensure best practices.

America's Choice Training

Master Schedule; Unit Plans

Instruction 2.6; PA 1

Leadership team develops pyramid of intervention to provide support

1. America's Choice reform program will be implemented grade-level by grade level with tiered interventions through Ramp Up to Advanced Literacy and Navigator for Math.
- Utilize and expand the professional learning opportunities provided through the America's Choice reform model
 - Enhance Professional Learning Communities (PLC) through professional development (3 Saturday sessions per semester), follow-up monitoring and feedback, and job-embedded support to analyze student work and plan effectively

School Improvement Grant 1003(g)

<ul style="list-style-type: none"> • Conduct instructional focus walks weekly • Provide on-going, research-based professional development which is linked to the annual comprehensive needs assessment on a year round basis. <ul style="list-style-type: none"> ○ On-site and web-based content area training ○ Peer shadowing and peer observation protocols ○ Teacher industry externships ○ Interdisciplinary collaboration between content area teachers <p>Training in the areas of gender specific strategies and advanced placement/gifted instruction</p>	
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<p>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.</p>	
<p><i>School Culture Standard 1:</i> The school culture will reflect norms, values, standards, and practices that reinforce the academic, social, emotional, and relational growth of each student and a commitment to the professional growth of all educators.</p> <p>SC 1.5 The school culture supports professional growth of adults.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Provide substitute teachers for content area teachers to plan collaboratively or shadow master teachers • Provide team building activities for faculty and staff • Allot \$200,000 to pay excellent teachers for extended time through an academic progress bonus of \$1,000 per instructional staff member (Pay for Performance) linked to GHSGT performance to increase yearly by 5% and improved Graduation Rate data to increase by 5% yearly • Allot \$25,000 to pay excellent teachers to finance coursework for gifted and special education certification and pay tuition for graduate studies 	<p>Timeline:</p> <p>Fall 2010 – Spring 2011</p> <p>Fall 2011 – Spring 2012</p> <p>Fall 2012 – Spring 2013</p>

<p>A6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.</p>	
<p><i>School Keys Instruction Standard 2:</i> Research-based instruction is standard practice.</p> <p>I 2.1 All learning environments and classroom instruction consistently demonstrate research-based learning strategies and processes, ensuring the achievement of all learners through smaller learning communities and the</p>	<p>Timeline:</p> <p>Fall 2010 – Spring 2011</p> <p>Fall 2011 – Spring 2012</p> <p>Fall 2012 – Spring 2013</p>

School Improvement Grant 1003(g)

<p>achievement.</p> <p>A1.2 Teachers adjust instruction based upon assessment data to improve overall and individual student achievement and address all learning gaps and problems.</p> <p>Students and teachers will work collaboratively to design and implement assessment options that uncover students' strengths and weaknesses allowing a customized approach to assessing student learning progress and modifying content and strategies as needed to promote successful learning experiences. Designing effective assessments is critical for any teacher. The general term "assessment" is used to refer to all those activities undertaken by teachers-and by their students in assessing themselves-that provide information to be used as feedback to modify teaching and learning activities, (Black and William, 1998). In order to make judgments about the status of a student or an entire class at any given point in time, teachers need as much accurate data as possible about an individual student's progress, or the progress of the class as a whole, to determine their next instructional steps. (<i>Marzano, 2010</i>)</p> <p>Diagnostic assessment occurs at the beginning of the learning/teaching cycle. This type of assessment provides the teacher with an understanding of the prior knowledge and skills a student brings to a unit, as well as the strengths and specific learning needs of an individual or groups of students in relation to the expectations that will be taught. Formative assessment has become very popular in the last decade. It is typically contrasted with summative assessment in that summative assessments are employed at the end of an instructional episode while formative assessments are used while instruction is occurring. (<i>Marzano, 2010</i>)</p> <p>Actions:</p> <p>Instructional staff will use diagnostic, formative, interim and summative assessments to monitor student learning progress.</p> <ul style="list-style-type: none">● Diagnostic assessments will be used to determine baseline student performance.● Formative assessments will be used to monitor student mastery and to determine students' needs for instructional support or enhancement.<ul style="list-style-type: none">○ Assessment occurs continuously in the	<p>Fall 2011 – Spring 2012</p> <p>Fall 2012 – Spring 2013</p>
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School Improvement Grant 1003(g)

- classroom, both within and between lessons.
- Information is used to adjust teaching strategies.
- Students receive frequent and meaningful feedback on their performances.
- Examples of formative assessment strategies include common formative assessments, teacher observation, discussion, questioning, and non-graded class work.
- Teachers and students will consult on student progress setting student goals and monitoring progress frequently
- Interim/Periodic Assessments will be used to monitor instruction for student groups based on their progress towards mastery of content and process standards.
 - occurs within, between, and among instructional units
 - used to identify strengths and gaps in the learning-teaching process
- Summative assessments will be used to measure year to year learning growth.
 - GHSGT
 - EOCT
- Provide on-going professional learning opportunities to assist teachers with data analysis in order to guide instruction.
- Disaggregate student data from state assessments (Writing Assessments, EOCTs, GHSGTs), ELA Benchmarks, SAT, ACT, PSAT, Pre and Post Tests for content to identify patterns for specific students or groups of students. Grade level and/or content area teachers and administrators collaborate to analyze data to determine learning priorities for the school.
- Utilize the high-school Graduation Coach and Testing Coordinators for training in all content areas to help develop expertise in administering standardized tests as well as the strategies to deliver concepts to students.
- Monitor and track student achievement annually based on student performance and portfolios
- Schedule routine and protected time for faculty to meet bi-weekly by grade level and content area (horizontal and vertical articulation) to analyze formative, interim, and summative data to reflect on instructional effectiveness and to revise instruction as needed
- Schedule routine and protected time for instructional

School Improvement Grant 1003(g)

<p>coaches to meet with content area teachers every three weeks to analyze student data, determine trends, and develop plans to address identified needs.</p> <ul style="list-style-type: none"> • Use data and feedback from instructional focus walks, GAPSS Reviews, and benchmark scores to differentiate instruction by flexible grouping, sheltered classrooms, portfolios, rubrics, etc. Teachers will develop standards-based lesson plans that address needs identified in benchmarks through activities that differentiate by process, product, assessment, and learning style. • Participate in a continuous process of data analysis at summer data retreats to inform and differentiate instruction with the objective to analyze data in each content area and plan for results in key domain areas of the End-of-Course Tests and Georgia High School Graduation Test in addition to the development of the Consolidated School Improvement Plan (CSIP) action plans 	
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A8. Establish schedules and strategies that provide increased learning time (as defined in this notice).	
<p><i>School Keys Instruction Standard 1:</i> The instructional design and implementation will be clearly and consistently aligned with GPS and district expectations for learning.</p> <p>I 2.6 Students will receive timely, systematic, data-driven interventions through during the day and after school tutorials, Graduation Academy, and Saturday School.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Credit Recovery: Available for students who meet attendance criteria and received a 60-69 course average in the core-content classes. Credit Recovery is available through the DOLA (DeKalb Online Academy) immediately following the end of the semester in which the course was completed. Teachers will work extended days to assist students after school from 3:30 p.m. – 5:00 p.m. two days per week. • Implement a remediation program through an extended day and/or Saturday school for students in danger of failing a course • Create a Graduation Academy for students who need to get on track for graduation. This teacher assisted online program will offer an alternative route to graduation for students who are at-risk for dropping out of school; provides students with personalized instruction, individualized attention with a low student-to-teacher ratio, and freedom to work at their own pace. 	<p>Timeline:</p> <p>Fall 2010 – Spring 2011</p> <p>Fall 2011 – Spring 2012</p> <p>Fall 2012 – Spring 2013</p>

School Improvement Grant 1003(g)

LEA Application 2010

Attachment 4

Budget Detail

LEA Name: DeKalb County School System

School Served: Southwest DeKalb High School

Intervention Model: Transformation Model

Tier Level: II

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

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

Object Class	Item Description	Costs	
100 Personal Services (Salaries)	Transformation Specialist/Budget Analyst	50,000	
	Instructional Coaches (4)	226,000	
	Para-Professionals for Graduation Academy (4)	70,000	
	Pay for Performance Incentive	200,000	
	Teacher for Graduation Academy	40,000	
	Prevention/Intervention Specialist	45,200	
	Supplements for Community Outreach Liaisons (Administrators on staff)	6,750	
	Summer/Saturday Conference Stipends	62,500	
	Substitute Pay (Collaborative Planning)	20,000	Object Total
	Tuition Incentives for Instructional Staff	25,000	\$ 745,450
200 Benefits	Transformation Specialist/Budget Analyst	15,000	
	Instructional Coaches (4)	72,000	
	Para-Professionals for Graduation Academy (4)	60,000	
	Teacher – Graduation Academy	15,000	
	Prevention/Intervention Specialist	15,000	
			Object Total
			\$ 177,000
300 Purchased Professional & Technical Services	America’s Choice Professional Development	6,000	
	Constant Contact Email Marketing	400	
	University Instructors	25,000	
	Community Consultants	15,000	Object Total
			\$ 46,400
500 Other Purchased Services			
			Object Total
			\$ -
600 Supplies	Summer Conference Materials	2,500	
	America’s Choice Consumable Materials	300,000	
	Postage	7,500	
	8 Bulbs for Promethean Boards	2,200	
	E-Books for Amazon Kindles (5 titles)	2,000	Object Total

School Improvement Grant 1003(g)

			\$ 314,200
700	Property (Capitalized Equipment)	Dell Lap Top Computers/Printers/Carts	90,000
		8 Mobile Promethean Boards	34,400
		ActivExpression Auto-Response (4 Sets)	7,400
		Graphing Calculators	37,500
		40 Amazon Kindles	13,000
		HDTV Flat Screen TVs with DVD Players for classrooms	37,500
			Object Total
			\$ 219,800
800	Other Objects	Community Outreach Program Materials	5,000
		Instructional Supplies	50,000
			Object Total
			\$55,000
900	Other Uses	Professional Development/Conference Fees	15,000
		Team Building & Morale Development	5,000
		Summer Leadership Conference	10,000
			Object Total
			\$ 30,000
School Total			\$ 1,587,850

School Improvement Grant 1003(g)

LEA Application 2010

Attachment 4

Budget Detail

LEA Name: DeKalb County School System

School Served: Southwest DeKalb High School

Intervention Model: Transformation Model

Tier Level: II

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 Personal Services (Salaries)	Transformation Specialist/Budget Analyst	50,000	
	Instructional Coaches (4)	226,000	
	Para-Professionals for Graduation Academy (4)	70,000	
	Pay for Performance Incentive	200,000	
	Teacher for Graduation Academy	40,000	
	Prevention/Intervention Specialist	45,200	
	Supplements for Community Outreach Liaisons (Administrators on staff)	6,750	
	Summer/Saturday Conference Stipends	62,500	
	Substitute Pay (Collaborative Planning)	20,000	
	Tuition Incentive for Instructional Staff	25,000	
			Object Total
			\$ 745,450
200 Benefits	Transformation Specialist/Budget Analyst	15,000	
	Instructional Coaches (4)	72,000	
	Para-Professionals for Graduation Academy (4)	60,000	
	Teacher for Graduation Academy	15,000	
	Prevention/Intervention Specialist	15,000	
			\$ 177,000
300 Purchased Professional & Technical Services	America's Choice Professional Development	6,000	
	Constant Contact Email Marketing	400	
	University Instructors	25,000	
	Community Consultants	15,000	
			\$ 46,400
500 Other Purchased Services			
			\$ -
600 Supplies	Summer Conference Materials	2,500	
	America's Choice Consumable Materials	300,000	
	Postage	7,500	
	8 Bulbs for Promethean Boards	2,200	
	E-Books for Amazon Kindles (10 titles)	6,000	
			Object Total
			\$ 318,200

School Improvement Grant 1003(g)

700	Property (Capitalized Equipment)	Dell Lap Top Computers/Printers/Carts	90,000	
		3 Mobile Promethean Boards	12,900	
		ActivExpression Auto-Response (4 Sets)	7,400	
		Graphing Calculators	13,000	
		40 Amazon Kindles	13,000	
		Copy Machines	30,000	
		4 Scantron Machines	10,500	
		HDTV Flat Screen TVs with DVD Players for classrooms	44,500	Object Total
			\$ 221,300	
800	Other Objects	Community Outreach Program Materials	10,000	
		Instructional Supplies	50,000	
				Object Total
				\$ 60,000
900	Other Uses	Professional Development/Conference Fees	15,000	
		Team Building & Morale Development	5,000	
		Summer Leadership Conference	10,000	Object Total
				\$ 30,000
School Total				\$ 1,598,350

School Improvement Grant 1003(g)

LEA Application 2010

Attachment 4

Budget Detail

LEA Name: DeKalb County School System

School Served: Southwest DeKalb High School

Intervention Model: Transformation Model

Tier Level: II

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 Personal Services (Salaries)	Transformation Specialist/Budget Analyst	50,000	
	Instructional Coaches (4)	226,000	
	Para-Professionals for Graduation Academy (4)	70,000	
	Pay for Performance Incentive	200,000	
	Teacher for Graduation Academy	40,000	
	Prevention/Intervention Specialist	45,200	
	Supplements for Community Outreach Liaisons (Administrators on staff)	6,750	
	Summer/Saturday Conference Stipends	62,500	
	Substitute Pay (Collaborative Planning)	20,000	
	Tuition Incentive for Instructional Staff	25,000	
	Object Total		
		\$ 745,450	
200 Benefits	Transformation Specialist/Budget Analyst	15,000	
	Instructional Coaches (4)	72,000	
	Para-Professionals for Graduation Academy (4)	60,000	
	Teacher – Graduation Academy	15,000	
	Prevention/Intervention Specialist	15,000	
	Object Total		
		\$ 177,000	
300 Purchased Professional & Technical Services	America’s Choice Professional Development	6,000	
	Constant Contact Email Marketing	400	
	University Instructors	25,000	
	Community Consultants	15,000	
		Object Total	
		\$ 46,400	
500 Other Purchased Services			
		Object Total	
		\$ -	
600 Supplies	Summer Conference Materials	2,500	
	America’s Choice Consumable Materials	300,000	
	Postage	7,500	
	8 Bulbs for Promethean Boards	2,200	
	E-Books for Amazon Kindles (15 titles)	10,000	
	Object Total		

School Improvement Grant 1003(g)

			\$ 322,200
700	Property (Capitalized Equipment)	Dell Computers & Printers	90,000
		ActivExpression Auto-Response (4 Sets)	7,400
		Graphing Calculators	33,500
		40 Amazon Kindles	13,000
		25 Digital Video Cameras	7,000
		HDTV Flat Screen TVs with DVD Players for classrooms	10,000
			Object Total
			\$ 163,300
800	Other Objects	Community Outreach Program Materials	5,000
		Instructional Supplies	50,000
			Object Total
			\$55,000
900	Other Uses	Professional Development/Conference Fees	15,000
		Team Building & Morale Development	5,000
		Summer Leadership Conference	10,000
			Object Total
			\$ 30,000
School Total			\$ 1,539,350